



Rickley Park Primary School PE Progression Map

The National Curriculum (NC) for Physical Education (PE) aims to ensure that children:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sport and activities.
- Understand how to lead healthy, active lives.

At Early Years Foundation Stage (EYFS) & Key Stage 1 (KS1) children should be taught to:

- Master basic movements such as jumping, throwing, running and catching.
- Develop balance, agility and co-ordination and be given the opportunity to apply these in activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

At Key Stage 2 (KS2) it is expected that children will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance.
- 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 demonstrates improvement to achieve their personal best.

Swimming

It is also expected that schools provide swimming instruction in either KS1 or KS2. During this instruction, children should be taught to swim confidently and proficiently over a distance of at least 25 metres using different types of stroke effectively. They should also be able to perform safe self-rescue in different situations.

Physical Education: EYFS

Curriculum Area/ PE Unit	Introduction to PE	Dance	Fundamentals/ Athletics	Gymnastics	Ball Skills	Games
<p><i>Early Learning Goals</i></p> <p><i>References</i></p>	<p><i>Children show good control and co-ordination in large and small movements.</i></p> <p><i>They move confidently in a range of ways, safely negotiating space.</i></p> <p><i>They handle equipment and tools effectively.</i></p>	<p><i>Children show good control and co-ordination in large and small movements.</i></p> <p><i>They move confidently in a range of ways, safely negotiating space.</i></p>	<p><i>Children show good control and co-ordination in large and small movements.</i></p> <p><i>They move confidently in a range of ways, safely negotiating space.</i></p> <p><i>They handle equipment and tools effectively.</i></p>	<p><i>Children show good control and co-ordination in large and small movements.</i></p> <p><i>They move confidently in a range of ways, safely negotiating space.</i></p> <p><i>They handle equipment and tools effectively.</i></p>	<p><i>Children handle equipment and tools effectively.</i></p>	<p><i>Children show good control and co-ordination in large and small movements.</i></p> <p><i>They move confidently in a range of ways, safely negotiating space.</i></p> <p><i>They handle equipment and tools effectively.</i></p>
<p>Skills relating to Early Learning Goals</p>	<p>Move safely and sensibly in a space.</p> <p>Develop moving safely and stopping with control.</p> <p>Use equipment safely and responsibly.</p> <p>Use different travelling actions whilst following a path.</p>	<p>Copy basic body actions and rhythms.</p> <p>Choose and use travelling actions, shapes and balances.</p> <p>Travel in different pathways using the space around them.</p> <p>Begin to use dynamics and expression with guidance.</p> <p>Begin to count to music.</p>	<p>Run and stop with some control.</p> <p>Explore skipping as a travelling action.</p> <p>Jump and hop with bent knees.</p> <p>Throw larger balls and beanbags in to space.</p> <p>Balance whilst stationary and on the move.</p>	<p>Create shapes showing a basic level of stillness using different parts of their bodies.</p> <p>Begin to take weight on different body parts.</p> <p>Show shapes and actions that stretch their bodies.</p> <p>Copy and link simple actions together.</p>	<p>Develop rolling a ball to a target.</p> <p>Develop stopping a rolling ball.</p> <p>Develop accuracy when throwing to a target.</p> <p>Develop bouncing and catching a ball.</p> <p>Develop dribbling a ball with your feet.</p> <p>Develop kicking a ball.</p>	<p>Work safely and develop running and stopping.</p> <p>Develop throwing and learn how to keep score.</p> <p>Be able to play games, showing an understanding of the different roles within it.</p> <p>Follow instructions and move safely playing tagging games.</p> <p>Work co-operatively and learn to take turns.</p>
<p>Report Statement(s)</p>	<p>I can be sensible and safe when using equipment and moving around a space.</p>	<p>I can copy and show travelling actions, shapes and balances.</p>	<p>I can demonstrate running, jumping, throwing, hopping and skipping.</p>	<p>I can copy and link simple gymnastic actions together.</p>	<p>I can throw, catch and kick a ball with control.</p>	<p>I understand how to play games and can work well with others.</p>

Physical Education: KS1

Curriculum Area/ PE Unit	Dance	Athletics	Gymnastics Movements/ Body Management	Fundamentals/ Multi-Skills	Games
<i>NC Reference</i>	<i>Children perform dances using simple movement patterns.</i>	<i>Children master basic movements including running, jumping and throwing.</i>	<i>Children develop balance, agility and co-ordination and begin to apply these in a range of activities.</i>	<i>Children master basic movements including running, jumping, throwing and catching.</i>	<i>Children participate in team games, developing simple tactics for attacking and defending.</i>
Year 1 Skills	<p>Copy, remember and repeat actions.</p> <p>Chose actions for an idea.</p> <p>Use changes of direction, speed and level with guidance.</p> <p>Show some sense of dynamic and expressive quality.</p> <p>Begin to use counts.</p>	<p>Attempt to run at different speeds showing an awareness of technique.</p> <p>Begin to jump for distance.</p> <p>Can throw a modified javelin.</p> <p>Can turn when running with control.</p>	<p>Perform balances making the body tense, stretch and curl.</p> <p>Take body weight on hands for short periods of time.</p> <p>Demonstrate poses and movements that challenge their flexibility.</p> <p>Remember, repeat and link simple actions.</p>	<p>Attempt to run at different speeds showing an awareness of technique.</p> <p>Begin to link running and jumping movements with some control.</p> <p>Jump, leap and hop with control.</p> <p>Throw towards a target.</p> <p>Show some control and balance when travelling at different speeds.</p> <p>Begin to show balance and co-ordination when changing direction.</p>	<p>Drop and catch a ball after one bounce on the move.</p> <p>Move a ball using different parts of the foot.</p> <p>Throw and roll towards a target with some varying techniques.</p> <p>Kick towards a stationary target.</p> <p>Catch a beanbag and medium sized ball.</p> <p>Attempt to track balls and other equipment sent to them.</p> <p>Strike a stationary ball using a racket.</p> <p>Run, stop and change direction with some balance and control.</p> <p>Recognise space in relation to others.</p> <p>Begin to use simple tactics with guidance.</p>

Report Statement(s)	I can perform dances using simple movement patterns.	I can run, jump and throw with control.	I can travel and perform shapes and balances with body tension and control.	I can run, jump, throw and catch in game situations.	I can kick, throw, dribble and bounce a ball in a game situation.
Curriculum Area/ PE Unit	Dance	Athletics	Gymnastics Movements/ Body Management	Fundamentals/ Multi-Skills	Games
Year 2 Skills	<p>Copy, remember and repeat a series of actions.</p> <p>Select a wider range of actions in relation to a stimulus.</p> <p>Use pathways, levels, shapes, direction, speed and timing with guidance.</p> <p>Use mirroring and unison when completing actions with a partner.</p> <p>Show a character through actions, dynamics and expression.</p> <p>Use counts with help to stay in time with the music.</p>	<p>Can show different speeds when running.</p> <p>Begin to jump and throw for distance.</p> <p>Can perform speed bounce with control and balance.</p>	<p>Perform balances on different body parts with some control and balance.</p> <p>Take body weight on different body parts, with and without apparatus.</p> <p>Show increased awareness of extension and flexibility in actions.</p> <p>Copy, remember, repeat and plan sequences, linking simple actions with some control and technique.</p>	<p>Show balance and co-ordination when running at different speeds.</p> <p>Link running and jumping movements with some control and balance.</p> <p>Show hopping and jumping movements with some control and balance.</p> <p>Change technique to throw for distance.</p> <p>Show control and balance when travelling at different speeds.</p> <p>Demonstrate balance and co-ordination when changing direction.</p> <p>Perform actions with increased control when co-ordinating the body with and without equipment.</p>	<p>Dribble a ball with two hands on the move.</p> <p>Dribble a ball with some success, stopping in when required.</p> <p>Throw and roll towards a target using varying techniques with some success.</p> <p>Show balance when kicking towards a target.</p> <p>Catch an object passed to them, with and without a bounce.</p> <p>Move to track a ball and stop it using feet with limited success.</p> <p>Strike a ball using a racket.</p> <p>Run, stop and change direction with balance and control.</p> <p>Move to space to help score goals or limit other scoring, using simple tactics.</p>
Report Statement(s)	I can plan and perform simple dance patterns with control.	I can run, jump, throw and speed bounce with control and balance.	I can copy, remember, repeat and plan sequences, linking simple actions with control.	I can throw, catch and move safely, with control in game situations.	I can kick, throw, dribble and bounce a ball with control in a game.

Physical Education: KS2

Curriculum Area/PE Unit	Dance	Athletics	Gymnastics	Games	OAA	Evaluating
NC Reference	<i>Children perform dances using a range of movements.</i>	<i>Children use running, jumping, throwing and catching in isolation and in combination.</i>	<i>Children develop flexibility, strength, technique, control and balance.</i>	<i>Children play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</i>	<i>Children take part in outdoor and adventurous activity challenges, both individually and within a team.</i>	<i>Children compare performances with previous ones and demonstrate improvement to achieve personal bests.</i>
Year 3 Skills	<p>Copy, remember and perform a dance sequence.</p> <p>Create short dance sequences that communicate an idea.</p> <p>Use canon, unison and formation to represent and idea.</p> <p>Match dynamic and expressive qualities in a range of ideas.</p> <p>Use counts to keep in time with a partner or group.</p>	<p>Identify key points to help improve sprinting technique.</p> <p>Take part in a relay activity, remembering when to run and what to do.</p> <p>Develop jumping for distance and height.</p> <p>Use different take offs and landings when jumping.</p> <p>Throw a variety of objects, changing my action for accuracy and distance.</p> <p>Work with a partner and/or a small group, sharing ideas.</p> <p>Identify successes.</p> <p>Understand the importance of warm ups.</p>	<p>Complete balances with increasing stability, control and technique.</p> <p>Demonstrate some strength and control when taking weight on different body parts for longer periods of time.</p> <p>Demonstrate increased flexibility and extension in actions.</p> <p>Choose actions that flow well in to one another, both on and off apparatus.</p>	<p>Link dribbling the ball with other actions with increasing control.</p> <p>Change direction when dribbling with feet with some control in game situations.</p> <p>Use a variety of throwing techniques with increasing success in game situations.</p> <p>Kick with increasing success in game situations.</p> <p>Catch a ball which has been passed, using one of two hand with increasing success.</p> <p>Receive a ball using different parts of the foot under pressure.</p> <p>Strike a ball using varying techniques with increasing accuracy.</p>	<p>Begin to understand the importance of clear and practical instructions.</p> <p>Start to confidently communicate ideas, listen to other ideas and decide on the best approach together.</p> <p>Set about planning and applying strategies to solve problems.</p>	<p>Collect and record personal fitness data and recognise strengths.</p> <p>Provide feedback using key vocabulary.</p> <p>Use key technique points to help me improve my sprinting form.</p> <p>Re-test skills and recognise changes and/or improvements.</p>

				<p>Change direction to lose an opponent with some success.</p> <p>Create and use space with some success in game situations.</p> <p>Use simple tactics to help the team gain possession and/or score.</p>		
Report Statement(s)	I can perform a dance using a range of different movement patterns.	I can run at different speeds, throw and jump for distance and speed bounce with control.	I can perform a sequence of movements that flow well in to each other.	I can use different passes and catch confidently in a game situation.	I can work with a team to complete tasks.	I can compare performances and demonstrate ways to improve.
Curriculum Area/PE Unit	Dance	Athletics	Gymnastics	Games	OAA	Evaluating
Year 4 Skills	<p>Copy, remember and adapt set choreography.</p> <p>Choreograph a routine considering structure individually, with a partner and in a group.</p> <p>Use action and reaction to represent an idea.</p>	<p>Demonstrate the difference in sprinting, running and jogging techniques.</p> <p>Jump for height and distance with balance and control.</p> <p>Throw with some accuracy and power towards a target area.</p> <p>Support and encourage other to achieve their best.</p> <p>Identify when successful and what is needed to improve.</p> <p>Explain what happens in the body when you warm-up.</p>	<p>Use body tension to perform balances, individually and with a partner.</p> <p>Demonstrate increasing strength, control and technique when taking own and others weight.</p> <p>Demonstrate increased flexibility and extension in more challenging actions.</p> <p>Plan and perform sequences showing control and technique, with and without a partner.</p>	<p>Link dribbling the ball with other actions with increasing control.</p> <p>Change direction when dribbling with feet, with some control in game situations.</p> <p>Use a variety of throwing techniques with increasing success in game situations.</p> <p>Kick with increasing success in game situations.</p> <p>Catch a passed ball, using one or two hand with increasing success.</p>	<p>Accurately follow instructions given by a peer and give clear and useable instructions to a peer.</p> <p>Confidently communicate ideas and listen to others before deciding on the best approach.</p> <p>Plan and apply strategies to solve problems.</p> <p>Identify key symbols on a map and use a key to help navigate around a map.</p> <p>Describe and evaluate the effectiveness of the team strategy, giving ideas for improvement.</p>	<p>Collect and record personal fitness data and identify areas for improvement.</p> <p>Use key points to help improve sprinting technique.</p> <p>Re-test scores and recognise improvement.</p> <p>Show determination to continue working at goals over a period of time.</p>

		Show determination to improve personal bests.		Receive a ball using different parts of the foot under pressure. Strike a ball using varying techniques with increasing accuracy. Create and use space with some success in game situations. Use simple tactics to help the team gain possession and/or score.		
Report Statement(s)	I can choreograph a dance and perform to the class, with a group or partner.	I can run, jump and throw with control and accuracy. I can understand how to and show determination to improve my personal bests.	I can plan and perform sequences showing control and technique, with and without a partner.	I can dribble, throw, catch and pass with control and accuracy. I can use simple tactics to help the team.	I can work with a team to complete tasks. I understand simple keys on a map and use them to navigate a map.	I can collect and record personal fitness data and identify areas for improvement.
Curriculum Area/PE Unit	Dance	Athletics	Gymnastics	Games	OAA	Evaluating
Year 5 Skills	Accurately copy and repeat set choreography in different styles of dance, showing a good sense of timing. Create and perform more complex sequences of actions with a good level of quality, control and response to stimulus. Confidently perform, choosing appropriate	Chose to best pace for different length running events. Use feedback to improve sprinting technique. Perform a range of jumps showing some technique. Show control at take-off and landing in jumping activities.	Show increasing control and balance when moving from one balance to another. Use strength to improve the quality of an action and the range of actions available. Use flexibility to improve the quality of the actions performed as well as the actions chosen to link them.	Use dribbling to change the direction of play with some control under pressure. Dribble with feet with some control under increasing pressure. Use a variety of throwing techniques with some control under increasing pressure. Use a variety of kicking techniques with some	Begin to lead others, proving clear instructions. Plan and apply strategies with others for more complex challenges. Orientate a map confidently using it to navigate around a course. Explain why a particular strategy worked and	Understand the different components of fitness and how to test them. Analyse my fitness data to identify areas for improvement. Encourage and motivate others to work towards reaching personal goals. Understand what maximum effort looks and feels like, and strive to achieve it.

	<p>dynamics to represent an idea.</p> <p>Use counts accurately when choreographing, to perform in time with others and the music.</p>	<p>Show accuracy and power when throwing for distance.</p> <p>Take on the role of coach, official and timer when working in groups.</p> <p>Identify good athletic performance and explain why it is good.</p> <p>Understand how endurance, stamina and power help people perform well in different athletic events.</p>	<p>Create and perform more complex sequences of actions with a good level of quality and control.</p>	<p>control under increasing pressure.</p> <p>Catch and intercept a ball using one and two hands with some success in game situations.</p> <p>Receive a ball using different parts of the foot under pressure with increasing control.</p>	<p>alter methods to improve for success.</p>	<p>Re-test scores and recognise improvement.</p>
Report Statement(s)	<p>I can create and perform more complex sequences of actions, with a good level of quality and control.</p>	<p>I can show a range of running, throwing and jumping techniques with control and accuracy.</p> <p>I can identify a good athletic performance.</p>	<p>I can create and perform more complex sequences of actions with a partner or group, with a good level of quality and control.</p>	<p>I can dribble, pass, kick and catch under pressure and with control and accuracy.</p> <p>I understand the different positions in a team and can play in a game.</p>	<p>I can work with a team to complete more complex tasks.</p> <p>I can orientate a map confidently, using it to navigate around a course.</p>	<p>I understand the different components of fitness and how to test them.</p> <p>I understand what my maximum effort looks and feels like, and I strive to achieve it.</p>
Curriculum Area/PE Unit	Dance	Athletics	Gymnastics	Games	OAA	Evaluating
Year 6 Skills	<p>Perform dances confidently and fluently with accuracy and good timing.</p> <p>Work creatively and imaginatively, individually, with a partner and in a group, to choreograph longer phrased and structured dances. Considering actions, space,</p>	<p>Select and apply the best for different distance running events.</p> <p>Perform jumps for height and distance using good technique.</p> <p>Show accuracy and good technique when throwing for distance.</p>	<p>Combine and perform more complex balances with control, technique and fluency.</p> <p>Demonstrate more complex actions with a good level of strength and technique.</p> <p>Confidently transition from one action to another showing</p>	<p>Use dribbling to change the direction of play whilst under pressure, with control.</p> <p>Use a variety of dribbling techniques to maintain possession under pressure.</p> <p>Use a variety of throwing techniques, including</p>	<p>Communicate with others clearly and effectively when under pressure.</p> <p>Confidently lead others and show consideration of including all within the group.</p> <p>Use critical thinking skills to form ideas and strategies, selecting and</p>	<p>Understand the different components of fitness and the ways to test and develop them.</p> <p>Collect, record and analyse data to identify areas where the most improvement has been made.</p> <p>Determination to work to maximum effort</p>

	<p>relationship and dynamics in relation to a theme.</p> <p>Improvise and combine dynamics, demonstrating an awareness of the impact on a performance.</p> <p>Use counts when choreographing and performing to improve the quality of a routine.</p>	<p>Help others to improve their techniques, using key teaching points.</p> <p>Understand what maximum effort looks and feels like, and be determined to achieve it.</p> <p>Understand that there are different areas of fitness and how they help in different situations.</p> <p>Use different strategies to persevere in achieving and improving personal bests.</p> <p>Compete within the rules, showing fair play and honesty.</p>	<p>appropriate control and extension for the complexity of the action.</p> <p>Plan and perform, with precision, control and fluency, a sequence of actions, which includes a wide range of skills.</p>	<p>fake passes, to outwit an opponent.</p> <p>Select and apply the appropriate kicking technique, with control.</p> <p>Catch and intercept a ball, using one and two hands with increasing success in a game situation.</p> <p>Receive a ball with consideration to the next move.</p> <p>Strike a ball using a wider range of skills to outwit an opponent, applying these skills with increasing control under pressure.</p>	<p>applying the best methods to solve a problem.</p> <p>Confidently and efficiently orientate a map, identifying key features to navigate around a course.</p> <p>Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.</p>	<p>consistently when presented with challenges, understanding that setbacks are part of the development process.</p> <p>Re-test scores and recognise improvements.</p>
Report Statement(s)	<p>I can work creatively and imaginatively, individually, with a partner and in a group, to choreograph longer phrased and structured dances. Considering actions, space, relationship and dynamics in relation to a theme.</p>	<p>I can select and apply the best running, throwing and jumping techniques, with control and accuracy.</p> <p>I understand what my maximum effort looks and feels like, and I am determined to achieve it.</p>	<p>I can plan and perform, with precision, control and fluency, a sequence of actions, which includes a wide range of skills.</p>	<p>I can play confidently in a game situation, showing control and accuracy in many scenarios.</p> <p>I can select and apply the correct shot, pass and catch to use in a game situation.</p>	<p>I can communicate with others clearly and effectively when under pressure.</p> <p>I can confidently and efficiently orientate a map, identifying key features to navigate around a course.</p>	<p>I understand the different components of fitness and ways to test and develop them.</p> <p>I can work to my maximum effort consistently when presented with challenges.</p>

Swimming

National Curriculum references:

Each pupil is required to be able to do the following:

- *Swim competently, confidently and proficiently over a distance of at least 25m.*
- *Use a range of strokes effectively, for example: front crawl, backstroke and breaststroke.*
- *Perform safe self-rescue in different water based situations.*

Beginners	Intermediate	Advanced
<p>Submerge and regain feet in water.</p> <p>Breathe in sync with an isolated kicking action from poolside.</p> <p>Use arms and legs together to move effectively across a short distance in the water.</p> <p>Glide on front and back over short periods of time.</p> <p>Float on front and back for short periods of time.</p> <p>Confidently roll from front to back and then regain a standing position.</p>	<p>Confidently and consistently retrieve an object from the floor with the same breath.</p> <p>Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.</p> <p>Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.</p> <p>Combine gliding and floating on front and back over an increased distance.</p> <p>Float on front and back using different shapes with increased control.</p> <p>Comfortably demonstrate sculling head first, feet first and treading water.</p>	<p>Confidently combine skills to retrieve an object from greater depths.</p> <p>Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.</p> <p>Confidently demonstrate good technique in a wider range of strokes over increased distances.</p> <p>Combine gliding and transitioning into an appropriate stroke with good control.</p> <p>Confidently link a variety of floating actions together, demonstrating good technique and control.</p> <p>Select and apply the appropriate survival technique to the situation.</p>

