

Progression Map – PE

EYFS

Physical Development: Moving and Handling

Children show good control and co-ordination in large and small movements.

They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.

- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Holds balance in various shapes and maintains balance when moving.
- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Can catch a large ball.
- Jumps off an object and lands appropriately.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.

	KSI	LKS2	UKS2
Autumn Term	<p>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</p> <ul style="list-style-type: none"> • Show basic control and coordination when travelling. • Use space and apparatus safely. • Travel by rolling forwards, backwards and sideways. • Understand what will happen when I move into a space and I am aware of others when I move. • Catch a bean bag and a medium sized ball. • Move in line with the ball when tracking it. • Intercept, retrieve, stop and catch a bean bag and a medium sized ball. • Choose and use games skills 	<p>Pupils develop and broader range of skills, learning how to use them in different situations. Pupils participate in a range of modified and adapted team games to further throwing, catching, movement and spatial awareness.</p> <ul style="list-style-type: none"> • Throw and catch with control to keep possession and score goals. • Create space and use it to support team mates, causing problems for the opposition. • Throw a ball for distance. • Explain why it is important to warm up and cool down. • Play fairly and abide by rules to keep games going. • Play games with some fluency and accuracy, using a range of throwing and catching techniques. • Use a variety of simple tactics for attacking well, keeping 	<p>Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <ul style="list-style-type: none"> • Perform different styles of dance clearly, rhythmically and fluently. • Create complex and well executed sequences that include a full range of movements. • Vary speed, direction, level and body rotation. • Demonstrate a good kinaesthetic awareness. • Practise and refine actions shapes and balances. • Identify strengths and weaknesses in the way challenges were approached; suggest alternative solutions. • Show initiative when working in a group. • Compare their performances

	<p>when playing simple competitive games.</p> <ul style="list-style-type: none"> • Know why being active is good for the heart 	<p>possession of a ball as a team.</p> <ul style="list-style-type: none"> • Understand how to defend as well as attack. • Watch and describe others performances, as well as their own and suggest practices that will help me and others play better. 	<p>with previous ones and demonstrate improvement to achieve their personal best.</p>
<h2>Spring Term</h2>	<p>Pupils develop fundamental movement skills, extending their agility, balance and coordination, individually and with others and applying them in a range of increasingly challenging activities.</p> <ul style="list-style-type: none"> • How to play simple versions of games with a partner. • Perform ways of sending a ball by hitting, throwing, rolling or striking it. • To copy the basic actions of gymnasts. • Show basic control when keeping still. • Make their body tense, relaxed, stretched and curled. 	<p>Pupils should develop fundamental movement skills, extending their agility, balance and coordination, individually and with others and applying them in a range of increasingly challenging activities.</p> <ul style="list-style-type: none"> • Keep possession with some success when using equipment that is not used in throwing and catching games. • Select simple tactics to outwit opponents and explain why they work. • Hit a bowled ball with intent. • Create and perform a sequence of at least six elements with control. 	<p>Pupils apply and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement.</p> <ul style="list-style-type: none"> • Use different techniques for passing controlling dribbling and shooting in ball games. • Play effectively as part of a team; know what position I am playing in and how to contribute when attacking and defending. • Pass, dribble and shoot with control in games. • Identify and use tactics to help my team keep the ball and take it towards the

	<ul style="list-style-type: none"> • Hold a position whilst balancing on different parts of the body • Create a sequence with 4 elements and be able to repeat the sequence. 	<ul style="list-style-type: none"> • Watch, describe and suggest possible improvements to others' • Suggest warm up activities. • Plan, perform and repeat longer sequences that include changes of speed, level and quality of movement. • Adapt their own movements to include a partner in a sequence. • Swim competently, confidently and proficiently over a distance of at least 25 metres. 	<p>opposition's goal.</p> <ul style="list-style-type: none"> • Mark opponents and help each other in defence. • Apply basic principles of team play to keep possession of the ball; use marking, tackling and or interception to improve my defence.
<h2>Summer Term</h2>	<p>Pupils should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasing challenging situations.</p> <ul style="list-style-type: none"> • Perform ways of sending a ball. • Remember what tactics I used in my game. • Catch a medium sized ball 	<p>Pupils should be able to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <ul style="list-style-type: none"> • Use a small range of racket skills. • Link running and jumping activities with some fluency, control and consistency. • Make up and teach others a short sequence of linked 	<p>Pupils develop flexibility, strength technique, control and balance through athletics. They develop an understanding of how to improve in different sports and how to evaluate and recognise their own success.</p> <ul style="list-style-type: none"> • Choose the best pace for a running event, so that they can sustain their running and improve on a personal target. • Show control a take-off in

	<p>with consistency.</p> <ul style="list-style-type: none"> • Describe basic rules, how to score and decide what skills to use to outwit an opponent. • Perform a short dance, linking actions with fluency, control and expression. • Perform basic skills with control and accuracy – running, jumping and hopping. 	<p>jumps.</p> <ul style="list-style-type: none"> • Run at fast, medium and slow speeds, changing speed and direction. • Take part in a relay activity, remembering when to run and what to do. • Throw a variety of objects, changing their action for accuracy and distance. • Perform safe rescue in different water-based situations 	<p>jumping activities.</p> <ul style="list-style-type: none"> • Show accuracy and good technique when throwing for distance. • Use forehand, backhand and overhead shots increasingly well in games they play. • Use the volley in games where it is important. • Use refined techniques in a wide range of running, jumping and throwing events and activities. • Demonstrate a good understanding of the principles of effective athletic performance.
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