

PE Progression Components Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	Copy dance moves. Remember simple movements and dance steps Link movements to sounds and music. Respond to a range of stimuli. Move around the space safely.	Copies and explores basic movements and body patterns Make up a short dance, after watching one. Dance imaginatively. Change rhythm, speed, level and direction. Uses space well and negotiates space clearly. Varies levels and speed in sequence.	Change rhythm, speed, level and direction with consistency. Dance with control and co-ordination. Make a sequence by linking sections together. Link some movement to show a mood or feeling. Can describe a short dance using appropriate vocabulary.	Children should be taught to perform dances using simple movement patterns. Use movement imaginatively, responding to stimuli, including music and performing basic skills. Change rhythm, speed, level and direction of their movements. Create and perform dances using simple movement patterns, including those from different cultures. Express and communicate ideas and feelings. Uses simple dance vocabulary to improve work.	Respond imaginatively to stimuli related to character/music/story. Perform clear & fluent dances that show sensitivity to idea/stimuli. Perform pair/group dance involving cannon and unison. Make up dance within a small group. Beginning to create longer dance sequences in a group. Demonstrates rhythm and spatial awareness. Uses simple dance vocabulary to improve work.	Show/fluency/control in chosen dances in response to stimuli. Perform fluent dances with characteristics of different styles/eras. Adapt and refine dances that vary direction, space and rhythm. Combines flexibility, techniques and movements to create a fluent sequence. Beginning to show a change of pace and timing in movements. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.	Create and perform dances in a variety of styles consistently. Be aware of and use musical structure, rhythm and mood and can dance accordingly. Demonstrates strong movements throughout a dance sequence. Demonstrates a strong imagination when creating own dance sequences and motifs. Combines flexibility, techniques and strength to create a fluent sequence. Able to move to the beat accurately in dance sequences. Use appropriate criteria and terminology to evaluate performances.

Gymnastics	I can experiment with different ways of moving.	I can hop, bounce, spring and skip in different directions.	I can create a variety of bridge shapes with my body and travel underneath a partner who is holding a bridge position.	I can understand and identify symmetry and asymmetry.	I can identify and use different body parts to balance on and know which combinations produce or unstable bases.	I can use balancing on different body parts to create bridge shapes.	I can understand, identify and demonstrate contrasting, matching and mirroring balances and movements.
	I can jump off an object and land appropriately.	I can bounce using feet in different combinations and repeat a pattern of movements.	I can show different pathways on the floor and travel along them in different directions.	I can move and balance showing specific planned shapes and variations in speed and level.	I can balance and show specific body shapes.	I can understand and demonstrate the five basic jumps showing different shapes and directions in the air and show flight from feet to hands to feet.	I can identify spatial awareness.
	I can travel with confidence and skill around, under, over and through balancing and climbing equipment.	I can jump from one foot to two feet and one foot to the other foot and understand how to land safely.	I can travel using various methods with different speeds and levels.	I can analyse a sequence.	I can move into and from balances with control and accuracy.	I can transfer flight safely onto apparatus.	I can travel rhythmically and develop timing using synchronisation and the canon.
	I can use space safely.	I can demonstrate different ways of travelling on small and large parts of the body.	I can show a variety of controlled turning jumps.	I can travel along different pathways using appropriate movements.	I can create a sequence on balance showing variations in shape, speed and levels.	I can improve the precision and fluency of my movement.	I can travel over or under shapes made by a partner with or without contact.
	I can recognise directions and travel with control.	I can show high and low balanced positions using different combinations.	I can demonstrate a variety of rolls and spins on different parts of the body.	I can create sequences which use variations in speed, level and pathways.	I can rotate and roll on different body parts.	I can design longer sequences to use planned variations in shape, speed and direction.	I can extend my skills to travel over a moving base.
	I can identify and use different parts of the body.	I can balance on different body parts and know how to vary the shape of the balances.	I can demonstrate different movements linked together smoothly.	I can show how to move from a range of travelling, jumping and turning movements with control and accuracy.	I can rotate and roll in different directions.	I can evaluate and improve composition.	I can adapt and transfer skills and sequence to apparatus
			I can plan sequences or patterns of three or more movements which I can remember and repeat.	I can select and combine skills to create sequences showing change of front and direction.	I can create a sequence with a partner on floor and apparatus using a variety of linking movements.	I can identify and use spinning, rotation and rolling.	I can identify counterbalance and counter tension.
				I can adapt what I have learned onto apparatus.	I can observe the work of others and make judgements against given criteria.	I can understand and use variations in speeds, levels, directions and pathways.	I can demonstrate counterbalance and counter tension to show changes in shape, level and body parts used and in contact. I can construct, practise, evaluate and
						I can observe and analyse a sequence and evaluate it using appropriate terminology.	

							improve the composition and quality of sequence.
Games		<p>Can travel by running and jumping.</p> <p>Begin to perform a variety of throws.</p> <p>I can bounce and pat bounce a ball with a degree of control.</p> <p>Receive a ball with basic control.</p> <p>Begin to develop hand-eye coordination.</p> <p>Participate in simple games.</p>	<p>Send the ball to others in a variety of ways.</p> <p>Apply and combine a variety of movement techniques, throwing and catching in a game setting.</p> <p>Develop strong spatial awareness.</p> <p>Begin to develop own games.</p> <p>Understand the importance of rules in games.</p>	<p>Uses skills with coordination and control.</p> <p>Be able to throw and catch whilst travelling.</p> <p>Begin to communicate with others during game situations.</p> <p>Develop own rules for new games.</p> <p>Works well in a group to develop various games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/ defending.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the game.</p> <p>Show confidence in using ball skills in various ways, and can link these together.</p> <p>Use skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and rule.</p> <p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p>	<p>Play shots on both sides of the body and from above the head with reasonable control.</p> <p>Position my body to receive a ball coming from different heights and angles.</p> <p>Release the ball from different angles and send it at different angles.</p> <p>Recognise where there are spaces on an opponent's court and try to hit into them.</p> <p>Can develop and extend skills of striking a large ball over a high net.</p> <p>Can show how a team can retain possession.</p> <p>Can find ways of progressing towards the opponent's goal.</p> <p>Can find and use space to help my team and use a variety of tactics to keep the ball.</p>	<p>Demonstrate a range of controlled passing, receiving, striking dribbling and shooting skills using a piece of equipment.</p> <p>Can pass so my team retains possession and progress towards an opponent's goal.</p> <p>Demonstrate my understanding of the positions I play and show specific attacking and defending skills.</p> <p>Organise my team into different formations to concentrate more on attack or defence.</p> <p>Use specific game skills under pressure, developing team skills of cooperation and communication and using tactics to outwit the opposition.</p> <p>Can direct a ball into an opponent's court at different speeds, heights and angles,</p>

							<p>explaining why.</p> <p>Work cooperatively as a team in pairs or small groups to create rules and play them.</p>
Athletics		<p>Use different speeds when running and know how to stop safely.</p> <p>Explore different methods of throwing.</p> <p>Explore arm mobility when throwing.</p> <p>Practice short distance running.</p>	<p>Run with agility and confidence.</p> <p>Jump and land from a standing position.</p> <p>Throw different objects with control, accuracy and coordination.</p> <p>Hurdle an obstacle and maintain effective running speed.</p> <p>Change speed and direction whilst running at speed.</p>	<p>Run in different directions and at different speeds, using a good technique.</p> <p>Understand the relay and passing the baton.</p> <p>Can perform a running jump with more than one component.</p> <p>Demonstrate accuracy in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p>	<p>Select and maintain a running pace for different distances.</p> <p>Practice throwing with power and accuracy.</p> <p>Explore different footwork patterns for jumping.</p> <p>Can sprint over a short distance.</p> <p>Can perform a running jump with more than one component and land with accuracy.</p> <p>Can pass a baton with accuracy.</p>	<p>Begin to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component for distance.</p> <p>Develop the ability to run for distance.</p> <p>Identify and apply techniques of relay running.</p> <p>Understand which technique is most effective when jumping for distance.</p> <p>Demonstrate good techniques in a competitive situation.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component and land with aim.</p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrate accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p>

	Year 1 - 6	End of KS2 expectation
Swimming	<p>Develop basic pool safety skills and confidence in the water.</p> <p>To develop movement in the water and introduce floats.</p> <p>To develop push and glides on the front and travel on the back with support of a float (if needed).</p> <p>To develop entry and exit, float and submerge.</p> <p>To develop balance in the water.</p> <p>To show breath control in the water.</p> <p>To be able to tread water.</p>	<p>To be taught to swim competently, confidently, and proficiently over a distance of at least 25 m.</p> <p>To use a range of strokes effectively</p> <p>Perform safe self-rescue in different water-based situations.</p>