

# East Ayton Primary School



## PE Progression Map

### Early Years

#### Personal, Social & Emotional Development

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions
- Work and play cooperatively and take turns with others

#### Physical Development

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

## Key Stage 1 National Curriculum Expectations

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

## Key Stage 2 National Curriculum Expectations

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

|                             | Year 1   | Year 2  | Year 3  | Year 4   | Year 5   | Year 6   |
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| Development of games skills | <ul style="list-style-type: none"> <li>• can travel in a variety of ways including running and jumping.</li> <li>• beginning to perform a range of throws.</li> <li>• receives a ball with basic control</li> <li>• beginning to develop hand-eye coordination</li> <li>• participates in simple games</li> <li>• throw underarm.</li> <li>• hit a ball with a bat.</li> <li>• move and stop safely.</li> <li>• throw and catch with both hands.</li> <li>• throw and kick in different ways.</li> </ul> | <ul style="list-style-type: none"> <li>• use hitting, kicking and/or rolling in a game.</li> <li>• decide the best space to be in during a game.</li> <li>• use a tactic in a game.</li> <li>• follow rules.</li> <li>• confident to send the ball to others in a range of ways.</li> <li>• beginning to apply and combine a variety of skills (to a game situation)</li> <li>• develop strong spatial awareness.</li> <li>• beginning to develop own games with peers.</li> <li>• understand the importance of rules in games.</li> <li>• develop simple tactics and use them appropriately.</li> <li>• beginning to develop an understanding of attacking/ defending</li> </ul> | <ul style="list-style-type: none"> <li>• understands tactics and composition by starting to vary how they respond.</li> <li>• vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>• beginning to communicate with others during game situations.</li> <li>• uses skills with co - ordination and control.</li> <li>• develops own rules for new games.</li> <li>• makes imaginative pathways using equipment.</li> <li>• works well in a group to develop various games.</li> <li>• beginning to understand how to compete with each other in a controlled manner.</li> <li>• beginning to select resources independently to carry out different skills.</li> <li>• throw and catch with control.</li> <li>• am aware of space and use it to support team-mates and to cause problems for the opposition.</li> <li>• know and use rules fairly.</li> </ul> | <ul style="list-style-type: none"> <li>• vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>• shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking</li> <li>• uses skills with co - ordination, control and fluency.</li> <li>• takes part in competitive games with a strong understanding of tactics and composition.</li> <li>• can create their own games using knowledge and skills.</li> <li>• works well in a group to develop various games.</li> <li>• compares and comments on skills to support creation of new games.</li> <li>• apply basic skills for attacking and defending.</li> <li>• uses running, jumping, throwing and catching in isolation and combination.</li> <li>• catch with one hand.</li> <li>• throw and catch accurately.</li> <li>• hit a ball accurately with control.</li> <li>• keep possession of the ball.</li> </ul> | <ul style="list-style-type: none"> <li>• vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>• shows confidence in using ball skills in various ways, and can link these together.</li> <li>• uses skills with co - ordination, control and fluency.</li> <li>• takes part in competitive games with a strong understanding of tactics and composition.</li> <li>• can create their own games using knowledge and skills.</li> <li>• can make suggestions as to what resources can be used to differentiate a game.</li> <li>• apply basic skills for attacking and defending.</li> <li>• uses running, jumping, throwing and catching in isolation and combination.</li> <li>• gain possession by working a team.</li> <li>• pass in different ways.</li> <li>• use forehand and backhand with a racket.</li> <li>• can field.</li> <li>• choose a tactic for defending and attacking.</li> <li>• use a number of techniques to pass, dribble and shoot</li> </ul> | <ul style="list-style-type: none"> <li>• vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>• shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking</li> <li>• keeps possession of balls during games situations.</li> <li>• consistently uses skills with co - ordination, control and fluency.</li> <li>• takes part in competitive games with a strong understanding of tactics and composition.</li> <li>• can create their own games using knowledge and skills.</li> <li>• modifies competitive games.</li> <li>• compares and comments on skills to support creation of new games.</li> <li>• apply knowledge of skills for attacking and defending.</li> <li>• uses running, jumping, throwing and catching in isolation and in combination.</li> <li>• play to agreed rules.</li> <li>• explain rules to others.</li> </ul> |

Development of gymnastics skills

- copies and explores basic movements with some control and coordination.
- can perform different body shapes
- performs at different levels
- can perform 2 footed jump
- can use equipment safely
- make my body curled, tense, stretched and relaxed.
- control my body when travelling and balancing.
- copy sequences and repeat them.
- roll, curl, travel and balance in different ways.

- balances with some control
- can link 2-3 simple movements
- explores and creates different pathways and patterns.
- uses equipment in a variety of ways to create a sequence
- link movements together to create a sequence
- plan and perform a sequence of movements.
- improve my sequence based on feedback.
- think of more than one way to create a sequence which follows some 'rules'.
- work on my own and with a partner.

- applies compositional ideas independently and with others to create a sequence.
- copies, explores and remembers a variety of movements and uses these to create their own sequence.
- describes their own work using simple gym vocabulary.
- beginning to notice similarities and differences between sequences.
- uses turns whilst travelling in a variety of ways.
- adapt sequences to suit different types of apparatus and criteria.
- explain how strength and suppleness affect performance.
- compare and contrast gymnastic sequences.

- beginning to show flexibility in movements
- beginning to develop good technique when travelling, balancing, using equipment etc. Links skills with control, technique, co-ordination and fluency.
- understands composition by performing more complex sequences.
- beginning to use gym vocabulary to describe how to improve and refine performances.
- develops strength, technique and flexibility throughout performances.
- creates sequences using various body shapes and equipment.
- combines equipment with movement to create sequences.
- work in a controlled way.
- include change of speed and direction.
- include a range of shapes.
- work with a partner to create, repeat and improve a sequence with at least three phases.

- select and combine their skills, techniques and ideas.
- apply combined skills accurately and appropriately, consistently showing precision, control and fluency.
- draw on what they know about strategy, tactics and composition when performing and evaluating.
- analyse and comment on skills and techniques and how these are applied in their own and others' work.
- uses more complex gym vocabulary to describe how to improve and refine performances.
- develops strength, technique and flexibility throughout performances.
- links skills with control, technique, coordination and fluency.
- make complex extended sequences.
- combine action, balance and shape.
- perform consistently to different audiences.

- understands composition by performing more complex sequences.
- plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.
- performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.
- adapts sequences to include a partner or a small group.
- gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.
- draw on what they know about strategy, tactics and composition when performing and evaluating.
- analyse and comment on skills and techniques and how these are applied in their own and others' work.
- uses more complex gym vocabulary to describe how to improve and refine performances.

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Development of dance skills</p> | <ul style="list-style-type: none"> <li>• copies and explores basic movements and body patterns</li> <li>• remembers simple movements and dance steps</li> <li>• links movements to sounds and music.</li> <li>• responds to range of stimuli</li> <li>• move to music.</li> <li>• copy dance moves.</li> <li>• perform my own dance moves.</li> <li>• make up a short dance.</li> <li>• move safely in a space.</li> </ul> | <ul style="list-style-type: none"> <li>• copies and explores basic movements with clear control.</li> <li>• varies levels and speed in sequence</li> <li>• can vary the size of their body shapes</li> <li>• add change of direction to a sequence</li> <li>• uses space well and negotiates space clearly.</li> <li>• can describe a short dance using appropriate vocabulary.</li> <li>• responds imaginatively to stimuli.</li> <li>• change rhythm, speed, level and direction in my dance.</li> <li>• dance with control and coordination.</li> <li>• make a sequence by linking sections together.</li> <li>• use dance to show a mood or feeling.</li> </ul> | <ul style="list-style-type: none"> <li>• beginning to improvise independently to create a simple dance.</li> <li>• beginning to improvise with a partner to create a simple dance.</li> <li>• translates ideas from stimuli into movement with support.</li> <li>• beginning to compare and adapt movements and motifs to create a larger sequence.</li> <li>• uses simple dance vocabulary to compare and improve work.</li> <li>• improvise freely and translate ideas from a stimulus into movement.</li> <li>• share and create phrases with a partner and small group.</li> <li>• repeat, remember and perform phrases.</li> </ul> | <ul style="list-style-type: none"> <li>• confidently improvises with a partner or on their own.</li> <li>• beginning to create longer dance sequences in a larger group.</li> <li>• demonstrating precision and some control in response to stimuli.</li> <li>• beginning to vary dynamics and develop actions and motifs.</li> <li>• demonstrates rhythm and spatial awareness.</li> <li>• modifies parts of a sequence as a result of self - evaluation.</li> <li>• uses simple dance vocabulary to compare and improve work.</li> <li>• take the lead when working with a partner or group.</li> <li>• use dance to communicate an idea.</li> </ul> | <ul style="list-style-type: none"> <li>• beginning to exaggerate dance movements and motifs (using expression when moving)</li> <li>• demonstrates strong movements throughout a dance sequence.</li> <li>• combines flexibility, techniques and movements to create a fluent sequence.</li> <li>• moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs.</li> <li>• beginning to show a change of pace and timing in their movements.</li> <li>• uses the space provided to his maximum potential.</li> <li>• improvises with confidence, still demonstrating fluency across their sequence.</li> <li>• modifies parts of a sequence as a result of self and peer evaluation.</li> <li>• uses more complex dance vocabulary to compare and improve work.</li> <li>• compose my own dances in a creative way.</li> <li>• perform to an accompaniment.</li> <li>• my dance shows clarity, fluency, accuracy and consistency.</li> </ul> | <ul style="list-style-type: none"> <li>• exaggerate dance movements and motifs (using expression when moving)</li> <li>• performs with confidence, using a range of movement patterns.</li> <li>• demonstrates a strong imagination when creating own dance sequences and motifs.</li> <li>• demonstrates strong movements throughout a dance sequence.</li> <li>• combines flexibility, techniques and movements to create a fluent sequence.</li> <li>• moves appropriately and with the required style in relation to the stimulus e.g using various levels, ways of travelling and motifs.</li> <li>• beginning to show a change of pace and timing in their movements.</li> <li>• is able to move to the beat accurately in dance sequences.</li> <li>• improvises with confidence, still demonstrating fluency across their sequence.</li> <li>• dances with fluency, linking all movements and ensuring they flow.</li> <li>• demonstrates consistent precision when performing dance sequences.</li> </ul> |
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|  |  |   |   |  |  | <ul style="list-style-type: none"> <li>• modifies parts of a sequence as a result of self and peer evaluation.</li> <li>• uses more complex dance vocabulary to compare and improve work.</li> <li>• develop sequences in a specific style.</li> <li>• choose my own music and style.</li> </ul>   |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Development of athletics skills</p> | <ul style="list-style-type: none"> <li>• can run at different speeds.</li> <li>• can jump from a standing position</li> <li>• performs a variety of throws with basic control.</li> <li>• copy actions.</li> <li>• repeat actions and skills.</li> <li>• move with control and care.</li> <li>• use equipment safely.</li> </ul> | <ul style="list-style-type: none"> <li>• can change speed and direction whilst running.</li> <li>• can jump from a standing position with accuracy.</li> <li>• performs a variety of throws with control and co-ordination.</li> <li>• preparation for shot put and javelin</li> <li>• can use equipment safely</li> <li>• copy and remember actions.</li> <li>• talk about what is different from what I did and what someone else did.</li> </ul> | <ul style="list-style-type: none"> <li>• beginning to run at speeds appropriate for the distance e.g. sprinting and cross country</li> <li>• can perform a running jump with some accuracy</li> <li>• performs a variety of throws using a selection of equipment.</li> <li>• can use equipment safely and with good control.</li> <li>• run at fast, medium and slow speeds; changing speed and direction.</li> <li>• take part in a relay, remembering when to run and what to do.</li> </ul> | <ul style="list-style-type: none"> <li>• beginning to build a variety of running techniques and use with confidence.</li> <li>• can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</li> <li>• demonstrates accuracy in throwing and catching activities.</li> <li>• describes good athletic performance using correct vocabulary.</li> <li>• can use equipment safely and with good control.</li> <li>• run over a long distance.</li> <li>• sprint over a short distance.</li> <li>• throw in different ways.</li> <li>• hit a target.</li> <li>• jump in different ways.</li> </ul> | <ul style="list-style-type: none"> <li>• beginning to build a variety of running techniques and use with confidence.</li> <li>• can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</li> <li>• beginning to record peers performances, and evaluate these.</li> <li>• demonstrates accuracy and confidence in throwing and catching activities.</li> <li>• describes good athletic performance using correct vocabulary.</li> <li>• can use equipment safely and with good control.</li> <li>• control when taking off and landing.</li> <li>• throw with accuracy.</li> <li>• combine running and jumping.</li> </ul> | <ul style="list-style-type: none"> <li>• beginning to build a variety of running techniques and use with confidence.</li> <li>• can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</li> <li>• beginning to record peers performances, and evaluate these.</li> <li>• demonstrates accuracy and confidence in throwing and catching activities.</li> <li>• describes good athletic performance using correct vocabulary.</li> <li>• can use equipment safely and with good control.</li> <li>• demonstrate stamina.</li> </ul> |

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| <p>Development of outdoor/adventurous activity skills</p> |  | <ul style="list-style-type: none"> <li>• develops listening skills.</li> <li>• creates simple body shapes.</li> <li>• listens to instructions from a partner/ adult.</li> <li>• beginning to think activities through and problem solve.</li> <li>• discuss and work with others in a group.</li> <li>• demonstrates an understanding of how to stay safe.</li> <li>• develops strong listening skills.</li> <li>• uses simple maps.</li> <li>• choose and apply strategies to solve problems with support.</li> <li>• demonstrates an understanding of how to stay safe.</li> <li>• follow a map in a familiar context.</li> <li>• use clues to follow a route.</li> <li>• follow a route safely.</li> </ul> | <ul style="list-style-type: none"> <li>• develops strong listening skills.</li> <li>• uses and interprets simple maps.</li> <li>• think activities through and problem solve using general knowledge.</li> <li>• choose and apply strategies to solve problems with support.</li> <li>• discuss and work with others in a group.</li> <li>• demonstrates an understanding of how to stay safe.</li> </ul> <p>Develops strong listening skills.</p> <ul style="list-style-type: none"> <li>• uses and interprets simple maps.</li> <li>• demonstrates an understanding of how to stay safe.</li> <li>• follow a map into an unknown location.</li> <li>• use clues and a compass to navigate a route.</li> <li>• change my route to overcome a problem.</li> <li>• plan with others, taking account of safety and danger.</li> </ul> |
| <p>Swimming</p>   | <ul style="list-style-type: none"> <li>• Swims competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</li> <li>• Performs safe self -rescue in different water - based situations.</li> </ul> |   |   |