

PE KS1 Progression Map



		Year 1	Year 2
Run, Jump, Throw	Head	<p>Suggest links between types of exercises e.g. training speed for different jumping activities</p> <p>Demonstrate awareness for the need to improve and attempt to improve</p> <p>Recognise and implement concepts such as waiting your turn</p> <p>Select correct skill for the situation</p>	<p>Make choices about appropriate throws for different types of activity</p> <p>Begin to make links between components of fitness e.g. strength and outcome i.e. length of throw</p> <p>Can identify areas of activities that need improvement e.g. power in throws to throw further</p>
	Hand	<p>Can start and stop at speed, run in straight lines using a variety of speeds</p> <p>Attempt a variety of jumps taking off and landing on different foot combinations e.g., 2 to 1, 1 to 2 etc.</p> <p>Handle and throw a variety of different objects and attempt to throw for distance</p> <p>Copy and repeat basic movements for extended periods of time developing stamina</p> <p>Demonstrate some core strength to hold a variety of shapes and positions</p> <p>Move a variety of objects quickly showing a range of techniques</p> <p>Developed agility and coordination skills to competently take part in a range of activities</p>	<p>Develop power, agility, coordination and balance over a variety of activities</p> <p>Can throw and handle a variety of objects including quoits, beanbags, balls, hoops</p> <p>Can negotiate obstacles showing increased control of body and limbs.</p> <p>Use agility in running games</p> <p>Apply skills in a variety of activities</p> <p>Practise to improve skills</p>
	Heart	<p>Work partner to help improve their performance</p> <p>Apply knowledge of boundaries such as lanes & avoid impeding others</p> <p>Participate as part of a team to compete in running relays</p>	<p>Discuss thoughts and feelings around physical challenges and what it means to be a team player</p> <p>Work cooperatively to complete running, jumping and throwing tasks</p> <p>Consider others when playing games to respect their space and boundaries</p>
Hit, Catch, Run	Head	<p>Able to identify when a point has been scored and keep count of score</p> <p>Can choose where to send the ball to maximise chance to score</p> <p>Can make choices where to stand in the field to restrict runs scored</p>	<p>Make choices about where to hit the ball</p> <p>Judge and change pace in a variety of running activities</p> <p>Make tactical decisions about where to position themselves in the field</p>
	Hand	<p>Catch a medium sized ball thrown over a short distance</p> <p>Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency</p> <p>Track balls and other equipment sent to them, moving in line with the ball to collect it</p> <p>Run between bases to score points</p> <p>Retrieve and return a ball to a base</p> <p>Use a range of sending skills to put ball into space</p> <p>Able to self-feed ball to hit off hand and strike ball off cone</p>	<p>Has developed hitting skills with a variety of bats</p> <p>Practised bowling/feeding a ball to other players</p> <p>Run in a game to score points</p> <p>Attempted to play the role of wicket keeper or backstop</p> <p>Use skills as a team to prevent runs</p> <p>Makes attempts to catch balls coming towards player in games</p>
	Heart	<p>Work collaboratively to score runs showing encouragement and support</p> <p>Decide as a team the best positioning to intercept balls</p> <p>Show awareness of team mates fielding positions to restrict runs in a simple game scenario</p>	<p>Can work in small groups to field and bat</p> <p>Display sportsmanship when competing against others</p>

Attack, defend, compete	Head	Recognise rules and apply them in competitive and cooperative games Discuss changes in the body brought about by exercise Make decisions about how to defend a target	Select and apply a small range of simple tactics Begin to look for space to pass into or run to in order to receive Select the more appropriate skill to move forwards to shoot
	Hand	Begin to engage in competitive activities Roll, slide or throw a beanbag or ball with accuracy Bounce a medium sized ball to self and attempt to bounce to others Judge when and where to move to get in a defensive position Attempt to intercept and catch a thrown ball	Can send a ball using feet Can receive a ball using feet Link combinations of skills e.g. dribbling and passing with hands in isolation and combination Can send a ball using hands Can receive a ball using hands Perform the role of goal keeper using basic stopping and interception skills
	Heart	Work in collaboration with others to attack and score points Cooperate to perform a range of challenges using skills such as gesture/signalling Identify the things that they like about exercise both in and outside of school	Can play in a variety of positions in both defence and attack Show awareness of teammates and opponents in games Work with a partner and in small groups to develop skills
Send & Return	Head	Identify space to send a ball into Identify tactics to outwit an opponent such as hitting to space Can describe how they worked with their partner to send and receive	Decide on and play with dominant hand Develop tactics to outwit your opponent so they cannot return the ball
	Hand	Able to send an object with increased confidence using hand or bat Move towards a moving ball to return with hand or bat Score points against opposition over a line/net Select and apply skills to win points Chase, stop and control balls and other objects such as beanbags and hoops Track balls and other equipment sent to them, moving in line with the ball to collect or return	Demonstrate basic sending skills in isolation and small games Show agility to track the path of ball over a line/net and move towards it Hit a ball using both hand and racquet with some consistency Return a ball coming towards them using hand or racquet Play in a modified game send and returning the ball over a line/net Has developed hitting skills with a variety of bats Start a game using basic serving skills
	Heart	Work with a partner to send and return an object and play in a simple rally Recognise your actions impact others e.g. feeding a ball accurately and at correct pace Play cooperatively in a game situation	Recognise individual contribution and impact on a task Develop collaborative teams skills
Gymnastics	Head	Use words such as rolling, travelling, balancing, climbing Can identify risks of working on and around apparatus Decide which supporting concepts and actions to add to their sequence	Independently show creative flare, refining and developing during tasks Comment on aspects of own and others performances
	Hand	Safely move and carry basic gym equipment such as mats and benches Recognise like actions and link them together Perform simple gymnastic actions and shapes Remember and perform a simple sequence using rolling, travelling, climbing, balancing and jumping Show spinning and rocking in isolation and in short sequence Make their body tense, relaxed, stretched and curled Perform in unison and canon	Perform with control and consistency basic actions at different speeds and on different levels Create and perform a simple sequence Show contrasts in gymnastics shapes and actions Work to improve flexibility and strength Attempt to use rhythm whilst performing a sequence Use core strength to link gymnastic elements e.g. back support and half twist
	Heart	Move on, off and over object with confidence Value other's efforts when they perform; watch and listen Communicate with a partner to create short sequence	Remember and repeat sequences Develop character and maturity to work in close proximity with others Reflect on own performance and use scoring system to judge performance

Dance	Head	<p>Confident to explore space within their dances and movements Identify similarities between gymnastics and dance/other physical activity Recognise that dances can have themes and stories Perform basic body actions along with music</p>	<p>Select movements that show a clear understanding of the theme/story/idea of the dance Volunteer and show leadership in group dances Show confidence to perform in front of others</p>
	Hand	<p>Use different parts of the body, combine arm and leg actions Perform with an awareness of body shape required Remember and repeat simple movement patterns Move with control and show spatial awareness With help, compose a basic movement phrase Work with a partner</p>	<p>Show some sense of dynamic, expressive and rhythmic qualities in their own dance Use different parts of the body in isolation and combination Perform with control and balance and demonstrating coordination Explore and use basic choreography including levels, speed changes, unison and canon Move with imagination responding the music Perform with expression</p>
	Heart	<p>Make some suggestions of how other's can improve their work Engage with the class to perform marching sequence and canon</p>	<p>Attempt to work as part of a group to perform a dance Show engagement in task to perform with freedom e.g. freestyling Able to comment on ideas and emotions and how they can be portrayed through dance</p>

PE KS2 Progression Map



		Year 3	Year 4	Year 5	Year 6
Athletics	Head	Take part in basic scoring of different events When questioned, show understanding of their individual role in team relay performance Compete with others and record points	Decide on ways to improve, run, jumps and throws and implement changes Demonstrate patience and determination	Identify how they can change an activity by using the STEP principle Distinguish between good and poor performances and suggest ways to improve self and others	Accurately and confidently judge across a range of athletics activities Record accurately scores given in variety events
	Hand	Link running and jumping activities with some fluency and consistency Control movements and body actions in response to specific instructions Jump for height and distance with control and balance Run at different speeds according to event and instruction Throw a variety of objects using different recognised throws Throw more accurately and over greater distances	Show differences between sprinting and running speeds over a variety of distances Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone Perform a range of jumps with consistency, sometimes approaching jump with a run up Compete in running, jumping and throwing activities and compare their own performance with previous	Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes Explore a range of baton handling activities and attempt to receive in restricted area Perform a range of jumps in different activities Demonstrate a range of throwing actions using different equipment with some consistency and control	Demonstrate accuracy and good technique when throwing for distance Show good technique and control for jumping activities Use skill and knowledge of activity to confidently teach and lead others Choose appropriate run up distance as an individual for athletic jumps Use appropriate pace for different running distances
	Heart	Run as part of a relay team Identify how to improve own and others work and be tactful	Work with others to score and record distance and times accurately Develop control in baton exchange and analyse as a team how to improve handover	Able to run as part of a team in relay style events and demonstrate max effort pace Compare own performance with previous ones and demonstrate improvement to achieve personal best	Demonstrate improvement when working with self and others Use appropriate language to deliver a taught activity to their peers
Striking & Fielding	Head	Adhere to some basic rules of recognised games such as rounders or cricket Explain how fielders work together to restrict batters runs Apply simple tactics to choose where to hit the ball	With increasing consistency, choose where to direct a hit from a bowled ball Use and apply the basic rules of the game	Recognise where increased flexibility and power is an advantage in striking and fielding the ball In a game situation play using a range of simple tactics such as getting players out to restrict the attack Use and apply the basic rules of the game fairly and consistently	Apply with consistency standard rules of (modified) games Use a range of tactics for attacking and defending in the role of bowler, batter and fielder In rounders use correctly the rules for running round bases
	Hand	Strike a ball with some consistency Develop skills to use in isolation and in competitive play e.g. throwing, catching and bowling Play in simplified games Bowl accurately Show ready position to catch a ball Strike a stationary ball (off tee) with some consistency Strike a bowled ball with some consistency	Apply speed and decision making to run safely between scoring markers e.g. stumps, posts Play confidently in a variety of roles such as fielder, bowler, backward e.g. wicket keeper/backstop Track and intercept the ball along the ground sometimes collecting with one hand Show more consistency in throwing and catching over a variety of distances Bowling a recognised action with some consistency	Choose where to hit the ball to maximise likelihood of scoring runs Use a variety of shots in isolation and in a game situation Throw with accuracy and consistency over short distances Tracking flight of the ball to increase catching success Begin to employ specific bowling techniques such as overarm in cricket	Strike a bowled ball and attempt a small range of shots Attempt to track and catch high balls in isolation and game play Increase accuracy using a range of bowling techniques e.g. overarm Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting Play within small sided games using standard field/pitch layout e.g. boundaries, posts bowling areas
	Heart	Identify how to improve own and others work and be tactful Field as a team to return the ball to the bowler/base effectively	Show fir play such as accepting when run out In their local community can they identify locations in which they could play striking and fielding games	Show perseverance during the game and commitment to team Work collaboratively with others to both score runs and in the field to restrict runs	Identify ways you can support your batting partner Work collaboratively in teams to compete against themselves and others

Net / Wall	Head	<p>Keep count/score of a game Can discuss the different type of shots that may be used in a variety of situations</p>	<p>Choose ways to send the ball to make it difficult for opponent to return Play the role of umpire to keep score</p>	<p>Cooperate and collaborate with others to play in a sportsman like way Recognise where they should stand on the court when playing on their own and with others</p>	<p>Make appropriate choices in games about the best shot to use Explain some of the tactics used in net/wall games</p>
	Hand	<p>Serve to begin a game Play a continuous game using: throwing and catching or some simple hitting Can play within boundaries Use a small range of basic racquet skills Move towards a ball/shuttle to return over a line/net Play over a net</p>	<p>Explore shots on both sides of the body and attempt with confidence Use a small range of racquet/hand skills Explore a range of recognised shots e.g. overhead, forehand etc Able to return ball/shuttle to different areas of oppositions court Use basic defensive tactics to defend the court i.e. moving to different positions on the court</p>	<p>Play a range of basic shots on both sides of the body, move feet to hit ball at most appropriate point Play modified games with confidence sending and returning a ball/shuttle this may be with differentiated equipment Select and apply a range of skills to move around the court e.g. lunge, shuffle etc Apply some control when returning the ball/shuttle including foot placement, shot selection and aim Can apply with some success, a range of techniques to win points Demonstrate a variety of service shots in isolation and some game play</p>	<p>Use forehand, backhand and overhead shots in isolation Use forehand, backhand and overhead shots with more confidence in games Start games with the appropriate serve Attempt more technical shots such as smash, where able use in a game Apply a range of defensive tactics n a game, individually and with a partner Begin to use full scoring systems</p>
	Heart	<p>Show engagement in rallying activities to improve and progress Work with a partner to play in a doubles game</p>	<p>Work with a partner / small groups to return a served ball/shuttle Play competitively with others and against others in modified games</p>	<p>Play with others with some flow to the game, keeping track of their own scores Suggest and lead warm ups that prepare the body appropriately for net/wall activities</p>	<p>Develop doubles play further implement basic positioning tactics (team play for volleyball) Use speaking and listening skills to umpire and play with peers without dispute</p>
Invasion	Head	<p>Recognise when you need to defend Employ tactics to put opponents under pressure Being aware and able to undertake the demands different positions to support both attack defence</p>	<p>Working with team mates to make it difficult for the opposition Use tactics to perform defensively both as a team and as an individual Play using recognised marking techniques of specific game e.g. hockey, tag rugby</p>	<p>Play in formations and execute 'set plays' in game situations Explain the need for different tactics and attempt these in a game situation Know and apply the rules consistently in game situations</p>	<p>Choose and implement a range of strategies to attack and defend such as restricting attackers space or goal side marking Suggest, plan and lead a warm up or drill and use STEP technique to modify Make quicker decisions in games (on and off the ball)</p>
	Hand	<p>Send and receive a ball with some consistency to keep possession Sometimes move into space to receive the ball Use recognised passes in isolation e.g. chest pass for netball or kicking with the inside of the foot for football Can recall and show at least two key teaching points of a learned skill Play using basic rules of recognised game e.g. hockey or football Shoot at a goal using appropriate skills e.g. slap shot in hockey or set shot in basketball</p>	<p>Send and receive the ball with accuracy, controlling to score points/goals Keep possession of the ball as an individual using skills such as dribbling and running with the ball Show speed and endurance in a game situation Move in to space to help others and the ball over longer distances Work as part of a team to attack and score in defined area In netball play within positional restrictions</p>	<p>Able to combine basic skills such as dribbling and passing Select and apply skills in game situation with some consistency e.g. dodging, pivoting, dribbling and running with the ball Move balls over longer distances accurately, demonstrating power Play in different positions with some success Where appropriate mark goal side Use specific learned skills to maintain possession during a game Use specific skills in a game to win a ball such as boxing out and rebounding</p>	<p>Use and apply boundary rules such as corners, self-pass and sideline in relevant game Build upon set plays such as in tag rugby, some suggest improvements to play Use a variety of techniques for passing, controlling, dribbling and shooting the ball in games Play in a variety of positions (attacking and defensive) Consistently catch/stop and control a ball Able to track and control a rebound from shot (penalty or open play)</p>
	Heart	<p>Show support, encouragement and good sportsmanship Work as part of a team to attack towards a goal</p>	<p>Recognise how playing as a team can improve your communication skills Use and apply the basic rules of the game</p>	<p>Use appropriate language to explain their attacking and defensive play Covering a variety of specific skills or concepts, discuss how they can improve</p>	<p>Support someone else to take the lead in a warm up Work collaboratively in a team to play and keep possession of the ball</p>

Gymnastics	Head	<p>Modify actions independently using different pathways, directions and shapes</p> <p>Identify similarities and differences in sequences</p>	<p>Decide on ways to improve a piece of work using compositional elements and implement changes</p> <p>Apply a broader range of more challenging skills executed with precision</p>	<p>Selects a component for improvement and use guidance from others to do so</p> <p>Explain the significance of a warm up and how it relates to gymnastics activity</p>	<p>Identify their strengths and weakness and compose a sequence which will achieve the highest score against criteria</p>
	Hand	<p>Perform sequences with contrasting actions</p> <p>Perform a range of increasingly challenging actions</p> <p>Show strength and flexibility to shapes and actions being performed</p> <p>Remember and repeat sequences</p> <p>Begin to show fluency in sequences and movement patterns</p> <p>Adapt basic sequences to include some apparatus</p> <p>Develop body management over a range of floor exercises</p>	<p>Perform actions such as balance, body shapes and flight with control</p> <p>Develop an increased range of body actions and shapes to use in longer, more complex sequences</p> <p>Identify 'core muscles' and use them to improve quality of shapes and actions</p> <p>Challenge self to more complex versions of a skill/ action</p> <p>Show smooth transitions and flow in sequences</p>	<p>Create longer and more complex sequences and adapt their performances</p> <p>Follow, copy and repeat others actions</p> <p>Make a dynamic sequence with contrasting shapes and actions and balances demonstrating smooth transitions</p> <p>Develop strength and flexibility to hold more complex balances and shapes such as bridge with control</p> <p>Attempt to perform more complex skills in isolation such as round-off</p> <p>Remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder rolls</p>	<p>Perform increasingly complex sequences</p> <p>Perform showing awareness of the judging criteria</p> <p>Compose and practise actions and relate to music</p> <p>Experience flight on and off of apparatus</p> <p>Show clarity, fluency, accuracy and consistency in their movements</p>
	Heart	<p>Comment on others gymnastics sequences describing what they did well</p> <p>Can suggest how developing strength and flexibility helps in maintaining a healthy active lifestyle</p>	<p>Adapt actions and sequences to work with partners and small groups</p> <p>At key points, compare their performances to previous ones</p>	<p>Work responsibly in trust exercises and when counterbalancing</p> <p>Perform symmetry and asymmetry individually, in pairs and as a group</p>	<p>Lead group warm up demonstrating the importance of strength and flexibility</p> <p>Work independently and in small groups to make up sequences to perform to an audience</p>
Dance	Head	<p>Contribute ideas to the structure of the dance</p> <p>Create basic actions as an individual and working with a partner</p> <p>Describe using appropriate language the features of dances performed by others</p>	<p>Use peer assessment to identify strength and weaknesses in performance</p> <p>Respond sensitively to professional work</p>	<p>Confidently participate in dances from different cultures/parts of the world</p>	<p>Interpret different stimuli with imagination and flair</p> <p>Identify in others and self where good performance qualities are achieved</p>
	Hand	<p>Attempt to perform with a sense of dynamics</p> <p>Competently include props and other ideas in their dance</p> <p>Attempt short pieces of improvised dance responding to the structure/theme of the dance</p> <p>Share and create short dance phrases with a partner and in small groups</p> <p>Perform a range of recognised dance actions with some confidence e.g. do see do</p> <p>Perform movements with increased control</p>	<p>Refine, repeat and remember short dance phrases</p> <p>Perform with increasing musicality with control and confidence</p> <p>Perform dances with consistency</p> <p>Show rhythm and style when performing as an individual and with others</p> <p>Use devices to change actions individually and as a group e.g. facing, levels etc</p> <p>Dance using a variety of formations confidently</p>	<p>Perform different styles of dance clearly and fluently</p> <p>Refine & improve dances adapting them to include use of space rhythm & expression</p> <p>Adapt their skills to meet the demands of a range of dance styles</p> <p>Incorporate levels and flight in to movement patterns and dances</p> <p>Create and use compositional ideas confidently such as pathways, step patterns and unison</p>	<p>Warm up and cool down independently</p> <p>Work creatively and imaginatively on their own, in pairs and in a group to create simple dances</p> <p>Implement skills from other activity areas e.g. gym and games to perform tasks</p> <p>Use recognised dance actions and adapt to create motifs and movement patterns</p> <p>Communicate the artistic intention of a dance clearly, fluently, musically and with control</p>
	Heart	<p>Express moods and feelings throughout the dance piece</p> <p>Can decide with others which floor patterns/pathways to follow</p>	<p>Show sensitivity to a dance idea/theme or story</p> <p>Showing self-control and maturity to perform a partner/ group contact work</p>	<p>Recognise and comment on dances suggesting ways to improve</p> <p>Work collaboratively in groups to compose short dances</p>	<p>Practise and refine coordination skills through activities such as live aural setting / freeze frame</p> <p>When working in groups/pairs take the lead suggesting ideas and refining actions of others</p> <p>Use facial expression to communicate emotion and a further narrative</p>

OAA	Head	Describe their work and the strategies they use to solve problems Independently identify factors needed to complete a task Use acquired skills to create maps and directions	Plan and refine strategies to solve problems Identify what they have done well and suggest ways to improve Work out answers from clues, working independently from teacher	Recall and remember symbols, items and objects during task as an individual and team Play a role in problem solving Communicate using code	Use knowledge of games in PE to suggest adaptations and variations to games/activities Follow instructions accurately
	Hand	Identify and use symbols on a map to navigate Play competitively and fairly implementing the rules Participate safely, considering others Perform with strength, stamina and endurance in more physical tasks	Use maps, symbols and compass confidently to navigate Confidently undertake tasks with time limits and other restrictions Remember and recall map symbols and other relevant key information	Work at a high intensity for sustained period of time whilst completing a task Evidence results and keep score Compete against others and perform under pressure	Use written description to identify objects Refine and adapt ideas in group task
	Heart	Lead others and be led Can work with others to solve problems	Work well as part of a team or group within well-defined role Listen and be directed by others	Explore and refine ways of communicating to best complete a set task Put trust in others and demonstrate trustworthy behaviour	Use information given by others to complete a task and work collaboratively Work collaboratively to perform a more complex task Takes responsibility for a role in a task