



PE Whole School Progression Map

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Pre-School	<p><u>Development matters:</u> Develop balancing movements. Ride a range of scooters, bikes and trikes. Play games to develop different movement patterns, for example hopping. Begin to use outdoor equipment safely and appropriately To use large-muscle movements in play. To express ourselves through physical activity such as dance, yoga and fitness. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use one handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Collaborate with others to manage large items, such as moving crates and planks outdoors. To take part in team activities they made up themselves. Start to eat independently and learning how to use a knife and fork. Practice dressing and undressing themselves with school uniform in the home corner.</p>					
Reception	<p><u>Early Learning Goals:</u> Gross Motor Skills Children at the expected level of development will: Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills Children at the expected level of development will: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing.</p>					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	<p>Run at different speeds, jump with accuracy, use a small range of techniques.</p> <p>Choose which throwing and retrieving technique to use.</p>	<p>Change speed and direction. Link running and jumping, throwing accurately.</p> <p>Choose when to run and when to jump. Select which throwing technique to use for accuracy and distance.</p>	<p>Throw with accuracy and power, into a target, difference between sprinting and running different roles in group.</p> <p>Choose and use throw to reach target, choose which role to play within group situation.</p>	<p>Increase the distance when they are running, organising and preparing themselves, take different roles within a running sequence.</p> <p>Choose which throw, running pace or action to complete to allow them to reduce their times/ increase distance within areas of athletics.</p>	<p>Sustain and maintain running speed and control, improve on personal target, organise and manage an athletic event well.</p> <p>Choose pact and technique for running, plan and carry though an event.</p>	<p>To have strength, stamina, balance and speed when running, jumping and throwing, know rules, judge events.</p> <p>Adapt skills and techniques to different changes to equipment to demonstrate improvement.</p>



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<p>Dance</p>	<p>Copy and repeat simple skills/ movements</p> <p>Follow the leader – jumps, hops, skips</p> <p>Respond to different stimuli with a range of actions</p> <p>Copy and explore basic body actions demonstrated by the teacher.</p> <p>Copy simple movement patterns from each other and explore the movement</p> <p>Pupils link simple actions and skills</p> <p>Compose and link movement phrases to make simple dancers with clean beginning, middle and end</p> <p>Practise and repeat their movement phrases and perform them in a controlled way.</p>	<p>Copy, remember and repeat skills, movement patterns and co-ordination.</p> <p>Can link several movements together with control and coordination.</p> <p>Talk about different stimuli as the starting point for creating dance phrases and short dances.</p> <p>Explore actions in response to stimuli explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements.</p> <p>Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics.</p> <p>Compose and perform dance phrases and short dances that express communicate moods, ideas and feelings.</p> <p>Remember and repeat a short dance phrase, showing greater control, co-ordination and spatial awareness.</p>	<p>Select and use skills and ideas with coordination and control.</p> <p>Improvise freely with a partner translating ideas from stimuli to movement. Show an imaginative response to different stimuli through their use of language and choice of movement.</p> <p>Incorporate different qualities and dynamics into their movements.</p> <p>Explore and develop new actions while working with a partner or a small group.</p> <p>Pupils show that they understand tactics and composition by starting to vary how they respond.</p> <p>Apply basic compositional ideas to create dance which convey feelings and emotions.</p> <p>Perform short dances with expression, showing an awareness of others when moving.</p> <p>Describe what makes a good dance phrase.</p>	<p>Select, use and perform with coordination, control and fluency</p> <p>Respond and perform with a partner, demonstrating actions that link with fluency and accuracy. Respond to the stimuli through the appropriate language, creating their own ideas and movement phrases.</p> <p>Use a range of actions and begin to combine movement phrases and patterns.</p> <p>Begin to respond within a small group of partnership, to speed and level. Pupils can link movement phrases together with increased precision.</p> <p>Begin to design their own movement phrases that respond to the stimuli or emotion.</p> <p>Remember perform and evaluate short dance phrase, showing an understanding an awareness of others.</p>	<p>Performance shows precision, coordination, control and fluency.</p> <p>Respond to a variety of stimuli showing a range of actions performed with control and fluency. Think about character and narrative ideas created by the stimulus, and respond through movement.</p> <p>Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group. Pupils link skills, techniques and ideas accurately and appropriately.</p> <p>Create and perform dances using a range of movement patterns in response to a range of stimuli.</p> <p>Remember, practise and combine longer, more complex dance phrases.</p>	<p>Consistently perform showing precision, coordination, control and fluency.</p> <p>Perform a variety of dance styles with accuracy and consistency.</p> <p>Explore, improvise and choose appropriate materials to create new motifs in a chosen dance style.</p> <p>Respond to a range of stimuli, improvising freely using a range of stimuli, improvising freely using a range of controlled movements and patterns. Pupils select and combine skills, techniques and ideas demonstrating their knowledge of strategies and composition.</p> <p>Extend compositional skills incorporating a wider range of dance styles and forms compose, develop and adapt motifs to make dance phrases and use these in longer dance. Select and use a range of compositional ideas to create motifs that demonstrate their dance idea.</p>
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<p>Gymnastics</p>	<p>Copy and repeat simple skills.</p> <p>Perform basic gymnastic actions like travelling, rolling and jumping.</p> <p>Manage the space safely, showing good awareness of each other, mats and apparatus</p> <p>Pupils link simple actions and skills.</p> <p>Make up simple movement phrases in response to simple tasks.</p> <p>Link and repeat basic gymnastics actions perform movement phrases with control and accuracy.</p>	<p>Copy, remember and repeat simple skills with control, coordination and balance.</p> <p>Perform a variety of actions with increasing control repeat accurately sequences of gymnastics actions.</p> <p>Move smoothly from a position of stillness to a travelling movement move smoothly and in a controlled way from one position of stillness to another.</p> <p>Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics.</p> <p>Choose, use and vary simple compositional ideas to create and perform a sequence.</p> <p>Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end.</p> <p>Adapt the sequence to include apparatus or a partner.</p> <p>Use different combinations of floor, mats and apparatus, showing control, accuracy, fluency and agility.</p>	<p>Select and use skills and ideas with coordination and control.</p> <p>Perform a competent forward roll, rug roll, shoulder roll. Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel.</p> <p>Practice an action of short sequence of movements, and improve the quality of the actions and transitions show control, accuracy and fluency of movement when performing actions on their own and with a partner.</p> <p>Pupils show that they understand tactics and composition by starting to vary how they respond.</p> <p>Plan and perform movement sequence showing contrasts in speed, level and direction. Devise and perform a gymnastic sequence, showing a clear beginning, middle and end.</p> <p>Adapt a sequence to include different levels, seeds or directions.</p> <p>Work well on their own and contribute to pair sequences.</p>	<p>Select, use and perform with coordination and fluency.</p> <p>Perform a range of rolls with control and accuracy. Explore different combinations of apparatus to look at shape, balance and travel. Know how to utilise this equipment to enhance their movements.</p> <p>Practice and refine an action or short sequence showing quality movement phrases, combining different actions for effect. Begin to perform with a partner or group.</p> <p>Pupils can link movement phrases together with increased precision.</p> <p>Begin to develop a longer and more varied movement phrase with smooth, planned links between actions.</p> <p>Perform a sequence where the children combine speed, level, direction and variety of shapes.</p> <p>Work within different groups to contribute to a variety of different sequences.</p>	<p>Perform showing precision, control and fluency.</p> <p>Perform a range of rolls including backwards roll consistently. Perform a range of actions and agilities with consistency, fluency and clarity of movement.</p> <p>Make similar or contrasting shapes on the floor and apparatus, working with a partner combine actions and maintain the quality of performance when performing at the same time as a partner.</p> <p>Pupils link skills. Techniques and ideas accurately and appropriately. Develop a longer and more varied movement sequence demonstrating smooth transactions between actions. Combine actions to make a sequence.</p> <p>Sequences with changes of speed, level and direction and clarity of shape.</p> <p>Gradually increase length of sequences. Work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency, strength and clarity of movement.</p>	<p>Consistently perform showing precision, control and fluency.</p> <p>Perform a range of rolls showing different entrances and exits. Perform combinations of actions and agilities that show clear differences between levels, speeds and directions with fluency and accuracy.</p> <p>Perform actions, shapes and balances clearly, consistently and fluently, with good body tension, extension, flexibility, demonstrating improvement.</p> <p>Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition.</p> <p>Plan and perform with precision, control and fluency a movement sequence showing a range of actions including variations in speed, levels and directions.</p> <p>Repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body.</p> <p>Shape and changes in direction adapt sequences to include a partner or a small group.</p>
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<p>Invasion and Target Games</p>	<p>Introduce a skill of striking a ball. To develop the skill of throwing.</p>	<p>Develop the skill of dodging. Develop the skill of side galloping. To develop the skill of throwing underarm. Passing and moving into a space. Simple tactics in a team game.</p>	<p>Develop the skill of passing and moving into a space. To develop the skill of throwing underarm accurately. To develop the skill of using a chest pass, bounce pass and dribbling a ball. Strike a ball. Simple tactics in a team game.</p>	<p>Develop the skill of throwing over and under arm accurately for distance. Develop skill of passing, receiving and moving into a space. Develop simple tactics; applying throwing, using catching in simple team games. Throw using swing pass. Develop skill of running with a ball in a simple game. Strike a ball with accuracy. Simple tactics in a team game.</p>	<p>Throw a field ball with accuracy and distance. Disguise a pass. Communicate with team mates. Throw with accuracy using swing pass. Strike/ shoot accurately into a target. Develop skill of running with a ball with speed in a competitive game.</p>	<p>Throwing with increased accuracy and distance in a game. Evaluate own performance. Throw with accuracy using swing pass in a game. Score goal from a stationary position in a game. Develop skill of running with speed in a game using tactics.</p>
<p>Striking and Fielding</p>	<p>To develop the skill of throwing underarm. To develop the skill of catching easy objects (bean bags). To develop the skill of running.</p>	<p>To develop the skill of throwing underarm. To develop the skill of catching a range of objects. To develop the skill of running.</p>	<p>To develop the skill of throwing underarm accurately Catch a thrown ball Strike a ball (batting) Bowling for Rounders Run around, past or in-between wicket.</p>	<p>To develop the skill of throwing over and under arm accurately and with distance. Catch a small ball thrown to me. Catch a ball in a game. Strike a ball with accuracy (from a bowler) in a simple team game. Bowling for cricket. Run around, past or in-between wicket.</p>	<p>Throw a field ball with accuracy and distance. Catch a small ball thrown to me. Strike away from fielders. Strike a ball with accuracy in a team game. Evaluate own performance. Run safely with increased speed.</p>	<p>Throwing with increased accuracy and distance. Catch a range of balls at a range of distances. Evaluate own performance. Strike a ball with accuracy in a game away from fielders. Competitive skills and use a range of styles for a specific sport. Run safely with increased speed.</p>
<p>Outdoor Adventure</p>	<p>N/A</p>	<p>N/A</p>	<p>Use maps and diagrams to orientate themselves around a course. Respond appropriately when task/environment changes, plan responses.</p>	<p>Use a map with confidence to navigate around a route. Adapt and respond to changes in the environment to allow them to complete the task.</p>	<p>Move confidently through familiar and less familiar environments. Adapt skills and strategies as situation demands.</p>	<p>Work confidently in changing environments, adapt quickly. Devise and put into practice a range of solutions and challenges.</p>



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Swimming	N/A	N/A	N/A	Swim 23-50 metres unaided, swim for 30-45 seconds, use variety of basic arm/leg actions front/back. Link the correct arm and leg movement for front and back strokes.	Additional sessions to meet Y4 objectives if needed.	Additional sessions to meet Y4 objectives if needed.
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