



Progression Map – P.E.

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| Intent | | | | | | | |
| <p>In P.E. we provide engaging and challenging activities that help to inspire children of all different levels to be active and to lead healthy lives. We aim to grow the whole child through our P.E. curriculum, by focusing on a wide variety of skills and knowledge that will help children to develop; physically, mentally and socially. We ensure that all children are given a range of competitive opportunities and other activities that will develop character.</p> | | | | | | | |
| Implementation | | | | | | | |
| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Fundamental Movement Skills | | | | | | | |
| Skills | To develop the 5 under 5's fundamental movement skills which are running, hopping, skipping, catching and throwing. | Consolidate the 5 under 5's FMS learnt in EYFS and develop the other 5 skills of throwing, jumping, kicking, bouncing and rolling and now be learning the 10 fundamental movement skills of Key Stage 1. | Master the Key Stage 1 fundamental movement skills so the children are prepared for Key Stage 2 PE and school sport. | | | | |

| Dance | | | | | | | |
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| Skills | Travel Safely and creatively into space, use different levels when travelling, work with a partner and to remember and perform a basic sequence of movements lead by a teacher. | Show a different range of levels and pathways in children's movements, communicate effectively with partners and to start focusing on timing and performing in unison. | To understand what makes a good performance, for children to improve their own performances after receiving feedback and show use of level, direction and unison when creating and performing in pairs. | To work well in pairs and show good cooperation and give useful feedback to peers. To show good timing, posture and extension whilst demonstrating some agility, balance, coordination and precision. Creatively change static actions into travelling motions and to show different levels and pathways when travelling. | To use pictures, poems and stories as stimulus to create dance sequences while developing a 16 count section to routines. To show increased use of cannon and for children to share what they know about the theme. | Focus on good timing and performing in unison. To turn 3-4 actions into a travelling section and creatively change static actions into travelling movements. | Evaluate the work of other's using simple, technical language and understand what the differences between performances are. To include the use of mirror images and changes in level and direction in choreography and improve on performances and routines through effective feedback. |
| Athletics | | | | | | | |
| Skills | To share space on run with their heads up, | Jump from one foot to two feet and two feet to | Demonstrate a variety of athletic | Use the correct technique to start a sprint | Accurately replicate the technique for | To be able to change the pace and run at | Transfer a relay baton efficiently as part of a |

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| | react quickly, throw accurately with good technique and run efficiently. | two feet and also jump for height and distance. Coordinate a run with a jump and also jump in a variety of ways. | techniques competently, discover and develop different jumping styles, demonstrate agility balance and coordination and show correct running, jumping and throwing techniques. | race and develop coordination to increase speed. Run a relay race efficiently as a team and learn how to hurdle and run in between hurdles. Throw overarm with power for distance and also with accuracy and develop techniques for consistency when jumping. | running jumping and throwing events and to challenge themselves to beat previous performances. Also, to feel more comfortable when taking part in competitive situations. | different tempos and sustain a running pace over longer distances. To throw with accuracy and power when doing pull and push throws and also throw with greater force over longer distances. | team and combine sprinting with hurdling. Throw with greater control, accuracy and efficiency and perform the correct techniques for triple jump, long jump, and standing vertical jump |
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Gymnastics

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| Skills | Travel close to the ground and also be able to jump off an object and land appropriately. Balance on different body parts and travel around safely | To travel on hands and feet and use animal travels and be able to take their weight on their hands and feet. To perform pencil and star jumps and also | Perform tuck jumps as well as quarter and half turn jumps as well as starting sequences in starting and finishing positions. To slide, scramble, | Transfer their own weight in walkovers and cartwheels and balance on points. Show good timing and posture and perform | Perform symmetrical and asymmetrical balances and work in cannon with clear relationships between group members. Work with counter | Transition smoothly from one action to another in a variety of ways, execute pike and straddle jumps and add vary to rolling. Also to be able to improve | To evaluate the word of others and offer constructive feedback whilst being able to improve their own work based on feedback from others. To |
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| | finding space and negating apparatus. | pencil, egg and teddy bear rolls. | push and spin and to support their own body weight. | sequences with changes of levels. | tension and counter balances with partners and offer feedback on partner performances. | sequences based of teacher and peer feedback. | be able to work with a partner and in a group, using different pathways and correct technique to rolling, jumping, travelling and balancing. |
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Invasion Games

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| Skills | Running forwards and backwards while being aware of others in their environment, slide in one direction and be able to dodge using one foot. To throw a ball and catch with some accuracy. | To be able to dodge of both feet in any direction and have increased awareness of others around them. Pass accurately over a short distance and then start to move into a new space. | Start to make decisions of when to attack and defend and receive the ball whilst on the move. Also being to read the intentions of other players and anticipate what they are trying to do. | Manipulate the ball in a variety of ways to try and outwit the opponent and also move and travel in a variety of ways to receive the ball in better positions. When receiving the ball, catch and cushion it in a way that will enable a quicker and better throw | Pass and then move into space to receive the ball back and signal non verbally when they want to receive the ball back. Anticipate what is going to happen by reading opponents body language and close space down between themselves and | Create overloads by supporting the attack at the right time and target members of the opposition defence giving them more than one person to mark. Utilise the width of the pitch to stretch the opponents defence and pull the other team out of position to exploit their | Mark an opponent directly, staying with them at all times when defending and deceive an opponent by faking and feinting passes and shots. Adopt high and low pressures of defending as a tactic, stay in defensive shape and use good |
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| | | | | after the catch has been made. | their opponent to try and dispossess them. | defence. Receive the ball on the half turn, thereby opening up the pitch and creating more angles to pass the ball to teammates. | communication and also using a variety of ways to pass the ball and make good decisions of what technique to use to make the most effective pass. |
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Net and Wall

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| Skills | Send a ball with some accuracy and strike a ball with palm of hand whilst it is airborne. When striking a ball with the palm of hand, moving back into position to receive it back. To throw with accuracy and power and to keep their eye on the ball at all times. | Move quickly into good positions to make a catch and being to strike a ball with some degree of accuracy. Also, to develop a good grip and stance. | Begin to strike with more consistency and accuracy on the forehand and strike a backhand on their own feed. Return a ball after it has bounced that has been thrown to them by a partner and play a game using a variety of different shots. | Take up a 'ready position' and move into good positions to strike a ball and hit consistent forehand returns. Also get into good positions to hit backhand shots and strike the ball on the backhand with some consistency and accuracy. | Serve from the baseline to the opponents side of the court and use tactics against an opponent. Play a variety of shots well using different levels of power and accuracy, move into a good position to play these shots and also umpire and keep score in matches. | Strike a backhand from their own feed and hit forehand shots consistently. Control where they hit the ball and in what direction it goes in and change the power of shots being made depending on where they are on the court to give them the best results. | To be able to smash, lob and serve, understand what shot to play at the correct time and to apply all the skills to a match. |
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| <i>Outdoor and Adventurous Activities</i> | | | | | | | |
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| <i>Skills</i> | <i>Find a space and negotiate space successfully. Work as part of a team and show an understanding of the need for safety when tackling new challenges. Walk forwards, backwards and stop when instructed and follow basic instructions when moving.</i> | <i>To be able to jump and maintain balance, reach, lift and put things down safely. Give and follow simple directions, work with control make good decisions.</i> | <i>Follow a map and work with others solving mathematical clues while moving or running at a pace which is acceptable for their group. To also listen to the opinions of peers before making decisions on where to go next.</i> | <i>Work as part of a team and work together in small groups to solve problems. Negotiate with their group while following the rules of an activity.</i> | <i>Run and think simultaneously to compete in a competition and plan a route using a map. Identify where a number of controls are located around the school grounds through photographic clues and also identify parts of the school using a map.</i> | <i>Use non-verbal communication to solve problems and work with a partner to navigate successfully across and through obstacles whilst blindfolded. Give clear instructions and think creatively to find solutions to challenges.</i> | <i>Work with a partner or in a group to find controls around the school grounds using a map and work quickly and effectively against the clock. Communicate effectively with peers when identifying a number of locations around the school grounds which have different types of challenges at each one.</i> |
| <i>Striking and Fielding</i> | | | | | | | |
| <i>Skills</i> | <i>Stop a ball using their hands and chase after a ball once it has been hit. Throw a ball</i> | <i>Strike a ball off a tee and catch a ball that is thrown directly at them. Also,</i> | <i>Bowl a ball overarm from a standing position and run between wickets to accrue</i> | <i>Move to catch a ball that isn't going directly towards them and also run</i> | <i>Bowl from close to the stumps and walk in as a fielder as the bowler is</i> | <i>Bowl a legal delivery with a run up and control where the ball is hit.</i> | <i>Bowl using more than one technique and back up other fielders without</i> |

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| | underarm with accuracy and communicate well with teammates. | throw overarm at a target using the correct technique. | runs. Pick up a ball with one hand or two and return it to a partner or teammate. Also being to strike the ball with soe accuracy. | after a ball to stop it. Adopt a good position when being a wicket keeper and catch balls on both sides of the wicket. | bowling. Play a variety of shots well and stand make good decisions. Also, be decisive and call for catches when the ball goes high and use soft hands to cushion the ball | Make right decisions about what fielding technique to use and make appropriate fielding changes depending on who is batting. | prompting. Judge the length and pace of a delivery when making a shot and when in the field, anticipate where the ball will be going when a shot has been made. |
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Impact

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| | In Reception, children can talk about the effect of exercise on their body. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle | Year 1 children should be able to confidently work as part of a team. They should be able to balance on one foot and on a mat and hold a position. They should be able to combine basic positions/ movements to create a routine. | Year 2 children will know the basic balances and rolls in gymnastics. They will understand how important exercise is and the impact on their body. They will know how to play a variety of games. They can move in response to music planning a dance sequence. | A Year 3 child will have developed strength, balance and coordination through personal challenges. Have knowledge of ball skills, throwing, passing and catching. Will be able to successfully take part in team games with a clear | Year 4 children can take part in invasion games starting to use skills to attack and defend when appropriate. Children have developed their balance, coordination and strength through dance, circuits and gymnastics. | Year 5 children will develop even further their understanding of attacking and defending when playing invasion games. They have worked independently and with others to develop their creativity and strength through dance and gymnastics. To increase their | Year 6 children will experience a wide range of physical activities, with a deeper understanding of their enjoyment levels, strengths and development points. |
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| | <i>equipment and tools effectively.</i> | | | <i>understanding of the rules.</i> | | <i>strength and stamina through circuit training.</i> | |
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