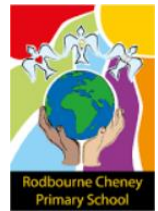




RCPS PE Progression Map



EYFS and Key Stage 1

	Term 1 Basic Movement	Term 2 Developing Balance	Term 3 Agility and Coordination	Term 4 Team Games	Term 5 Movement Patterns	Term 6 Athletics
EYFS	Move in a variety of ways in and out of cones and obstacles. Jump with both feet leaving the ground. Hop. Stop on command. Sprint run.	Single balance. Balancing on one foot. Be able to balance on a piece of apparatus.	Be able to throw and catch a large ball. Overarm and underarm throwing with accuracy. Roll a ball to an end target. Kick a ball towards a target.	Be able to participate in a game against an opposing side. Be able to control a ball within a game setting. Use hands to control a ball.	Dance to link with learning theme. Copy a dance pattern. Link two dance movements together.	Practise relevant/ age appropriate Sports Day skills. Short distance running Long distance running Relay running Hurdles
Year 1	Move in a variety of ways in and out of cones and obstacles. Jump with both feet leaving the ground. Hop. Stop on command. Sprint run. Skip without a rope. Jump for height.	Single balance. Balancing on one foot. Be able to balance on a piece of apparatus. Complete a side-roll. Climb on apparatus. Line walk along floor lines increasing speed across lessons.	Be able to throw and catch a large ball. Overarm and underarm throwing with accuracy. Roll a ball to an end target. Kick a ball towards a target with increasing accuracy. Dribble a ball. Balance a ball on a racket. 2 handed strike using a racket.	Be able to participate in a game against an opposing side. Be able to control a ball within a game setting. Use hands to control a ball. Be able to play a game following a set of rules.	Dance to link with learning theme. Copy a dance pattern. Link two dance movements together practising and adapting across lessons. Move to a beat.	Practise relevant/ age appropriate Sports Day skills. Short distance running Long distance running Relay running Hurdles

RCPS PE Progression Map

<p>Year 2</p>	<p>Move in a variety of ways in and out of cones and obstacles. Jump with both feet leaving the ground. Hop. Stop on command. Sprint run. Skip without a rope. Jump for height. Skip with a rope. Side step Sprint in relay. Jump for distance. Dodge increasing speed across lessons.</p>	<p>Single balance. Balancing on one foot. Be able to balance on a piece of apparatus. Complete a side-roll. Climb on apparatus. Line walk along floor lines increasing speed across lessons. Bench walk across apparatus increasing speed across lessons.</p>	<p>Be able to throw and catch a large ball. Overarm and underarm throwing with accuracy. Roll a ball to an end target. Kick a ball towards a target with increasing accuracy. Dribble a ball. Balance a ball on a racket. 2 handed strike using a racket. Hit a ball with accuracy with a racket. Hit a ball with a bat. Throw a beanbag into a given target. Dribble a ball in and out of a set of obstacles.</p>	<p>Be able to participate in a game against an opposing side. Be able to control a ball within a game setting. Use hands to control a ball. Be able to play a game following a set of rules. Play a game with a set of rules. Play as part of a team and begin to discuss tactics. Co-operate with team-mates. Control a ball with accuracy. Use feet to control a ball.</p>	<p>Dance to link with learning theme. Copy a dance pattern. Link two dance movements together practising and adapting across lessons. Move to a beat. Link a short series of dance sequences together. Adapt dances in order to improve them discussing thoughts with classmates showing co-operation skills.</p>	<p>Practise relevant/ age appropriate Sports Day skills.</p> <p>Short distance running Long distance running Relay running Hurdles</p>
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RCPS PE Progression Map

Key Stage 2

	Term 1 Control and Balance	Term 2 Competitive Games	Term 3 Movement Patterns	Term 4 Specific Sport	Term 5 Specific Sport	Term 6 Athletics
Year 3	Can bounce a ball on the spot with consistency. Can perform a basic log, egg, shoulder and forward roll.	Participate in team games. Developing simple tactics for attacking and defending. Succeed and excel (in competitive sport) and other physically demanding activities.	Create and perform a short sequence linking basic actions, with a clear beginning, middle and end. Choose and link actions to create an expressive dance phrase which shows some sensitivity to accompaniment.	Tennis Learn rules of sport and apply skills learn in Terms 1-3.	Rounders/ Cricket Learn rules of sport and apply skills learn in Terms 1-3.	Practise relevant/ age appropriate Sports Day skills. Short distance running Long distance running Relay running Hurdles
Year 4	Can bounce a ball on the spot with consistency. Can perform a basic log, egg, shoulder and forward roll. Responds imaginatively, and with control and co-ordination. Uses different body parts. Can vary dynamics, speed, direction and level of their movements.	Participate in team games. Play competitive games, modified where appropriate. Succeed and excel (in competitive sport) and other physically demanding activities. Compete in a range of increasingly challenging situations.	Create and perform a short sequence linking basic actions, with a clear beginning, middle and end. Choose and link actions to create an expressive dance phrase which shows some sensitivity to accompaniment. Plan and perform a movement sequence showing contrasts in speed, level and direction.	Dodgeball/ Handball Learn rules of sport and apply skills learn in Terms 1-3.	Swimming	Practise relevant/ age appropriate Sports Day skills. Short distance running Long distance running Relay running Hurdles

RCPS PE Progression Map

<p>Year 5</p>	<p>Can bounce a ball on the spot with consistency. Can perform a basic log, egg, shoulder and forward roll. Responds imaginatively, and with control and co-ordination. Uses different body parts. Can vary dynamics, speed, direction and level of their movements. Can travel whilst bouncing a ball, showing control. Perform a competent forward roll, log, egg roll, shoulder roll, curled roll. Progress to backwards roll. Improvise freely, individually, and with a partner, can translate ideas from a stimulus into movement.</p>	<p>Participate in team games. Play competitive games, modified where appropriate through team and individual games. Developing simple tactics for attacking and defending. Apply basic principles suitable for attacking and defending. Succeed and excel (in competitive sport) and other physically demanding activities. Compete in a range of increasingly challenging situations.</p>	<p>Create and perform a short sequence linking basic actions, with a clear beginning, middle and end. Choose and link actions to create an expressive dance phrase which shows some sensitivity to accompaniment. Plan and perform a movement sequence showing contrasts in speed, level and direction. Apply basic compositional ideas to create dance phrases with a partner and in a small group. Can describe and comment on their own performance and that of others and make simple suggestions to improve quality and performance.</p>	<p>Football/ Netball</p> <p>Learn rules of sport and apply skills learn in Terms 1-3.</p>	<p>Tennis</p> <p>Learn rules of sport and apply skills learn in Terms 1-3.</p>	<p>Practise relevant/ age appropriate Sports Day skills.</p> <p>Short distance running Long distance running Relay running Hurdles</p>

RCPS PE Progression Map

			Develop a longer and more varied movement sequence demonstrating smooth transitions between actions.			
Year 6	<p>Can bounce a ball on the spot with consistency.</p> <p>Can perform a basic log, egg, shoulder and forward roll.</p> <p>Responds imaginatively, and with control and co-ordination.</p> <p>Uses different body parts.</p> <p>Can vary dynamics, speed, direction and level of their movements.</p> <p>Can travel whilst bouncing a ball, showing control.</p> <p>Perform a competent forward roll, log, egg roll, shoulder roll, curled roll. Progress to backwards roll.</p> <p>Improvise freely, individually, and</p>	<p>Participate in team games.</p> <p>Play competitive games, modified where appropriate through team and individual games.</p> <p>Developing simple tactics for attacking and defending.</p> <p>Apply basic principles suitable for attacking and defending.</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition.</p> <p>Succeed and excel (in competitive sport) and other physically demanding activities.</p> <p>Compete in a range of increasingly</p>	<p>Create and perform a short sequence linking basic actions, with a clear beginning, middle and end.</p> <p>Choose and link actions to create an expressive dance phrase which shows some sensitivity to accompaniment.</p> <p>Plan and perform a movement sequence showing contrasts in speed, level and direction.</p> <p>Apply basic compositional ideas to create dance phrases with a partner and in a small group.</p> <p>Can describe and comment on their own performance and that of others</p>	<p>Rounders/ Cricket</p> <p>Learn rules of sport and apply skills learn in Terms 1-3.</p>	<p>Football/ Netball</p> <p>Learn rules of sport and apply skills learn in Terms 1-3.</p>	<p>Swimming</p>

RCPS PE Progression Map

	<p>with a partner, can translate ideas from a stimulus into movement. Using either hand, can dribble showing changes of speed and direction. Perform a range of rolls consistently, including backward roll. Responds imaginatively to a variety of stimuli demonstrating a wide range of actions with precision, control and fluency. Can incorporate different dynamics and develop new actions with a partner and in a group.</p>	<p>challenging situations. Develop an understanding of how to improve in different physical activities and sports.</p>	<p>and make simple suggestions to improve quality and performance. Develop a longer and more varied movement sequence demonstrating smooth transitions between actions. Compare, develop and adapt movement motifs to create longer dances. From observation of others, begin to describe constructively how to refine, improve and modify performance. Refine own performance in response to comments of others and self-analysis.</p>			
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