**St Lawrence CE Primary School – PE Progression Map**

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|  | | | **Early Years** | **Key Stage 1** | | | **Lower Key Stage 2** | | **Upper Key Stage 2** | |
| **Strand** | | | **Reception** | **Year 1** | | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Knowledge, skills and understanding** | **Acquiring and developing skills** | | \*Explore basic skills, actions and ideas.  \*Repeat simple skills and actions  \*Show basic control and co-ordination in large and small movements. | \*Explore basic skills, actions and ideas with some understanding.  \*Copy and repeat simple skills and actions with some control and coordination. | | \*Explore simple skills, actions and ideas with increasing understanding.  \*Copy, remember and repeat simple skills and actions with increasing control and coordination. | \*Consolidate existing skills and gain new ones.  \*Perform actions and skills with some consistent control and quality. | \*Consolidate existing skills and gain new ones.  \*Perform actions and skills with more consistent co-ordination, control and quality. | \*Consolidate and develop existing skills and gain new ones.  \*Perform actions and skills with consistent control, co-ordination and quality. | |
|  | **\*Pupils should develop fundamental movement skills.**  **\*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination.** | | | **\*Pupils should develop running, jumping, throwing and catching skills and use them in isolation and in combination.** | | | |
| **Selecting and applying skills, tactics and compositional ideas** | | \*Move confidently in a range of ways, safely  negotiating space.  \*Begin to explore how to choose and use skills and actions in isolation. | \*Explore how to choose and apply skills and actions in a sequence and in combination.  \*Begin to vary the way they perform skills by using simple tactics and movement phrases.  \*Begin to apply rules and conventions for different activities. | | \*Explore how to choose and apply skills and actions in a sequence and in combination.  \*Vary the way they perform skills by using simple tactics and movement phrases.  \*Begin to show understanding and apply rules and conventions for different activities, e.g. simple tactics and basic compositional ideas. | \*Plan and use skills, strategies, tactics and compositional ideas for individual, pair, small-group and small-team activities.  \*Begin to use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness.  \*Apply rules and conventions for different activities. | \*Select, plan and use skills, strategies, tactics and compositional ideas for individual, pair, small-group and small-team activities.  \*Show that they understand tactics and composition by starting to vary how they respond. | \* Link skills, techniques and ideas.  \*Apply them accurately.  \*Develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness. \*Performance shows precision, control and fluency.  \*Apply rules and  conventions consistently, adapting to different activities. | \*Select and combine their skills, techniques and ideas.  \*Apply them accurately and appropriately, consistently showing precision, control and fluency.  \*They understand and draw on knowledge of strategy, tactics and composition. |
|  | **\*Become increasingly competent and confident.**  **\*Begin to apply basic movements, balance, agility and coordination in a range of activities.** | | | **\*Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.** | | | |
| **Evaluating and improving performance (runs through all other strands)** | | \*Try new activities,  and say why they like some activities more than others.  \*Speak in a familiar group and talk about their ideas,  \*Choose the resources  they need for their chosen activities.  \*Say when they do or do not need help | \*Describe what they have done.  \*Observe, describe and copy what others have done.  \*Begin to use what they have learnt to improve the quality and control of their work. | | \*Describe what they and others have done.  \*Observe, describe and copy what others have done.  \*Use what they have learnt to improve the quality and control of their work. | \*Identify what makes a performance effective.  \*Suggest improvements based on this information. | \*Identify what makes a performance effective.  \*Identify how their work is similar to or different from other’s work.  \*Use this information to improve their own performance. | \*Identify what makes a performance effective.  \* Compare and comment on skills, techniques and ideas used in their own and other’s work.  \*Use this understanding to improve their performance. | \*Analyse and comment on skills and techniques and how these are applied in their own and other’s work.  \*Modify and refine skills and techniques to improve their performance. |
|  | **\*Pupils should access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.** | | | **\*They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.** | | | |
| **Fitness and health** | | \*Know how important it is to be active.  \*Talk about ways to keep healthy and safe.  \*Dress and undress independently. | \*Know how important it is to be active  \*Recognise and begin to say how their bodies feel during different activities. | | \*Know how important it is to be active  \*Recognise and describe how their bodies feel during different activities.  \*Understand how to exercise safely. | \*Understand how exercise affects the body in the short term.  \*Warm up and prepare appropriately for different activities.  \*Understand why physical activity is good for their health and well-being.  \*Understand why wearing appropriate clothing and being hygienic is good for their health and safety. | \*Understand how exercise affects the body in the short term.  \*Warm up and prepare appropriately for different activities.  \*Understand why warming up is necessary before an activity.  \*Understand why physical activity is good for their health and well-being both in the short term and long term.  \*Understand why wearing appropriate clothing and being hygienic is good for their health and safety. | \*Understand how exercise affects different parts of the body in the short term and why this happens.  \*Describe what effects exercise has on their bodies, and how it is valuable to their fitness and health.  \*Lead a warm up and prepare for different activities. | \*Pupils explain and apply basic safety principles in preparing for exercise.  \*Explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity.  \*Explain why regular, safe exercise is good for their fitness and health. |
| **Competitive sport opportunities** | | |  | **\*Pupils should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.** | | | **\*Pupils play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending.**  **\*Compare their performances with previous ones and demonstrate improvement to achieve their personal best.** | | | |
| **Breadth of study** | | **Dance** | \*Explore movement ideas and respond imaginatively to a range of stimuli  \*Move confidently and safely in their own and general space  \*Perform movement phrases using a range of body actions and body parts | \*Explore movement ideas and respond imaginatively to a range of stimuli  \*Move confidently and safely in their own and general space, using changes of speed, level and direction.  \*Compose and link movement to make simple dances with clear beginnings, middles and ends  \*Perform movement phrases using a range of body actions and body parts  \*Recognise how their body feels when still and exercising.  \*Talk about dance ideas inspired by different stimuli.  \*Copy, watch and describe dance movement. | | \*Explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance.  \*Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas  \*Recognise and describe how different dance activities make them feel  \*Understand the importance of warming up and cooling down  \*Watch and describe dance phrases and dances and use what they learn to improve their own work | \*Improvise freely on their own and with a partner, translating ideas from a stimulus into movement  \*Create and link dance phrases using a simple dance structure or motif.  \*Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. (Use movement imaginatively, developing the range of actions, including travels, steps, jumps, skips and hops.  Change the concepts within a performed dance including, rhythm, speed, level, direction and pathway of their movements.)  \*Keep up activity over a period of time and know they need to warm up and cool down for dance  \*Describe and evaluate some of the compositional features of dances performed with a partner and in a group  \*Talk about how they might improve their dances | \*Explore and create characters and narratives in response to a range of stimuli.  \*Use simple choreographic principles to create motifs and narrative.  \*Perform complex dance phrases and dances that communicate character and narrative. (Use movement imaginatively, developing the range of actions, including travels, steps, jumps, skips and hops.  Develop the use of stillness and gesture within performances. Change and vary the concepts within a performed dance including, rhythm, speed, level, direction, pathway and shape of their movements.)  \*Know and describe what you need to do to warm up and cool down for dance  \*Describe, interpret and evaluate their own and others dances, taking account of character and narrative | \*Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.  \*Compose dances by using adapting and developing steps, formations and patterning from different dance styles.  \*Perform dances expressively, using a range of performance skills.  \*Organise their own warm-up and cool-down activities to suit the dance  \*Show an understanding of why it is important to warm up and cool down  \*Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context. | \*Explore, improvise and combine movement ideas fluently and effectively  \*Create and structure motifs, phrases, sections and whole dances  \*Begin to use basic compositional principles when creating their dances.  \*Understand why dance is good for their fitness, health and wellbeing  \*Prepare effectively for dancing.  \*Understand how a dance is formed and performed \*Evaluate, refine and develop their own and others work |
| **\*Perform dances using simple movement patterns.** | | | **\*Perform dances using a range of movement patterns.** | | | |
| **Games** | \*Travel with, send and receive a ball and other equipment in different ways.  \*Be confident and safe in the spaces used to play games. | \*Travel with, send and receive a ball and other equipment in different ways.  \*Develop these skills for simple net, striking/fielding and invasion-type games.  \*Develop and play simple, competitive net, striking/fielding and invasion-type games that they and others have made, using simple tactics for attacking and defending.  \*Be confident and safe in the spaces used to play games.  \*Choose and use skills effectively for particular games.  \*Know that being active is good for them and fun.  \*Watch, copy and describe what others are doing.  \*Describe what they are doing. | | \*Travel with, send and receive a ball and other equipment in different ways.  \*Develop these skills for simple net, striking/fielding and invasion-type games.  \*Develop and play simple, competitive net, striking/fielding and invasion-type games that they and others have made, using simple tactics for attacking and defending.  \*Improve the way they coordinate and control their bodies and a range of equipment.  \*Choose use and vary simple tactics.  \*Recognise and describe what their bodies feel like during different types of activity.  \*recognise good quality in performance.  \*Use information to improve their work. | \*Play and make up small-sided and modified competitive net, striking/fielding and invasion games.  \*Use skills and tactics and apply basic principles suitable for attacking and defending.  \*Work with others to organise and keep the games going.  \*Consolidate and improve the quality of their technique and their ability to link movements.  \*Develop the range and consistency of their skills in all games.  \*Improve their ability to choose and use simple tactics and strategies.  \*Know and describe the short term effects of different exercise on the body.  \*Know how to improve stamina.  \*Begin to understand the importance of warming up.  \*Recognise good performance and identify the parts of a performance that need improving.  \*Use what they have learned to improve their work. | \*Develop their range and consistency of their skills in all games.  \*Devise and use rules.  \*Keep, adapt and make rules for striking and fielding and net games  \*Use and adapt tactics in different situations.  \*Recognise which activities help their speed, strength and stamina and know when they are important in games.  \*Recognise how specific activities affect their bodies.  \*Explain their ideas and plans.  \*Recognise aspects of their work which need improving.  \*Suggest practices to improve their play. | \*Play, develop and make up small-sided and modified competitive net, striking/fielding and invasion games.  \*Work with others to organise and keep the games going, adapting as necessary to improve or challenge.  \*Develop a broader range of techniques and skills for attacking and defending.  \*Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations.  \*Choose and apply skills more consistently in all activities.  \*Know and understand the basic principles of warming up and understand why it is important for a good quality performance.  \*Understand why exercise is good for their fitness, health and wellbeing.  \*Choose and use information to evaluate their own and other’s work.  \*Suggest improvements in their own and other’s performances. | \*Choose, combine and perform skills more fluently and effectively in invasion, striking and net games.  \*Understand, choose and apply a range of tactics and strategies for defence and attack.  \*Use these tactics and strategies more consistently in similar games.  \*Understand why exercise is good for their fitness, health and wellbeing.  \*Understand the need to prepare properly for games.  \*Develop their ability to evaluate their own and others’ work, and to suggest ways improve it.  \*Know why warming up and cooling down are important. |
| **\*Participate in team games, developing simple tactics for attacking and defending.** | | | **Play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending.** | | | |
| **Gymnastic** | \*Perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus.  \*Move confidently and safely in their own space.  \*Begin to use a range of body movements and body parts. | \*Perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus.  \*Move confidently and safely in their own space.  \*Begin to develop the range of their skills and actions.  \*Choose and link skills and actions in short movement phrases.  \*Create and perform short, linked sequences that show a clear beginning, middle and end  \*Begin to show contrasts in direction, level and speed.  \*Know how to carry and place equipment.  \*Watch, copy and describe what they and others have done. | | \*Perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus.  \*Develop the range of their skills and actions.  \*Remember, repeat and link combinations of gymnastics actions, body shapes and balances with control and precision.  \*Choose use and vary simple compositional ideas in the sequences they create and perform.  \*Create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.  \*Recognise and describe what their bodies feel like during different types of activity.  \*Lift, move and position equipment safely. | \*Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements.  \*Create and perform sequences on the floor and using apparatus.  \*Include variations in level, speed and direction in their sequences.  Improve their ability to select appropriate actions and use simple compositional ideas.  \*Recognise and describe the short term effects of exercise on the body during different activities.  \*Know the importance of suppleness and strength.  \*Describe and evaluate the effectiveness and quality of a performance.  \*Recognise how their performance has improved. | \*Develop the range of actions, body shapes and balances they include in a performance.  \*Perform skills and actions more accurately and consistently.  \*Create gymnastic sequences that meet a theme or set of conditions.  \*Use compositional devices when creating their sequences, such as, changes in speed, level and direction.  \*Describe how the body reacts during different types of activity and how this affects the way they perform.  \*Describe their onw and others’ work, making simple judgements about the quality of performances and suggesting ways they could be improved. | \*Perform actions, shapes and balances consistently and fluently.  \*Create and perform fluent sequences on the floor and using apparatus.  \*Choose and apply basic compositional ideas to sequences they create, and adapt them to new situations.  \*Include graduated variations in level, speed and direction in their sequences.  \*Know and understand the basic principles of warming up and why it is important for good quality performance.  \*Understand why physical activity is god for their health.  \*Choose and use information and basic criteria to evaluate their own and others’ work. | \*Combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas.  \*Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles.  \*Understand why warming up and cooling down are important.  \*Understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves.  \*Carry out warm ups safely and effectively.  \*Evaluate their onw and others’ work.  \*Suggest ways of making improvements. |
|  | **\*Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.** | | | **\*Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics** | | | |
| **Athletics** | \*Begin to use their bodies and a variety of equipment with some control and coordination  \*Watch and copy what they and others have done. | | \*Remember, repeat and link combinations of actions  \*Use their bodies and a variety of equipment with greater control and coordination  \*Use their bodies and a variety of equipment with greater control and coordination  \*Recognise and describe what their bodies feel like during different types of activity  \*Watch, copy and describe what they and others have done. | | \*Begin to use running, jumping and throwing skills both singly and sometimes in combination.  \*Consolidate and improve the quality, range and consistency of the techniques they use for particular activities  \*Develop their ability to choose and use simple tactics and strategies in different situations  \*Know, measure and describe the short-term effects of exercise on the body  \*Describe how the body reacts to different types of activity  \*Describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving | | \*Use running, jumping and throwing skills both singly and in combination.  \*Take part in and design challenges and competitions that call for precision, speed, power or stamina.  \*Develop the consistency of their actions in a number of events  \*Pace themselves in challenges and competitions.  \* Increase the number of techniques they use  \*Choose appropriate techniques for specific events  \*Understand the basic principles of warming up  \*Understand why exercise is good for fitness, health and wellbeing  \*Evaluate their own and others work and suggest ways to improve it | |
|  | | **\*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** | | **\*Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics** | | | |
| **Outdoor & adventurous** | \*Recognise their own space  \*Explore finding different places | | \*Recognise their own space  \*Explore finding different places  \*Follow simple routes and trails, orientating themselves successfully  \*Solve simple challenges and problems successfully  \*Recognise and describe how their body feels during exercise  \*Observe what they and others have done and use their observations to improve their performance. | | \*Develop the range and consistency of their skills and work with others to solve challenges  \*Choose and apply strategies and skills to meet the requirements of a task or challenge  \*Recognise the effect of different activities on the body and to prepare for them physically  \*Work safely  \*Describe and evaluate their own and other performances, and identify areas that need improving | | \*Develop and refine orienteering and problem-solving skills when working in groups and on their own  \*Decide what approach to use to meet the challenge set  \*Adapt their skills and understanding as they move from familiar to unfamiliar environments  \*Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing  \*See the importance of a group or team plan, and the value of pooling ideas  \*Improve their performance by changing or adapting their approaches as needed | |
|  | | **\*They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.** | | **\*Take part in outdoor and adventurous activity challenges both individually and within a team.** | | | |
|  | | **Swimming** |  | | **Beginners**  **(non-swimmers and developing swimmers)** | | | **Developing and competent swimmers** | | |
|  | | \*Work with confidence in the water  \*Explore and use skills, actions and ideas individually and in combination eg use arms to pull and push the water; use legs in kicking actions; hold their breath under water  \*Remember, repeat and link skills  \*Know how to choose and use skills for different swimming tasks e.g. using arms to stay balanced, knowing what to push against the water to move in a particular direction \*Improve the control and co-ordination of their bodies in water  \*Know that being active is fun and good for them  \*Recognise what their bodies feel like during different activities  \*Watch, copy and describe what they and others have done and use the information to improve their work | | | \*Consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, survival skills  \*Improve linking movements and actions  \*Choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges  \*Know and describe the short-term effects of exercise on the body and how it reacts to different types of activity  \*Describe and evaluate the quality of swimming and recognise what needs improving | | |
| **All schools must provide swimming instruction either in key stage 1 or key stage 2.** | | **\*Swim competently, confidently and proficiently over a distance of at least 25 metres**  **\*Use a range of strokes effectively such as front crawl, backstroke and breaststroke.** | | | **\*Use a range of strokes effectively such as front crawl, backstroke and breaststroke. \*Perform safe self-rescue in different water-based situations.** | | |
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