



Physical Education Progression Map



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

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

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

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