

PE Progression Map

	KS1	Year 3	Year 4	Year 5	Year 6	KS3	
HEALTH & FITNESS							
Games		<p>To know exercise affects the body</p> <p>To be able to describe the effects of exercise on the body</p>	<p>To know the body reacts at different times and how this affects the body</p> <p>To be able to describe how the body is affected by exercise</p>	<p>To know and understand the reasons for warming up and cooling down</p> <p>To be able to describe the reasons for warming up and cooling down</p>	<p>To know the importance of warming up and cooling down</p> <p>To be able to describe the importance of warming up and cooling down</p>		
	STRIKING & FIELDING A BALL						
		<p>To be able to hit / strike a ball successfully</p> <p>To know a range of skills for striking & fielding</p> <p>To be able to use a range of skills for striking & fielding</p> <p>To be able to use the correct batting techniques within games</p> <p>To be able to strike a ball over a given distance</p>	<p>To know how to use a bat / racquet / stick to hit a ball / shuttlecock with accuracy & control</p> <p>To be able to accurately use a bat / racquet to hit a ball / shuttlecock under control</p> <p>To be able to carry out a rally during a game</p> <p>To be able to demonstrate a minimum of two different shots during a game</p> <p>To be able to use hand-eye coordination to strike a moving and stationary ball</p>	<p>To know the different techniques of hitting a ball</p> <p>To be able to demonstrate different techniques to hit a ball</p>	<p>To know some games, start with a serve</p> <p>To be able to demonstrate a serve</p> <p>To be able to hit a bowled ball over a variety of different distances in a game</p>		
	THROWING AND CATCHING						
		<p>To know a range of techniques for catching a ball</p> <p>To be able to catch with control and accuracy using the correct technique for the situation</p>	<p>To know different ways of throwing and catching</p> <p>To be able to demonstrate the different ways of throwing and catching</p>	<p>To know which style of throwing and catching is appropriate in a game</p> <p>To be able to select appropriate styles of throwing and catching during a game</p>	<p>To be able to throw and catch accurately and successfully under pressure in a game</p>		
TRAVELLING WITH A BALL							
	<p>To be able to move with a ball with control in a variety of ways</p>	<p>To be able to move with a ball using control and fluency</p>	<p>To be able to dribble a ball in a variety of different ways (e.g. bouncing, kicking etc)</p>	<p>To be able to confidently demonstrate a variety of ball skills linked together when playing a game</p>			

	To be able to control a ball whilst moving				
PASSING A BALL					
	To know the different ways to pass a ball To be able to pass a ball in two different ways with success	To be able to pass a ball with speed and accuracy	To be able to judge distances to pass with accuracy?	To be able to pass and receive a ball whilst on the move	
POSSESSION					
	To know how to use space effectively to keep possession of a ball	To know that using space and body position can enable a team to keep possession	To know how to use distribution and feints to keep possession	To know that passing backwards to keep possession may lead to scoring opportunities	
USING SPACE					
	To be able to find space to support a team	To be able to find space to enable them to pass/receive a ball	To be able to demonstrate an increasing awareness of space	To be able to demonstrate a good awareness of space	
ATTACKING & DEFENDING					
	To be able to use simple attacking and defending skills in a game To be able to stop a ball travelling past them	To be able to use a range of attacking and defending skills To be able to use fielding skills as an individual to prevent a player from scoring	To be able to select the appropriate tactics for attacking and defending To be able to use fielding skills as a team to prevent the opposition from scoring To be able to shoot in a game	To be able to think ahead to create a plan of attack or defence To be able to work as a team to develop fielding strategies	
TACTICS & RULES					
	To be able to apply and follow rules fairly	To be able to adapt rules to alter games	To be able to devise and adapt rules to create their own game	To be able to lead others during a game	
EVALUATION					
	To be able to watch, describe and evaluate the effectiveness of a performance To be able to describe how their performance has improved over time	To be able to watch, describe and evaluate the effectiveness of a performance, giving ideas for improvements To be able to modify their use of skills or techniques to achieve a better result	To be able to choose and use criteria to evaluate own and others' performances To be able to explain why they have used particular skills or techniques, and the effect they have had on their performance	To be able to thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements	

	KSI	Year 3	Year 4	Year 5	Year 6	KS3	
Athletics	Health & Fitness						
		To know exercise affects the body To be able to describe the effects of exercise on the body	To know the body reacts at different times and how this affects the body To be able to describe how the body is affected by exercise	To know and understand the reasons for warming up and cooling down To be able to describe the reasons for warming up and cooling down	To know the importance of warming up and cooling down To be able to describe the importance of warming up and cooling down		
	Running						
		To know that you use different paces for running different distances To be able to focus on arm and leg action to improve sprinting technique To be able to adjust running pace to suit the distance being run	To be able to carry out a sprint finish To be able to perform a relay including a baton changeover	To know that reaction times are important to perform a sprint To know that a bodies stamina improves based on practice To be able to demonstrate a suitable pace for the distance and their fitness level	To be able to consolidate practises taught for running To know the techniques for hurdling To be able to run over hurdles with fluency, focusing on the lead leg technique		
	JUMPING						
		To be able to skip using 2 feet, 1 foot and running	To know arm and leg movements for jumping To be able to use 2 feet to take off and land To be able to land safely and with control	To be able to perform the standing triple jump, landing safely and with control To be able to measure distance jumped	To be able to improve techniques for jumping, distances, landing safely and with control To accurately measure and record distance jumped		
	THROWING						
		To be able to perform a push throw (shot put)	To be able to perform a pull throw	To be able to perform a fling throw (discus)	To be able to perform a heave throw (medicine ball)		
	EVALUATE						
		To be able to watch, describe and evaluate the effectiveness of a performance To be able to describe how their performance has improved over time	To be able to watch, describe and evaluate the effectiveness of a performance, giving ideas for improvements To be able to modify their use of skills or techniques to achieve a better result	To be able to choose and use criteria to evaluate own and others' performances To be able to explain why they have used particular skills or techniques, and the effect they have had on their performance	To be able to thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements		

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Dance	Health & Fitness					
		<p>To know exercise affects the body</p> <p>To be able to describe the effects of exercise on the body</p>	<p>To know the body reacts at different times and how this affects the body</p> <p>To be able to describe how the body is affected by exercise</p>	<p>To know and understand the reasons for warming up and cooling down</p> <p>To be able to describe the reasons for warming up and cooling down</p>	<p>To know the importance of warming up and cooling down</p> <p>To be able to describe the importance of warming up and cooling down</p>	
		<p>To be able to improvise with a partner to create a simple dance/motif</p> <p>To be able to perform with some awareness of rhythm and expression</p>	<p>To be able to Movement patterns and actions of a chosen dance</p> <p>To be able to compose a dance that reflects a chosen style</p> <p>To be able to demonstrate rhythm and spatial awareness</p>	<p>To know the movement patterns and actions of a chosen dance</p> <p>To be able to compose individual, partner and group dances that reflect a chosen dance style</p> <p>To be able to show a change of pace and timing in their movements, ensuring their actions fit the rhythm of the music</p>	<p>To know the movement patterns and actions of a chosen dance</p> <p>To be able to use dramatic expression in dance movements and motifs</p> <p>To be able to modify some elements of a sequence as a result of self and peer evaluation</p> <p>To be able to demonstrate consistent precision when performing dance sequences</p>	
EVALUATE						
		<p>To be able to watch, describe and evaluate the effectiveness of a performance</p> <p>To be able to describe how their performance has improved over time</p>	<p>To be able to watch, describe and evaluate the effectiveness of a performance, giving ideas for improvements</p> <p>To be able to modify their use of skills or techniques to achieve a better result</p>	<p>To be able to choose and use criteria to evaluate own and others' performances</p> <p>To be able to explain why they have used particular skills or techniques, and the effect they have had on their performance</p>	<p>To be able to thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements</p>	

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Gymnastics	HEALTH & FITNESS						
		To know exercise affects the body To be able to describe the effects of exercise on the body	To know the body reacts at different times and how this affects the body To be able to describe how the body is affected by exercise	To know and understand the reasons for warming up and cooling down To be able to describe the reasons for warming up and cooling down	To know the importance of warming up and cooling down To be able to describe the importance of warming up and cooling down		
	ROLLS						
		To be able to perform a: <ul style="list-style-type: none"> Crouched forward roll Forward roll from standing Tucked backward roll 	To be able to perform a: <ul style="list-style-type: none"> Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle 	To be able to perform a: <ul style="list-style-type: none"> Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle 	To be able to perform a: <ul style="list-style-type: none"> Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll 		
	JUMPS						
	To be able to perform a: <ul style="list-style-type: none"> Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap 	To be able to perform a: <ul style="list-style-type: none"> Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn 	To be able to perform a: <ul style="list-style-type: none"> Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Split leap 	To be able to perform a: <ul style="list-style-type: none"> Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap 			
TRAVELLING AND LINKING ACTIONS							
	To be able to perform a: <ul style="list-style-type: none"> Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half-turn 	To be able to perform a: <ul style="list-style-type: none"> Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half-turn 	To be able to perform a: <ul style="list-style-type: none"> Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half-turn 	To be able to perform a: <ul style="list-style-type: none"> Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half-turn 			

	<ul style="list-style-type: none"> • Cat leap 	<ul style="list-style-type: none"> • Straight jump full-turn • Cat leap • Cat leap half-turn 	<ul style="list-style-type: none"> • Straight jump full-turn • Cat leap • Cat leap half-turn • Pivot 	<ul style="list-style-type: none"> • Straight jump full-turn • Cat leap • Cat leap half-turn • Cat leap full-turn • Pivot 	
SHAPES AND BALANCES					
	<p>To be able to perform a:</p> <ul style="list-style-type: none"> • Large and small body part balances, including standing and kneeling balances • Balances on apparatus • Matching and contrasting partner balances • Pike, tuck, star, straight, straddle shapes • Front and back support 	<p>To be able to perform a:</p> <ul style="list-style-type: none"> • 1,2,3 and 4-point balances • Balances on apparatus • Balances with and against a partner • Pike, tuck, star, straight, straddle shapes • Front and back support 	<p>To be able to perform a:</p> <ul style="list-style-type: none"> • 1,2,3 and 4-point balances • Balances on apparatus • Part body weight partner balances • Pike, tuck, star, straight, straddle shapes • Front and back support 	<p>To be able to perform a:</p> <ul style="list-style-type: none"> • 1,2,3 and 4-point balances • Balances on apparatus • Develop technique, control and complexity of part-weight partner balances • Group formations • Pike, tuck, star, straight, straddle shapes • Front and back support 	
ACQUIRING AND DEVELOPING SKILLS					
	<p>To be able to link combinations of actions with increasing confidence including changes of direction, speed or level</p>	<p>To be able to use an increasing range of actions, directions and levels in their sequences</p> <p>To be able to move with clarity, fluency and expression</p>	<p>To be able to adapt their sequences to fit new criteria or suggestions</p> <p>To be able to perform jump shapes fluently and with control</p>	<p>To be able to demonstrate precise and controlled placement of body parts in their actions, shapes and balances</p>	
EVALUATION					
	<p>To be able to watch, describe and evaluate the effectiveness of a performance</p> <p>To be able to describe how their performance has improved over time</p>	<p>To be able to watch, describe and evaluate the effectiveness of a performance, giving ideas for improvements</p> <p>To be able to modify their use of skills or techniques to achieve a better result</p>	<p>To be able to choose and use criteria to evaluate own and others' performances</p> <p>To be able to explain why they have used particular skills or techniques, and the effect they have had on their performance</p>	<p>To be able to thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements</p>	