



St Paul's PE Progression Map



	EFYS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<ul style="list-style-type: none"> Negotiate space safely with consideration for themselves and others. Confident to try new challenges and perform in front of others. Use movement skills with developing strength, balance and co-ordination showing increasing grace. Follow instructions involving different ideas and actions. 	<ul style="list-style-type: none"> Begin to use counts. Show some sense of dynamic and expressive qualities. Co-ordinate arm and leg actions. Choose actions for an idea. Respond to a variety of stimuli through movement. 	<ul style="list-style-type: none"> Use counts of 8 to help stay in time with the music. Use pathways, levels, shapes, directions, speeds and timing with guidance. Select from a wider range of actions in relation to a stimulus. Use mirroring and unison when completing actions with a partner. Show a character through actions, dynamic and expression. 	<ul style="list-style-type: none"> Use counts to keep in time with a partner and a group. Use canon, unison and formation to represent an idea. Match dynamic and expressive qualities to a range of ideas. Create short dance phrases that communicate an idea. Can remember and perform a dance phases. 	<ul style="list-style-type: none"> Use counts when choreographing short phrases. Demonstrate different relationships - mirroring, unison, canon, complementary and contrasting. Change dynamics to express changes in character or narrative. Copy remember and adapt set choreography, Evaluate experiences and outcomes 	<ul style="list-style-type: none"> Use counts accurately when choreographing to perform in time with others and the music. Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus. Confidently perform choosing appropriate dynamics to represent an idea. Accurately copy and repeat set choreograph 	<ul style="list-style-type: none"> Use counts when choreographing and performing to improve the quality of work. Perform dances confidently and fluently with accuracy and good timing. Work creatively and imaginatively individually, with a partner and in a group and to choreograph longer phrases and structure dance considering actions, space,

					and set goals for their own development.	y in different styles of dance showing a good sense of timing.	relationship and dynamics in relation to a theme. <ul style="list-style-type: none"> Improvise and combine dynamics demonstrating an awareness of the impact on performance.
Games	<ul style="list-style-type: none"> Drop and catch with two hands. Move a ball with feet. Kick larger balls to a space. Stop a beanbag or large ball sent to them using hands. Attempt to stop a large ball sent to them using feet. Hit a ball with their hands. Run and stop when instructed. Begin to show an awareness of others. 	<ul style="list-style-type: none"> Begin to throw and roll underarm to a partner. Move a ball with different parts of a foot. Kick towards a stationary target Catch a beanbag and medium sized ball with two hands. Attempt to track and catch an object sent to them. Roll a ball towards a target. Begin to send and receive a ball using: hands, feet, hockey stick and racquet. Strike a stationary ball. Run, stop, change, 	<ul style="list-style-type: none"> To develop underarm and overarm throws. To develop throwing to a teammate. Dribble a ball with two hands on the move. Dribble a ball with some success stopping when required with feet. To develop passing to a teammate showing balance. Catch an object passed to them with or without a bounce. Move to track a ball and develop underarm throwing towards a target. To begin to develop control when handling a racquet, hockey stick and strike a moving 	<ul style="list-style-type: none"> To develop control whilst dribbling a ball with hands. To further develop overarm throws and throwing under pressure. Dribble a ball with feet with some control in game situations. To develop passing moving and changing direction in game situations. Catch a ball passed to them using one or two hands with success. Explore and develop a variety of throwing techniques in games situations. To develop 	<ul style="list-style-type: none"> To link dribbling the ball with other actions with increasing control. To develop underarm bowling. Demonstrate an increased control and accuracy of ball skills, changing direction with ball at feet. Send and receive a ball with increasing accuracy and choosing the right time to pass to a teammate or to outwit an 	<ul style="list-style-type: none"> Use dribbling to change the direction of play with some control under pressure. Send and receive a ball with hands with accuracy to a space or teammate. Pass, control, dribble and shoot with accuracy and fluency whilst on the move. Change direction to lose a defender, develop attacking skills understand when to pass. Strike a ball with intent and pass it accurately to 	<ul style="list-style-type: none"> Use dribbling to change the direction of play with control under pressure. Show precision and accuracy when sending using different passes and receiving. Use a variety of dribbling techniques to maintain possession under pressure. Select and apply the appropriate kicking technique with control. To develop protective dribbling

	<ul style="list-style-type: none"> • Make simple decisions in response to a situation. 	<p>direction with some balance and control. Be a competent mover to avoid others.</p> <ul style="list-style-type: none"> • Begin to use simple tactics with guidance. Use skills in different ways in different games. Adapt activities using their own ideas of how to make a game easier or harder. 	<p>ball.</p> <ul style="list-style-type: none"> • Run, stop and change direction with balance and control. Move into a space showing an awareness of defenders. To develop dodging and use it to lose a defender. Move into a space to score goals or limit others scoring. • Use simple tactics. Understand simple tactics to outwit a partner /small team when attacking or defending. Make up simple rules with others to make games enjoyable and challenging. 	<p>confidence and accuracy when tracking a ball.</p> <ul style="list-style-type: none"> • Strike a ball with varying techniques using different equipment. Develop ball control and movement skills. • Change direction with increasing speed in game situations. To develop moving into a space after passing a ball and be able to track an opponent. Use space well by finding and moving into a free space. • Use simple tactics individually and within a team. Adapt and make up rules to suit the equipment. 	<p>opponent. Begin to join actions together move, receive, shoot.</p> <ul style="list-style-type: none"> • Use a variety of throwing techniques with increasing success in games situations. • Strike an ball using varying techniques with increased accuracy. • Use space well by finding and moving into a free space /passing to a teammate when they are in a good space. Support a teammate when attacking, dodge a defender. • Use simple tactics to help their score or gain possession. Be able to 	<p>a target to help maintain possession.</p> <ul style="list-style-type: none"> • Use a variety of techniques when passing a ball and throw with accuracy. Catch and intercept a ball. • Strike a ball using a wider range of skills, techniques and equipment. • Create and use space for themselves and others with success. • Understand the need for tactics and can identify when to use them in different situations. Make decisions quickly in a game. Begin to understand to change tactics /roles for the success of the whole team. Begin to understand the transference of skills from one type of 	<p>against an opponent.</p> <ul style="list-style-type: none"> • Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control and pressure. • Catch and intercept a ball using one and two hands with increasing success in game situations. Receive a ball with consideration to the next move. • Effectively create and use space for self and others to outwit opponent. Be able to change direction to get free from a defender and receive a pass. • Work collaboratively to create tactics within their
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					<p>apply rules and tactics to play in a competition.</p>	<p>game to another.</p>	<p>team and evaluate the effectiveness of this.</p> <ul style="list-style-type: none"> Understand the transference of skills from one type of game to another and apply appropriately.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Gymnastics</p>	<ul style="list-style-type: none"> Create shapes showing a basic level of stillness using different parts of the body. Begin to take weight on different parts of the body and develop strength. To travel in different ways. 	<ul style="list-style-type: none"> Perform balances making body tense, stretched and curled. Begin to develop front/back balances to encourage holding a balance for a count of 5. To explore travel movements in the space around them. Link actions to create sequences. 	<ul style="list-style-type: none"> Perform balances on different body parts of the body with some control. Develop front and back balance (arch and dish) To begin to travel on hands and feet developing monkey, caterpillar walk and bunny hop. 	<ul style="list-style-type: none"> Complete balances with increasing stability and control and technique. Explore balancing combinations eg 2 hands and 1 foot, head and 2 hands. Developing travel at different speeds eg move slowly before a balance, travel quickly before a jump. Develop the straight, barrel and forward roll. 	<ul style="list-style-type: none"> Use body tension to perform balances both individually and with a partner. Explore balancing with a partner creating sequences. Move in and out of a balance fluently. Travel in variety of ways and link travel to a sequence. 	<ul style="list-style-type: none"> Perform balances with more control showing good body tension. Explore symmetrical and asymmetrical with a partner. To explore matching and mirroring balances. Sequencing travelling actions in both canon and synchronisation. 	<ul style="list-style-type: none"> Explore and take more control in taking some /all of a partner's weight using counter balance and tension. Perform group balances moving out of the balances with fluency and control. Travel sideways in a bunny hop developing into a cartwheel. Increase the variety of pathways, levels and speed at which you travel. Travel in time with

	<ul style="list-style-type: none"> To explore using their body to roll. To explore jumps. Show shapes and actions that stretch their bodies. Copy and link simple actions together. 	<ul style="list-style-type: none"> To begin to develop technique in barrel, teddy bear, straight roll. Introduce first stage to forward roll. (tipper truck). Stretch and jump soft landing. To begin to develop technique when jumping. Demonstrate poses and movements that challenge their flexibility. Remember and repeat and link simple actions together. 	<ul style="list-style-type: none"> Develop straight and dish roll. Perform 2 rolls to perform the full circle roll. Begin to develop rock and roll, roll and three-quarter forward roll. Explore shape in the air when jumping and landing with control. Show increased awareness of extension and flexibility in actions. Copy, remember, repeat and plan linking simple actions with some control and technique. 	<ul style="list-style-type: none"> To perform and show control of a straight, star and tucked jump from a bench. Demonstrate increased flexibility and extension in their actions Choose actions that flow well into one another both on and off the apparatus. 	<ul style="list-style-type: none"> Develop more control when rolling. Perform the full forward roll and begin to explore backwards roll. Explore stag jump. Make a twisted shape in the air and control landing by keeping body upright. Demonstrate increased flexibility and extension in more challenging actions. Plan and perform sequences showing 	<ul style="list-style-type: none"> Develop control when performing a forward and back roll. Improve straight, straddle roll. Explore symmetry through rolling actions. Make symmetrical and asymmetrical shapes in the air. Jump along, over, and off apparatus of varying height. Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them. Create and perform more complex sequences of actions with a good level of control and technique with or without a 	<ul style="list-style-type: none"> a partner. Explore different starting and finishing positions when rolling. Continue to develop more control over all rolls. Use a variety of jumps with control in sequences. Confidently transition from one action to another showing appropriate control and extension for the complexity of the action Plan and perform with precision control and fluency a sequence of actions including a wide range of skills.
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					control and technique with and without a partner.	partner.	
Athletics	<ul style="list-style-type: none"> Run showing an awareness of others. Introduction to different types of jumps. To throw objects into a space. 	<ul style="list-style-type: none"> Describe different ways of running. To learn to move at different speeds for varying distances. To develop the 5 basic jumps. To develop balance whilst jumping and landing. Perform a range of throwing actions. 	<ul style="list-style-type: none"> Develop sprint action. Begin to use different techniques to meet challenges Perform different combinations of the 5 basic jumps. Begin to show control at take-off and landing. Throw into targets beginning to develop accuracy. Throw for distance. 	<ul style="list-style-type: none"> To develop sprinting technique and work to improve personal best To develop changeover technique in relay. To develop fluency when running over hurdles. Begin to develop hop, step, jump. Explore different styles of throwing. Hit a target with different implements. 	<ul style="list-style-type: none"> Choose different styles of running for different distances. Recognise and record how the body works in different types of challenges over different distances. Perform combinations of hop step jump showing consistency . Explore different styles of throwing to prepare for javelin, shot. 	<ul style="list-style-type: none"> To develop fluency and coordination when running for speed. Further develop change over in relay. Demonstrate a range of jumps showing power and control and consistency at both take-off and landing. Throw with greater control, accuracy and efficiency of movement. 	<ul style="list-style-type: none"> Develop strength stamina and speed when running. Adapt skills and techniques to different challenges and distances. Develop running over obstacles with greater control and coordination. Perform the triple jump. Set realistic targets for themselves when jumping for distance and height. To develop throwing with force and accuracy for longer distances.

<ul style="list-style-type: none"> • Follow simple instructions. • Share ideas with others. • Explore activities and make own decisions. • Make decisions about where to move to in a space. Follow a path. • Begin to identify personal success. 	<ul style="list-style-type: none"> • Follow instructions. • Begin to work with a partner • Understand the rules of a game and suggest ideas to solve tasks. • Copy a simple diagram/map. • Identify own and others' success. 	<ul style="list-style-type: none"> • Follow instructions accurately. • Work co-operatively with a partner and a small group, taking turns and listening. • Try different ideas to solve a task. • Follow and create a simple diagram/map. • Understand when a challenge is solved successfully and begin to suggest simple ways to improve. 	<ul style="list-style-type: none"> • Follow instructions from a peer and give simple instructions. • Work co-operatively with a partner and a small group, listening and accepting others ideas. • Plan and attempt strategies to solve problems. • Orientate and follow a diagram/map. • Reflect on when and why challenges are solved successfully and use others' success to help them improve. 	<ul style="list-style-type: none"> • Accurately follow instructions given by a peer and give clear and usable instructions to a peer. • Confidently communicate ideas and listen to others before deciding on the best approach. • Plan and apply strategies to solve problems. • Identify key symbols on a map and use a key to help navigate around a grid. • Watch describe and evaluate the effectiveness of their team strategy, giving ideas for 	<ul style="list-style-type: none"> • Use clear communication when working in a group and taking on different roles. • Begin to lead others, providing clear instructions. • Plan and apply strategies with others to more complex challenges. • Orientate a map confidently using it to navigate around a course. • Explain why a particular strategy worked and alter methods to improve. 	<ul style="list-style-type: none"> • Communicate with others clearly and effectively when under pressure. • Confident to lead others and show consideration of including all within a group. • Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem. • Confidently and efficiently orientate a map, identifying key features to navigate around a course. • Accurately reflect on when challenges are solved successfully and suggest well thought
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					improvement.		out improvement.
FMS	<ul style="list-style-type: none"> • Run and stop with some control. • Explore rolling, crawling, walking, skipping, climbing. • Explore jumping and hopping. • Explore moving different body parts together. 	<ul style="list-style-type: none"> • To explore changing direction and dodging. • Explore jumping, hopping and skipping actions. • Explore vertical jump and side gallop. • Use co-ordination with and without equipment. 	<ul style="list-style-type: none"> • Show balance and co-ordination when running at different speeds. • To explore combination jumping and introduce skipping in an individual rope. • Explore leap, dodging. • Perform actions with increased control when co-ordinating their body with and without equipment. 	<ul style="list-style-type: none"> • To develop running smoothly at different speeds. Begin to develop pace and sustain effort over long distances. • To develop technique and control when jumping, hopping and landing. To develop skipping in a rope. • To apply FMS to a variety of challenges. • Can co-ordinate their bodies with increased consistency in a variety of activities. 	<ul style="list-style-type: none"> • Run smoothly at different speeds. Develop pace and sustain effort over longer distances. • Jump for distance and height showing balance and control. • To apply FMS to a variety of challenges. • Begin to co-ordinate their body at speed in response to a task. 	<ul style="list-style-type: none"> • Sustain pace over longer distances. Choose a pace for running over different distances. • To perform actions that develop agility. • To apply FMS to a variety of challenges and identify areas of improvement. • Can co-ordinate a range of body parts at increased speed. 	<ul style="list-style-type: none"> • Sustain pace and beat personal records over distance. Show strength, stamina and speed when running. • To complete actions that to develop stamina. • To develop strength using body weight and take part in fitness challenges and identify areas of improvement and how this challenge could be met. • Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.