

	2-Year-Olds/ Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GAMES	<p>0-3 Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>Enjoy starting to kick, throw and catch balls.</p> <p>Walk, run, jump and climb – and start to use the stairs independently.</p> <p>Spin, roll and independently use ropes and swings.</p> <p>3-4 Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Start taking part in some group activities which they make up for themselves or in teams.</p>	<p>Further develop and refine a range of ball skills including: -throwing -catching -kicking -passing -batting -aiming</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>ELG Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Demonstrate strength, balance and coordination</p>	<p>Can travel in a variety of ways including running and jumping.</p> <p>Beginning to perform a range of throws.</p> <p>Receives a ball with basic control.</p> <p>Beginning to develop hand-eye coordination.</p> <p>Participates in simple games.</p> <p>Applies skills in a variety of sports and games including football, tennis, basketball and cricket.</p>	<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation).</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/defending.</p> <p>Applies skills in a variety of sports and games including football, tennis,</p>	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with coordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using the equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways and can link these together.</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways and can link these together.</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what modifications can be made to differentiate a game.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways and can link these together effectively.</p> <p><i>e.g., dribbling, bouncing, kicking</i></p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games</p>

PE - Progression Map



					<p>to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p> <p>Begins to apply skills in competitive games including netball, handball tennis, and cricket.</p>	<p>creation of new games.</p> <p>Can make suggestions as to what modifications can be made to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p> <p>Applies skills in competitive games including netball, handball, tennis, and cricket.</p>	<p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p> <p>Takes part in competitive games including handball, tennis and cricket demonstrating a strong understanding of tactics and composition.</p>	<p>using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination.</p> <p>Takes part in competitive games including handball, tennis and cricket demonstrating a strong understanding of tactics and composition.</p>
	run jump		warming up cooling down		awareness of space scan		channelling shielding	

PE - Progression Map



<p>Vocabulary</p>	<p>hop skip twist turn balance climb catch throw kick bounce space travel</p>	<p>space rolling balance awareness opposite tracking dodging aiming control direction underarm sending travel run skip hop jump receiving bouncing striking kicking dribbling throwing catching overarm attacker defender</p>	<p>change speed dodge swerve position grip trap follow through long barrier rules tactics goal passing position chest pass bounce pass shoulder pass over-head pass follow through pace possession attack defend turning change direction shoot faking target batting fielding bowler wicket base accuracy score technique footwork reaction timing zone rally net wide narrow</p>	<p>width depth tactics marking tactics shadowing scanning tackle analyse evaluate backswing pivot weave cushion forehand backhand volley drop transfer weight stance move to receive special awareness</p>
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MOVEMENT SKILLS	<p>0-3 Rollover: from front to back, then back to front.</p> <p>Enjoy moving when outdoors and inside.</p> <p>Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.</p> <p>Gradually gain control of their whole body through continual practice of large movement, such as waving, kicking, rolling, crawling and walking.</p> <p>Clap and stomp to music.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develops the overall body strength, coordination balance and agility to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Combines different movements with ease.</p> <p>Uses core muscle strength to achieve a good posture when sitting at a table or on the floor.</p> <p>Confidently and safely uses a range of large and small</p>	<p>Copies and explores basic movements with some control and coordination.</p> <p>Can perform different body shapes.</p> <p>Performs at different levels.</p> <p>Can perform 2 footed jump.</p> <p>Can use equipment safely.</p> <p>Balances with some control.</p> <p>Can link 2-3 simple movements.</p> <p>Remembers simple movements and dance steps.</p> <p>Links movements to sounds and music.</p> <p>Responds to range of stimuli.</p>	<p>Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence.</p> <p>Can vary the size of their body shapes.</p> <p>Add change of direction to a sequence.</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short sequence using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p> <p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence</p>	<p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to copy, explore, compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple contextual vocabulary to describe, compare and improve work.</p> <p>Applies compositional ideas independently and with others to create a sequence.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements</p> <p>Beginning to develop good technique when</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Beginning to use contextual vocabulary to</p>	<p>Beginning to exaggerate movements and motifs (using expression when moving)</p> <p>Demonstrates strong movements throughout a sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a</p>	<p>Exaggerate movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own sequences and motifs.</p> <p>Demonstrates strong movements throughout a sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p>Beginning to show a change of pace and timing in their movements.</p>
	<p>3-4 Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p>	<p>Confidently and safely uses a range of large and small</p>	<p>Responds to range of stimuli.</p>	<p>Link movements together to create a sequence</p>	<p>Beginning to develop good technique when</p>	<p>Beginning to use contextual vocabulary to</p>	<p>Modifies parts of a sequence as a</p>	<p>Beginning to show a change of pace and timing in their movements.</p>

PE - Progression Map



	<p>Go up steps and stairs or climb up apparatus using alternate feet.</p> <p>Increasingly be able to use and remember sequences and patterns of movement which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in their setting.</p>	<p>apparatus indoors and outside, alone and in a group.</p> <p>Develops overall body-strength, balance, coordination and agility.</p> <p>ELG Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>			<p>travelling, balancing, using equipment etc</p>	<p>describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p>	<p>result of self and peer evaluation.</p> <p>Uses more complex contextual vocabulary to compare, improve and refine work.</p> <p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about audience appreciation and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p>	<p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Moves with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrates consistent precision when performing sequences.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex contextual vocabulary to compare, improve and refine work.</p> <p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in equipment,</p>
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PE - Progression Map



							<p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p>	<p>speed, levels and directions.</p> <p>Performs actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Draw on what they know about audience appreciation and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Develops strength, technique and flexibility throughout performances.</p>
Vocabulary	<p>jump</p> <p>dance</p> <p>hop</p> <p>skip</p> <p>climb</p> <p>slither</p> <p>bounce</p> <p>under</p> <p>over</p> <p>through</p>		<p>jump</p> <p>land</p> <p>rock</p> <p>roll</p> <p>grip</p> <p>hang</p> <p>push</p> <p>pull</p> <p>bounce</p> <p>hop</p>		<p>rotation</p> <p>spinning</p> <p>strength</p> <p>stamina</p> <p>combine</p> <p>approaching</p> <p>leaving</p> <p>height</p> <p>inversion</p> <p>towards</p>		<p>counterbalance</p> <p>counter-tension</p> <p>tension</p> <p>obstacle</p> <p>straddle over</p> <p>aesthetic</p> <p>judgement</p> <p>asymmetry</p> <p>symmetry</p> <p>display</p>	

PE - Progression Map



	<p>between climb stretch pull push tall small crawl shuffle slide</p>	<p>skip step spring crawl slide stop still slowly shape tall long wide narrow direction down forwards level high low pathway zigzag straight mood along around across over under through beginning middle end copy follow lead mirror</p>	<p>away across contrasting flow combinations sustained explosive gesture whole part weight unison canon repetition action and reaction structure motif dance phrase tension extension relaxation improvisation explore</p>	<p>matching flight inclined Formation pattern rhythm variation axis 90°, 180°, 270°, 360 suppleness, inverted</p>				
<p>ATHLETICS</p>			<p>Can run at different speeds. Can jump from a standing position.</p>	<p>Can change speed whilst running. Can jump from a standing position with accuracy.</p>	<p>Beginning to run at speeds appropriate for the distance. Can perform a running jump</p>	<p>Beginning to build a variety of running techniques. Can perform a running jump</p>	<p>Develops a variety of running techniques. Can perform a running jump</p>	<p>Performs a variety of running techniques with confidence. Can perform a running jump</p>

PE - Progression Map



			<p>Performs a variety of throws with basic control.</p>	<p>Performs a variety of throws with control and co-ordination.</p> <p>Can use equipment safely.</p>	<p>with some accuracy.</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Begins to understand a team race.</p> <p>Can use equipment safely and with good control.</p>	<p>with more than one component.</p> <p>Beginning to record personal and peer performances and compare and evaluate these.</p> <p>Demonstrates accuracy in throwing activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Develops running as part of a team.</p> <p>Can use equipment safely and with good control.</p>	<p>with more than one component.</p> <p>Record personal and peer performances and compare and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Explores different roles within a team race.</p> <p>Can use equipment safely and with good control.</p>	<p>with more than one component.</p> <p>Record personal and peer performances and compare and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing activities.</p> <p>Describes athletic performance using correct vocabulary.</p> <p>Confidently takes on different roles within a team race.</p> <p>Can use equipment safely and with good control.</p>
Vocabulary			<p>take off</p> <p>landing</p> <p>spring</p> <p>explode</p> <p>distance</p> <p>accelerate</p> <p>sprint</p> <p>jog</p> <p>lanes</p> <p>underarm</p> <p>overarm</p>		<p>pace</p> <p>momentum</p> <p>personal best</p> <p>relay</p> <p>baton</p> <p>changeover</p> <p>record</p> <p>runway</p> <p>combination</p> <p>over head</p> <p>sling throw</p> <p>transition</p>		<p>drive</p> <p>stages / legs</p> <p>phases</p> <p>conditioning</p> <p>endurance</p> <p>explosive</p> <p>flight</p> <p>hurdles</p> <p>posture</p> <p>sustain</p> <p>pull throw</p> <p>dynamic</p> <p>heave throw</p>	

PE - Progression Map



<p>OAA</p>							<p>stamina</p>	<p>Develops strong listening skills.</p> <p>Use s and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>
<p>Vocabulary</p>							<p>navigate compass orientate orienteering symbols communication scale plot route environment bearing accuracy</p>	

PE - Progression Map



SWIMMING								<p>Swims competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>
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