



PE Progression Map

| Aspect | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------|----------------------------|--|---|--|--|---|---|
| Dance | Performance & Appreciation | Create a class performance | Create a class performance and observe others. Give feedback using appropriate dance vocabulary. | Organise sections of dances to create on piece, working in sync with other group members. Assess others' work using dance vocabulary to compare. | Develop dance as a whole piece. Perform in unison and in sync with other group members, in front of whole class. Self-assess and peer assess. Give feedback using appropriate dance vocabulary to compare. | Learn, rehearse and perform choreographed dance phrases of increasing complexity. Self-assess and peer assess. Give critical feedback using appropriate dance vocabulary. | Work creatively and imaginatively, individually, with a partner and in a group to perform choreographed dance narratives, improving movements and developing timing and spacing. Self-assess and peer assess with increasing critical feedback and suggested actions to improvement, using appropriate and precise vocabulary. |
| | Choreography | Copy, remember and repeat actions. Select and use a variety of movements for an idea to form a short dance phrase. Use changes of direction, speed and levels with guidance. Begin to use counts. | Copy, remember and repeat a series of actions. Select from a wider range of actions in relation to a stimulus. Use pathways, levels, directions, speeds and timing with guidance. Use mirroring and unison when completing actions with a partner. Use counts with help to stay in time with the music. | Copy, remember and perform a dance phrase. Work as a group to select learnt positions and movements to create short dance phrases that communicate an idea. Use choreographic devises to enhance dance phrases, including choreographing a solo. Use counts to keep in time with a partner and group. | Copy, remember and adapt set choreography. Use canon, unison and formation to represent an idea. Develop synchronisation when working in a group including to different rhythms. Change dynamics to express changes in character or narrative. Respond to teacher instructions to create a choreographed dance routine. Use counts when choreographing short phrases. | Accurately copy and repeat set choreography in different styles of dance, showing a good sense of timing. Create versatile movements within a dance sequence including a range of directions and consider actions, dynamics, space and relationships in response to a stimulus. Choreograph a sequence of movements that use contact between two or more people. Use counts accurately when choreographing to perform in time with others and the music. | Explore and link a number of movements and patterns. Use choreographed movements and patterns to tell a narrative; adapt movements in a more creative style; utilise a floor plan. Improvise and combine dynamics demonstrating an awareness of the impact on performance. Use counts when choreographing and performing to improve the quality of the work. |



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| Gymnastics | <p>Explore and use space effectively using agility, balance and coordination skills.</p> <p>Balance using different parts of the body, exploring points and patches.</p> | <p>Explore medium level shapes with linking, mirroring and balances.</p> | <p>Perform short sequence with: low and medium level shapes; matching and mirroring; contrasting shapes with some linking.</p> | <p>Perform and evaluate a routine; matching balances and stands; with matching balances on apparatus; with contrasting balances on and over apparatus; with linked balances on and over apparatus.</p> | <p>Perform a range of routines with rolling; including jumping rolls, build into rolling from and into a pike position.</p> | <p>Incorporate stands into cannon and or unison performances. Perform rotation, balances and stands in unison and cannon.</p> |
| | <p>To take weight on hands and feet.</p> <p>Learn copy and name basis and advanced low-level shapes.</p> <p>Link shapes and rolls to form a short sequence.</p> | <p>Compare and contrast low and medium level shapes with confidence and rehearse them.</p> <p>Roll safely using a variety of rolling techniques.</p> <p>Incorporate two shapes into a sequence.</p> <p>Perform low level shapes with some precision and perform shapes in flight.</p> | <p>Take weight confidently on hands (developing core strength) and roll safely, exploring different rolling methods (front and backwards rolls)</p> | <p>Perform complex moves that require strength and stamina safely (shoulder or handstand).</p> | <p>Perform both a stag jump and a split leap. Progress to a cartwheel. Perform cat springs. With support.</p> | <p>Perform shoulder, handstands and cartwheels safely without support.</p> |
| | <p>Explore different styles of travelling: under, over and through. Beginning to travel on apparatus.</p> | <p>Use apparatus (extended) safely with entrances, exits, balances and including medium level shapes.</p> | <p>Perform a wide range of shapes and balances on apparatus.</p> | <p>Perform a forward roll with appropriate entrances and exits including on, off and over apparatus.</p> | <p>Perform forwards and backward rolls with a range of entrances and exits. Learning a headstand, transitioning into a forward roll and incorporating as part of a routine.</p> | <p>Perform to roll on, off and over apparatus within routines. Include counter-balances and counter tension balances.</p> |



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| | Jump and land safely, whilst exploring different jumping techniques. | Jump and land safely using apparatus, including from a variety of heights, directions and landings. | Perform shapes in flight, on and off a piece of apparatus, including turn, twist and spin. | Link movements by performing jumps, turns and pivots. | Vault safely with a range of entrances and exits and then into rolling, building up to various landings on and over a vault. | Roll in sequences on, off and over apparatus. Include into partner routines. |
| | Copy, mirror and create a small routine and matching actions. | Model linking and mirroring of low-level shapes. Including balancing & travel with a partner using mirroring technique. | Perform mirrored and matching travels and balances with a partner. | Complete mirroring actions along different pathways and level, including basic rolls. | Plan a sequence of movement on apparatus both individually and as a group, in time with each other to form a routine. | Combine balancing & travelling to produce a floor routine including matching. Incorporate apparatus. Produce mirroring routine with a partner on apparatus. |

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| Athletics | <p>Show some control and balance when travelling at different speeds.</p> <p>Begin to show balance and coordination when changing direction.</p> | <p>Show control and balance when travelling at different speeds.</p> <p>Demonstrate balance and coordination when changing direction.</p> | <p>Demonstrate balance when performing other fundamental skills.</p> <p>Show balance when changing direction in combination with other skills.</p> | <p>Demonstrate good balance when performing other fundamental skills.</p> <p>Show balance when changing direction in combination with other skills.</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>Show fluency and control when travelling, landing, stopping and changing direction.</p> <p>Change direction with a fluent action and transition smoothly between varying speeds.</p> |
| | <p>Attempt to run at different speeds showing an awareness of technique.</p> | <p>Show balance and coordination when running at different speeds.</p> | <p>Show balance, coordination and technique when running at different speeds, stopping with control.</p> | <p>Demonstrate how and when to speed up and slow down when running.</p> | <p>Run at the appropriate speed over longer distances or for longer periods of time.</p> | <p>Demonstrate a controlled running technique using appropriate speed over longer distances or for longer periods of time.</p> |
| | <p>Begin to link running and jumping movements with some control.</p> <p>Jump and leap and choose which allows</p> | <p>Link running and jumping movements with some control and balance.</p> <p>Show leaping and jumping movements</p> | <p>Link running, jumping and hopping movements using different take offs and landings.</p> | <p>Link hopping and jumping actions with some control.</p> <p>Jump for distance and height showing balance and control.</p> | <p>Show control at take off and landing in more complex jumping activities.</p> | <p>Link running, jumping and hopping movements with greater control and coordination.</p> <p>Perform jumps for height and distance using good technique.</p> |



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| | them to travel the furthest. | with some balance and control. | Jump for distance and height with an awareness of technique. | | Perform a range of more complex jumps showing some technique. | |
| | Throw towards a target | Change technique to throw for distance. | Throw a variety of objects, changing action for accuracy and distance. | Throw with some accuracy and power towards a target area. | Show accuracy and power when throwing for distance. | Show accuracy and good technique when throwing for distance. |
| | Use coordination with and without equipment. | Perform actions with increased control when coordinating body with and without equipment. | Can coordinate body with increased consistency in a variety of activities. | Begin to coordinate body at speed in response to a task. | Can coordinate a range of body parts at increased speed. | Can coordinate a range of body parts with a fluent action at a speed appropriate to the challenge. |

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| Games | Drop and catch a ball after one bounce on the move. | Dribble a ball with two hands on the move. | 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 direction of play with some control under pressure. | Use dribbling to change the direction of play with control under pressure. |
| | Move a ball using different parts of the foot. | Dribble a ball with some success, stopping it when required. | Dribble a ball with feet with some control in game situations. | Change direction when dribbling with feet with some control in game situations. | Dribble with feet with some control under increasing pressure. | Use a variety of dribbling techniques to maintain possession under pressure. |
| | Throw and roll towards a target with some varying techniques. | Throw and roll towards a target using some 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 a variety of throwing techniques with some control under increasing pressure. | Use a variety of throwing techniques including fake passes to outwit an opponent. |
| | 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. | Use a variety of kicking techniques with some control under increasing pressure. | Select and apply the appropriate kicking technique with control. |



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| | 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. | Catch and intercept a call using one and two hands with some success in game situations. | Catch and intercept a call using one and two hands with increasing success in game situations. |
| | Attempts 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 call sent to them using different parts of the foot under pressure. | Receive a ball using different parts of the foot under pressure with increasing control. | Receive a ball with consideration to the next move. |
| | 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. | Strike a ball under a wider range of skills. Apply these with some success under pressure. | Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure. |
| | 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. | Use a variety of techniques to change direction to lose an opponent. | Confidently change direction to successfully outwit an opponent. |
| | 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. | Create and use space for self and others with some success. | Effectively create and use space for self and others to outwit an opponent. |
| | Begin to use simple tactics with guidance. | Use simple tactics. | Use simple tactics individually and within a team. | Use simple tactics to help their team score or gain possession. | Understand the need for tactics and identify when to use them in different situations. | Work collaboratively to create tactics within their team and evaluate the effectiveness of these. |

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| Swimming | Beginner | Developer |
| | <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>Floater on front and back for short periods of time.</p> <p>Confidently rolls from front to back and then regain standing position.</p> | <p>Begin to coordinate breath in time with basic strokes showing some consistency in timing.</p> <p>Demonstrate a fair level of technique, consistently coordinating the correct body parts in a range of strokes.</p> <p>Combine gliding and floating on front and back using different shapes with increased control.</p> <p>Comfortable demonstrate sculling head first, feet first and treading water.</p> <p>Select and apply appropriate survival technique to the situation.</p> |