



# Physical Education Progression Map



Term / Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Dance</b>	<p><b>Dance – Theme Bonfire Night or x-curricular link</b></p> <ul style="list-style-type: none"> <li>I can respond to different stimuli (stories, poetry, music, and event) with a range of actions.</li> <li>I can copy and explore basic body actions.</li> <li>I can copy simple movement patterns</li> <li>I can practise and repeat their movement phrases and perform them in a controlled way.</li> </ul>	<p><b>Dance – Cross – Curr Link</b></p> <ul style="list-style-type: none"> <li>I can talk about different stimuli as the starting point for creating dance phrases and short dances.</li> <li>I can explore actions in response to stimuli such as stories, poems, events, rhythms, music, props etc.</li> <li>I can show some sensitivity to the accompaniment.</li> </ul>	<p><b>Dance -X-Curricular links</b></p> <ul style="list-style-type: none"> <li>I can show an imaginative response to different stimuli through my use of language and choice of movement.</li> <li>I can use a range of expressive language to describe dance</li> <li>I can incorporate different qualities and dynamics into my movement</li> <li>I can perform short dances with expression, showing an awareness of others when moving.</li> <li>I can describe what makes a good dance phrase</li> </ul>	<p><b>Dance -X-curricular links and story books</b></p> <ul style="list-style-type: none"> <li>I can think about character and narrative ideas created by the stimulus, and respond through movement</li> <li>I can experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on my own, with a partner and in a group.</li> <li>I can remember, practise and combine longer, more complex dance phrases</li> <li>I can describe and interpret dance movements using appropriate vocabulary</li> </ul>	<p><b>Dance -X-curricular links</b></p> <ul style="list-style-type: none"> <li>I can explore, improvise and choose appropriate material to create new motifs in a chosen dance style.</li> <li>I can warm up and cool down independently using exercises that stretch and tone my body.</li> <li>I can compose, develop and adapt motifs to make dance phrases and use these in longer dances.</li> <li>I can talk about the relationship between the dance and its accompaniment.</li> <li>I can suggest ways to develop their technique and composition.</li> </ul>	<p><b>Dance -X-curricular links</b></p> <ul style="list-style-type: none"> <li>I can respond to a range of stimuli, improvising freely using a range of controlled movements and patterns.</li> <li>I can select and use a range of compositional ideas to create motifs that demonstrate my dance idea</li> <li>I can explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship.</li> <li>I can perform with clarity and sensitivity to an accompaniment (e.g. percussion, rap), communicating a dance idea.</li> <li>I can identify what types of exercise I need to help me improve in dance.</li> </ul>
	<p><b>Dance –Theme – X-curricular</b></p> <ul style="list-style-type: none"> <li>I can choose movements to make into my own phrases with beginnings, middles and ends.</li> <li>I can talk about dance, linking movement to moods, ideas and feelings.</li> <li>I can know where my heart is and understand why it beats faster when dancing.</li> </ul> <p>I can use simple dance vocabulary</p>	<p><b>Dance – Cross – Curr Link</b></p> <ul style="list-style-type: none"> <li>I can explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels</li> <li>I can show a growing range of creative movements.</li> <li>I can choose and link actions to make short dance phrases</li> <li>I can describe dance phrases and expressive qualities</li> </ul>				

<b>Gymnastics</b>	<p><b>Gymnastics - Bouncing, Jumping and Landing</b></p> <ul style="list-style-type: none"> <li>I can do basic gymnastic actions and stay still when required.</li> <li>I can land safely and with control.</li> <li>I can share the space and apparatus safely.</li> </ul>	<p><b>Gymnastics Spinning, Turning and Twisting</b></p> <ul style="list-style-type: none"> <li>I can perform a range of actions (travelling, balancing, jumping and rolling) with control and coordination.</li> <li>I can make up sequences of gymnastic actions.</li> <li>I can adapt the sequence to include floor, mats, apparatus, showing control, accuracy and fluency.</li> <li>I know that gymnastics makes my heart beat faster.</li> </ul>	<p><b>Gymnastics - Stretch, Curl and Arch</b></p> <ul style="list-style-type: none"> <li>I can use shape, balance and travel to explore floor, mats and apparatus.</li> <li>I can devise and perform a gymnastic sequence, showing a clear beginning, middle and end both independently and with a partner.</li> <li>I can practise an action or short sequence of movements and improve the quality of those actions and linking movements.</li> <li>I can explain the differences between two performances.</li> <li>I know the importance of warming up and identify when my body is warm and stretched.</li> </ul>	<p><b>Gymnastics - Balance</b></p> <ul style="list-style-type: none"> <li>I can make similar or contrasting shapes on the floor and apparatus.</li> <li>I can combine actions and maintain the quality of performance when performing at the same time as my partner.</li> <li>I can perform a range of rolling actions with consistency, fluency and clarity of movement</li> <li>I can work with my partner to make up a sequence using the floor, mats and apparatus.</li> <li>I can offer constructive ideas when working with a partner</li> </ul>	<p><b>Gymnastics – Bridges</b></p> <ul style="list-style-type: none"> <li>I can take more responsibility for my own warm up.</li> <li>I can perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension.</li> <li>I can repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction.</li> <li>I can identify which aspects were performed consistently, accurately, fluently and clearly and suggest improvements to speed, direction and level in the composition.</li> </ul>	<p><b>Gymnastics – Counter Balance and Counter Tension</b></p> <ul style="list-style-type: none"> <li>I can perform fluently and with control, even when performing difficult combinations.</li> <li>I can make up longer sequences and perform them with fluency and clarity of movement.</li> <li>I know how to improve their own health and fitness and how gymnastic activity helps contribute to this</li> <li>I can determine judging criteria for a gymnastic performance with a team of judges and use those criteria to feedback on the performances of others</li> </ul>
		<p><b>Gymnastics – Pathways and Linking Movements</b></p> <ul style="list-style-type: none"> <li>I can move smoothly from a position of stillness to a travelling movement/another stillness.</li> <li>I can adapt the sequence to include floor, mats, apparatus showing control, accurate and fluency.</li> <li>I can repeat and perform a short sequence where there is a clear beginning, middle and end.</li> <li>I can describe a sequence accurately, commenting on what it contains and whether it is performed smoothly and with control.</li> <li>I can choose one aspect of their sequence to improve, and say how to improve it</li> </ul>	<p><b>Gymnastics - Symmetry and asymmetry</b></p> <ul style="list-style-type: none"> <li>I can adapt a sequence to include different levels, speeds or directions.</li> <li>I can show control, accuracy and fluency of movement when performing actions on my own and with a partner.</li> <li>I can understand that strength and suppleness are important in gymnastics.</li> <li>I know how to improve a performance.</li> </ul>	<p><b>Gymnastics - Rolling</b></p> <ul style="list-style-type: none"> <li>I can make up and lead a warm up that prepares us for gymnastics.</li> <li>I can perform a range of rolling actions with consistency, fluency and clarity of movement.</li> <li>I can combine actions to make sequences with changes of speed, level and direction, and clarity of shape.</li> <li>I can increase the length of my sequences.</li> <li>I can modify and improve my sequences based on the steps to success</li> </ul>		

<b>Games</b>	<p><b>Games- Ball Skills</b></p> <ul style="list-style-type: none"> <li>I can show control and accuracy when I roll and throw the ball</li> <li>I can watch the ball carefully and get in line with it</li> <li>I can be still and move to aim into a target</li> <li>I can recognise where the space is and use it to beat my opponent</li> <li>I know where to stand to make it difficult for my opponent to score points</li> </ul>	<p><b>Games Skills</b></p> <ul style="list-style-type: none"> <li>I can perform a range of dribbling, throwing and catching skills with control</li> <li>I can perform a range of hitting and kicking skills with control</li> <li>I can choose and use tactics to suit different situations</li> <li>I recognise what is successful</li> </ul>	<p><b>Invasion Games - Passing, Receiving and Ball control Skills</b></p> <ul style="list-style-type: none"> <li>I can use a range of ball skills to help me keep possession and control of the ball</li> <li>I can use a range of skills to keep possession and make progress towards a goal, on my own and with others</li> <li>I can weigh up the options and often make good decisions about what to do</li> <li>I can explain how to keep possession and describe how I and others have achieved it.</li> <li>I know how to identify and use space.</li> <li>I am building my stamina and speed</li> </ul>	<p><b>Invasion Games - Building games skills passing, receiving &amp; small games</b></p> <ul style="list-style-type: none"> <li>I can use a range of techniques when passing</li> <li>I can change direction and speed when moving with or without the ball</li> <li>I have simple tactics that I know I can make work</li> <li>I use the knowledge I am learning in PE to make up suitable warm-up activities for the games I am playing</li> <li>I can keep and use rules given to me</li> <li>I can describe the help I need to improve my play</li> <li>I can play with greater speed and flow</li> <li>I can suggest how rules could be changed to improve the game</li> <li>I know and explain the tactics and skills that I am confident with and use well in games</li> </ul>	<p><b>Invasion Games - Introduction to small sided games</b></p> <ul style="list-style-type: none"> <li>I can perform skills with accuracy, confidence and control</li> <li>I can use a variety of tactics to keep the ball, e.g. changing speed and direction, and to move it to a scoring position</li> <li>I know the difference between attacking skills and defending skills</li> <li>I know how to mark and defend to try and stop the opposition scoring</li> <li>I can look for specific things (skills and /or tactics) in a game and explain how well they are being done</li> </ul>	<p><b>Invasion Games – Developing the game &amp; problem-solving skills</b></p> <ul style="list-style-type: none"> <li>I can choose when to pass or run with the ball, so that I keep possession and make progress towards the goal</li> <li>I can perform a range of games skills with greater speed</li> <li>I can combine and perform skills with control</li> <li>I can use attacking and defending skills appropriately in games</li> <li>I can recognise and describe the best points in an individual's and a team's performance</li> <li>I can identify aspects of my own and others' performances that need improvement, and suggest how to improve them</li> <li>I can plan and lead skill practices for Games</li> <li>I can plan and use tactics with my team to be successful in a game</li> </ul> <p>I can know the importance of being fit, and what types of fitness are most important for playing Games</p>
	<p><b>Fundamentals and fitness and playground games (leading into the holidays – keeping fit over the summer break)</b></p> <ul style="list-style-type: none"> <li>I can move fluently, changing direction and speed easily and avoiding collisions</li> <li>I can describe what it feels like when I breathe faster during exercise</li> <li>I can explain why running and playing games is good for me</li> </ul>	<p><b>Creating Games and Inventing Rules and teaching others how to play those games</b></p> <ul style="list-style-type: none"> <li>I can choose and use tactics that work for my game</li> <li>I understand and can describe changes to my heart rate when playing different games</li> <li>I can make up a game using games equipment that increases my heart rate</li> <li>I can know how to score and keep the rules of my game</li> <li>I can watch and describe the games of others accurately</li> <li>I can record my game and teach others how to play (link to instructional writing)</li> </ul>	<p><b>Net/Wall Games (Tennis)</b></p> <ul style="list-style-type: none"> <li>I can keep a game going using a range of different ways of throwing</li> <li>I can vary the speed and direction of the ball</li> <li>I can choose good places to stand when receiving, and give reasons for my choice</li> <li>I can describe what is successful in my own and others' play</li> </ul>	<p><b>Striking &amp; Fielding Games -Cricket</b></p> <ul style="list-style-type: none"> <li>I can strike a ball with intent and throw it more accurately when bowling and/or fielding</li> <li>I can intercept and stop the ball with consistency, and return it quickly and accurately</li> <li>I can choose and use batting or throwing skills to make the game hard for my opponents</li> <li>I can choose where to stand as a fielder to make it hard for the batter</li> <li>I am familiar with and use the rules set, and keep games going without disputes</li> <li>I can identify parts of my performance that need improvement, and suggest how to achieve this</li> </ul>	<p><b>Net Games - Tennis</b></p> <ul style="list-style-type: none"> <li>I can play using a racket, getting my body into good positions to hit a hand fed ball accurately</li> <li>I can increasingly keep a rally going using a small range of shots</li> <li>I can play shots on both sides of the body e.g. forehand, backhand and learn to serve</li> <li>I try to make things difficult for my opponent by directing the ball to space, at different speeds and heights</li> <li>I can use the rules and keep games going without disputes</li> <li>I can identify aspects of my game that need improving, and say how I can go about improving them</li> </ul>	<p><b>Striking &amp; Fielding Games - Cricket</b></p> <ul style="list-style-type: none"> <li>I can choose and use batting or throwing skills to make the game hard for my opponents</li> <li>I can describe what is successful in my team's performance and act as a motivational and knowledgeable coach to improve our performance</li> <li>I can make good judgements about when to run to score points</li> <li>I can work well as part of a team to make it hard for the batter</li> <li>I am familiar with and use the rules set, and can keep games going without disputes or needing the teacher</li> </ul>

<p style="text-align: center;"><b>Athletics</b></p>			<p><b>Athletics - Run, Jump &amp; Throw</b></p> <ul style="list-style-type: none"> <li>• I can run at different speeds e.g. change my pace with control</li> <li>• I can decide the correct pace when running a long distance</li> <li>• I can use different throwing techniques e.g. push/pull throw, fling &amp; heave throw</li> <li>• I can throw accurately at a target and across different distances</li> <li>• I can explore different combination of jumps</li> <li>• I know different techniques which will help me increase my height and distance of my jump</li> <li>• I can describe what happens to my body when I am taking part in Athletics</li> </ul>	<p><b>Athletics - Run, Jump &amp; Throw</b></p> <ul style="list-style-type: none"> <li>• I can identify the differences in running styles and techniques</li> <li>• I understand the importance of timing during the relay changes</li> <li>• I understand that body positioning will result in a further throw.</li> <li>• I can choose an appropriate throwing technique for different distances</li> <li>• To explore the difference in standing and a run up throw when using a javelin</li> <li>• I know using your arms and increasing your speed can help increase the distance of a jump</li> <li>• I can apply a variety of techniques in a running, jumping and throwing competition</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• I can maintain a speed over a long duration of time or distance</li> <li>• I can create a three-stride pattern over hurdle and know the hurdling technique</li> <li>• I can throw with greater control and accuracy e.g. by generating greater force when throwing</li> <li>• I can develop a range of throwing techniques e.g. push/pull throw, fling and heave throws</li> <li>• I can develop power and keep control when taking off and landing (jumping)</li> <li>• I can develop change over skills when running in relays</li> <li>• I can time my runs</li> <li>• I can measure and record my performance</li> <li>• I can create a run, jump and throw event</li> <li>• I can lead and deliver with others our own athletics competition including warm ups and cool downs</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• I can sustain my pace over longer distances, e.g. sprint for ten seconds, run continuously for more than two minutes</li> <li>• I can organise myself and others in small groups safely, and take turns and different roles as a coach, performer and official</li> <li>• I can say why some athletics activities can improve strength, power or stamina, and explain how these can help my performance in other types of activity or sports</li> </ul>
<p style="text-align: center;"><b>Outdoor Adventurous Activities</b></p>					<p><b>OAA / Trust and challenge activities plus orienteering</b></p> <ul style="list-style-type: none"> <li>• I can take on challenges on my own with a partner</li> <li>• I am clear about what I have to achieve and recognise the importance of planning and thinking as I go</li> <li>• I can use teamwork skills well in a variety of different challenges</li> <li>• I can support others and let them know that I can support others and be trusted in challenge situations</li> </ul>	
<p style="text-align: center;"><b>Swimming</b></p>	<ul style="list-style-type: none"> <li>• I can push a glide on my back</li> <li>• I can kick 5 meters on my front with/out a float</li> <li>• I can kick 5 meters on my back with/out a float</li> <li>• I can swim 5 meters</li> </ul>	<ul style="list-style-type: none"> <li>• I can kick 5 meters on my front with/out a float</li> <li>• I can kick 5 meters on my back with/out a float</li> <li>• I can swim 5 meters on my front</li> <li>• I can swim 5 meters on my back</li> </ul>	<ul style="list-style-type: none"> <li>• I can perform 3 different types of floating</li> <li>• I can do the Breaststroke kick</li> <li>• I can swim 10 meters on my front</li> <li>• I can swim 10 meters on my back</li> </ul>	<ul style="list-style-type: none"> <li>• I can swim all 4 strokes for 10 meters</li> <li>• I understand how to swim full butterfly stroke</li> <li>• I understand the Butterfly kick</li> <li>• I can swim underwater</li> </ul>	<ul style="list-style-type: none"> <li>• I can swim all 4 strokes for 10 meters or more</li> <li>• I can scull for 10 meters feet first</li> <li>• I can scull 10 meters head first</li> <li>• I can perform a sequence of movement including floats and rolls</li> </ul>	<ul style="list-style-type: none"> <li>• I can swim for 25 meters front crawl</li> <li>• I can swim for 25 meters back stroke</li> <li>• I have swam in my clothes</li> <li>• I have experienced water polo / synchronised swimming</li> </ul>