

Primary Phase Progression Map: PE

	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>EYFS Framework and National Curriculum Objectives</p>	<p><u>Physical Development</u> <u>ELG: Gross Motor Skills</u></p> <p>Children at the expected level of development will: Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Pupils should: Develop fundamental movement skills. Become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination (both individually and with others). Be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending Perform dances using simple movement patterns</p>		<p>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. Enjoy communicating, collaborating and competing with each other. 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. <u>Swimming and water safety</u> 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.</p>			
<p>Mastering Core Athletic Movements & Understanding our Bodies</p>	<p>Run and stop with some control</p> <p>Be able to skip as a travelling action</p> <p>Jump and hop with bent knees</p> <p>Be able to throw larger bean bags and balls into an empty space</p> <p>Balance whilst stationary and on the move</p> <p>Change direction at a walking or jogging pace</p> <p>Explore moving different body parts concurrently</p>	<p>Attempt to run at different speeds showing an awareness of correct technique</p> <p>Begin to combine running and jumping movements with increased control</p> <p>Jump, leap and hop and decide which can go furthest</p> <p>Be able to throw accurately towards a target from increased distance</p> <p>Show some control and balance when travelling at different speeds</p> <p>Begin to show balances and coordination when changing direction and when using equipment</p>	<p>Show balance and coordination when running at different speeds</p> <p>Confidently link running and jumping movements with increased balance</p> <p>Combine hopping and jumping movements with control and balance</p> <p>Change their throwing technique to allow a throw over longer distance</p> <p>Show control and balance when travelling at different speeds</p> <p>Demonstrate balance and coordination when changing direction</p>	<p>Show balance, coordination and technique when running at different speeds, stopping with control</p> <p>Link running, hopping and jumping actions using different take offs and landing</p> <p>Jump for distance and height with an awareness of technique</p> <p>Throw a variety of objects, changing action for accuracy and distance</p> <p>Demonstrate balance when performing other fundamental skills</p> <p>Show balance when changing direction in</p>	<p>Demonstrate how and when to speed up and slow down when running</p> <p>Link hopping and jumping actions with some control</p> <p>Jump for distance and height showing balance and control</p> <p>Throw with some accuracy and power towards a target area</p> <p>Demonstrate good balance when performing other fundamental skills</p> <p>Show balance when changing direction at speed in combination with other skills</p>	<p>Run at the appropriate speed over longer distances or for longer periods of time</p> <p>Show control at take-off and landing in more complex jumping activities.</p> <p>Perform a range of more complex jumps showing some technique</p> <p>Show accuracy and power when throwing for distance</p> <p>Demonstrate good balance and control when performing other fundamental skills</p> <p>Demonstrate improved body posture and speed when changing direction</p>	<p>Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time</p> <p>Link running, jumping and hopping actions with greater control and co-ordination</p> <p>Perform jumps for height and distance using good technique</p> <p>Show accuracy and good technique when throwing for distance</p> <p>Show fluency and control when travelling, landing, stopping and changing direction</p> <p>Change direction with a fluent action and can</p>

			Perform actions with control when coordination their body and equipment	combination with other skills Can co-ordinate their bodies with increased consistency in a variety of activities	Begin to co-ordinate their body at speed in response to a task	Can co-ordinate a range of body parts at increased speed	transition smoothly between varying speeds Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge
Participation in Team Games & Striking and Fielding	Drop and catch with two hands	Drop and catch a ball after one bounce on the move	Dribble a ball with two hands on the move Dribble a ball with some success, stopping it when required	Dribble the ball with one hand with some control in game situations	Link dribbling the ball with other actions with increasing control	Use dribbling to change the direction of play with some control under pressure using hands or feet	Use dribbling to change the direction of play with control under pressure and maintain possession
	Be able to move a ball slowly with their feet	Move a ball using different parts of the foot	Throw and roll towards a target using varying techniques	Dribble a ball with feet with some control in game situations	Change direction when dribbling with feet with some control in game situations	Use a variety of throwing techniques with some control under increasing pressure	Use a variety of throwing techniques including fake passes to outwit an opponent
	Throw and roll a variety of beanbags and larger balls to space	Throw and roll towards a target with some varying techniques	Throw and roll towards a target using varying techniques with some success	Use a variety of throwing techniques in game situations	Use a variety of throwing techniques with increasing success in game situations	Use different kicking techniques with some control under increasing pressure	Select and apply the appropriate kicking technique with control
	Kick larger balls to space	Kick towards a stationary target	Show balance when kicking towards a target	Kick towards a partner in game situations	Kick with increasing success in game situations	Catch and intercept a ball using one and two hands with some success in game situations	Catch and intercept a ball using one and two hands with increasing success in game situations
	Stop a beanbag or large ball sent to them using hands	Catch a beanbag and a medium-sized ball	Catch an object passed to them, with and without a bounce	Catch a ball passed to them using one and two hands with some success	Catch a ball passed to them using one and two hands with increasing success	Receive a ball using different parts of the foot under pressure	Strike a ball using a wider range of skills to outwit an opponent and apply these with control
	Attempt to stop a large ball sent to them using feet	Attempt to track balls and other equipment sent to them	Move to track a ball and stop it using feet with limited success	Receive a ball sent to them using different parts of the foot	Receive a ball using different parts of the foot under pressure	Strike a ball using wider range of skills. Apply these with some success under pressure	Effectively create and use space for self and others to outwit an opponent
	Hit a ball with hands	Strike a stationary ball using a racket	Strike a ball using a racket	Strike a ball with varying techniques	Strike a ball using varying techniques with increasing accuracy	Use a variety of techniques to change direction to lose an opponent and create and use space effectively	Work collaboratively to create tactics within their team and evaluate the effectiveness of these
	Run and stop when instructed	Run, stop and change direction with some balance and control	Run, stop and change direction with balance and control	Change direction with increasing speed in game situations	Change direction to lose an opponent with some success	Understand the need for tactics and can identify	
	Move around showing limited awareness of others	Recognise space in relation to others	Move to space to help score goals or limit others scoring	Use space with some success in game situations	Create and use space with some success in game situations		
	Make simple decisions in response to a situation.	Begin to use simple tactics with guidance	Use simple tactics within simple games	Use simple tactics individually and within a team			

					Use simple tactics to help their team score or gain possession	when to use them in different situations	
Mastering Movement Patterns	Copy basic body movements and rhymes	Copy, remember and repeat actions	Copy, remember and repeat a series of actions	Copy, remember and perform a dance phase of longer duration	Be able to adapt simple choreography	Confidently adapt and create choreography in different styles with good timing	Perform dances accurately and fluently with control and good timing
	Choose appropriate travelling actions, shapes and balances	Choose actions of an idea based around a topic of understanding	Select from a wider range of actions in relation to a certain stimulus	Create short routines that communicate an idea	Choreograph their own structured dance individually or with a partner	Choreograph dance individually and with others in response to a stimulus	Work creatively and imaginatively in groups to choreograph longer sequences of movement
	Travel across different pathways using the space above, below and around them	Use changes of direction, speed and levels under supervision	Use pathways, levels, shapes, directions, speeds and timing under supervision	Use canon, unison and different levels to represent an idea	Use action and reaction to represent a specific idea	Confidently perform in front of an audience choosing appropriate movements to represent an idea	Be able to offer feedback to their own group and others
	Begin to use dynamics and expression in their work under guidance	Show some sense of expressive actions using their face or bodies	Use canon and unison actions when working with a partner	Match dynamic and expressive body movements to a range of different ideas	Change the dynamics of the movement to express changes in character or narrative	Be able to choreograph movements in time with others and with music	Demonstrate an awareness of their emotional state and how this impacts the choreography
	Be able to count and clap in time with music	Begin to use counts within their work	Express character through actions of the body	Be able to stay in time with a partner or larger group of children using counts	Use counts when choreographing short phrases		
Development of Flexibility, Strength, Technique, Balance & Control	Create shapes showing a basic level of stillness using different parts of their bodies	Perform balances making their body tense, stretched and curled	Perform balances on different body parts with some control and balance	Complete balances with increasing stability, control and technique	Use body tension to perform balances both individually and with a partner	Show increasing control and balance when moving from one balance to another	Combine and perform more complex balances with control, technique and fluency
	Begin to take weight on different body parts	Take body weight on hands for short periods of time	Take body weight on different body parts, with and without apparatus	Demonstrate some strength and control when taking weight on different body parts for longer periods of time	Demonstrate increasing strength, control and technique when taking own and others weight	Use strength to improve the quality of an action and the range of actions available	Demonstrate more complex actions with a good level of strength and technique
	Show shapes and actions that stretch their bodies	Demonstrate poses and movements that challenge their flexibility together	Show increased awareness of extension and flexibility in actions	Demonstrate increased flexibility and extension in their actions	Demonstrate increased flexibility and extension in more challenging actions	Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them	Confidently transition from one action to another showing appropriate control and extension for the complexity of the action
	Copy and link simple actions together	Remember, repeat and link simple actions together	Copy, remember, repeat and plan linking simple actions with some control and technique	Choose actions that flow well into one another both on and off apparatus	Plan and perform sequences showing control and technique with and without a partner	Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner	Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills



'With Christ as our Guide, Learning Together, Loving God and Each Other, Becoming the Best We Can Be.'

Outdoor & Adventurous Activities	Be able to follow simple instructions and share them with others	Follow instructions and be able to work more confidently with a partner or group	Follow instructions accurately and work co-operatively with a partner or small group, taking turns to listen to ideas	Follow instructions given from a peer and work collaboratively in groups, listening to and sharing ideas	Accurately follow instructions given by a peer and give clear and usable instructions to a peer	Use clear communication when working in a group and taking on different roles	Communicate with others clearly and effectively when under pressure
	Explore activities making own decisions in response to a task	Understand the rules of a game and suggest ideas to solve simple tasks	Suggest and try different ideas to solve a task and decide on the best way forward	Plan and attempt to incorporate strategies in order to solves problems	Confidently communicate ideas and listen to others before deciding on the best approach	Begin to lead others, providing clear instructions	Confident to lead others and show consideration of including all within a group
	Make decisions about where to move in space and be able to follow a pre-determined path	Copy a simple diagram or map	Create and follow a simple map of the school grounds	Orientate and follow a map or diagram of the school grounds	Plan and apply strategies to solve problems	Plan and apply strategies with others to more complex challenges	Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem
	Begin to identify personal success	Identify success of themselves as well as others	Understand when a challenge is solved successfully and suggest simple ways to improve	Reflect on how and why challenges are solved and understand how you and others can improve	Identify key symbols on a map and use a key to help navigate around a grid	Orientate a map confidently using it to navigate around a course	Confidently and efficiently orientate a map, identifying key features to navigate around a course
				Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements	Explain why a particular strategy worked and alter methods to improve	Accurately reflect on when challenges are solved successfully and suggest well thought out improvements	

	Beginners (Year 2)	Developers (Year 2 and Year 4)	Intermediate (Year 4)
Swimming, Water Safety & Basic Survival	<p>Submerge and regain feet in the water</p> <p>Breathe in sync with an isolated kicking action from poolside</p> <p>Use arms and legs together to move effectively across a short distance in the water</p> <p>Glide on front and back over short distances</p> <p>Float on front and back for short periods of time</p> <p>Confidently roll from front to back and then regain a standing position.</p>	<p>Confidently and consistently retrieve an object from the floor with the same breath</p> <p>Begin to co-ordinate breath in time with basic strokes showing some consistency in timing</p> <p>Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes</p> <p>Combine gliding and floating on front and back over an increased distance</p> <p>Float on front and back using different shapes with increased control</p> <p>Comfortably demonstrate sculling head first, feet first and treading water</p>	<p>Confidently combine skills to retrieve an object from greater depth</p> <p>Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes</p> <p>Confidently demonstrate good technique in a wider range of strokes over increased distances</p> <p>Combine gliding and transitioning into an appropriate stroke with good control</p> <p>Confidently link a variety of floating actions together demonstrating good technique and control</p> <p>Select and apply the appropriate survival technique to the situation</p>