

		Eastcote Primary Academy - PE Progression Map						
		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.	Create linked movement phrases with a beginning, middle and end.	Explore, remember and repeat a range of gymnastic actions with control and coordination.	Create gymnastic sequences that show a clear beginning, middle and end; working both independently, with a partner and in a group.	Compose a movement sequence independently and with others, moving with clarity, fluency and expression.	Select ideas to compose and perform longer sequences, performing them with fluency and a sense of rhythm.	Create their own complex sequences by understanding, choosing and applying a range of compositional principles; varying direction, level and pathways to improve the look of a sequence. Adapt their sequences to fit new criteria or suggestions.
		Combine different ways of travelling such as jumping and rolling.	Create their own sequence of movements to travel around the room, including rolling.	Link combinations of actions and skills with consistency, fluency and clarity of movement.	Students show changes of direction, speed and level during a performance.	Explore, improvise and combine movement ideas fluently and effectively.	Apply learnt skills consistently, showing precision and effectiveness in using the space provided.
		Be still in different body shapes and balances. (Standing balances, Kneeling balances)	Hold a still shape whilst balancing on different parts of the body. (Large body part balances)		Improve the placement and alignment of body parts in balances. (Balances with and against a partner, Pike, tuck, star, straight, straddle shapes.	Carry out balances, recognising the position of their centre of gravity. (Balances on apparatus)	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)
		Develop fundamental movement skills, using changes of speed, level and direction.	Develop fundamental movement skills, combining travelling and balancing using both floor and apparatus.	Create, perform and repeat sequences that include changes of dynamic. For example: changes of level, speed or direction.		Perform jumps, shapes and balances fluently and with control, applying learnt skills and techniques consistently. (Straight jump full-turn, split leap)	Apply skills and techniques consistently, showing precision and control when jumping.
		Develop agility, balance and coordination.		Develop flexibility, strength, control, technique and balance.	Perform jumps, shapes and balances fluently and with consistent control. (Pike jump, straight jump half- turn)		Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
		Describe what you have done or seen others do.	Continue to develop agility, balance and coordination.	Watch and describe the quality of other performances. Begin to recognise their own successes and areas for improvement.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	Explain why they have used particular skills or
			Watch and describe others performances. Begin to say what went well.			Modify their use of skills or techniques to achieve a better result.	

Dance	Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD)	Copy and explore basic movements and body patterns, responding imaginatively to a range of stimuli.	Explore, remember and repeat short dance phrases, showing greater control and spatial awareness.	Copy, remember and perform a dance sequence. Explore and create narratives in response to a stimulus.	Copy, remember and adapt a set choreography. Perform dances using a range of movement patterns- accurately, fluently, consistently and with control.	Copy, remember and adapt set choreography accurately and showing a good sense of timing. Copy, remember and adapt set choreography accurately and showing a good sense of timing.	Perform dance sequences confidently and fluently with accuracy and good timing.
	Watch and talk about dance and performance art, expressing their feelings and responses. (EAD)	Remember simple movements and dance steps using a range of different body actions and body parts.	Select from a wider range of actions in relation to a stimulus, performing with control and coordination.	Develop dance phrases using canon, unison and repetition. Show control, accuracy and fluency of movement when performing actions with a partner.	Improvise with a partner, individually or in a group to create a dance routine.	Choreograph phrases individually and with others considering actions, dynamics and space.	Work creatively and imaginatively to choreograph longer phrases considering actions, dynamics and space.
	Explore and engage in music making and dance, performing solo or in groups. (EAD)	Link movements to sounds and music, combining 2 or 3 actions. Describe what they have done or seen others doing.	Use counts to help stay in time with the music. Work individually and with others. Watch and describe a performance; recognising what is successful.	Describe and evaluate the effectiveness and quality of a dance.	Create motifs incorporating unison, canon, action and reaction. Experiment with a wide range of actions, varying speed, tension and continuity. Use simple dance vocabulary to compare and improve work.	Identify and repeat the movement 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. Identify which aspects were performed accurately and fluently and be able to provide feedback	Identify and repeat the movement patterns and actions of a chosen dance style- using dramatic expression in their movements. Share ideas in small groups, working together to create a routine incorporating different elements.

Invasion games	Explore a range of equipment & balls of various shapes & sizes.	Explore different ways using a ball	Develop control and accuracy when moving with a ball in a variety of different games.	Use skills with coordination and control.	Change pace, length and direction to outwit their opponent.	Use a small range of sending, receiving and travelling techniques in games, with varied control.	Perform skills with greater speed, fluency and accuracy in invasion, striking and net games.
	<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 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 increased control</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>Watch others accurately. Describe what they see and ask to copy others' ideas, skills and tactics.</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>Recognise good performances in themselves and others and use what they have learned to improve their own work.</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.</p> <p>Use a variety of techniques and tactics to attack, keep possession and score.</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 exercise is good for their fitness, health and wellbeing . With help, devise warm up and cool down activities and justify their choices.</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> <p>Develop their ability to evaluate their own and others' work, and to suggest ways to improve it.</p>

Striking, Catching and Fielding Rounders Cricket	Explore a range of hand-held equipment & balls of various shapes & sizes.	Move fluently, changing direction and speed.	Show good awareness of others when playing games.	Apply and develop a broader range of skills in striking (and fielding where appropriate).	Show control, coordination and consistency when throwing and catching a ball.	Develop control and technique whilst performing skills at speed.	Perform skills, including retrieving, intercepting and stopping a ball with accuracy, confidence and control.
		Show basic control of the ball, including when striking a ball.	Throw/hit a ball in different ways e.g high, low, fast, slow	Practise the correct batting technique and use it in a game. Throw a ball increasing distances. Catch a ball with increasing consistency. Use a variety of simple tactics in a small sided game, particularly when fielding to make it harder for the batter.	Hit a ball with increasing control, accurately towards a target. Choose fielding skills which make it difficult for your opponent. Communicate, collaborate and compete with others, following the rules of the game.	Begin to bowl at different speeds. Hit the ball with purpose, varying speed, height and direction, as well as thinking of tactics needed to score more runs. Use a range of fielding skills, e.g. catching, throwing, intercepting, with growing control and consistency. Show good awareness of others in game situations; working as part of a team and communicating well.	Bowl using an overarm technique, varying speed and length of delivery Use skills effectively to outwit opponents when fielding, bowling and batting. Retrieve, intercept and stop a ball when fielding. Work as part of a team to cover the areas to make it harder for the batter to score runs.

Net Games Tennis		Use different skills and movements, including aiming into space.	Choose and use skills and simple tactics.		Perform basic skills needed for tennis with control and accuracy, including hitting a ball towards a target.	Demonstrate skills learnt during the units when competing against others, including serving, returning a serve, and shot accuracy when moving at a quick pace.	Use different skills and tactics learnt to try and win games.
		Move fluently, changing direction and speed.	Move fluently, changing direction and speed with increasing confidence.		Keep a rally going using a range of shots.	Can demonstrate fast paced movements, fluently changing direction and speed.	Identify spaces and understand the tactic of hitting into gaps.
		Show control of a ball with simple actions and basic control when striking an object.	Hit a ball in different ways e.g high, low, fast, slow.	Perform basic skills needed for tennis with control and accuracy, including throwing and stopping the ball.		Hit the ball with a purpose- using the forehand and backhand swing. Direct the ball towards the opponent's court or target area.	Hit the ball with a purpose, varying speed, height and direction- perform skills such as forehand and backhand shots with control and confidence.
		Stop and pass a ball - developing a technique of sending and receiving.	Use and move with a racket with control.	Send a ball into space at different speeds and heights to make it difficult for the opponent.		Improve consistency of shots, noticing longer rallies.	Be continuous within a rally and regularly play consistent shots.
				Participate in rallies with others and keep a rally going		Use different racquet skills and types of movement during a competitive or cooperative rally.	Experiment with the racquet using different skills.

Orienteering		Be introduced to a compass and directions (N, E, S, W)	Understand what a compass is used for and be able to use the direction points.	To make a map with symbols and be able to recognise where you are on a map, using basic techniques.	Develop a basic understanding of map reading/making and apply these skills and techniques in games.	To orientate themselves and the map correctly keeping track of their position with increasing accuracy.	Develop map reading and map building skills. Use a map to confidently orientate yourself around.
		Move in different directions and in a variety of different ways.	Be able to use some basic features on a map to select and plan a route.				
		Participate in games following rules and playing fairly.	Work well in big groups, sharing, taking turns, and cooperating with others.	Participate in team games, working cooperatively, solving problems with others.	Work cooperatively and successfully as part of a team, improving communication skills.	Be able to make a map with symbols and begin to understand scale.	Build confidence during team activities.
		Participate in competitions with others, completing a simple orienteering event.	Begin to understand the competitive side of orienteering and take part in a picture orienteering event.	Move confidently in different ways, developing agility, balance and coordination.	Demonstrate all the physical skills needed for orienteering: agility, balance and coordination.	Work within a team trusting and valuing each other. Use developed communication skills to achieve success.	Take part in orienteering events, such as picture orienteering and control orienteering, with success.
				Evaluate your performance and recognise what went well and what could be improved	Explain how they could improve their performance.	Compete in orienteering events, problem solving with team members.	Identify what they have done well and adapt plans for future challenges.
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Multi Skills and Athletics	Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing (PD)	Can vary their pace and speed when running.	Begin to show control, coordination and consistency when running at speed.	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.
	Progress towards a more fluent style of moving, with developing control and grace. (PD)	Can jump from a standing position, for example two feet to two feet, two feet to one foot, or one foot to opposite foot	Can develop a range of jumping techniques and combine different jumps together with some fluency and control.	Can perform a running jump with some accuracy using both one and two feet to take off and land with.	Can perform a running jump with more than one component. E.g hop, skip, jump. (triple jump)	Run, jump, catch and throw in isolation and combination. Combine and perform skills with control.	Successfully run, jump and throw in isolation and in combination- applying appropriate techniques to achieve personal bests.
	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)	Performs a variety of throws, such as underarm and overarm, with basic control.	Develop the underarm and pull throw technique.	Perform a variety of throws using a selection of equipment, changing action for accuracy and distance	Throw with accuracy and power towards a target area.	Demonstrate a range of throwing actions e.g push, pull, sling, using different equipment	Continue to develop and refine techniques to throw for an increased distance, showing accuracy and power.

Swimming				<p>In line with the National Curriculum, by the end of Key Stage 2, the aim is for all children to be able to swim confidently and know how to be safe in and around water.</p> <p>Children should be taught the following key requirements:</p> <ul style="list-style-type: none"> - Swim competently, confidently and proficiently over a distance of at least 25m. - Use a range of strokes effectively. - Perform safe self-rescue in different water-based situations. <p>At Eastcote, swimming is taught in Years 5 and 6.</p>
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