

Physical Education												
Year	Map of Progression		Athletics				Dance		Games		Swimming	
	FMS	Gymnastics	Running	Jumping	Throwing	Perform	Appreciate	Games	OAA	Swimming		
Year 6	Continue to develop sport specific skills and perform with consistency, accuracy, confidence, control and speed.	Create and perform longer sequences of actions (8-10) with a partner. Show an awareness of their audience. Travelling – feet, jig, skip, gallop, hop, walk forwards, backwards, crab, crocodile, monkey. Balancing – small body parts, one-foot balance, arabesque, square bridge, bridge, front support, back support, hands and feet. Large body parts – V sit, dish, arch, shoulder stand. Balance with a partner and small group – counter balance, counter tension. Jumps – Straight, straddle, pike, tuck, 1/2 turn, full turn. Rolling – rock and roll, pencil, egg roll, dish roll, teddy roll, forward roll.	Recap, practice and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competently perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.	Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.	Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for height and distance.	Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness. Demonstrate dynamic qualities – speed, energy, continuity, rhythm. Demonstrate different relationships – mirroring, union, canon, complementary and contrasting. Body part to body part and physical contact. Show an awareness of different dance styles, traditions and aspects of their historical/cultural context. Understand and use dance vocabulary. Understand why safety is important in the any space or area. Compare and evaluate their own and other's work.	Develop sport specific skills such as: chest pass, bounce pass, swing pass, one handed pass, dribbling a ball, catching a ball, shooting a ball, catching a ball, kicking a ball, (hockey) push pass, dribbling, receiving a pass, shooting. Attacking skills – To use a range of passes, to pass ahead of supporting players and to get away from a defender to receive a pass. To send the ball wide and/or deep to supporting players. Defending skills – To close down a space, to intercept a pass. Follow the rules of the game and play fairly.	To set a map using a compass, to practice and refine (thumbing the set map) (orientated). To set a direction of travel from the map, using a compass. To follow instructions in order to complete an orienteering course.	Children should be able to swim competently and confidently over a distance of at least 25/30 meters and must keep swimming for 45-90 seconds. They must use a range of strokes effectively. Perform safe self-rescue in different water-based situations. Children should know the dangers of water locally and nationally. Learn how and why to use appropriate survival and self-rescue skills if they fall in by accident, or get into difficulty and know what to do if others get into trouble in the water.			
Year 5	Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control.	Create and perform longer sequences of actions (6-8) with a partner. Travelling – feet, jig, skip, gallop, hop, walk forwards, backwards, crab, crocodile, monkey. Balancing – small body parts, one-foot balance, arabesque, square bridge, bridge, front support, back support, hands and feet. Large body parts – V sit, dish, arch, shoulder stand. Balance with a partner – counter balance, counter tension. Jumps – Straight, straddle, pike, tuck, 1/2 turn, full turn. Rolling – rock and roll, pencil, egg roll, dish roll, teddy roll, forward roll.	Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practice and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners.	Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques.	Perform a fling throw. Measure a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance.	Perform dance to an audience showing confidence and clarity of actions. Show co-ordination, control, alignment, flow of energy and strength. Show focus, projection, sense of style and musicality. Demonstrate use of space – levels, directions, pathways, size and body shape.	Develop sport specific skills such as: chest pass, bounce pass, swing pass, one handed pass, dribbling a ball, catching a ball, shooting a ball, catching a ball, kicking a ball, (hockey) push pass, dribbling, receiving a pass, shooting. Follow the rules of the game and play fairly. Attacking skills – To use a range of passes, to pass ahead of supporting players and to get away from a defender to receive a pass. Defending skills – To close down a space. Follow the rules of the game and play fairly.	Know how to keep the map set or orientates when they move around a simple course. Know the eight points of a compass. Record information accurately at the control marker. Navigate to a control marker on a score event course.	Develop swimming skills using a range of strokes effectively over a distance of 25m, children must keep swimming for 40 to 70 seconds. They will be given how and why to use appropriate survival and self-rescue skills.			
Year 4	Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.	Create and perform sequences of actions (6) with control and precision. Travelling – feet, jig, skip, gallop, hop, walk forwards, backwards. Travelling – hands and feet, frog, caterpillar, bunny, crab, bear, crocodile, monkey. Balancing – small body parts, one-foot balance, arabesque, square bridge, bridge, front support, back support, hands and feet. Jumps – Straight, straddle, pike, tuck, 1/2 turn, full turn. Rolling – rock and roll, pencil, egg roll, dish roll, teddy roll, forward roll.	Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.	Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped technique.	Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.	Show co-ordination, control and strength. Show focus, projection and musicality. Demonstrate different dance actions – travel, turn, gesture, jump and stillness. Demonstrate dynamic qualities – speed, energy and continuity. Show an awareness of different dance styles and traditions. Understand and use simple dance vocabulary. Understand why safety is important in any space or area. Compare and comment on their own and other's work strengths and areas of improvement.	Develop sport specific skills such as: chest pass, bounce pass, swing pass, one handed pass, dribbling a ball, catching a ball, shooting a ball. To know to move into a space to receive a ball and to faint or disguise a pass to outwit the defender. Follow the rules of the game and play fairly.	Travel and balance safely when carrying out challenges, demonstrate team work skills during planning, doing and reviewing.	Following from previous learning of strokes children will strive to swim unaided and over a distance of 15m. They will develop their understanding of how to stay safe around water.			
Year 3	Master fundamental skills and start to develop sport specific skills and perform them with some accuracy.	Create and perform sequences of actions (4-6) smoothly. Travelling – feet, jig, skip, gallop, hop, walk forwards, backwards. Travelling – hands and feet, frog, caterpillar, bunny, crab, bear, crocodile, monkey. Balancing – small body parts, one-foot balance, arabesque, square bridge, bridge, front support, back support, hands and feet. Jumps – Straight, straddle, pike and tuck. Rolling – rock and roll, pencil, egg roll, dish roll, teddy roll, forward roll. Apparatus work.	Identify and demonstrate how different techniques can affect their performance. Focus on their arms and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run.	Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Land safely and with flight phase.	Throw with greater control and accuracy. Show increasing control in their overhead throw. Perform a push throw. Continue to develop techniques to throw for increased distance.	Move in time with music. Perform dance to an audience showing confidence. Demonstrate use of space – levels, directions, pathways and body shape. Demonstrate different relationships – mirroring, union, canon, complementary & contrasting.	Develop sport specific skills such as: chest pass, bounce pass, swing pass, one handed pass, catching a ball. To know to move into a space to receive a ball and to pass a ball to a player in a space when playing an invasion game. Follow the rules of the game and play fairly.	Oriente a map, use a control card and navigate a course safely.	Pupils will learn the fundamental swimming strokes with this aim to complete 10m unaided and how to stay safe around water.			
Year 2	Perform fundamental movement skills at a developing level and start to master basic movements; Travelling skills/Running fast Dodging Hopping on both feet Skipping Side galloping Sending skills – Roll a ball underarm Underarm throw Overarm throw Bounce a ball Strike a ball off a tee/Strike with a drop feed Receiving skills Catch a large ball	Create and link simple combinations of 3 or 4 actions to create a sequence. Shape – Wide, thin, dish, arch, tuck. Travelling – feet, jig, skip, gallop, hop, walk forwards, backwards. Travelling – hands and feet, frog, caterpillar, bunny, crab, bear, crocodile, monkey. Balancing – front support, balance on 4 & 3 points, large body parts tummy, back, bottom, shoulders. Jumping and landing – 2 to 2 for height. Rolling – rock and roll, pencil, egg roll, dish roll, teddy roll and forward roll. Apparatus work	Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Run to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.	Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.	Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.	Move with rhythm in the above actions. Demonstrate good balance. Co-ordinate arm and leg actions (e.g. holding hand and clap) interact with a partner (e.g. holding hands, swapping places, meeting and parting).	To move into space to receive a ball, to pass a ball to a player in a space. To throw the ball into a space away from the opponent. To strike the ball away from cones/fielders. Follow the rules of the game and play fairly.					
Year 1	Perform fundamental movement skills at a developing level Travelling skills/Running fast Hopping on both feet Skipping Side galloping Sending skills – Roll a ball underarm Underarm throw Overarm throw Bounce a ball Receiving skills Catch a large ball	Create and link simple combinations of 2 or 3 actions to create a sequence. Shape – Wide, thin Travelling – feet – jig, skip, gallop, hop, walk forwards, backwards. Travelling – hands and feet, frog, caterpillar, bunny, crab, bear, crocodile, monkey. Balancing – front support, balance on 4 & 3 points, large body parts tummy, back, bottom, shoulders. Jumping and landing – 2 to 2 for height. Rolling – rock and roll, pencil, egg roll. Apparatus work	Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Jog for as straight a line. Change direction when sprinting. Change direction as they change direction when jogging or sprinting.	Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump for as straight a line. Land safely and with control. Work with a partner to develop the control of their jumps.	Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power.	Move spontaneously showing some control and co-ordination. Move with rhythm in the above actions. Demonstrate good balance. Move with confidence when walking, hopping, jumping, landing.	To use simple tactics to outwit an opponent. To pretend to throw one way then throw the other. Look one way and roll the ball the other. To throw away from the cones. To work cooperatively in a team.					
PE	FMS	Gymnastics	Running	Jumping	Throwing	Perform	Appreciate	Games	OAA	Swimming		
Athletics												
Dance												
Games												
OAA												
Swimming												
PE												
FMS												
Gymnastics												
Ball Skills												
Athletics												
Forest School												
Dance												
Games												
PE												
FMS												
Gymnastics												
Ball Skills												
Athletics												
Forest School												
Dance												
Games												
PE												
FMS												
Gymnastics												
Ball Skills												
Athletics												
Forest School												
Dance												
Games												

Reception	Children will start to perform FMS skills such as travelling, running fast, hopping on both feet. Sending the ball skills – roll a ball underarm, underarm throw, overarm throw, bounce a ball. Receiving skills – catch a large ball.	Moves freely with pleasure and confidence in a range of ways such as shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Can stand on one foot when shown. Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment.	Children will develop fundamental ball skills such as: shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Catching, dribbling with feet, kicking a ball. Developing skills to use a variety of equipment and/or changing direction to avoid obstacles.	Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	Forest School To develop body control and coordination and improve body strength and stamina.	Use movement to express feelings. Create movement in response to music. Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.	Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
		Children will develop fundamental ball skills such as: shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Catching, dribbling with feet, kicking a ball. Developing skills to use a variety of equipment and/or changing direction to avoid obstacles.	Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	Forest School To develop body control and coordination and improve body strength and stamina.	Use movement to express feelings. Create movement in response to music. Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.		
Preschool	Children will develop their fundamental movement skills through include: balancing, changing direction, running, jumping, hopping and travelling. Developing skills to stay safe using space and work independently and with a partner.	Moves in a variety of ways such as walking, running, crawling and shuffling. Travelling around with confidence and skill, under and over and through balancing equipment. Jump off an object and land appropriately. Experiment with different ways of moving.	Children will develop fundamental ball skills such as: shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Catching, dribbling with feet, kicking a ball. Developing skills to use a variety of equipment and/or changing direction to avoid obstacles.	Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	Forest School To develop body control and coordination and improve body strength and stamina.	Use movement to express feelings. Create movement in response to music. Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.	Runs around safely. Kick a large ball. Negotiate space successfully adjusting speed or changing directions to avoid obstacles. Move confidently in a range of ways safely negotiating space as i move. E.g. adjusting my body's speed and or direction.
		Children will develop fundamental ball skills such as: shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Catching, dribbling with feet, kicking a ball. Developing skills to use a variety of equipment and/or changing direction to avoid obstacles.	Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	Forest School To develop body control and coordination and improve body strength and stamina.	Use movement to express feelings. Create movement in response to music. Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.		