

Subject Lead Progression Maps

The Subject Progression Maps outline the content that is taught in each subject within our Inspire Curriculum. They provide clear progression and sequencing within individual subjects for each year group. The knowledge and skills have been mapped out to ensure previous learning is built upon progressively each year.

PE Progression Map		
Topic	Year Group	Content
Fundamentals	Year 1	<ul style="list-style-type: none">• Balancing on one foot• Climbing• Under arm throw• Catching of a large ball• Sprint run• Skip• Hop• Gallop

PE Progression Map		
Topic	Year Group	Content
	Year 2	<ul style="list-style-type: none"> • Side roll • Over arm throw • Catch medium/ small balls • Two handed strike e.g. tennis racket/bat • Jump for height and distance
	Year 3	• Fundamentals will be taught explicitly through other units.
	Year 4	• Fundamentals will be taught explicitly through other units
	Year 5	• Fundamentals will be taught explicitly through other units
	Year 6	• Fundamentals will be taught explicitly through other units
Target Games	Year 1	<ul style="list-style-type: none"> • Complete underarm throw with accuracy • Complete underarm roll with accuracy • Understanding rules of games • Collaborating/ cooperating with 1- 2 team mates. • Adapt body position to suit technique e.g. (bending to roll a ball)
	Year 2	<ul style="list-style-type: none"> • Explore different ways objects can be manipulated e.g. tennis and rugby balls • Complete in small sided games and display sportsmanship • Complete an overarm throw with confidence • Receive and throw a small to medium ball with confidence
	Year 3	<ul style="list-style-type: none"> • Accurately strike an object with a piece of equipment with appropriate force • Use simple rules fairly to device own games • Recognise best practice individually
	Year 4	<ul style="list-style-type: none"> • Use a range of sending and striking techniques to hit a target with precision • Consider opponent's performance and react to changes within the game • Develop own games using skills from the games learned • Gain an appreciation for rules
	Year 5 and 6	<ul style="list-style-type: none"> • Work cooperatively to put strategies and solutions into actions • Change the rules to increase challenge • Recognise best practice in themselves and others • Give in game feedback to improve performance
Striking and Fielding	Year 1	<ul style="list-style-type: none"> • Kick or strike a static object e.g. a ball from a cone) • Use an underarm throw to pass ball to peers • Understanding basic scoring rules

PE Progression Map		
Topic	Year Group	Content
		<ul style="list-style-type: none"> • Stop a ball in motion
	Year 2	<ul style="list-style-type: none"> • Use a range of sending and receiving, such as overarm throw • Changing body position to stop a ball in motion • Understanding the importance of rules
	Year 3	<ul style="list-style-type: none"> • Strike a static object with accuracy and intent • Begin to make decisions when striking an object accurately to a space • Begin to communicate as a group to coordinate stopping a ball in motion • Respond to changes in rules that affect scoring
	Year 4	<ul style="list-style-type: none"> • Develop tactical decisions when striking a ball • Begin to develop simple tactics to compete • Continue to develop communication to return a ball • Use a range of sending, receiving and fielding techniques in good time
	Year 5 and 6	<ul style="list-style-type: none"> • Strike a moving object with intent into space • Communicate formation changes to maximise effectiveness e.g. fielding wider when a good striker enters play • Develop an understanding of a range of scoring techniques • Plan, assess and evaluate the effectiveness of a formation/tactic
Net and Wall Games	Year 1	<ul style="list-style-type: none"> • Use underarm and two-handed sending and receiving techniques • Develop hand-eye/foot coordination • Predict how a ball bounces/reacts
	Year 2	<ul style="list-style-type: none"> • Using a range of different ball types • Change technique of strike/send to match ball e.g. softball or frisbee • Adapt body shape to send/receive objects using a variety of techniques • Begin to make predictions of how different balls/objects react in space
	Year 3 and 4	<ul style="list-style-type: none"> • Increase confidence and competence in using underarm strike in a range of contexts • Keep an active foot position to move swiftly around the court • Begin to develop spatial awareness and positioning • Continue to develop spatial awareness and positioning • Explore the use of over-arm strikes
	Year 5 and 6	<ul style="list-style-type: none"> • Develop spatial awareness when competing with a partner • Change play type based on positioning of an opponent • Use the over-arm strike in a range of shot types • Use a range of shots to use the entire playing area and move the opponent

PE Progression Map		
Topic	Year Group	Content
		<ul style="list-style-type: none"> Communicate efficiently with peers using a clear set of instructions
Outdoor and Adventurous	Year 1	<ul style="list-style-type: none"> See fundamental movement skills
	Year 2	<ul style="list-style-type: none"> See fundamental movement skills
	Year 3 and 4	<ul style="list-style-type: none"> Develop understanding for how a map is orientated (facing north) Give and receive written and verbal instructions Read a basic legend or key Follow a simple series of instructions Problem solve collaboratively and independently Identify start and end points on a map Complete star and loop maps Exploring different methods of communication Completing tasks quickly within certain restrictions/instructions
	Year 5 and 6	<ul style="list-style-type: none"> Orientate themselves within a map using known locations Give and receive complex written and verbal instructions Read a detailed key highlighting points of interest Develop the confidence and encourage others to try tasks outside of their comfort zone Develop own star and loop maps Applying different methods of communication to work in teams to decide different approaches to meet a challenge. Ensuring interactions within teams are positive to overcome challenges. Take part in further outdoor and adventurous activities
Dance	Year 1	<ul style="list-style-type: none"> Learn basic movements relating to feelings Show that they have a clear starting and finishing position Respond to different music showing a range of emotions Perform dance movements and simple routines using simple movement patterns
	Year 2	<ul style="list-style-type: none"> Evaluate and improve a dance performance by recording and viewing their rehearsals Use a range of vocabulary to describe moods and how dances make them feel Remember and repeat simple dance phrases Perform dances using simple movement patterns
	Year 3	<ul style="list-style-type: none"> Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement Keep up an activity over a period of time and know what they need to warm up and cool down for dance
	Year 4	<ul style="list-style-type: none"> Explore and create characters and narratives in response to a range of stimuli Describe, interpret and evaluate their own and others' dances, taking account of character and narrative

PE Progression Map		
Topic	Year Group	Content
	Year 5	<ul style="list-style-type: none"> Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group Organise their own warm up and cool down activities to suit the dance. Show an understanding of why it is important
	Year 6	<ul style="list-style-type: none"> Explore, improvise and combine movement ideas fluently and effectively Understand how a dance is formed and performed To evaluate, refine and develop their own and others' work
Gymnastics	Year 1	<ul style="list-style-type: none"> Perform different shapes with my body, having different points touching the floor or apparatus. (star, straight, tuck shapes) with good technique Perform all 5 gym shapes on low apparatus with good technique Perform a minimum of 3 shapes on high apparatus with good technique Observe a partner and give accurate feedback
	Year 2	<ul style="list-style-type: none"> Perform travelling movements on my feet and with weight on my hands, using apparatus and following different pathways (zig-zag, L shape etc.) Jump using a skipping rope Create and perform a sequence of movements including rotation using apparatus Observe a partner and give accurate feedback
	Year 3	<ul style="list-style-type: none"> Successfully perform 2 different types of rolls safely (pencil roll, tuck roll) Link and develop two different jumps using apparatus safely Use apparatus in more creative ways e.g. under, around and on top Observe a partner and give accurate feedback, saying what went well and what could be better
	Year 4	<ul style="list-style-type: none"> Perform all gymnastics shapes on different body parts/levels, using apparatus. Use a wide range of gymnastic actions when using apparatus Make judgements about quality of jumps, elevation, style and control Create and perform a sequence in a pathway Observe a partner and give accurate feedback, saying what went well and what could be better
	Year 5	<ul style="list-style-type: none"> Recognise and perform all gymnastics shapes, including partner assisted shapes Demonstrate a wide range of gymnastic actions while using apparatus Demonstrate the correct jumping, leaping and landing techniques in five jump classifications Create and perform a sequence in pairs of five contrasting actions
	Year 6	<ul style="list-style-type: none"> Recognise and perform all gymnastics shapes safely including partner assisted shapes Demonstrate and safely execute a wide range of gymnastic actions while using apparatus Demonstrate and safely execute a range of jumping, leaping and landing techniques Create and perform a sequence in pairs of six contrasting actions

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Topic	Year Group	Content
Athletics	Year 1	<ul style="list-style-type: none"> Take off in different ways and land in coordinated ways (walk, fast walk, side step, slow jog, running, walking backwards, jump from 2 feet to 2 feet, hop.) Jump forwards, backwards and sideways on two feet, then hop on one foot Push pass and bounce a ball to my partner, then throw a ball into a target (buckets, hoop, wall targets, boxes etc) Observe a partner and give accurate feedback
	Year 2	<ul style="list-style-type: none"> Walk and run with good posture and balance (head straight, back straight, keep on your toes) Jump: <ul style="list-style-type: none"> 2 feet to 2 feet 1 foot to 2 feet 2 feet to 1 foot 1 foot to 1 foot Send an object towards a target in different ways (under-arm, over-arm) Observe a partner and give accurate feedback
	Year 3	<ul style="list-style-type: none"> Run with a tall body on balls of the feet, picking feet up high, head held high Jump: <ul style="list-style-type: none"> 2 feet to 2 feet 1 foot to 2 feet 2 feet to 1 foot 1 foot to 1 foot Left to right Perform a one handed push throw and a pull throw with accuracy towards a target from my dominant hand Say which throw was the easiest and most difficult to achieve, and how I can/ have improved my accuracy and distance Observe a partner and give accurate feedback, saying what went well and what could be better
	Year 4	<ul style="list-style-type: none"> Maintain a good running technique when sprinting and running over obstacles Use a short run to jump from one to two feet Demonstrate a two handed push throw and a sling throw Observe a partner and give accurate feedback, saying what went well and what could be better
	Year 5	<ul style="list-style-type: none"> Observe a partner and give accurate feedback Demonstrate the ability to accelerate from a variety of static positions Perform triple jump combination sequences with balance and control Sustain jogging and running at a consistent pace for over a minute Observe a partner and give accurate feedback, evaluating steps for improvement

PE Progression Map		
Topic	Year Group	Content
	Year 6	<ul style="list-style-type: none"> • Demonstrate the ability to accelerate from a variety of static positions • Perform triple jump combination sequences with balance and control • Sustain jogging and running at a consistent pace for over a minute • Observe a partner and give accurate feedback, evaluating steps for improvement
Swimming (KS2)	Year 3, 4, 5 and 6	<ul style="list-style-type: none"> • Swim 25m • Perform a range of strokes with confidence and competence • Perform a safe self-rescue

PE Key Vocabulary					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Run, hop, walk, skip, jump, send, receive, throw, catch, kick, strike, balance, gallop, side-gallop, roll, rhythm, beat, fair, respect, sportsmanship, ball, hoop	jump for distance, jump for height, sprint, tempo, choreograph, foot dribble, hand dribble, two handed catch, underarm throw, overarm throw, throw for distance, throw for accuracy, beam, trestle, crash mat, floor mat, football, rugby ball, tennis ball, netball, basketball, feedback, warm up, cool down	Composition, reflection, translation, speed, agility, quickness, one handed catch, instep, outstep, orienteering, direction, compass, north, south, east, west, control point, strength, body composition, pike, straddle, tuck, vault, competition, loop maps, star maps	Flexion, extension, rally, teamwork, leadership, officiate, verbal communication, non-verbal, communication, tactic, technique, skill, sequence, heart, blood, muscle, handstand, round off, cartwheel, forehand, chest pass, shoulder pass, bounce pass, control	Skill, ability, improvise, punctuality, core strength, flexibility, muscle groups oxygen, tone, personal challenge, active warm up, active cool down fitness, co-operation, backhand, striking kick with laces, kick with instep, curve, expert, expertise	Kinaesthetic, aesthetics, social, physical, cognitive, analyse, competence, sport, physical activity, recreational, competitive