

Progression Map for: Physical Education

	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
Dance KS1 NC: perform dances using simple movement patterns.	Copy and explore basic movements and body patterns. Remember simple movements and dance steps. Link movements to sounds and music. Respond to range of stimuli.	Copy and explore basic movements with clear control. Vary levels and speed in sequence. Can vary the size of their body shapes. Add change of direction to a sequence. Use space well and negotiates space clearly. Can describe a short dance using appropriate vocabulary. Respond imaginatively to a range of stimuli.	Dance KS2 NC: perform dances using a range of movement patterns	Begin to improvise independently to create a simple dance. Begin to improvise with a partner to create a simple dance. Translate ideas from stimuli into movement with support. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work.	Confidently improvise with a partner or on own. Begin to create longer dance sequences in a larger group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs. Demonstrate rhythm and spatial awareness. Modify parts of a sequence as a result of self-evaluation. Use simple dance vocabulary to compare and improve work.	Begin to exaggerate dance movements and motifs (using expression when moving). Demonstrate strong movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus. <i>e.g using various levels, ways of travelling and motifs.</i> Begin to show a change of pace and timing in their movements. Use the space provided to his/her maximum potential. Improvise with confidence, still demonstrating fluency across their sequence. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work.	Exaggerate dance movements and motifs (using expression when moving). Perform with confidence, using a range of movement patterns. Demonstrate a strong imagination when creating own dance sequences and motifs. Demonstrate strong movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus. <i>e.g using various levels, ways of travelling and motifs.</i> Begin to show a change of pace and timing in their movements. Able to move to the beat accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency, linking all movements and ensuring they flow. Demonstrate consistent precision when performing dance sequences. Modify parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.

<p>Gym KS1 NC: 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</p>	<p>Copy and explore basic movements with some control and coordination.</p> <p>Can perform different body shapes</p> <p>Perform at different levels</p> <p>Can perform 2 footed jump</p> <p>Can use equipment safely</p> <p>Balance with some control</p> <p>Can link 2-3 simple movements</p>	<p>Explore and create different pathways and patterns.</p> <p>Use equipment in a variety of ways to create a sequence.</p> <p>Link movements together to create a sequence.</p>	<p>Gym KS2 NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Apply compositional ideas independently and with others to create a sequence.</p> <p>Copy, explore and remember a variety of movements and use these to create their own sequence.</p> <p>Describe their own work using simple gym vocabulary.</p> <p>Begin to notice similarities and differences between sequences.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Begin to show flexibility in movements</p> <p>Begin to develop good technique when travelling, balancing, using equipment etc</p>	<p>Link skills with control, technique, co-ordination and fluency.</p> <p>Understand composition by performing more complex sequences.</p> <p>Begin to use gym vocabulary to describe how to improve and refine performances.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Create sequences using various body shapes and equipment.</p> <p>Combine equipment with movement to create sequences.</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 strategy, tactics 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>Use more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Link skills with control, technique, co-ordination and fluency.</p> <p>Understand composition by performing more complex sequences.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapt sequences to include a partner or a small group.</p> <p>Gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know about strategy, tactics 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>Use more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develop strength, technique and flexibility throughout performances.</p>
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<p>Games KS1 NC: participate in team games, developing simple tactics for attacking and defending</p>	<p>Can travel in a variety of ways including running and jumping.</p> <p>Begin to perform a range of throws.</p> <p>Receive a ball with basic control</p> <p>Begin to develop hand-eye coordination</p> <p>Participates in simple games</p>	<p>Confident to send the ball to others in a range of ways.</p> <p>Begin to apply and combine a variety of skills (to a game situation).</p> <p>Develop strong spatial awareness.</p> <p>Begin 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>Begin to develop an understanding of attacking/defending</p>	<p>Games KS2 NC: 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</p>	<p>Understand 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 games activity.</p> <p>Begin to communicate with others during game situations.</p> <p>Use skills with co-ordination and control.</p> <p>Develop own rules for new games.</p> <p>Make imaginative pathways using equipment.</p> <p>Work well in a group to develop various games.</p> <p>Begin to understand how to compete with each other in a controlled manner.</p> <p>Begin to select resources independently to carry out different skills.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Show confidence in using ball skills in various ways, and can link these together. <i>e.g. dribbling, bouncing, kicking</i></p> <p>Use skills with co-ordination, control and fluency.</p> <p>Take 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 resources can be used to differentiate a game.</p> <p>Work well in a group to develop various games.</p> <p>Compare and comment 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 basic skills for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and combination.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Show confidence in using ball skills in various ways, and can link these together. <i>e.g. dribbling, bouncing, kicking</i></p> <p>Use skills with co-ordination, control and fluency.</p> <p>Take 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 resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and combination.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Show 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>Keep possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Take 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>Modify competitive games.</p> <p>Compare 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>Use running, jumping, throwing and catching in isolation and in combination.</p>
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<p>Athletics KS1 NC: 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</p>	<p>Can run at different speeds.</p> <p>Can jump from a standing position.</p> <p>Performs a variety of throws with basic control.</p>	<p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and co-ordination (<i>preparation for shot put and javelin</i>).</p> <p>Can use equipment safely and appropriately.</p>	<p>Athletics KS2 NC: use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance [for example,</p>	<p>Begin to run at speeds appropriate for the distance (e.g. <i>sprinting and cross country</i>).</p> <p>Can perform a running jump with some accuracy</p> <p>Perform a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Begin to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component (e.g. <i>hop skip jump (triple jump)</i>).</p> <p>Demonstrate accuracy in throwing and catching activities.</p> <p>Describe good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Begin to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component (e.g. <i>hop skip jump (triple jump)</i>).</p> <p>Begin to record peers performances, and evaluate these.</p> <p>Demonstrate accuracy and confidence in throwing and catching activities.</p> <p>Describe good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Begin to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component (e.g. <i>hop skip jump (triple jump)</i>).</p> <p>Begin to record peers performances, and evaluate these.</p> <p>Demonstrate accuracy and confidence in throwing and catching activities.</p> <p>Describe good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>
<p>OAA</p>			<p>OAA KS2 NC: take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Develop listening skills.</p> <p>Creates simple body shapes.</p> <p>Listen to instructions from a partner/ adult.</p> <p>Begin to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrate an understanding of how to stay safe.</p>	<p>Develop strong listening skills.</p> <p>Use simple maps.</p> <p>Begin to think activities through and problem solve.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrate an understanding of how to stay safe.</p>	<p>Develop strong listening skills.</p> <p>Use and interpret 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>Demonstrate an understanding of how to stay safe.</p>	<p>Develop 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>Demonstrate an understanding of how to stay safe.</p>

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>		
Evaluation	<p>Can comment on own and others performance</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p>	<p>KS2 NC: compare their performances with previous ones and demonstrate</p>	<p>Watch and describe performances accurately.</p> <p>Begin to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	<p>Watch and describe performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>		
Healthy Lifestyle	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understand the need to warm up and cool down.</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understand the need to warm up and cool down.</p>			