

PE Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GYMNASTICS							
1: Jump	Experiment with different ways of moving and jumping	Travel in different ways (e.g. <i>jumping, skipping, walking, leaping, hopping</i> etc.).	Travel in different ways (e.g. <i>bounce, hop, spring and jump</i> etc.) using a variety of take offs and landings	Understand and demonstrate five basic jumps (i.e. <i>two feet to two feet; two feet to one foot; one foot to same foot; one foot to other foot; one foot to two feet</i>).	Understand and demonstrate five basic jumps showing different shapes and directions in the air.	Jump with control and fluency using a variety of clear body shapes (e.g. <i>straight, tuck, split, straddle, pike, star</i>)	Transfer flight safely onto apparatus
2: Balance	Beginning to balance on one foot for a short period of time.	Demonstrate different stretched balances to show wide and narrow body shapes.	Balance using hands, feet or seat and create different shapes when balancing (e.g. thin, wide, twisted, curled etc.).	Balance with control on pads (e.g. hands and feet) and points (e.g. tip-toes, heads, shoulders, fingertips etc.) making a range of different shapes when balancing.	Select and use different body parts to balance on and explain which combinations produce the most stable basis.	Select the most appropriate ways to travel or transition smoothly from one balance to another.	Balance on different body parts using different levels and shapes.
3: Sequence	Copy simple movements and repeat them safely around the floor.	Copy sequences and repeat them moving safely around the floor or apparatus	Plan and perform a sequence of movements on the floor or apparatus linking together three or more movements	Plan and perform a sequence of movements on the floor or apparatus thinking of more than one way to create a sequence which follows some rules (e.g. <i>balance-travel-balance</i>).	Work with a partner to create, repeat and improve a sequence with at least three phases	Make extended sequences on the floor or apparatus that include matching and mirroring movements with their partner and that follow different pathways (e.g. <i>corner, u-turn, half-circle, 't' shape, cross, zig-zag, circle, square</i> etc)	Link sequences to specific timings and create sequences that use counter balance and counter tension with a partner and that have changes of speed and level
4: Roll	Explore and complete simple rolls safely	Spin, rock, roll and turn with control on various parts of the body.	Perform simple rolls with increasing control (e.g. <i>forward, pencil, and teddy-bear</i>).	Perform a range of rolls with control and co-ordination (e.g. <i>forwards, backwards, fish (or shoulder roll), circle roll, etc.</i>)	Rotate and roll on different body parts and roll in different directions showing different shapes, speeds and sizes.	Identify and use spinning, rotation and rolling around three different axes.	Perform actions in and out of rolls

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5: Talk	Begin to describe work completed beginning to use language of speed, movement, direction & shape.	Talk about my work using the vocabulary of speed (e.g. fast, slow, still), movement (e.g. jump, land, roll, spring), direction (e.g. up/down, fwds/bwds, sideways) and shape (wide, narrow, stretched etc.)	Talk about my work using the vocabulary of speed (e.g. fast, slow, still), movement (e.g. hang, swing, take off, sequence), direction (e.g. left/right/ sideways, zig-zagged) and shape (twisted, curled, etc.)	Talk about my work using appropriate technical vocabulary (e.g. flow, combinations, half-turn, explosive, sustained, strength, suppleness etc.)	Talk about my work using appropriate technical vocabulary (e.g. rotation, strength, suppleness, height, inversion, approach, leaving, axis etc.)	Talk about my work using appropriate technical vocabulary (e.g. symmetry, asymmetry, flight, crouch etc.).	Talk about my work using appropriate technical vocabulary (e.g. counter tension, counter balance, tension, straddle over, aesthetic etc.).
DANCE							
6: Communicate	Begin to express ideas and feelings through dance & movement	Communicate ideas through dance and unfold a character or story.	Use dance to show a given mood or feeling.	Change and vary movements to begin to convey different moods and feelings.	Recognise and show clear changes in mood and dynamics when performing.	Perform dances expressing mood and emotion clearly and fluently.	Perform expressively and sensitively to accompaniment.
7: Create	Follow a short dance routine comprising of at least two actions.	Create a short dance by linking together two or more actions.	Create a short dance by linking two or more sections together	Create and share phrases with a partner or small group and perform with an awareness of rhythm and expressive qualities.	Choreograph short routines in time with a given piece of music making use of elements such as direction, repetition, level, speed and space.	Develop simple motifs and shape movements into a structured dance with a partner demonstrating awareness of rhythm, tempo and dynamic qualities.	Create and structure motifs, phrases, sections and whole dances to portray a particular mood or style.
8: Perform	Move rhythmically in time to music.	Copy and repeat dance moves in time to music	Copy and perform simple movements/ rhythmic patterns and dance with control and co-ordination	Improvise using a stimulus to create ideas performing dance actions with greater control, fluency and coordination	Perform routines from memory, performing all elements in the correct order.	Perform longer routines from memory and refine all elements through practise.	Perform set patterns and dances fluently and with control adding expression and extension to movements
GAMES							
9: Throw	Show increasing control in throwing	Throw a ball in a straight line using underarm action	Throw a ball in a straight line using underarm or overarm action.	Throw a ball in a straight line with accuracy and control	Move in to a space to throw a ball with accuracy to a person or into a target area.	Throw a ball accurately to a person or at a target	Choose the most appropriate throw to use within a game

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10: Pass	Use hands to pass a ball to a partner.	Pass a ball to a partner using hands (e.g. throw, bounce pass) and feet.	Pass a ball using hands and feet in different ways (e.g. bounce pass, chest pass, overarm throw, underarm throw, kicking, rolling etc.) and stop a ball with feet before passing it.	Pass and receive a ball with increasing accuracy and control in a range of ways using hands, feet or equipment.	Dribble a ball in a straight line (e.g. with feet or a hockey stick etc.) and pass a ball accurately when moving	Dribble a ball in different directions avoiding obstacles (e.g. using feet, hands or a hockey stick) and pass a ball accurately in different ways during a game.	Select the most appropriate form of pass and person to pass to within a game to ensure accuracy to maintain possession.
11: Hit	Hit a large ball with a flat bat or racquet.	Hit a ball with a tennis style bat or racquet	Move into a space to hit a ball with a bat or racquet	Hit a ball with a range of different bats/racquets with increasing consistency	Hit or return a ball with a bat or racquet with increasing co-ordination and consistency	Hit a ball using forehand shots into a space to help increase my score within a game.	Hit a ball using forehand or backhand shots into a space to help increase my score within a game.
12: Catch	Catch a large ball safely with scooped arms or two hands.	Catch a ball with two hands	Move into a space to catch a ball	Catch a ball with increasing accuracy and control maintaining eye-contact with the ball	Catch a ball with one hand by maintaining eye-contact with the ball	Catch a ball accurately from a stationary or moving position by maintaining eye-contact with the ball	Call out for a catch in a game showing I know I am in the best place
13: Tactics	Negotiate space effectively, adjusting speed & direction to avoid obstacles	Move into a space and stop safely	With support, begin to use simple tactics (<i>e.g. standing somewhere to make the game more difficult for an opponent</i>)	Know and apply a range of simple tactics (<i>e.g. find space to move into within a game or use awareness of space to support team-mates and cause problems for the opposition</i>)	Apply basic tactics and strategies for attacking play (<i>e.g. passing the ball quickly and accurately, using width of pitch, moving into spaces, changing direction etc</i>)	Apply a range of tactics for attack and defence (<i>e.g. pretend to go one way but go other, marking your player, position self between opponent and goal etc</i>).	Vary tactics and adapt skills in response to what is happening in a game
14	Demonstrate the safe use of a range of equipment/ apparatus.	Demonstrate how to use apparatus safely for its intended purpose and begin to develop and apply skills relevant to specific games	Use and develop sending, receiving and travelling with skills in games.	Remember, repeat and link combinations of skills in a game improving the co-ordination, control and consistency of their actions.	Play in small games using a variety of formations and appropriate skills developed	Select and apply basic principles of games to different situations	Explain and play to agreed rules and act as an umpire/referee.
ATHLETICS							
15: Run	Run skilfully on whole foot, negotiating obstacles and changing speed/direction as appropriate.	Move at different speeds and change direction with a pivot action	Show the difference between running at speed and jogging and be able to maintain a steady rhythm.	Run at fast, medium and slow speeds and be able to change speeds and direction.	Run at different speeds smoothly and with consistency.	Run more rhythmically and sustain the pace over longer distances.	Select and sustain pace over longer distances

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16	Jump safely, landing on both feet with soft knees.	Demonstrates basic jumps and make up simple combinations with a partner	Demonstrate a range of take-offs and landings and combine some of them into patterns of jumping.	Link combinations of jumps with some fluency and control.	Demonstrate different combinations of jumps, showing control, co-ordination and consistency	Perform a range of jumps showing control and consistency.	Perform a range of jumps showing power, control and consistency at both take-off and landing
17	Show increasing control when throwing with a variety of games equipment.	Use both underarm and overarm throws with increasing accuracy with a variety of games equipment.	Throw with increasing accuracy using a variety of games equipment.	Throw a range of objects and equipment consistently and accurately.	Throw a range of objects into a target area using a range of techniques with some accuracy and power.	Throw with greater control and accuracy using the correct action to throw a javelin	Throw with greater control, accuracy and efficiency use the correct action to throw a javelin, shot put and discus (with or without run-ups).
OUTDOOR AND ADVENTUROUS							
18				Use clues to follow a simple route	Follow a route safely within a time limit	Use clues and a compass to navigate a route	Use clues and a compass to navigate a route and change my route to overcome a problem
19				Use verbal communication within a group to solve problems and complete challenges	Use verbal and non-verbal communication within a group to solve problems and complete challenges	Plan ideas of how to solve a problem before attempting it	Plan ideas of how to solve a problem and assign roles before attempting to solve it
SWIMMING							
20						Swim 25m on my front without stopping	Swim 25m on my front without stopping
						Swim 25m on my back without stopping	Swim 25m on my back without stopping
						Put my head underwater and blow bubbles	Put my head underwater and blow bubbles
						Get into and out of the water unaided	Get into and out of the water unaided
						Perform different self-rescue actions (e.g. Treading water).	Perform different self-rescue actions (e.g. Treading water).

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WELLBEING: HEAD and HEART		
21	Evaluate their own performance & comment on how it makes them feel.	Compares and evaluates their own and other performances.
22	Begin to understand how to develop skills to improve their performance.	Knows what they need to do to improve their performance.
23	Share ideas with others, listening in turn.	Demonstrates the ability to communicate with others.
24	Begin to work with other children (collaborate), showing sensitivity to others.	Demonstrates the ability to work with other children (collaborate).
25	Begin to compete with others & develop good sporting values.	Demonstrates the ability to compete with other children whilst showing good sporting values.