



Saint Michael Catholic Primary School



Physical Education Progression Map

Strands of Physical Education	EYFS Physical Development/Gross Motor Skills/ Expressive Arts and Design/Being Imaginative and Expressive/ PSED/Building relationships	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fundamentals	Outcomes Exploring movement in different ways (dodging, weaving, sliding etc) by using songs, themes and small equipment. To take turns during activities. Skills Run and stop with some control, explore skipping as a travelling action, jump and hop with bent knees, throwing larger balls and beanbags into space, balance whilst stationary and on the move, change direction at a slow pace, explore moving different body parts together. Key Vocabulary Freeze, safety, rolling, throwing, accuracy.	Outcomes Exploring moving in different ways Individual throw and catch, throw and catch with different partners, take turns during activities. Skills Attempt to run at different speeds showing an awareness of technique, begin to link running and jumping movements with some control, Jump, leap and hop and choosing which allows them to jump the furthest, throw towards a target, show some control and balance when travelling at different speeds, begin to show balance and co-ordination when changing direction. Use co-ordination with and without equipment. Key Vocabulary Avoiding, tracking, rolling, bouncing, space, opposite, team, small catching hands, big catching hands, overarm, underarm.	Outcomes Individual throw and catch, throw and catch with partner and in competition, take turns during activities, move in different ways. Skills Show balance and co-ordination when running at different speeds, link running and jumping movements with some control and balance, show control and balance when travelling at different speeds, demonstrates balance and co-ordination when changing direction. Change technique to throw for distance. Show hopping and jumping movements with some balance and control, perform actions with increased control when co-ordinating their body with and without equipment. Key Vocabulary Running, side stepping, skipping, hopping, jumping, aiming, direction, passing, controlling, small catching hands, big catching hands, overarm, underarm.	Outcomes Individual throw and catch, throw and catch with partner and in competition, take turns during activities, move in different ways. Change directions whilst under control. Skills Show balance, co-ordination and technique when running at different speeds, stopping with control. Link running, hopping and jumping actions using different take offs and landing. Jump for distance and height with an awareness of technique. Throw a variety of objects, changing action for accuracy and distance. Demonstrate balance when performing other fundamental skills. Show balance when changing direction in combination with other skills. Can co-ordinate their bodies with increased consistency in a variety of activities. Key Vocabulary Running, side stepping, skipping, hopping, jumping, aiming, direction, passing, controlling, small catching hands, big catching hands, overarm, underarm, movement, gallop.			



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Athletics	Outcomes Exploring running at different speeds, and jumping in different ways. Begin to link running and jumping movements together. Explore throwing a variety of objects in different ways.	Outcomes Explore running, jumping and throwing activities, take part in simple challenges. Experiment with different ways of travelling, throwing and jumping. Increase awareness of speed and distance.	Outcomes Exploring running, jumping and throwing actions with control and coordination. Discuss own and others; running, jumping and throwing actions and suggest improvements. Work individually on personal bests.	Outcomes Develop running, jumping, throwing actions, applying them accurately and appropriately. Analyse and give feedback on running, jumping and throwing techniques.	Outcomes To participate in a Heptathlon by linking running, jumping, throwing actions, applying them accurately and appropriately. Analyse and give feedback on running, jumping and throwing techniques.	Outcomes Link running, jumping, and throwing actions and apply them accurately and appropriately. Analyse and comment on running, jumping and throwing skills and techniques. Modify and refine skills and techniques to improve performance.
	Skills Attempt to run at different speeds showing an awareness of technique. Begin to link running and jumping movements with some control. Jump, leap and hop and choosing which allows them to jump the furthest. Throw towards a target. Show some control and balance when travelling at different speeds. Begin to show balance and co-ordination when changing direction. Use co-ordination with and without equipment.	Skills Show balance and co-ordination when running at different speeds. Link running and jumping movements with some control and balance. Show hopping and jumping movements with some balance and control, change technique to throw for distance. Show control and balance when travelling at different speeds. Demonstrates balance and co-ordination when changing direction. Perform actions with increased control when co-ordinating their body with and without equipment.	Skills Show balance, co-ordination and technique when running at different speeds, stopping with control. Link running, hopping and jumping actions using different take offs and landing. Jump for distance and height with an awareness of technique. Throw a variety of objects, changing action for accuracy and distance. Demonstrate balance when performing other fundamental skills. Show balance when changing direction in combination with other skills. Can co-ordinate their bodies with increased consistency in a variety of activities.	Skills Demonstrate good balance when performing other fundamental skills. Show balance when changing direction at speed in combination with other skills. Begin to co-ordinate their body at speed in response to a task. Throw with some accuracy and power towards a target area.	Skills Run at the appropriate speed over longer distances or for longer periods of time. Show control at takeoff and landing in more complex jumping activities. Perform a range of more complex jumps showing some technique. Show accuracy and power when throwing for distance. Demonstrate good balance and control when performing other fundamental skills. Demonstrate improved body posture and speed when changing direction. Can co-ordinate a range of body parts at increased speed.	Skills Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time. Link running, jumping and hopping actions with greater control and co-ordination. Perform jumps for height and distance using good technique. Show accuracy and good technique when throwing for distance. Show fluency and control when travelling, landing, stopping and changing direction. Change direction with a fluent action and can transition smoothly between varying speeds. Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.
	Key Vocabulary Sprint, run, speeds of running, one footed jumping, two footed jumping	Key Vocabulary Sprint, overarm, under arm, hop, jump.	Key Vocabulary Achieving personal best, sprint, long jump, triple jump, stopwatch, technique, style, measure, evaluate, compare, pull throw.	Key Vocabulary Sprinting, Distance Running, Long Jump, Triple Jump, Over Arm Throw, Push Throw. Personal best.	Key Vocabulary Sprinting, Distance Running, Long Jump, Triple Jump, Over Arm Throw, Push Throw.	



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Games (ball skills, introduction to PE, cricket, rounders, football, tag rugby...)	Outcomes Using bean bags and balls to explore movement to partners and groups, safely moving in space, Exploring control and speed of sending a ball to a partner Dribbling a ball Passing and Scoring, Explore striking and hitting an object with hands and bats, throwing and catching an object from varying heights, throwing with accuracy. Skills Drop and catch with two hands. Move a ball with feet. Throw and roll a variety of beanbags and larger balls to space. Kick larger balls to space. Stop a beanbag or large ball sent to them using hands. Attempt to stop a large ball sent to them using feet. Hit a ball with hands. Run and stop when instructed. Move around showing limited awareness of others. Make simple decisions in response to a situation.	Outcomes Finding and moving into space. Play in role of attacker and defender. Play simple games with a partner. Learn to play fairly and follow simple rules. Congratulate others. Explore dribbling, passing and receiving a ball using different parts of feet. Recognise and cope with competitive activities. Explore striking and hitting objects with hands and bats. Track and retrieve a rolling ball. Throwing and catch a variety of objects as an individual and with a partner. Distinguish between batters and fielders. Skills Drop and catch a ball after one bounce on the move. Move a ball using different parts of the foot. Throw and roll towards a target with some varying techniques. Kick towards a stationary target. Catch a beanbag and a medium-sized ball. Attempt to track balls and other equipment sent to them. Strike a stationary ball using a racket. Run, stop and change direction with some balance and control. Recognise space in relation to others. Begin to	Outcomes Run, chase and dodge using space, playing in role of attacker and defender, send and receive objects with a partner and in a small game. Demonstrate understanding of simple tactics. Congratulate and praise opposition. Continue to explore and develop dribbling, passing, aiming, receiving a ball using different parts of feet. Begin to work with others during competitive activities. Explore striking and hitting objects with different bats and implements. Track and retrieve a rolling and bouncing ball. Throwing and catch a variety of objects as an individual and with a partner, using different throwing styles. Skills Dribble a ball with two hands on the move. Dibble a ball with some success, stopping it when required. Throw and roll towards a target using varying techniques with some success. Show balance when kicking towards a target. Catch an object passed to them, with and without a bounce. Move to track a ball and stop it using feet with limited success. Strike a ball using a racket. Run,	Outcomes Develop using space during small sided games. Travel with, send and receive balls and other objects with greater control. Develop understanding of playing fairly during competitive games. Develop an understanding of when to attack and when/how to defend. Develop decision making skills about when to use different skills and tactics. Use a range of throwing/sending and catching skills and techniques. Choose and use simple tactics when sending the object to make it difficult for their opponent in competitive games. Skills Dribble the ball with one hand with some control in game situations. Dribble a ball with feet with some control in game situations. Use a variety of throwing techniques in game situations. Kick towards a partner in game situations. Catch a ball passed to them using one and two hands with some success. Receive a ball sent to them using different parts of the foot. Strike a ball with varying techniques. Change direction with increasing	Outcomes Continue to develop using space during game play, develop increased skills in sending and receiving. Work in teams to cooperate and maintain possession. Communicate effectively. Use tactics in different situations and always support team mates/congratulate the opposition. Use a range of throwing/sending and catching skills and techniques. Choose and use simple tactics when sending the object to make it difficult for their opponent. Play fairly and keep score. Talk about their successes and areas in which they could improve. Skills Link dribbling the ball with other actions with increasing control. Change direction when dribbling with feet with some control in game situations. Use a variety of throwing techniques with increasing success in game situations. Kick with increasing success in game situations. Catch a ball passed to them using one and two hands with increasing success. Receive a ball using different parts of	Outcomes Through a variety of modified Games: Use and find space, receive and dribble in different ways with some control and accuracy, understand and apply some tactics for attacking and defending, follow the rules and play fairly for simple invasion games, evaluate their own and others' performances, know what to their team needs to do in order to keep possession. Learn to cope with losing and congratulate the opposition. Skills 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 control under increasing pressure. Catch and intercept a ball using one and two hands with some success in game	Key Vocabulary achieving personal best, sprint, long jump, triple jump, stopwatch, technique, style, measure, evaluate, compare, pull throw, over arm, push throw. Outcomes Select, combine, and perform passing, receiving and dribbling skills more fluently and effectively. Understand, select and apply a range of attacking and defending tactics. Develop the ability of analyse their own and team performance to improve, and give suggestions in a constructive manner. Show good sportsmanship. Develop hitting or striking the ball into spaces to score in different ways. Develop working together when fielding to keep the batters score down. Use strategies or factors to deceive to avoid fielders in order to score. When fielding use strategies, tactics, communication, back up others and teamwork. Skills Use dribbling to change the direction of play with control under pressure. Use a variety of dribbling techniques to maintain possession under pressure. Use a variety of throwing techniques including fake passes to outwit an opponent. Select and apply the appropriate kicking technique with control. Catch and intercept a ball using



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	<u>Key Vocabulary</u> Balance, underarm throw, rolling, accuracy run, skip, jump, hop, bounce, catch, control underarm throw, speed, aim.	use simple tactics with guidance. <u>Key Vocabulary</u> Attacker, defender, scorer, stopper, space, score, passing, chasing, dodging, direction, speed, looking, quick, shooting, dribble, control, space, little kicks, big kicks, shoot, aim, control, tackle, pass, under arm, over arm, catching hands, space.	stop and change direction with balance and control. Move to space to help score goals or limit others scoring. <u>Key Vocabulary</u> Attacker, defender, scorer, stopper, space, score, passing, chasing, dodging, direction, speed, looking, quick, shooting, space, dribble, control, space, little kicks, big kicks, shoot, aim, control, tackle, pass, under arm, over arm, catching hands, space.	speed in game situations. Use space with some success in game situations. Use simple tactics individually and within a team. <u>Key Vocabulary</u> Send, receive, ready position, positioning, send to space, track object, move to receive, aim, catch, select technique. attacker, defender, keep possession, making space, use space, close down space, send and receive, pass, dribble, support, mark, score.	the foot under pressure. Strike a ball using varying techniques with increasing accuracy. Change direction to lose an opponent with some success. Create and use space with some success in game situations. Use simple tactics to help your team score or gain possession. <u>Key Vocabulary</u> Send, receive, ready position, positioning, send to space, track object, move to receive, aim, catch, select technique.	situations. Receive a ball using different parts of the foot under pressure with increasing control. Strike a ball using a wider range of skills. Apply these with some success under pressure. Use a variety of techniques to change direction to lose an opponent. Create and use space for self and others with some success. Understand and identify the correct tactics and when to apply them. <u>Key Vocabulary</u> Navigating space to gain advantage, passing, receiving, dribbling, dodging, reacting.	one and two hands with increasing success in game situations. Receive a ball with consideration to the next move. Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure. Confidently change direction to successfully outwit an opponent. Effectively create and use space for self and others to outwit an opponent. Work collaboratively within a team. <u>Key Vocabulary</u> Navigating space to gain advantage, passing, receiving, dribbling, dodging, reacting. Ready position wicket keeper, bower, batter, back stop, infield, outfield, base.
Gymnastics	<u>Outcomes</u> Understanding leg tension Remembering the names of the basic shapes. <u>Skills</u> Create shapes showing a basic level of stillness using different parts of their bodies. Begin to take weight on different body parts. Show shapes and actions that stretch their bodies. Copy and link simple actions together.	<u>Outcomes</u> Keep body tension and good posture during shapes. Link the 8 different basic shapes. Hold landing positions before stretching. <u>Skills</u> Perform balances making their body tense, stretched and curled. Take body weight on hands for short periods of time. Demonstrate poses and movements that challenge their flexibility. Remember, repeat and link simple actions together.	<u>Outcomes</u> Show extension and posture in all skills. Show attention to detail in all the shapes. Control and hold landing positions when jumping from a height. <u>Skills</u> Perform balances on different body parts with some control and balance. Take body weight on different body parts, with and without apparatus. Show increased awareness of extension and flexibility in actions. Copy, remember, repeat and plan linking	<u>Outcomes</u> Hold tension in the arms or legs as needed for the skill Make sure the head position is correct in all rolling work Adapt backwards rolls to finish in star and front support Improve balancing shapes making each one clear. Climbing a set of wall bars safely. <u>Skills</u> Complete balances with increasing stability, control and technique. Demonstrate some strength and control when taking weight on different body parts for longer periods of time. Demonstrate increased	<u>Outcomes</u> Show continuous leg tension through required skills. Show more attention to detail, stretching at the start and the finish. <u>Skills</u> Use body tension to perform balances both individually and with a partner. Demonstrate increasing strength, control and technique when taking own and others weight. Demonstrate increased flexibility and extension		



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	<u>Key Vocabulary</u> Jump, pike, tuck, stretch, table.	<u>Key Vocabulary</u> Straddle, pike, tuck, star, straight, arch, dish, lunge, (Rise) locomotion, (Rise) balance.	simple actions with some control and technique. <u>Key Vocabulary</u> Straddle, pike, tuck, star, straight, arch, dish, lunge, bridge, (Rise), rotation, (Rise) balances, roll.	flexibility and extension in their actions. Choose actions that flow well into one another both on and off apparatus. <u>Key Vocabulary</u> Straddle, pike, tuck, star, straight, arch, dish, lunge, bridge, (Rise), rotation, (Rise) balances, forward roll, cartwheel, bunny hops, equipment safety and use, cat leap, chassis.	in more challenging actions. <u>Key Vocabulary</u> Straddle, pike, tuck, star, straight, arch, dish, lunge, bridge, (Rise), rotation, (Rise) balances, forward roll, cartwheel, bunny hops, equipment safety and use, hurdle step.		
Dance	<u>Outcomes</u> Perform songs, rhymes, poems and stories with others and try to move in time with music. <u>Skills</u> Copy basic body actions and rhythms. Choose and use travelling actions, shapes and balances. Travel in different pathways using the space around them. Begin to use dynamics and expression with guidance. Begin to count to music. <u>Key Vocabulary</u> Dance, music, beat, rhythm.	<u>Outcomes</u> Perform movements together and in opposition with a partner. <u>Skills</u> Copy, remember and repeat actions. Choose actions for an idea. Use changes of direction, speed and levels with guidance. Show some sense of dynamic and expressive qualities. Begin to use counts. <u>Key Vocabulary</u> Dance, music, beat, rhythm, mirror, duet, unison.	<u>Outcomes</u> Create a travelling phrase and developing a motif with a partner from an image. Use of levels and change direction (cannon). <u>Skills</u> Copy, remember and repeat a series of actions. Select from a wider range of actions in relation to a stimulus. Use pathways, levels, shapes, directions, speeds and timing with guidance. Use mirroring and unison when completing actions with a partner. Show a character through actions, dynamics and expression. Use counts with help to stay in time with the music. <u>Key Vocabulary</u> Dance, music, beat, rhythm, mirror, duet, unison, cannon.	<u>Outcomes</u> Competently sequence movements to music expressing characters and feelings through movement. <u>Skills</u> Copy remember and perform a dance phrase. Create short dance phrases that communicate an idea. Use canon, unison and formation to represent an idea. Match dynamic and expressive qualities to a range of ideas. Use counts to keep in time with a partner and group. <u>Key Vocabulary</u> Dance, music, beat, rhythm, mirror, duet, unison, cannon, sequence, height.	<u>Outcomes</u> Respond creatively Working independently & in pairs. Learn all the basic step patterns Link these together to create a short dance phrase. <u>Skills</u> Copy, remember and adapt set choreography. Choreograph considering structure individually, with a partner and in a group. Use action and reaction to represent an idea. Change dynamics to express changes in character or narrative. Use counts when choreographing short phrases. <u>Key Vocabulary</u> Dance, music, beat, rhythm, mirror, duet, unison, cannon, sequence, height, composition.	<u>Outcomes</u> Respond creatively to set movement tasks. Create a short sequence in pairs. Create a short solo phrase. <u>Skills</u> Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing. Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus. Confidently perform choosing appropriate dynamics to represent an idea. Use counts accurately when choreographing to perform in time with others and the music. <u>Key Vocabulary</u> Dance, music, beat, rhythm, mirror, duet, unison, cannon, sequence, height, composition.	
OAA						<u>Outcomes</u> Continue to develop team skills of: cooperating, communicating effectively,	<u>Outcomes</u> Participating in OAA themed school residential working on resilience, teamwork,



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				being resilient/persevering. Finding better ways. Learning from others. Evaluating strengths and weaknesses to improve. Problem solving. Participating in OAA themed school residential. Skills Use clear communication when working in a group and taking on different roles. Begin to lead others, providing clear instructions. Plan and apply strategies with others to more complex challenges. Orientate a map confidently using it to navigate around a course. Explain why a particular strategy worked and alter methods to improve. Key Vocabulary Map reading skills, communication skills, problem skills, teamwork skills, cooperation, map orientation, residential.	cooperation, leadership and resilience. Skills Navigating skills, communication skills, problem solving, working with others well, leading others, trust, cooperation, orientation, leadership. Key Vocabulary Communication, cooperate, problem skills, teamwork skills and leadership.
Swimming			Outcomes Children are to be able to preform safe self-rescue. Swim confidently, competently and proficiently over 25m. Use a range of strokes effectively, for example; front crawl, breaststroke and backstroke. Skills Submerge and regain feet in the water. Breathe in sync with an isolated kicking action from poolside. Use arms and legs together to move effectively across a short	Outcomes Children are to be able to preform safe self-rescue. Swim confidently, competently and proficiently over 25m. Use a range of strokes effectively, for example; front crawl, breaststroke and backstroke. Skills Confidently ans consistently retrieve an object from the floor with the same breath. Begin to co-ordinate breath in time with basic strokes showing some consistency in timing. Demonstrate a fair	Outcomes Children are to be able to preform safe self-rescue. Swim confidently, competently and proficiently over 25m. Use a range of strokes effectively, for example; front crawl, breaststroke and backstroke. Skills Confidently combine skills to retrieve an object from greater depth. Confidently co-ordinate a smooth consistent breathing technique with a range of strokes. Confidently demonstrate good technique



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					distance in the water. Glide on front and back over short periods of time. Confidently roll from front to back and then regain a standing position. <u>Key Vocabulary</u> Safe self-rescue, strokes, breaststroke, backstroke, freestyle.	level of technique, consistently co-ordinating the correct body parts in a range of strokes. Combine gliding and floating on front and back over an increased distance. Float on front and back using different shapes with increased control. Comfortably demonstrate sculling. <u>Key Vocabulary</u> Safe self-rescue, strokes, breaststroke, backstroke, freestyle.	in a wider range of strokes up to and over 25m. Combine gliding and transitioning into an appropriate stroke with good control over 25m. Confidently link a variety of floating actions together demonstrating good technique and control. Select and apply the appropriate survival technique for the situation. <u>Key Vocabulary</u> Safe self-rescue, strokes, breaststroke, backstroke, freestyle.
Cultural capital	Taking part in Sports Day, their first competitive opportunity. Understanding the link with the Olympics.	How can your fundamental movement skills develop further – giving the children insight into how athletes start.	Watching gymnastics showcase to see the development of gymnastic fundamentals can be developed further (Spelthorne Gymnastics).	History of the Para Olympics.	History of the development of swimming, looking specifically at people who have completed goals such as swimming the channel (David Walliams).	History of female development in sport.	A history of poignant moments in sport e.g. Ibtihaj Muhammad – first woman to compete wearing a hijab.