

PE Progression Map

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	ReceptionCan move to music.Can perform simple dance moves.Can move around the space safely	Year 1 Copies and explores basic movements and body patterns Remembers simple movements and dance steps Links movements to sounds and music. Responds to range of stimuli.	Copies and explores basic movements with clear control. Varies levels and speed in sequence Can vary the size of their body shapes Add change of direction to a sequence Uses space well and negotiates space clearly. Can describe a short dance using appropriate	Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance. Translates ideas from stimuli into movement with support. Beginning to compare and adapt movements and motifs to create a larger sequence. Uses simple dance vocabulary to	Confidently improvises with a partner or on their own. Beginning to create longer dance sequences in a larger group. Demonstrating precision and some control in response to stimuli. Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness. Modifies parts of a	Beginning to exaggerate dance movements and motifs (using expression when moving) Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence.	Year 6 Exaggerate dance movements and motifs (using expression when moving) Performs with confidence, using a range of movement patterns. Demonstrates a strong imagination when creating own dance sequences and motifs. Demonstrates strong
			short dance using	Uses simple dance	rhythm and spatial awareness.	create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. e.g using	motifs. Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques
						various levels, ways of	and movements t

			travelling and	create a
			motifs.	fluent
			Beginning to	sequence.
			show a change	Moves
			of pace and	appropriately
			timing in their	and with the
			movements.	required style
			Uses the	in relation to
			space provided	the stimulus.
			to his	e.g using
			maximum	various levels,
			potential.	ways of
				, travelling and
			Improvises with	motifs.
			confidence,	Beginning to
			still	show a change
			demonstrating	of pace and
			fluency across	timing in their
			their	movements.
			sequence.	
				Is able to
			Modifies parts	move to the
			of a sequence	beat
			as a result of	accurately in
			self and peer evaluation.	dance
				sequences.
			Uses more	Improvises
			complex dance	with
			vocabulary to	confidence,
			compare and	still
			improve work.	demonstrating
				fluency across
				their
		 		sequence.

							Dances with fluency, linking all movements and ensuring they flow.
							Demonstrates consistent precision when performing dance sequences.
							Modifies parts of a sequence as a result of self and peer evaluation.
							Uses more complex dance vocabulary to compare and improve work.
Gym	Pupils can copy actions. Pupils can repeat actions and skills	Copies and explores basic movements with some control and coordination. Can perform different body shapes	Explores and creates different pathways and patterns.	Applies compositional ideas independently and with others to create a sequence.	Links skills with control, technique, co-ordination and fluency. Understands	Select and combine their skills, techniques and ideas.	Plan and perform with precision, control and fluency, a
		Performs at different levels Can perform 2 footed jump Can use equipment safely Balances with some control	Uses equipment in a variety of ways to create a sequence	Copies, explores and remembers a variety of movements and uses these to	composition by performing more complex sequences. Beginning to use gym vocabulary to	Apply combined skills accurately and appropriately, consistently	movement sequence showing a wide range of actions including

Can link 2-3 simple	Link movements	create their own	describe how to	showing	variations in
movements	together to	sequence.	improve and refine	precision,	speed, levels
	create a		performances.	control and	and directions.
	sequence	Describes their	•	fluency.	
	sequence	own work using	Develops strength,		Performs
		simple gym	technique and	Draw on what	difficult
		vocabulary.	flexibility	they know	actions, with
		Beginning to notice	throughout	about	an emphasis on
		similarities and	performances.	strategy,	extension,
		differences	Creates sequences	tactics and	clear body
		between	using various body	composition	shape and
			shapes and	when	changes in
		sequences.		performing	direction.
		Uses turns whilst	equipment.	and evaluating.	Adapts
		travelling in a	Combines equipment	Analyse and	sequences to
		variety of ways.	with movement to	comment on	include a
		Beginning to show	create sequences.	skills and	
		flexibility in		techniques and	partner or a
		movements		how these are	small group.
		novements		applied in	Gradually
		Beginning to		their own and	increases the
		develop good			length of
		technique when		others' work.	sequence work
		travelling,		Uses more	with a partner
		balancing, using		complex gym	to make up a
		equipment etc		vocabulary to	short
				describe how	sequence using
				to improve and	the floor,
				refine	mats and
				performances.	apparatus,
				•	showing
				Develops	consistency,
				strength,	fluency and
				technique and	clarity of
				flexibility	movement.

		Confident to		Vary skills, actions	throughout performances. Links skills with control, technique, co- ordination and fluency. Understands composition by performing more complex sequences.	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.
Games	Can travel in a variety of ways including running and jumping.	send the ball to	Understands tactics and composition by	Vary skills, actions and ideas and link these in ways that	Vary skills, actions and ideas and link these in ways	Vary skills, actions and ideas and link these in ways

	Beginning to perform a range	others in a	starting to vary	suit the games	that suit the	that suit the
	of throws.	range of ways.		activity.		
	of Throws.	range of ways.	how they respond.	activity.	games activity.	games activity.
	Receives a ball with basic	Beginning to	Vary skills, actions	Shows confidence in	Shows	activity.
	control	apply and	and ideas and link	using ball skills in	confidence in	Shows
	Beginning to develop hand-	combine a	these in ways that	various ways, and	using ball skills	confidence in
	eye coordination	variety of skills	suit the games	can link these	in various	using ball
		(to a game	activity.	together.	ways, and can	skills in
	Participates in simple games	situation)	Beginning to	e.g. dribbling,	link these	various ways,
		Develop strong	communicate with	bouncing, kicking	together.	and can link
		spatial	others during game	5. 5	Uses skills	these
		awareness.	situations.	Uses skills with co-	with co-	together
		Decimuine to	Uses skills with co-	ordination, control	ordination,	effectively.
		Beginning to develop own	Oses skills with co- ordination and	and fluency.	control and	e.g. dribbling,
		games with	control.	Takes part in	fluency.	bouncing,
		peers.	control.	competitive games	Takes part in	kicking
		•	Develops own rules	with a strong	competitive	Keeps
		Understand the	for new games.	understanding of	games with a	possession of
		importance of	Makes imaginative	tactics and	strong	balls during
		rules in games.	pathways using	composition.	understanding	games
		Develop simple	equipment.	Can create their	of tactics and	situations.
		tactics and use		own games using	composition.	
		them	Works well in a	knowledge and skills.	•	Consistently
		appropriately.	group to develop	Works well in a	Can create	uses skills
		Beginning to	various games.	group to develop	their own	with co-
		develop an	Beginning to	various games.	games using knowledge and	ordination, control and
		understanding	understand how to	5	skills.	fluency.
		of attacking/	compete with each	Compares and		,
		defending	other in a	comments on skills	Can make	Takes part in
		actoniany	controlled manner.	to support creation	suggestions as	competitive
			Beginning to select	of new games.	to what	games with a
			resources	Can make	resources can	strong
			independently to	suggestions as to	be used to	understanding
			. ,	what resources can	differentiate	of tactics and
				be used to	a game.	composition.

		carry out different skills.	differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.	Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.	Can create their own games using knowledge and skills. Modifies competitive games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of
					skills for attacking and defending.
					Uses running, jumping, throwing and catching in isolation and in combination.

Athletics	Can run at different speeds.	Can change	Beginning to run at	Beginning to build a	Beginning to	Beginning to
	Can jump from a standing	speed and	speeds appropriate	variety of running	build a variety	build a variety
	position	direction whilst	for the distance.	techniques and use	of running	of running
		running.	e.g. sprinting and	with confidence.	techniques and	techniques
	Performs a variety of throws with basic control.	Can jump from	<u> </u>	Can perform a	use with confidence.	and use with confidence.
		a standing position with	Can perform a running jump with	running jump with more than one	Can perform a	Can perform a
		accuracy.	some accuracy	component.	running jump	running jump
		Performs a variety of	Performs a variety	e.g. hop skip jump (triple jump)	with more than one	with more than one
		throws with	of throws using a		component.	component.
		control and co- ordination.	selection of equipment.	Demonstrates accuracy in throwing	e.g. hop skip jump (triple	e.g. hop skip jump (triple
		preparation for	Can use equipment safely and with	and catching activities.	jump)	jump)
		chot but and	good control.	Describes good athletic	Beginning to record peers	Beginning to record peers
		Can use		performance using	performances,	performances
		equipment		correct vocabulary.	and evaluate these.	and evaluate these.
		safely		Can use equipment safely and with good control.	Demonstrates accuracy and confidence in throwing and catching	Demonstrates accuracy and confidence in throwing and catching
					activities.	activities.
					Describes good athletic performance	Describes good athletic performance
					using correct	using correct
					vocabulary.	vocabulary.
					Can use	Can use
					equipment	equipment
					safely and	safely and

				with good control.	with good control.
	-			Develops strong listening skills.	Develops strong listening skills.
Outdoor Adventurous Activities		Develops listening skills. Creates simple body shapes. Listens to instructions from a partner/ adult. Beginning to think activities through and problem solve. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Develops strong listening skills. Uses simple maps. Beginning to think activities through and problem solve. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Use s and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Use s and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.

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Healthy Lifestyles	Pupils can say how their body feels before, during and after activity	body	an explain the importance of exercise and a		ffect exercise has on ortance of exercise yle. ed to warm up and cool		the body importance of healthy lifestyle e need to warm
Swimming Evaluation	Can talk about what they have done Can describe what other children have done.	Can comment on own and oth Can give comments on how to performance. Use appropriate vocabulary of feedback.	o improve when giving	work, commenting o differences.	bout how they can york. Work with a hup to improve their n how to improve their n similarities and	and proficiently of at least 25 n Uses a range of effectively e.g. backstroke and Performs safe s different water situations. Watches and de performances a Learn from oth improve their s Comment on tac techniques to h performances. Make suggestio improve their w on similarities of	strokes front crawl, breaststroke. self-rescue in brokes ccurately. ers how they can kills. ttics and elp improve ns on how to oork, commenting and differences.