

PE Progression Map

PE	Progression	Intent			Implementation	Impact		
Year group	Skills knowledge the children should already have	Autumn 2	Spring 1	Summer 1	How will this be taught?	What skills/knowledge will children have acquired?	Key vocabulary	Key Questions
<b>Foundation</b>	<ul style="list-style-type: none"> <li>•Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>•Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>•Walks downstairs, two feet to each step while carrying a small object.</li> <li>•Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>•Can stand momentarily on one foot when shown.</li> <li>•Can catch a large ball.</li> <li>•Draws lines and circles using gross motor movements.</li> <li>•Uses one-handed tools and equipment</li> <li>•Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>•Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>•Can copy some letters, e.g. letters from their name.</li> </ul> <p><b>(DM 30-50 months)</b></p>	<p>Healthy Eating Snack / Bikes and Trikes / Spatial Awareness Activities/ Gymnastics – Balancing/ Moving to Music / Travelling in Different Ways / Dance</p> <p><b>NC – Moving and Handling / Health and Self Care / Exploring Media and Materials/ Being Imaginative</b></p>	<p>Ball Skills – Catching, Throwing, Bouncing, Dribbling / Rolling / Dance – Problem Solving / Apparatus</p> <p><b>NC – Moving and Handling / Health and Self Care / Exploring Media and Materials/ Being Imaginative</b></p>	<p>Apparatus / Balanceability / Dance – Movements Connected to Music / Bikes &amp; Trikes / Sports Day</p> <p><b>NC – Moving and Handling / Health and Self Care / Exploring Media and Materials/ Being Imaginative</b></p>	<ul style="list-style-type: none"> <li>• Observation – modelling different forms of movement.</li> <li>• Modelling spatial awareness – chasing/racing games.</li> <li>• Look at effects of activity on bodies. (Health and Self - Care)</li> <li>• Imitate movements in response to music.</li> <li>• Use movements to express feelings</li> </ul>	<p>To be able to travel with confidence and to be able to move up and under objects.</p> <p>To increase control when pushing, patting, throwing or catching an object.</p> <p>To show an understanding of safety when tackling new challenges and how to manage risks.</p> <p>Handle equipment and tools effectively.</p> <p>Understand why it is important to stay healthy – exercise &amp; diet.</p> <p>Represent their own ideas/thoughts/feelings in DT, Art. Music, Dance, Role Play &amp; Stories.</p>	<p>Travelling Movement Catch Throw Diet Exercise Feelings Obstacles Equipment</p>	<p>Why is it important to stay healthy?</p> <p>What risks/dangers could occur when using PE equipment?</p> <p>How should you travel in different parts of the lesson?</p>

PE Progression Map

Year group	Skills knowledge the children should already have	Autumn 2	Spring 1	Summer 1	How will this be taught?	What skills/knowledge will children have acquired?	Key vocabulary	Key Questions
1	<p>To be able to travel with confidence and to be able to move up and under objects.</p> <p>To increase control when pushing, patting, throwing or catching an object.</p> <p>To show an understanding of safety when tackling new challenges and how to manage risks.</p> <p>Handle equipment and tools effectively.</p> <p>Understand why it is important to stay healthy – exercise &amp; diet.</p> <p>Represent their own ideas/thoughts/feelings in DT, Art. Music, Dance, Role Play &amp; Stories.</p>	<p>Use of Speed, Level and Direction / Pass and Retrieve a Ball / Dance – Respond to Music / Season Dances / Invasion Games /</p> <p><b>NC – Develop Fundamental Movement Skills / Broad Range of Activities to Extend their Agility, Balance &amp; Co-ordination / Engage in Competitive Physical Activities</b></p>	<p>Invasion Games / Dance – Linked to Topic / Passing &amp; Receiving Balls / Healthy Exercise /</p> <p><b>NC – Develop Fundamental Movement Skills / Broad Range of Activities to Extend their Agility, Balance &amp; Co-ordination / Engage in Competitive Physical Activities</b></p>	<p>Linking Movements / Recognise &amp; Use Space / Copy &amp; Explore Actions / Watch &amp; Discuss Actions / Develop Movements Skills – Passing, Running, Jumping, Throwing &amp; Catching</p> <p><b>NC – Develop Fundamental Movement Skills / Broad Range of Activities to Extend their Agility, Balance &amp; Co-ordination / Engage in Competitive Physical Activities</b></p>	<ul style="list-style-type: none"> <li>Modelling different movements – Observe running, jumping, throwing and catching.</li> <li>Modelling balances, agility and co-ordination. Observe – can they apply these in a range of activities?</li> <li>Introduce team games, develop simple tactics – attacking and defending – Can children include these in their games?</li> <li>Perform dances using simple patterns – Observations.</li> </ul>	<p>Develop fundamental movement skills.</p> <p>To be able to extend their agility, balance and co-ordination individually and with others.</p> <p>Should be able to engage in competitive activities individually and with others.</p> <p>Should be able to take part in co-operative activities in and increasing range of challenging situations.</p>	<p>Passing Running Jumping Throwing Catching Tactics Attacking Defending Individual Co-operative Agility Balance Co-ordination</p>	<p>Why is it important to stay healthy?</p> <p>Why do teams use tactics in game situations?</p> <p>How can you make your activity more challenging?</p>

PE Progression Map

Year group	Skills knowledge the children should already have	Autumn 2	Spring 1	Summer 1	How will this be taught?	What skills/knowledge will children have acquired?	Key vocabulary	Key Questions
2	<p>Develop fundamental movement skills.</p> <p>To be able to extend their agility, balance and co-ordination individually and with others.</p> <p>Should be able to engage in competitive activities individually and with others.</p> <p>Should be able to take part in co-operative activities in and increasing range of challenging situations.</p>	<p>Control &amp; Co-ordination/ Varying Speed, Levels &amp; Direction/ Warm Ups/ Cool Downs/ Discuss Routines/Hitting &amp; Striking/ Passing &amp; Receiving/</p> <p><b>NC – Develop Fundamental Movement Skills / Broad Range of Activities to Extend their Agility, Balance &amp; Co-ordination / Engage in Competitive Physical Activities</b></p>	<p>Control &amp; Co-ordination/ Adapting Skills – Longer Dances/ Invasion Games/ Multi Skills/ Gymnastics</p> <p><b>NC – Develop Fundamental Movement Skills / Broad Range of Activities to Extend their Agility, Balance &amp; Co-ordination / Engage in Competitive Physical Activities</b></p>	<p>Multi Skills/ Invasion / Control and Balance / Change Speed &amp; Direction / Hitting and Striking / Tactical Awareness / Throwing &amp; Catching /</p> <p><b>NC – Develop Fundamental Movement Skills / Broad Range of Activities to Extend their Agility, Balance &amp; Co-ordination / Engage in Competitive Physical Activities</b></p>	<ul style="list-style-type: none"> <li>• Modelling how to move at varying speeds.</li> <li>• Modelling warm up and cool down.</li> <li>• Observing – can children re-create a warm up and a cool down.</li> <li>• Discussion – how does this effect our body?</li> <li>• Modelling striking and passing the ball.</li> </ul>	<p>To be able to perform dances using a range of simple movement patterns.</p> <p>To be able to use simple tactics for attacking and defending.</p> <p>Work individual and as part of a team.</p>	<p>Tactics Attacking Defending Individual Co-operative Agility Balance Co-ordination Warm Up Cool Down</p>	<p>Why are warm ups and cool downs important for our body?</p> <p>How can I make this activity more challenging?</p> <p>Why do we need to use tactics?</p>

PE Progression Map

Year group	Skills knowledge the children should already have	Autumn 2	Spring 1	Summer 1	How will this be taught?	What skills/knowledge will children have acquired?	Key vocabulary	Key Questions
3	<p>To be able to perform dances using a range of simple movement patterns.</p> <p>To be able to use simple tactics for attacking and defending.</p> <p>Work individual and as part of a team.</p>	<p>Control and Co-ordination/ Varying Levels, Speed &amp; Direction/ Constructing Basic Sequences/ Passing and Moving with a Ball/  <b>NC – Apply and Develop a Broader Range of Skills – Make Actions &amp; Sequences of Movement/ Communicating and Collaborating with Each Other/ Improving Physical Activities/ Evaluate and Recognise Own Success/</b></p>	<p>Symmetry &amp; Asymmetry/ Movement &amp; Balance/ Variations in Levels, Speed &amp; Direction/ Evaluating Performance/ Using Skills on Apparatus/ Swimming/  <b>NC – Apply and Develop a Broader Range of Skills – Make Actions &amp; Sequences of Movement/ Communicating and Collaborating with Each Other/ Improving Physical Activities/ Evaluate and Recognise Own Success/</b></p>	<p>Change Speed &amp; Direction/ Comparing Performances/ Recognising Heart Rate/ Develop Team Strategies/ Map Skills/ OAA  <b>NC – Apply and Develop a Broader Range of Skills – Make Actions &amp; Sequences of Movement/ Communicating and Collaborating with Each Other/ Improving Physical Activities/ Evaluate and Recognise Own Success/</b></p>	<ul style="list-style-type: none"> <li>• Modelling Passing Skills/ Correct Footwork whilst Moving with a Ball.</li> <li>• Observing how children construct sequences using movements they have already learnt.</li> <li>• Modelling and observing how children include levels, speed and direction in their sequences.</li> <li>• Observing map skills and team work. Looking at a variety of symbols that will appear on a map.</li> </ul>	<p>To be able to play competitively in a range of different activities.</p> <p>Develop their technique, control and balance within different sequences.</p> <p>Perform dances using a range of movement patterns.</p> <p>Being able to take part in adventurous activities – individually and as a team.</p> <p>Compare their performances over a period of time and compare against other children.</p>	<p>Comparison Heart Rate Orienteering Levels Footwork Sequences Collaborating</p>	<p>Why is it important to compare and evaluate my performances?</p> <p>How can we improve our sequencing and dance patterns?</p> <p>Why is it important to work as a team?</p> <p>What symbols are important when reading a map?</p>

PE Progression Map

Year group	Skills knowledge the children should already have	Autumn 2	Spring 1	Summer 1	How will this be taught?	What skills/knowledge will children have acquired?	Key vocabulary	Key Questions
4	<p>To be able to play competitively in a range of different activities.</p> <p>Develop their technique, control and balance within different sequences.</p> <p>Perform dances using a range of movement patterns.</p> <p>Being able to take part in adventurous activities – individually and as a team.</p> <p>Compare their performances over a period of time and compare against other children.</p>	<p>Throwing and Catching/ Bat Control/ Spatial Awareness/ Ball Skills/ Implementing Skills into a Game Scenario/ Passing/ Creating Games/ Creating Rules</p> <p><b>NC – Apply and Develop a Broader Range of Skills – Make Actions &amp; Sequences of Movement/ Communicating and Collaborating with Each Other/ Improving Physical Activities/ Evaluate and Recognise Own Success/</b></p>	<p>Repeating Actions and Sequences/ Speed and Levels/ Evaluating Sequences/ Warm Up &amp; Cool Down/ Working Independently and Collectively/ Understand Healthy Living</p> <p><b>NC – Apply and Develop a Broader Range of Skills – Make Actions &amp; Sequences of Movement/ Communicating and Collaborating with Each Other/ Improving Physical Activities/ Evaluate and Recognise Own Success/</b></p>	<p>Throwing and Catching/ Hand Eye Coordination Skills/ Using a Variety of Mediums for Throwing and Catching/ Passing/ Implementing Techniques into Game Scenarios</p> <p><b>NC – Apply and Develop a Broader Range of Skills – Make Actions &amp; Sequences of Movement/ Communicating and Collaborating with Each Other/ Improving Physical Activities/ Evaluate and Recognise Own Success/</b></p>	<ul style="list-style-type: none"> <li>• Modelling the correct technique for throwing and catching.</li> <li>• Observing children and providing whole class feedback or individual feedback.</li> <li>• Discussing and Observing to ensure children have included the skills taught in each half term whilst playing team games.</li> <li>• Discussing the benefit of healthy exercise as well as warm ups and cool downs.</li> </ul>	<p>Being able to evaluate other children’s sequences and magpie ideas for their own development.</p> <p>Understand the importance of exercise and warm ups and cool downs.</p> <p>Improving their throwing, catching and hitting skills.</p> <p>Be able to repeat sequences confidently and understand how to do so in tandem.</p>	<p>Spatial Awareness Evaluation Implementation Scenario</p>	<p>Why is it important to compare and evaluate my performances?</p> <p>Why is exercise important for me?</p> <p>What other types of exercise can I do that I enjoy outside of school as well?</p> <p>How can I help others when learning new skills?</p>

PE Progression Map

Year group	Skills knowledge the children should already have	Autumn 2	Spring 1	Summer 1	How will this be taught?	What skills/knowledge will children have acquired?	Key vocabulary	Key Questions
5	<p>Being able to evaluate other children's sequences and magpie ideas for their own development.</p> <p>Understand the importance of exercise and warm ups and cool downs.</p> <p>Improving their throwing, catching and hitting skills.</p> <p>Be able to repeat sequences confidently and understand how to do so in tandem.</p>	<p>Creating Sequences/ Performing Movements/ Transition Between Moves/ Whole Class Movement and Position/ Balances/ Symmetrical and Asymmetrical Shapes/ Using Apparatus/ Working in Unison/ Throwing and Catching/ Applying Skills in Games/ Interception/</p> <p><b>NC – Apply and Develop a Broader Range of Skills – Make Actions &amp; Sequences of Movement/ Communicating and Collaborating with Each Other/ Improving Physical Activities/ Evaluate and Recognise Own Success/</b></p>	<p>Improving Performances – Feedback/ Warm Ups and Cool Downs/ Zumba Routine/ Copy and Complete Actions/ Evaluating Routines/ Throwing and Catching/ Bikeability/ Striking a Ball/ Fielding Positions/ Team and Individual Work</p> <p><b>NC – Apply and Develop a Broader Range of Skills – Make Actions &amp; Sequences of Movement/ Communicating and Collaborating with Each Other/ Improving Physical Activities/ Evaluate and Recognise Own Success/</b></p>	<p>Sailing Week/ Athletics/ Different Types of Races/ Baton Changes/ Throwing and Catching/ Striking a Ball/ Team and Individual Work/ Orienteering/ Map Reading/</p> <p><b>NC – Apply and Develop a Broader Range of Skills – Make Actions &amp; Sequences of Movement/ Communicating and Collaborating with Each Other/ Improving Physical Activities/ Evaluate and Recognise Own Success/</b></p>	<ul style="list-style-type: none"> <li>Looking at different keys on a map to understand how to find different places.</li> <li>Following clear instructions when learning a Zumba routine. Observing which moves and styles children have learnt.</li> <li>Share children's choices.</li> <li>Modelling clear techniques when how to hold a bat/racket as well as modelling the correct throwing and catching technique.</li> <li>Modelling then observing the key skills required in athletics – baton changes &amp; places on a running track.</li> </ul>	<p>Being able to read a map confidently and find items in a particular place.</p> <p>Some children will be able to sail a variety of boats.</p> <p>All children will have learnt road safety and will have at least a Level 1 certificate in riding a bike.</p> <p>Children will have been taught the correct technique when catching, throwing and passing a baton.</p>	<p>Symmetry Asymmetrical Baton Orienteering Key Transition Apparatus Sailing Unison</p>	<p>Why is it important to wear a helmet when riding on the road?</p> <p>What does unison mean?</p> <p>Why is it important and beneficial to magpie other people's ideas?</p> <p>Why must you wear a life jacket whilst on a boat?</p> <p>What does the word transition mean?</p>

PE Progression Map

Year group	Skills knowledge the children should already have	Autumn	Spring	Summer	How will this be taught?	What skills/knowledge will children have acquired?	Key vocabulary	Key Questions
6	<p>Being able to read a map confidently and find items in a particular place.</p> <p>Some children (not all go to Mount Batten) will be able to sail a variety of boats.</p> <p>All children will have learnt road safety and will have at least a Level 1 certificate in riding a bike.</p> <p>Children will have been taught the correct technique when catching, throwing and passing a baton.</p>	<p>Perform Movements/ Create Balances/ Teamwork/ Using Apparatus/ Balances/ Using Video to Improve/ Throwing and Catching/ Positional Play/ Competing Against Each Other/ Individual and Team Games/Netball/ Football/ Dance/ Gymnastics</p> <p><b>NC – Apply and Develop a Broader Range of Skills – Make Actions &amp; Sequences of Movement/ Communicating and Collaborating with Each Other/ Improving Physical Activities/ Evaluate and Recognise Own Success/</b></p>	<p>Rhythmic Dance – Linked to Topic/ Paired Motif/ Individual and Group Work – Creating Quick Movements/ Learn Rhythm of a Dance/ Performing Routines/ Inter House Competition/ Throwing/ Catching/ Tactics/ Invading Opponents / Tag Rugby / Dance / Tag Rugby</p> <p><b>NC – Apply and Develop a Broader Range of Skills – Make Actions &amp; Sequences of Movement/ Communicating and Collaborating with Each Other/ Improving Physical Activities/ Evaluate and Recognise Own Success/</b></p>	<p>Catching/ Throwing/ Bowling Technique/ Striking a Ball/ Fielding Positions/ Tactics/ Team and Individual Competitions/ Running Technique/ Sprints and Long Distance/ Throwing Different Athletics Apparatus Inter House Competition / Cricket / Production Dance</p> <p><b>NC – Apply and Develop a Broader Range of Skills – Make Actions &amp; Sequences of Movement/ Communicating and Collaborating with Each Other/ Improving physical activities/ Evaluate and recognise own success</b></p>	<ul style="list-style-type: none"> <li>Observing children when creating routines. Asking questions to enhance their learning.</li> <li>Modelling positional play and how this can affect the game.</li> <li>Providing feedback on children's progression and success.</li> <li>Discussion on how the children think they can improve their work. Watch other children and pick out learning points.</li> </ul>	<p>Children will be able to work independently and as a team either to create movements or to compete in a competition.</p> <p>All children will understand the technical vocabulary throughout their time in KS2.</p> <p>Children will understand how to use tactics to improve their understanding of a game.</p> <p>All will be able to critic their peers and use some of their ideas in their own work. This will enable them to develop their own new skills.</p> <p>Apparatus will be used safely but to a high standard.</p> <p>All children will now have the understanding of all equipment used for a variety of aspects in PE.</p>	<p>Motif Positional Play Tactics Routine Modelling Enhance Rhythm Technique</p>	<p>What did you learn from watching other children's routines?</p> <p>Why are tactics important?</p> <p>How could you make this more challenging?</p> <p>What do you think you could improve on and who could help you do this?</p> <p>Why is competition important?</p> <p>Does it take a lot of hard work to improve something?</p>