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| **Physical Education Progression Map** | | | | | | | | |
|  | **Foundation Stage** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Games** | ~ Stop a ball with some control.  ~ Send a ball in the direction of another person.  ~ Control a ball on my own.  ~ Move with a ball in space safely and can talk about ways to keep healthy. | ~ Stop a ball with basic control.  ~ Send a ball in the direction of another person and collect a ball.  ~ Take part in sending and receiving activities with a partner.  ~ Talk about exercising, safety and short-term effects of exercise. | ~ Stop / catch / strike a ball with control and accuracy.  ~ Pass a ball to someone else and receive a ball when moving.  ~ Take part in conditioned games with opponents.  ~ Understand about exercising, being safe and the short-term effects of exercise. | ~ Throw a ball underarm and overarm.  ~ Catch a ball.  ~ Hit a ball.  ~ Dodge.  ~ Move in a range of ways such as skipping, jogging, hopping, side stepping.  ~ Kick a ball using a variety of techniques.  ~ Stop and control the ball using my feet.  ~ Dribble the ball with increased pace.  ~ Change direction while controlling the ball.  ~ Use my skills in a game situation to keep possession.  ~ Follow rules  ~ Control the ball using a racket.  ~ Perform a fore hand shot.  ~ Perform a back hand shot.  ~ Move quickly on my feet.  ~ Make up my own game using tennis skills  ~ Use tactics to get my partner out. | ~ Control, strike, catch a ball whilst moving and keep possession with some accuracy.  ~ Accurately pass to someone else and am aware of space and how to use it. I can choose simple tactics for sending and defending.  ~ Beginning to influence the conditioned games with opponents. I can describe what others do well.  ~ Talk about why it is important to warm up / cool down and lead a partner through short warm up routines. | ~ Control, catch, send and receive a ball accurately whilst moving and keeping to the rules.  ~ Can move with a ball in opposed situations (quicksticks/ football) and attack and defend in a small sided game.  ~ Can take part in a conditioned game with an understanding of tactics and rules and use this to help improve performance.  ~ Understand and can use principles of exercise activities for warming up and recognise how exercise is good for health. | ~ Control movement with a ball in an opposed situation whilst moving.  ~ Combine accurate passing skills / techniques in games.  ~ Advise and help others in their techniques in a game.  ~ Understand and can explain the short-term effects of exercise, warming up and cooling down.  ~ Understand and can explain long term effects of exercise. |
| **Dance** | ~ Copy steps and actions with some control and co-ordination.  ~ Link individual and whole-body movements together.  ~ Watch others work and choose actions.  ~ Recognise how to move in space and I can talk about ways to keep healthy. | ~ Copy and explore basic body patterns and movements.  ~ Remember simple dance steps and perform them in a controlled manner.  ~ Choose actions and link them with sounds and music.  ~ Safely perform teacher led warm-ups and can describe and discuss others work. | ~ Perform with control and co- ordination.  ~ Respond imaginatively to a variety of stimuli.  ~ Vary the dynamics, levels, speed and direction of my phrase/motif.  ~ Discuss my own and others work with simple vocabulary.  ~ Understand the need for warm up and cool down. | ~ Use a range of stimulus to provide ideas for dance and movement.  ~ Move to music.  ~ Travel in different ways.  ~ Create motifs.  ~ Create tableaus.  ~ Make different body shapes.  ~ Include jumps in my dance.  ~ Link my movement to make a sequence.  ~ Describe the parts of my dance.  ~ Watch and copy others dance movements (mirroring and shadowing).  ~ Improvise freely on my own & with a partner  ~ Use dance vocabulary to compare & improve my work  ~ Vary dynamics, levels, speed & direction. | ~ Improvise freely on my own and with a partner.  ~ Translate ideas from a variety of stimuli into movement.  ~ Compare, develop and adapt movement motifs to create longer dances.  ~ Use dance vocabulary to compare and improve my work.  ~ Understand how to work safely.  ~ Recognise changes in my body.  ~ Give reasons why PE is good for my health. | ~ Demonstrate precision, control and fluency in response to stimuli.  ~ Vary dynamics and develop actions with a partner or as part of a group.  ~ Link phrases and motifs to create a wide performance.  ~ Continually demonstrate rhythm and spatial awareness.  ~ Modify my performance and that of others.  ~ Organise myself to warm up safely. | ~ Perform and create motifs in a variety of dance styles with accuracy and consistency.  ~ Select and use a wide range of compositional skills to demonstrate ideas and translate into performance.  ~ Suggest ways to improve quality of performance showing sound knowledge and understanding.  ~ Lead my own and others to warm up safely. |
| **Gymnastics** | ~ Copy individual and whole-body movements with some control and co-ordination.  ~ Link individual and whole-body movements together.  ~ Watch others work.  ~ Recognise and negotiate space.  ~ Handle small and/or low apparatus safely.  ~ Talk about ways to keep healthy. | ~ Copy and explore basic gymnastics actions with some control and co-ordination.  ~ Select and link basic gymnastics actions together.  ~ Watch and discuss my own and others’ work.  ~ Safely perform a teacher led warm-up and cool down.  ~ Use space safely showing an awareness of others. | ~ Copy, remember, explore and repeat a variety of basic gymnastics actions with control and co-ordination.  ~ Select and link basic gymnastics actions into fluent short movement phrases.  ~ Identify and describe the difference between my own and others’ work.  ~ Handle large apparatus safely.  ~ Explain the need for a warmup and cool down recognising what is happening to my body during exercise. | ~ Sequence my movements using the floor space and apparatus.  ~ Join my sequences together ensuring they flow well on the floor and apparatus.  ~ Increase my range of balances (including shoulder stand and arabesque).  ~ Perform balances with increased control.  ~ Roll (forward roll to standing position)  ~ Use high and low movements in a sequence.  ~ Know the speed of my sequence will be different depending on the movement or balance being performed.  ~ Know that I can change the direction of my sequence by performing a half turn jump.  ~ Know what a half turn jump looks like.  ~ Know I need to remember a set sequence to perform it.  ~ Change the level of my routine.  ~ Show a change of pace in my sequence.  ~ Vary my direction in my sequences by performing a half turn jump.  ~ Follow a set sequence. | ~ Copy, remember, explore and repeat gymnastics actions with consistent control, co-ordination, quality and clarity.  ~ Select and link gymnastics actions fluently into longer movement phrases and can apply basic compositional ideas.  ~ Describe my own and others’ work noting similarities and differences and I can make suggestions for improvements.  ~ Work safely, handling a range of hand, small and large apparatus.  ~ Recognise changes in my body giving reasons why PE is good for health. | ~ Copy, remember, explore and repeat increasingly complex gymnastics actions with some control, co-ordination, quality and clarity.  ~ Select and link increasingly complex gymnastics actions fluently into individual, pair and group sequences and can apply a variety of compositional ideas.  ~ Identify and act upon criteria to refine, improve and modify gymnastics actions and sequences.  ~ Demonstrate specific aspects of warm-up and cool down.  ~ Describe the effects of exercise on the body. | ~ Explore and perform some complex gymnastics actions with consistent control, co-ordination, quality and clarity.  ~ Select and link complex gymnastics actions fluently into individual, pair and group sequences and can apply a variety of more complex compositional ideas showing originality.  ~ Analyse gymnastics actions and sequences and suggest ways to improve quality of performance showing sound knowledge and understanding.  ~ Lead myself and others to warm-up and cool down safely and appropriately for gymnastics activities. |
| **Athletics** |  |  |  | ~ Sprint.  ~ Run for distance.  ~ Run in relays.  ~ Throw far (ball and javelin).  ~ Jump for speed (speed bounce).  ~ Jump for distance (standing long jump). | ~ Run at a speed appropriate to the distance I am running.  ~ Jump accurately from a standing position and I can take a running jump.  ~ Demonstrate a range of throwing actions using a variety of objects.  ~ Recognise a change in heart rate, temperature and breathing rate during exercise.  ~ Sprint  ~ Run for distance.  ~ Run in relays  ~ Throw far (javelin and discus)  ~ Jump high (standing vertical jump).  ~ Jump for distance (standing long jump). | ~ Sprint.  ~ Run for distance.  ~ Jump hurdles.  ~ Throw far (javelin, discus and shot putt)  ~ Jump high (standing vertical jump).  ~ Jump for distance (standing long jump ). | ~ Improve and sustain different running technique at different speeds in a variety of athletic events.  ~ Demonstrate accuracy and technique in a range of throwing and jumping actions.  ~ Identify and explain what makes a good athletic performance.  ~ Explain how to improve technique in a variety of events.  ~ Understand how to work safely.  ~ Recognise changes in my body.  ~ Give reasons why PE is good for my health.  ~ Sprint fast  ~ Run for distance.  ~ Jump a hurdle.  ~ Throw (javelin and discuss) and putt (shot putt) and improve my performance.  ~ Know the correct technique for shot putt.  ~ Know the correct technique for standing vertical jump.  ~ Know the correct technique for standing long jump.  ~ Know the correct technique for standing triple jump I know how to perform a sprint start from a crouch position I can jump for height (standing vertical jump) I can jump for distance (standing long jump) I can combine movements to jump for distance (standing triple jump) I can work in a team during a relay I can show quick reaction times from a crouch position |
| **OAA** |  |  |  | ~ Listen to and follow instructions.  ~ Work as a team.  ~ Solve a problem as a team.  ~ Use a simple map to follow a route around the school grounds I can stay safe during OAA. | ~ Work as a team.  ~ Solve a problem as a team.  ~ Use leadership skills to lead a small team.  ~ Use a simple map with a key to follow a route in school.  ~ Solve a problem without one of my senses.  ~ Use a compass  ~ Follow a route in the school ground with a time limit.  ~ Use clues to follow a route. | ~ Solve a problem in a team.  ~ Follow a map in an unknown location (e.g. Redwood Trip or similar)  ~ Use a compass to navigate a route  ~ Find a new route if I come across a problem.  Change my plan when problem solving if I get new information.  ~ Solve a problem without one of my senses. | ~ Plan a route or series of clues for someone else to follow in a familiar location.  ~ Use a compass to follow a route on a map.  ~ Follow a route using a map in familiar and unfamiliar locations.  ~ Problem solve as part of a team.  ~ Demonstrate leadership skills to lead a team when problem solving. |
| **Physical Vocabulary** | ~ Explore, remember, repeat.  ~ Choose and use equipment safely.  ~ Copy, place, collect. | ~ Explore, remember, repeat, be confident, recognise space.  ~ Link, create, choose and use equipment effectively.  ~ Describe, copy, observe, know how to carry and place, know why an activity is good for them. | ~ Remember, repeat, work with confidence, explore.  ~ Link, choose, vary, create, compose and perform, choose and vary …, simple compositional ideas, simple tactics, and simple skills.  ~ Lift and move…., recognise and describe what their body feels like, watch, copy describe, use information to improve. | ~ Improve, consolidate, be safe, explore and use equipment.  ~ Create and link, recognise own space, compose and perform, choose and vary …. simple compositional ideas, simple tactics, simple skills.  ~ Watch copy, describe, use what is learned to improve, describe short term effects of exercise, evaluate. | ~ Develop, perform, consolidate and improve range of ideas, skills.  ~ Explore and create, use skills effectively, use rules, devise rules, tactics and compositional ideas.  ~ Make simple judgements, describe, interpret, evaluate, recognise activities that improve fitness and know effects on the body. | ~ Perform consistently, improvise, decide.  ~ Choose and apply ……. compositional ideas, skills, principles of attack and defence, rules, tactics.  ~ Analyse, interpret, evaluate, suggest improvements, understand strengths and weaknesses, know basic warm ups/cool downs. | ~ Continue to perform with fluency, accuracy and control.  ~ Choose, combine, and develop range of sequences/motifs/ tactics. Decide and develop, refine consolidate.  ~ Carry out warm ups and cool downs, understand how activity affects health. Understand strengths and weaknesses, know basic warm ups/cool downs. |
|  | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** | **Stage 6** | **Stage 7** |
| **Swimming** | 1. Enter the water safely. 2. Move forward for a distance of 5 metres, feet may be on or off the floor. 3. Move backwards for a distance of 5 metres, feet may be on or off the floor. 4. Move sideways for a distance of 5 metres, feet may be on or off the floor. 5. Scoop the water and wash the face. 6. Be comfortable with water showered from overhead. 7. Move from a flat floating position on the back and return to standing. 8. Move from a flat floating position on the front and return to standing. 9. Push and glide in a flat position on the front from a wall. 10. Push and glide in a flat position on the back from a wall. 11. Give examples of two pool rules. 12. Exit the water safely. | 1. Jump in from poolside safely to a minimum depth of 1.0 metre. 2. Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged. 3. Move from a flat floating position on the back and return to standing without support. 4. Move from a flat floating position on the front and return to standing without support. 5. Push from a wall and glide on the back – arms can be by the side or above the head. 6. Push from a wall and glide on the front with arms extended. 7. Travel using a recognised leg action with feet off the pool floor on the back for 5 metres, without the use of floatation equipment. 8. Travel using a recognised leg action with feet off the pool floor on the front for 5 metres, without the use of floatation equipment. 9. Perform a tuck to rotate from a flat floating position on the front, to a back floating position, then return to standing. 10. Perform a tuck to rotate from a flat floating position on the back, to a front floating position, then return to standing. 11. Perform a log roll from the back to the front. 12. Perform a log roll from the front to the back. 13. Exit the water without support. | 1. Jump in from poolside and submerge to a minimum depth of 1.0 metre. 2. Sink, push away from wall and maintain a streamlined position. 3. Push and glide on the front with arms extended and log roll onto the back. 4. Push and glide on the back with arms extended and log roll onto the front. 5. Travel 5 metres on the front, perform a tuck to rotate onto the back and return on the back. 6. Fully submerge to pick up an object. 7. Answer correctly three questions on the Water Safety Code. 8. Push and glide and travel 10 metres on the back. 9. Push and glide and travel 10 metres on the front. 10. Perform a tuck float and hold for three seconds. 11. Exit the water without using steps. | 1. Perform a sequence of changing shapes (minimum of three) whilst floating on the surface and demonstrate an understanding of floating. 2. Push and glide from the wall towards the pool floor. 3. Kick 10 metres backstroke (one item of equipment optional). 4. Kick 10 metres front crawl (one item of equipment optional). 5. Kick 10 metres butterfly on the front or on the back. 6. Kick 10 metres breaststroke on the front (one item of equipment optional). 7. Perform a head first sculling action for 5 metres in a flat position on the back. 8. Travel on back and log roll in one continuous movement onto front. 9. Travel on front and log roll in one continuous movement onto back. 10. Push and glide and swim 10 metres, choice of stroke is optional.  Preliminary Safety Skills:  . Enter water with a swivel entry, walk five metres away from the side, turn through 180˚ and return to the side. 2. Jump into shoulder depth water, turn to hold the side, travel hand over hand to the steps and climb out. 3. Enter the water of a least full reach depth with a swivel entry and hold the side; remove both hands from the side and rotate through 360˚, hold the side and exit the water. 4. Enter water of at least full reach depth with a swivel entry; hold the side with one hand and tread water for 10seconds; exit the water. 5. Travel five metres on the front; rotate onto the back and kick five metres to the side. 6. Travel five metres away from the side and without touching the bottom show a vertical position for three seconds before travelling back to the side 7. In shoulder depth water and without touching the side fully submerge the head showing confidence and control. | 1. Perform a flat stationary scull on the back. 2. Perform a feet first sculling action for 5 metres in a flat position on the back. 3. Perform a sculling sequence with a partner for 30-45 seconds to include a rotation. 4. Tread water for 30 seconds. 5. Perform three different shaped jumps into deep water. 6. Push and glide and swim 10 metres backstroke\*. 7. Push and glide and swim 10 metres front crawl\*. 8. Push and glide and swim 10 metres breaststroke\*. 9. Push and glide and swim 10 metres butterfly\*. 10. Perform a handstand and hold for a minimum of three seconds. 11. Perform a forward somersault. 12. Demonstrate an action for getting help. | 1. Give two examples of how to prepare for exercise and understand why it is important. 2. Sink, push off on side from the wall, glide, kick and rotate into backstroke. 3. Sink, push off on side from the wall, glide, kick and rotate into front crawl. 4. Swim 10 metres wearing clothes. 5. Push and glide and swim front crawl to include at least six rhythmical breaths. 6. Push and glide and swim breaststroke to include at least six rhythmical breaths. 7. Push and glide and swim butterfly to include at least three rhythmical breaths. 8. Push and glide and swim backstroke to include at least six regular breaths. 9. Push and glide and swim 25 metres, choice of stroke is optional (performed to Swim England expected standards). 10. Perform a ‘shout and signal’ rescue. 11. Perform a surface dive.  Personal Survival  1. Enter water of at least full reach depth from the side of the pool by sliding in from a sitting position. 2. Tread water for two minutes. 3. Swim 25 metres to a floating object. 4. Take up and hold the ‘H.E.L.P.’ position for five minutes in water of at least full reach depth. 5. Swim 50 metres retaining the floating object. 6. Climb out from water of at least full reach depth without using the steps or rail or any other assistance. 7. Answer three questions on when the skills learned might be used | 1. Push and glide and swim 25 metres backstroke\*. 2. Push and glide and swim 25 metres front crawl\*. 3. Push and glide and swim 25 metres breaststroke\*. 4. Push and glide and swim 25 metres butterfly\*. 5. Perform a movement sequence (linking skills with strokes and sculls) of one minute duration, in a group of three or more, incorporating a number of the following skills: • Sculling: head first, feet first. • Rotation: forward or backward somersault, log roll. • Floating: star on the front or on the back, tuck float, create own. • Egg beater: moving, lifting one or both arms out of the water 6. Perform a sitting dive or dive. 7. Push and glide and swim 50 metres continuously using one stroke\*. 8. Push and glide and swim 100 metres, using a minimum of three different strokes\*. 9. Tread water using eggbeater action for 30 seconds. 10. Complete an obstacle course (using minimum of four objects) with feet off the pool floor throughout | |