

Eastcote Primary Academy PE Progression Map

Can children...

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	Explore different ways of travelling on a range of indoor and outdoor equipment of various heights, moving with increasing coordination and control	<p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Combine different ways of travelling such as jumping and hopping.</p> <p>Be still in different body shapes and balances. (Standing balances, Kneeling balances)</p>	<p>Copy, explore and remember actions and movements to form their own sequence of 2 or more different actions.</p> <p>Create their own sequence of movements to travel around the room, including rolling.</p> <p>Hold a still shape whilst balancing on different parts of the body. (Large body part balances)</p>	<p>Use a greater number of their own movements in a sequence.</p> <p>Link combinations of actions with increasing confidence, including changes in direction and speed.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Create interesting body shapes while holding balances with control and confidence. (Matching and contrasting partner balances, Pike, tuck, star, straight, straddle shapes)</p>	<p>Compose a movement sequence independently and with others, moving with clarity, fluency and expression.</p> <p>Students show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight.</p> <p>Improve the placement and alignment of body parts in balances. (Balances with and against a partner, Pike, tuck, star, straight, straddle shapes)</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Use an increasing range of actions, directions, speeds and levels in their sequences.</p> <p>Combine equipment with different ways of travelling to create sequences.</p> <p>Carry out balances, recognising the position of their centre of gravity. (Balances on apparatus)</p>	<p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping and stretching.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p> <p>Apply learnt skills consistently, showing precision and control when travelling.</p> <p>Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and how this affects the balance. (Part-weight partner balances, Group formations) Apply skills and</p>

		<p>Carry out a range of simple jumps, landing safely. (straight jump, jumping jack)</p> <p>Have a clear focus when watching others perform.</p>	<p>Jump in a variety of ways and land with increasing control and balance. (Tuck jump, half turn jump)</p> <p>Watch and describe others performances. Begin to say what went well.</p>	<p>Use a range of jumps in their sequences, landing with good control and balance. (Star jump, Straddle jump)</p> <p>Watch and describe performances, and begin to use what they see to improve their own performance.</p>	<p>Perform jumps, shapes and balances fluently and with consistent control. (Pike jump, straight jump half- turn)</p> <p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Perform jumps, shapes and balances fluently and with control, applying learnt skills and techniques consistently. (Straight jump full-turn, split leap)</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>techniques consistently, showing precision and control when jumping.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>
<p>Dance</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD)</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses. (EAD)</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Copy and explore basic movements and body patterns.</p> <p>Remember simple movements and dance steps</p> <p>Link movements to sounds and music, combining 2 or 3 actions.</p>	<p>Copy, remember and repeat actions with clear control.</p> <p>Select from a wider range of actions in relation to a stimulus.</p> <p>Use counts to help stay in time with the music.</p> <p>Use mirroring and unison when</p>	<p>Copy, remember and perform a dance sequence.</p> <p>Select a range of actions to create a short dance sequence individually.</p> <p>Use canon, unison and formation to</p>	<p>Copy,remember and adapt a set choreography.</p> <p>Improvise with a partner, individually or in a group to create a dance routine.</p> <p>Identify and repeat the movement</p>	<p>Copy, remember and adapt set choreography accurately and showing a good sense of timing.</p> <p>Choreograph phrases individually and with others considering actions, dynamics and space.</p> <p>Identify and repeat the movement</p>	<p>Perform dance sequences confidently and fluently with accuracy and good timing.</p> <p>Work creatively and imaginatively to choreograph longer phrases considering actions, dynamics and space.</p> <p>Identify and repeat the movement</p>

	(EAD)		completing actions with a partner.	represent an idea. Use simple dance vocabulary to compare and improve work.	patterns and actions of a chosen dance style. Use simple dance vocabulary to compare and improve work.	patterns and actions of a chosen dance style- showing a change of pace and timing in their movements. Use more complex dance vocabulary to compare and improve work.	patterns and actions of a chosen dance style- using dramatic expression in their movements.
Invasion games <ul style="list-style-type: none"> • Football • Basketball • Netball • Tag Rugby • Hockey 	<p>Explore a range of equipment & balls of various shapes & sizes.</p> <p>Play group / class games with rules (eg Duck, Duck, Goose, Stuck in the Mud) under supervision (PSED)</p> <p>Identify and moderate their own feelings socially and emotionally (PSED) in team game situations</p>	<p>Explore different ways using a ball</p> <p>Explore ways to send a ball or other equipment</p> <p>Retrieve and stop a ball using different parts of the body.</p> <p>Play a variety of running and avoiding games.</p> <p>Participate in simple team games</p> <p>Develop simple attacking and defending techniques</p> <p>Pass and receive a ball in different ways with</p>	<p>Develop control and accuracy when moving with a ball in a variety of different games.</p> <p>Pass and receive a ball with more control and accuracy.</p> <p>Participate in team games. Understand and develop tactics for attacking and defending.</p> <p>Use different rules and tactics for invasion games. Make it difficult for opponents.</p> <p>Keep the ball and find the best places to score.</p>	<p>Use skills with coordination and control.</p> <p>Throw and catch with control when under limited pressure to keep possession and score goals</p> <p>Communicate with others during game situations.</p> <p>Use simple rules fairly and extend them to devise their own games.</p>	<p>Change pace, length and direction to outwit their opponent.</p> <p>Choose and use a range of ball skills with a good degree of accuracy.</p> <p>Have confidence when communicating with others during game situations.</p> <p>Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others. Use a variety of</p>	<p>Use a small range of sending, receiving and travelling techniques in games, with varied control.</p> <p>Develop a broad range of techniques and skills for attacking and defending.</p> <p>Know and apply the basic strategic and tactical principles of various games and adapt them to different situations.</p> <p>Understand why</p>	<p>Perform skills with greater speed, fluency and accuracy in invasion, striking and net games.</p> <p>Understand, choose and apply a range of tactics and strategies for defence and attack, using them with consistent accuracy, confidence and control.</p>

		increased control.	Watch others accurately. Describe what they see and ask to copy others' ideas, skills and tactics.	Recognise good performances in themselves and others and use what they have learned to improve their own work.	techniques and tactics to attack, keep possession and score.	exercise is good for their fitness, health and wellbeing . With help, devise warm up and cool down activities and justify their choices.	Develop their ability to evaluate their own and others' work, and to suggest ways to improve it.
Striking, Catching and Fielding <ul style="list-style-type: none"> rounders cricket 	Explore a range of hand-held equipment & balls of various shapes & sizes.	Focus on technique on striking a ball with control when shown.	Choose, use and vary simple tactics.	Develop a range of skills in striking (and fielding where appropriate).	Use hand-eye coordination to strike a moving and a stationary ball.	Use an increasing range of skills in their striking practices.	Use an increasing range of skills in their striking and fielding practices with confidence, control and accuracy.
		Focus on technique on fielding a ball using under and over arm throwing.	Perform fielding techniques with increased control and coordination.	Practise the correct batting technique and use it in a game.	Continue to develop the correct batting technique to use in a game. Be able to strike the ball for a distance.	Use a range of fielding skills, e.g. catching, throwing, intercepting, with growing control and consistency.	
		Able to play simple games in small groups, applying rules and skills that have been taught.	Participate in team games.	Use a variety of simple tactics in a small sided game.	Use a variety of simple tactics in a small sided game. Show an awareness of opponents and teammates during games.	Bat effectively, using different types of shot from both sides of the body.	Show awareness of which skills relate to different parts of a game, or to different roles in a game.
					Accurately serve underarm.	Throw overarm with accuracy and for a good distance. Vary how they bowl.	Use skills effectively in different types of games. (Rounders and cricket)
Multi Skills and Athletics	Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> rolling crawling walking jumping running hopping skipping climbing (PD) 	Can vary their pace and speed when running.	Can change their speed and direction whilst running.	Can select the most appropriate speed and pace for the distance. E.g sprinting and long distance	Begin to build a variety of running techniques and use them with confidence such as leg and arm action.	Continue to practise and refine the sprinting techniques.	Confidently demonstrate the learnt techniques for sprinting. Be able to speed up and slow down smoothly.
		Can jump from a standing position,	Can combine different jumps	Can perform a running jump with	Can perform a running jump with	Perform a running jump, with more	Perform a running jump, with more

	<p>Progress towards a more fluent style of moving, with developing control and grace. (PD)</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. (PD)</p>	<p>for example two feet to two feet, two feet to one foot, or one foot to opposite foot</p> <p>Performs a variety of throws, such as underarm and overarm, with basic control.</p>	<p>together with some fluency and control.</p> <p>Performs a variety of throws, such as underarm and overarm, with control and coordination.</p>	<p>some accuracy using both one and two feet to take off and land with.</p> <p>Perform a variety of throws using a selection of equipment, changing action for accuracy and distance.</p>	<p>more than one component. E.g hop, skip, jump. (triple jump)</p> <p>Throw with accuracy and power towards a target area.</p>	<p>than one component, confidently.</p> <p>Continue to develop techniques to throw for an increased distance.</p>	<p>triple jump and perform it with confidence.</p> <p>Continue to develop and refine techniques to throw for an increased distance, showing accuracy and power.</p>
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