

Cummersdale School

PE Progression Map

Level Expected at the End of EYFS

Personal, Social and Emotional Development: Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing.

Personal, Social and Emotional Development: Building Relationships

Work and play cooperatively and take turns with others.

Physical Development: Gross Motor Skills:

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.

Expressive Arts and Design: Being Imaginative and Expressive

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. 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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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; • participate in team games, developing simple tactics for attacking and defending; • perform dances using simple movement patterns 	<p>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. 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</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination; • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Athletics				
	EYFS	Year 1/2	Year 3/4	Year 5/6
H E A L T H	<ul style="list-style-type: none"> Describe how the body feels when still and when exercising. 	<ul style="list-style-type: none"> Describe how the body feels before, during and after exercise. Carry and place equipment safely. Explain what they need to stay healthy. 	<ul style="list-style-type: none"> Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down. Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. 	<ul style="list-style-type: none"> Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
R U N N I N G	<ul style="list-style-type: none"> Run in different ways for a variety of purposes. 	<ul style="list-style-type: none"> Vary 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. Sprint in a straight line. Change direction when sprinting. Use a variety of different stride lengths. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. 	<ul style="list-style-type: none"> Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve 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. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly. 	<ul style="list-style-type: none"> Accelerate from a variety of starting positions and select their preferred position. Identify reaction times when performing a 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. 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 competitively perform a relay.
J U M P I N G	<ul style="list-style-type: none"> Jump in a range of ways, landing safely. 	<ul style="list-style-type: none"> 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 as far as possible. Land safely and with 	<ul style="list-style-type: none"> Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control. 	<ul style="list-style-type: none"> 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

G		<p>control. Work with a partner to develop the control of their jumps.</p> <ul style="list-style-type: none"> • Combine different jumps together with some fluency and control. • Jump for distance from a standing position with accuracy and control. • Investigate and choose the best jumps to cover different distances. 	<ul style="list-style-type: none"> • 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. 	<p>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.</p> <ul style="list-style-type: none"> • Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.
T H R O W I N G	<ul style="list-style-type: none"> • Roll equipment in different ways. • Throw underarm. • Throw an object at a target. 	<ul style="list-style-type: none"> • Throw underarm and overarm. • Throw a ball towards a target with increasing accuracy. • Improve the distance they can throw by using more power. • 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. 	<ul style="list-style-type: none"> • Throw with greater control and accuracy. • Perform a push throw. • Continue to develop techniques to throw for increased distance. • Perform a pull throw. • Measure the distance of their throws.. 	<ul style="list-style-type: none"> • Perform a fling throw. • Throw a variety of implements using a range of throwing techniques. • Measure and record the distance of their throws. • Perform a heave throw.
C O M P E T E	<ul style="list-style-type: none"> • Control their body when performing a sequence of movements • Participate in simple games 	<ul style="list-style-type: none"> • Begin to perform learnt skills with some control. • Engage in competitive activities and team games. • Compete against self and others 	<ul style="list-style-type: none"> • Perform learnt skills and techniques with control and confidence. • Compete against self and others in a controlled manner. • Take part in a range of competitive games and activities. 	<ul style="list-style-type: none"> • Consistently perform and apply skills and techniques with accuracy and control. • Take part in competitive games with a strong understanding of tactics and composition.

Gymnastics

	EYFS	Year 1/2	Year 3/4	Year 5/6
G E N E R A L	<ul style="list-style-type: none"> • Create a short sequence of movements. • Roll in different ways with control. • Travel in different ways. • Stretch in different ways. • Jump in a range of ways from one space to another with control. • Begin to balance with control. • Move around, under, over, and through different objects and equipment. 	<ul style="list-style-type: none"> • Create and perform a movement sequence. • Copy actions and movement sequences with a beginning, middle and end. • Link two actions to make a sequence. • Recognise and copy contrasting actions (small/tall, narrow/wide). • Travel in different ways, changing direction and speed. • Hold still shapes and simple balances on different parts of the body • Carry out simple stretches. • Carry out a range of simple jumps, landing safely. • Move around, under, over, and through different objects and equipment. • Begin to move with control and care. • Climb onto and jump off the equipment safely. 	<ul style="list-style-type: none"> • Choose ideas to compose a movement sequence independently and with others that fit a theme • Link combinations of actions with increasing confidence, including changes of direction, speed or level. • Develop the quality of their actions, shapes and balances. • Move with coordination, control and care. • Use turns whilst traveling in a variety of ways. • Use a range of jumps in their sequences. • Begin to use equipment to vault. • Create interesting body shapes while holding balances with control and confidence. • Develop strength, technique and flexibility throughout performances 	<ul style="list-style-type: none"> • Select ideas to compose specific sequences of movements, shapes and balances. • Adapt their sequences to fit new criteria or suggestions. • Perform jumps, shapes and balances fluently and with control. • Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. • Confidently use equipment to vault in a variety of ways. • Develop strength, technique and flexibility throughout performances.
R O L L S	<ul style="list-style-type: none"> • Curled side roll (egg roll) • Log roll (pencil roll) • Teddy bear roll 	<ul style="list-style-type: none"> • Log roll (controlled) • Curled side roll (egg roll) (controlled) • Teddy bear roll (controlled) • Rocking for forward roll • Crouched forward roll 	<ul style="list-style-type: none"> • Forward roll from standing • Straddle forward roll • Tucked backward roll • Backward roll to straddle 	<ul style="list-style-type: none"> • Forward roll from standing • Straddle forward roll • Pike forward roll • Dive forward roll • Tucked backward roll • Backward roll to straddle • Backward roll to standing pike • Pike backward roll
J U M P S	<ul style="list-style-type: none"> • Straight jump • Tuck jump • Jumping Jack • Half turn jump 	<ul style="list-style-type: none"> • Cat spring • Cat spring to straddle 	<ul style="list-style-type: none"> • Star jump • Straddle jump • Pike jump • Straight jump half-turn • Cat leap • Straight jump full-turn • Cat leap half-turn 	<ul style="list-style-type: none"> • Split leap • Stag leap

V A U L T		<ul style="list-style-type: none"> • Straight jump off springboard • Hurdle step onto springboard • Straight jump off springboard • Tuck jump off springboard 	<ul style="list-style-type: none"> • Squat on vault • Star jump off • Tuck jump off • Straddle jump off • Pike jump off 	<ul style="list-style-type: none"> • Straddle on vault • Star jump off • Tuck jump off • Straddle jump off • Pike jump off • Squat through vault • Straddle over vault
T R A V E L	<ul style="list-style-type: none"> • Tiptoe, step, jump and hop 	<ul style="list-style-type: none"> • Hopscotch • Skipping • Galloping • Straight jump half-turn 	<ul style="list-style-type: none"> • Chassis steps • Straight jump full turn • Cat leap • Cat leap half turn • Pivot 	<ul style="list-style-type: none"> • Consolidate travelling steps
B A L A N C E	<ul style="list-style-type: none"> • Standing balances 	<ul style="list-style-type: none"> • Kneeling balances • Large body part balances • Balances on apparatus • Balances with a partner • Pike, tuck, star, straight, straddle shapes • Front and back support 	<ul style="list-style-type: none"> • 1, 2, 3 and 4- point balances • Balances on apparatus • Balances with and against a partner • Large and small body part balances, including standing and kneeling balances 	<ul style="list-style-type: none"> • Develop technique, control and complexity of part-weight partner balances • Group formations

Dance			
EYFS	Year 1/2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> • Join a range of different movements together. • Change the speed of their actions. • Change the style of their movements. • Create a short movement phrase which demonstrates their own ideas. 	<ul style="list-style-type: none"> • Copy and repeat actions. • Put a sequence of actions together to create a motif inspired by a stimulus • Vary the speed and level of their actions. • Use simple choreographic devices such as unison, canon and mirroring. • Begin to improvise independently to create a simple dance. 	<ul style="list-style-type: none"> • Begin to improvise with a partner to create a simple dance. • Begin to compare and adapt movements and motifs to create a larger sequence. • Use simple dance vocabulary to compare and improve work. • Identify and repeat the movement patterns and actions of a chosen dance style. • Compose a dance that reflects the chosen dance style. • Confidently improvise with a partner or on their own. • Compose longer dance sequences in a 	<ul style="list-style-type: none"> • Identify and repeat the movement patterns and actions of a chosen dance style. • Compose individual, partner and group dances that reflect the chosen dance style. • Show a change of pace and timing in their movements. • Develop an awareness of their use of space. • Use transitions to link motifs smoothly together. • Combine flexibility, techniques and movements to create a fluent sequence. • Move rhythmically and accurately in

		<ul style="list-style-type: none"> • small group. • Demonstrate rhythm and spatial awareness. 	<p>dance sequences.</p>
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GAMES			
EYFS	YEAR 1/2	YEAR 3/4	YEAR 5/6
<ul style="list-style-type: none"> • Hit a ball with a bat or racquet. 	<ul style="list-style-type: none"> • Use hitting skills in a game. • Practise basic striking, sending and receiving. • Strike or hit a ball with increasing control. • Learn skills for playing striking and fielding games. • Position the body to strike a ball. 	<ul style="list-style-type: none"> • Demonstrate successful hitting and striking skills. • Develop a range of skills in striking (and fielding where appropriate). • Practise the correct batting technique and use it in a game. • Strike the ball for distance. • Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. • Accurately serve underarm. • Build a rally with a partner. • Use at least two different shots in a game situation. • Use hand-eye coordination to strike a moving and a stationary ball. 	<ul style="list-style-type: none"> • Use different techniques to hit a ball. • Identify and apply techniques for hitting a tennis ball. • Explore when different shots are best used. • Develop a backhand technique and use it in a game. • Practise techniques for all strokes. • Play a tennis game using an overhead serve. • Hit a bowled ball over longer distances. • Use good hand-eye coordination to be able to direct a ball when striking or hitting. • Understand how to serve in order to start a game.
<ul style="list-style-type: none"> • Roll equipment in different ways. • Throw underarm. • Throw an object at a target. • Catch equipment using two hands 	<ul style="list-style-type: none"> • Throw underarm and overarm. • Catch and bounce a ball. • Use rolling skills in a game. • Practise accurate throwing and consistent catching. • Throw different types of equipment in different ways, for accuracy and distance. • Throw, catch and bounce a ball with a partner. • Use throwing and catching skills in a game. • Throw a ball for distance. • Use hand-eye coordination to control a ball. • Vary types of throw used. 	<ul style="list-style-type: none"> • Throw and catch with greater control and accuracy. • Practise the correct technique for catching a ball and use it in a game. • Perform a range of catching and gathering skills with control. • Catch with increasing control and accuracy. • Throw a ball in different ways (e.g. high, low, fast or slow). • Develop a safe and effective overarm throw • Develop different ways of throwing and catching. 	<ul style="list-style-type: none"> • Consolidate different ways of throwing and catching, and know when each is appropriate in a game. • Throw and catch accurately and successfully under pressure in a game.

<ul style="list-style-type: none"> • Move a ball in different ways, including bouncing and kicking. • Use equipment to control a ball. 	<ul style="list-style-type: none"> • Travel with a ball in different ways. • Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency • Bounce and kick a ball whilst moving. • Use kicking skills in a game. Use dribbling skills in a game. 	<ul style="list-style-type: none"> • Use two different ways of moving with a ball in a game • Move with the ball using a range of techniques showing control and fluency. 	<ul style="list-style-type: none"> • Use a variety of ways to dribble in a game with success. • Use ball skills in various ways, and begin to link together.
<ul style="list-style-type: none"> • Kick an object at a target. 	<ul style="list-style-type: none"> • Pass the ball to another player in a game. • Use kicking skills in a game. • Know how to pass the ball in different ways. 	<ul style="list-style-type: none"> • Pass the ball in two different ways in a game situation with some success • Pass the ball with increasing speed, accuracy and success in a game situation. • Know how to keep and win back possession of the ball in a team game. 	<ul style="list-style-type: none"> • Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. • Keep and win back possession of the ball effectively and in a variety of ways in a team game.