

PE Progression Map



We are a Right Respecting School and this statement supports the following articles from the UN Convention on the Rights of a Child

Article 13: (Freedom of expression): Every child has the right to share information in any way they choose, including by talking, drawing or writing as long as it does not harm others.

Article 28: (Right to education): Every child has the right to a primary education, which should be free. They should be encouraged to reach the highest level of education of which they are capable.

Article 29: (Goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31: (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

National Curriculum Coverage

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Kicking and Controlling (gymnastics, tennis)	Balance and Coordination (gymnastics, hockey)	Dance (Disco) Throwing and Catching (basketball)	Travelling and Dodging (gymnastic, athletics, dodgeball)	Striking and Fielding (cricket, baseball, rounders)	Serving and Volleying (badminton, tennis)
Year 4	Kicking and Controlling (gymnastics, football)	Balance and Coordination (gymnastics, hockey)	Dance (Urban Freestyle) Throwing and Catching (basketball)	Travelling and Dodging (gymnastic, athletics, dodgeball)	Striking and Fielding (cricket, baseball, rounders)	Serving and Volleying (badminton, tennis)
Year 5	Kicking and Controlling (gymnastic, football)	Balance and Coordination (gymnastics, hockey) Swimming	Dance (Street Jazz) Throwing and Catching (basketball) Swimming	Travelling and Dodging (gymnastic, athletics, dodgeball) Swimming	Striking and Fielding (cricket, baseball, rounders) Swimming	Serving and Volleying (badminton, tennis)
Year 6	Kicking and Controlling (gymnastic, football)	Balance and Coordination (gymnastics, hockey)	Dance (Hip Hop) Throwing and Catching (basketball)	Travelling and Dodging (gymnastic, athletics, dodgeball)	Striking and Fielding (cricket, baseball, rounders)	Serving and Volleying (badminton, tennis) Outdoor Adventurous Activities Swimming

PE - Key Stage 2

National Curriculum	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best			
	Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations			
	Year 3	Year 4	Year 5	Year 6
Developing	• select and use the most appropriate skills, actions or ideas • move and use actions with co-ordination and control	• select and use the most appropriate skills, actions or ideas • move and use actions with co-ordination and control • make up their own small-team game	• link skills, techniques and ideas and apply them accurately and appropriately • show good control in their movements	• apply their skills, techniques and ideas consistently • show precision, control and fluency
Evaluating and improving	• explain how their work is similar and different from that of others • recognise how performances could be improved	• explain how their work is similar and different from that of others • use a comparison to improve their work	• compare and comment on skills, techniques and ideas that they and others have used • use their observations to improve their work	• analyse and explain why they have used specific skills or techniques • modify use of skills or techniques to improve their work • create their own success criteria for evaluating
Health and	• explain why it is important to warm-up and cool-down • identify some muscle groups used in gymnastic activities	• explain why warming-up is important • explain why keeping fit is good for their health	• explain some important safety principles when preparing for exercise • explain what effect exercise has on their body • explain why exercise is important	• explain how the body reacts to different kinds of exercise • choose appropriate warm ups and cool downs • explain why we need regular and safe exercise
Dance	• improvise freely, translating ideas from a stimulus into movement • share and create phrases with a partner and in small groups • repeat, remember and perform these phrases in a dance	• take the lead when working with a partner or group • use dance to communicate an idea • work on their movements and refine the • dance is clear and fluent	• compose their own dances in a creative and imaginative way • perform to an accompaniment, expressively and sensitively • movements are controlled • dance shows clarity, fluency, accuracy and consistency	• develop imaginative dances in a specific style • choose their own music, style and dance

Gymnastics	• use a greater number of their own ideas for movement in response to a task • adapt sequences to suit different types of apparatus and their partner's ability • explain how strength and suppleness affect performance • compare and contrast gymnastic sequences, commenting on similarities and differences • perform large and small body-part balances	• work in a controlled way • include change of speed • include change of direction • Include a range of shapes • follow a set of 'rules' to produce a sequence • work with a partner to create, repeat and improve a sequence with at least three phases • 1,2,3 and 4-point balances • balance with and against a partner	• make complex or extended sequences • combine action, balance and shape • perform consistently to different audiences • movements are accurate, clear and consistent • perform part body-weight partner balances	• combine their own work with that of others • link complex sequences to specific timings • group formations • develop technique, control and complexity of part-weight partner balances
Games	• throw and catch with control when under limited pressure • be aware of space and use it to support team-mates and cause problems for the opposition • know and use rules fairly to keep games going • keep possession with some success when using equipment that is not used for throwing and catching skills	• catch with one hand • throw and catch accurately • use a bat, racquet or hockey stick accurately and with control to hit a ball or shuttlecock • keep possession of a ball • move to find a space when not in possession of a ball during a game • vary tactics and adapt skills according to what is happening	• gain possession by working as a team • pass a ball in different ways • use forehand and develop backhand with a racquet • field • choose the best tactics for attacking and defending • use a number of techniques to pass, dribble and shoot	• explain complicated rules • make a team plan and communicate it to others • lead others in a game situation • demonstrate a good awareness of space • throw and catch accurately and successfully under pressure in a game
Athletics	• run at fast, medium and slow speeds, changing speed and direction • link running and jumping activities with some fluency, control and consistency • make up/repeat a short sequence of linked jumps • take part in a relay activity, remembering when to run and what to do • throw a variety of objects, changing their action for accuracy and distance	• run over a long distance • sprint over a short distance • throw in different ways • hit a target • jump in different ways	• show control when taking off and landing in a jump • throw with accuracy • combine running and jumping • follow specific rules	• demonstrate stamina • use their skills in different situations
Outdoor/ adventure	• follow a map in a familiar context • move from one location to another following a map • use clues to follow a route • follow a route safely	• follow a map in a more demanding familiar context • move from one location to another following a map • use clues to follow a route • follow a route accurately, safely and within a time limit	• follow a map in an unknown location • use clues and compass directions to navigate a route • change their route if there is a problem • change their plan if they get new information	• plan a route and series of clues for someone else • plan with others taking account of safety and danger

SMSC	Spiritual PE supports spiritual development by increasing knowledge and understanding of the body's performance when exercising; this leaves pupils amazed at the body's ability. Through dance and sports such as gymnastics, pupils are creative, expressing feelings and emotions in their performances. Allowing pupil's reflection time to evaluate their experiences allows them to build a positive mind-set and promotes progression. Pupils will also see a sense of awe and wonder when observing elite performance from professional athletes and their peers.	Moral PE supports moral development by encouraging pupils to live a healthy lifestyle and promoting healthy living. Pupils develop the ability to tell the difference between right and wrong through fair play in sporting events and participating in competitive situations, giving pupils a sense of justice, and how to respond appropriately when they feel there is an injustice. The frequent opportunity given to pupils supports the importance of abiding by rules.	Social PE supports social development by developing the necessary skills to work in teams or pairs, as the majority of activities are based around team games or creating sequences in groups, co-operation with others is paramount to success. Giving the pupils roles such as leaders, coaches, or umpires, offers pupils the opportunity to develop their communication skills, leadership skills and the ability to settle any discrepancies which may occur. Pupils are encouraged to reflect upon feelings of enjoyment and determination.	Cultural PE supports cultural development by giving children the opportunity to explore dances and learn games from different traditions and cultures including their own, such as [example]. Pupils also recognise and discuss the differences between male and female roles within sport, at both elite and amateur levels. Compassion and respect for other cultures and traditions is also displayed by all when exploring unfamiliar games or dances. Pupils will discuss how culture may affect which sports different nations excel at and how cultural traditions can affect which sports men and women participate in.
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PE - component overview			
	Year 1	Year 2	Year 3
Developing skills	- Copy actions - Repeat actions and skills - Move with control and care - Carry and place equipment safely - Select and use the most appropriate skills, actions or ideas - Move and use actions with co-ordination and control - Make up their own small-team game	- Copy and remember actions - Repeat and explore actions with control and Coordination - Link skills, techniques and ideas and apply them accurately and appropriately - Show good control in their movements	- Select and use the most appropriate skills, actions or ideas - Move and use actions with co-ordination and control - Apply their skills, techniques and ideas consistently - Show precision, control and fluency

PE - component overview			
	Year 1	Year 2	Year 3
Evaluating and improving	- Talk about what they have done - Describe what other people have done - Explain how their work is similar and different from that of others - Recognise how performances could be improved	- Talk about what is different between what they did and what someone else did - Explain how they or others could improve - Explain how their work is similar and different from that of others - Use a comparison to improve their work	- Explain how their work is similar and different from that of others - Recognise how performances could be improved - Compare and comment on skills, techniques and ideas that they and others have used - Use their observations to improve their work

PE - component overview			
	Year 1	Year 2	Year 3
Health and fitness	- Describe how their body feels before, during and after an activity - Explain why warming-up is important - Explain why keeping fit is good for their health	- Show how to exercise safely - Describe how their body feels during different activities - Explain what their body needs to keep healthy - Explain some important safety principles when preparing for exercise - Explain what effect exercise has on their body - Explain why exercise is important	- Explain why it is important to warm-up and cool-down - Identify some muscle groups used in gymnastic activities - Explain how the body reacts to different kinds of exercise - Choose appropriate warm ups and cool downs - Explain why we need regular and safe exercise

PE - component overview			
	Year 1	Year 2	Year 3
Dance	• Move to music • Copy dance moves • Perform some dance moves • Make up a short dance • Move around a space safely • Take the lead when working with a partner or group • Use dance to communicate an idea • Work on their movements and refine them • Dance is clear and fluent	• Dance imaginatively • Change rhythm, speed, level and direction • Dance with control and co-ordination • Make a sequence by linking sections together • Link some movements to show a mood or feeling • Compose their own dances in a creative and imaginative way • Perform to an accompaniment, expressively and sensitively • Movements are controlled • Dance shows clarity, fluency, accuracy and consistency	• Improvise freely, translating ideas from a stimulus into movement • Share and create phrases with a partner and in small groups • Repeat, remember and perform these phrases in a dance • Develop imaginative dances in a specific style • Choose their own music, style and dance

PE - component overview			
	Year 1	Year 2	Year 3
Gymnastics	• Make their body tense, relaxed, curled and stretched • Control their body when travelling • Control their body when balancing • Copy sequences and repeat them • Roll in different ways • Travel in different ways • Balance in different ways - floor and apparatus • Climb safely • Stretch in different ways • Curl in different ways • Work in a controlled way • Include change of speed • Include change of direction • Include a range of shapes • Follow a set of 'rules' to produce a sequence • Work with a partner to create, repeat and improve a sequence with at least three phases • 1,2,3 and 4-point balances • Balance with and against a partner	• Plan and show a sequence of movements • Use contrast in their sequences • Movements are controlled • Show more than one way to create a sequence which follows a set of 'rules' • Work on their own and with a partner to create a sequence • Large body-part balances • Make complex or extended sequences • Combine action, balance and shape • Perform consistently to different audiences • Movements are accurate, clear and consistent • Perform part body-weight partner balances	• Use a greater number of their own ideas for movement in response to a task • Adapt sequences to suit different types of apparatus and their partner's ability • Explain how strength and suppleness affect performance • Compare and contrast gymnastic sequences, commenting on similarities and differences • Perform large and small body-part balances • Combine their own work with that of others • Link complex sequences to specific timings • Group formations • Develop technique, control and complexity of part-weight partner balances

PE - component overview			
	Year 1	Year 2	Year 3
Games	• Throw underarm • Roll a piece of equipment • Hit a ball with a bat or racquet • Move and stop safely • Travel with a ball in different ways • Catch with both hands • Throw in different ways • Kick in different ways • Pass the ball to another player in a game • Catch with one hand • Throw and catch accurately • Use a bat, racquet or hockey stick accurately and with control to hit a ball or shuttlecock • Keep possession of a ball • Move to find a space when not in possession of a ball during a game • Vary tactics and adapt skills according to what is happening	• Use hitting, striking, kicking and/or rolling in a game • Stay in a 'zone' during a game • Decide where the best place to be is during a game • Use one tactic in a game • Follow rules • Position the body to strike a ball • Bounce and kick a ball whilst moving • Gain possession by working as a team • Pass a ball in different ways • Use forehand and develop backhand with a racquet • Field • Choose the best tactics for attacking and defending • Use a number of techniques to pass, dribble and shoot	• Throw and catch with control when under limited pressure • Be aware of space and use it to support team-mates and cause problems for the opposition • Know and use rules fairly to keep games going • Keep possession with some success when using equipment that is not used for throwing and catching skills • Explain complicated rules • Make a team plan and communicate it to others • Lead others in a game situation • Demonstrate a good awareness of space • Throw and catch accurately and successfully under pressure in a game

PE - component overview			
	Year 1	Year 2	Year 3
Athletics	• Run over a long distance • Sprint over a short distance • Throw in different ways • Hit a target • Jump in different ways	• Show control when taking off and landing in a jump • Throw with accuracy • Combine running and jumping • Follow specific rules	• Run at fast, medium and slow speeds, changing speed and direction • Link running and jumping activities with some fluency, control and consistency • Make up/repeat a short sequence of linked jumps • Take part in a relay activity, remembering when to run and what to do • Throw a variety of objects, changing their action for accuracy and distance • Demonstrate stamina • Use their skills in different situations

PE - component overview			
Outdoor/adventurous	Year 1	Year 2	Year 3
	• follow a map in a more demanding familiar context • move from one location to another following a map • use clues to follow a route follow a route accurately, safely and within a time limit	• Follow a map in an unknown location • Use clues and compass directions to navigate a route • Change their route if there is a problem Change their plan if they get new information	• Follow a map in a familiar context • Move from one location to another following a map • Use clues to follow a route • Follow a route safely • Plan a route and series of clues for someone else • Plan with others taking account of safety and danger