



Steying C of E Primary School

PE Progression Map



	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
<u>Dance</u>	Heroes – Spring 1	Pirate Song & Dance – Autumn 2	Witches & Wizards – Spring 1	Space – Spring 1	Tudor Dance – Autumn 1 (VS) Greeks – Spring 2	Victorian Song & Dance – Autumn 1 (IS) Carnival – Summer 1
	<p>Copies and explores basic movements and body patterns</p> <p>Remembers simple movements and dance steps</p> <p>Links movements to sounds and music.</p> <p>Responds to a range of stimuli.</p>	<p>Copies and explores basic movements with clear control and timing</p> <p>Varies levels and speed in sequence</p> <p>Can vary the size of their body shapes</p> <p>Add a change of direction to a sequence.</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p> <p>Learns lyrics to song and acts out the movement to the lyrics.</p>	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to perform with appropriate timing and musicality.</p> <p>Translates ideas from stimuli into a movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p> <p>Being able to show expression and creativity.</p> <p>Being able to interpret the music and feelings.</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p> <p>Greater interpretation of the music.</p> <p>Being able to explain what we mean by creativity and expression.</p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrates flexibility and strong movements throughout a fluent dance sequence.</p> <p>Moves appropriately using various levels and ways of travelling in relation to the stimulus.</p> <p>Beginning to show a change of pace and timing in their movements using the space to its maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>	<p>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements and combines flexibility and techniques to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Able to show a change of pace and timing and move to the beat accurately.</p> <p>Dances with fluency, making improvisations as necessary linking all movements and ensuring they flow.</p> <p>Demonstrates consistent precision when performing.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p>

						Uses more complex dance vocabulary to compare and improve work.
<u>Gym</u>	<p>Body Parts – Autumn 1 Rocking & Rolling – Autumn 2 (VS) Health & Wellbeing – Spring 2 Flight, bounce, jump, land – Summer 1</p> <p>Copies and explores basic movements with some control and coordination.</p> <p>Can perform different body shapes with ‘champion movements’ including silent fingers and toes.</p> <p>Performs at different levels.</p> <p>Can perform 2 footed jump.</p> <p>Learns to use equipment safely.</p> <p>Creates an understanding of balance and control.</p> <p>Creates an understanding of how to use different parts of the body to move in different ways.</p> <p>Can link 2-3 simple movements.</p>	<p>Linking – Autumn 1 Pathways – Spring 1 Health & Wellbeing – Spring 2 Turning, twisting, spinning – Summer 1 (VS)</p> <p>Greater understanding of how to use larger or smaller parts of the body to move.</p> <p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence.</p> <p>Link movements together to create a sequence.</p> <p>Begins to understand how ‘flow’ connects movements.</p> <p>Works with a partner watching each other and learning to work together to create a sequence.</p> <p>Develops greater understanding of language connected to gymnastics.</p>	<p>Symmetry & Asymmetry – Autumn 1 Stretch, Curl, Arch – Autumn 1 (VS) Travelling with a change of front and direction – Spring 2 (VS)</p> <p>Applies compositional ideas independently and with others to create a sequence.</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Uses a variety of turns whilst travelling in different ways.</p> <p>Beginning to develop good technique when travelling, balancing and using equipment</p> <p>Begins to evaluate theirs and others performance and begins to understand how to improve their work.</p> <p>Creates an understanding of how symmetry or asymmetry effects balance and performance.</p>	<p>Receiving body weight – Autumn 1 (VS) Bridges – Autumn 2</p> <p>Links skills with control, technique, coordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p> <p>Greater understanding of self and peer evaluation and how that helps improve their work/sequences</p>	<p>Counter Balance and Counter Tension – Autumn 2 Flight – Spring 1 (VS)</p> <p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, flow and coordination.</p> <p>Understands composition by performing more complex sequences.</p>	<p>Matching and Mirroring – Autumn 2 Synchronization and Canon - Spring 2</p> <p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, flow and clarity of movement.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p>

<p><u>Games</u></p>	<p>Hands 2 – Autumn 1 Hands 1 – Autumn 2 Feet 1 – Spring 1 Pentathlon – Spring 2 (IS) Games for Understanding – Summer 1</p>	<p>Hands 2 – Autumn 1 Hands 1 – Autumn 2 Feet 1 – Spring 1 Pentathlon – Spring 2 (IS) Games for Understanding – Summer 1</p>	<p>Football – Autumn 1 Pentathlon – Autumn 2 (IS) Tag Rugby – Spring 1 Handball – Spring 2 Cricket/Pentathlon – Summer 1 Rounders – Summer 2</p>	<p>Football – Autumn 1 Pentathlon – Autumn 2 (IS) Tag Rugby – Spring 1 Handball – Spring 2 Tennis/Pentathlon (IS) – Summer 1 Rounders – Summer 2</p>	<p>Football – Autumn 1 Swimming/Pentathlon (IS) – Autumn 2 Tag Rugby – Spring 1 Handball – Spring 2 Pentathlon – Summer 1 (IS) Rounders – Summer 2</p>	<p>Football/Swimming – Autumn 1 Pentathlon – Autumn 2 (IS) Tag Rugby – Spring 1 Handball – Spring 2 Pentathlon – Summer 1 (IS) Rounders – Summer 2</p>
	<p>Can travel in a variety of ways including running and jumping.</p> <p>Beginning to perform a range of throws (over and under arm) and a range of passes.</p> <p>Receives a ball with basic control; learns to dribble a ball in different ways.</p> <p>Beginning to develop hand-eye coordination (passing and receiving).</p> <p>Participates in simple games to learn movement into space.</p> <p>Beginning to understand sports vocabulary.</p>	<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop a stronger idea of spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/defending.</p> <p>Improving passing, receiving and dribbling skills.</p> <p>Beginning to improve accuracy when passing and throwing.</p> <p>Beginning to explain the meaning of sports vocabulary.</p>	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with co- ordination and control.</p> <p>Develops own rules for new games.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p> <p>Understanding more complex sports vocabulary.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways and can link these together.</p> <p><i>e.g., dribbling, bouncing, kicking</i></p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support the creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p> <p>Use the correct sporting vocabulary learnt in previous years.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills and can link these to game play.</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p> <p>Explain the meaning of correct sporting vocabulary learnt in previous years.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways and can link these together effectively.</p> <p><i>e.g., dribbling, bouncing, kicking</i></p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support the creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending including the roles of players in a team.</p>

<p><u>Athletics</u></p>	<p>Pentathlon – Spring 2 (IS) Athletics – Summer 2</p> <p>Can run at different speeds.</p> <p>Can jump from a standing position.</p> <p>Performs a variety of throws with basic control.</p> <p>Begins to understand running in lanes.</p> <p>Learns how to run and pass a relay baton.</p>	<p>Pentathlon – Spring 2 (IS) Athletics – Summer 2</p> <p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and coordination in preparation for throwing a javelin.</p> <p>Can use equipment safely.</p> <p>Able to adjust speed and throwing skills to navigate an obstacle course.</p> <p>Beginning to understand how a relay works.</p>	<p>Pentathlon – Autumn 2 & Summer 1 (IS) Athletics – Summer 2</p> <p>Beginning to run at speeds appropriate for the distance.</p> <p><i>e.g., sprinting and cross country</i></p> <p>Can perform a standing and vertical jump with some accuracy and control.</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with some control.</p> <p>A greater understanding of relays and passing a baton with the correct technique.</p>	<p>Pentathlon – Autumn 2 & Summer 1 (IS) Athletics – Summer 2</p> <p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a standing and vertical jump with more control and spring.</p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with greater control.</p> <p>Able to adjust speed to suit a particular type of race.</p>	<p>Pentathlon – Autumn 2 & Summer 1 (IS) Athletics – Summer 2</p> <p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can explain how the movement of arms and rocking of legs helps propulsion.</p> <p>Beginning to record peers' performances and evaluate these including timings.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Pentathlon – Autumn 2 & Summer 1 (IS) Athletics – Summer 2</p> <p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Greater understanding of bettering personal challenges including timings.</p> <p>Beginning to record peers' performances and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>
<p>Outdoor Adventurous Activities</p>	<p>Forest School – Summer 1/2</p> <p>Develops listening skills.</p> <p>Listens to instructions from a partner/ adult.</p> <p>Beginning to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Begin to use equipment.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Forest School – Summer 1/2</p> <p>Develops listening skills.</p> <p>Listens to instructions from a partner/ adult.</p> <p>Beginning to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Begin to use equipment.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Forest School – Autumn 2 Communication and Tactics – Autumn 2</p> <p>Develops listening skills.</p> <p>Listens to instructions from a partner/ adult.</p> <p>Beginning to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Begin to use equipment.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Forest School – Spring 2 Problem Solving – Spring 1</p> <p>Develops strong listening skills.</p> <p>Beginning to think activities through and problem solve.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Can use equipment safely.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Forest School – Autumn 1</p> <p>Develops strong listening skills.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Forest School – Spring 1</p> <p>Develops strong listening skills.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>

Swimming					Autumn 2 and Spring 1 & 2 Swims competently, confidently, and proficiently over a distance of at least 25 metres Uses a range of strokes effectively with appropriate breathing techniques e.g., front crawl, backstroke, butterfly and breaststroke. Performs safe self-rescue in different water-based situations.	Autumn 1 Swims competently, confidently, and proficiently over a distance of at least 25 metres Uses a range of strokes effectively with appropriate breathing techniques e.g., front crawl, backstroke, butterfly and breaststroke. Performs safe self-rescue wearing own clothes in different water-based situations.
Evaluation	Throughout Sessions Can comment on own performance. Can give comments on how to improve performance (such as 'Champion Movements').	Throughout Sessions Can comment on own and others performance. Can give comments on how to improve performance (such as 'Champion Movements'). Use appropriate vocabulary when giving feedback.	Throughout Sessions Watches and describes performances. Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work.	Throughout Sessions Watches and describes performances accurately. Beginning to think about how they can improve their own and others' work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences.	Throughout Sessions Watches and describes performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences constructively.	Throughout Sessions Watches and describes performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences constructively using appropriate vocabulary.
Healthy Lifestyles	Health & Wellbeing – Spring 2 Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle.	Health & Wellbeing – Spring 2 Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.	Throughout Sessions Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.	Throughout Sessions Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.	Throughout Sessions Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.	Health Related Exercise – Spring 1 Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.