

PE Progression Map

	Games Inc. Invasion Games, Striking and Fielding and Net and Wall	Dance	Gymnastics	Athletics
EYFS	Children will: show good control and co-ordination in large and small movements. move confidently in a range of ways, safely negotiating space. handle equipment effectively.			
1	Children will: -be aware of the need for safety and body changes during activity and can get changed for PE independently. -throw and catch with some consistency and strike a stationary object with some control and basic accuracy. -be able to work with a partner and can watch others and make some comments on performance. -move within space without collisions and with some control.	Children will: -be aware of the need for safety and body changes during activity and can get changed for PE independently. -explore and perform basic actions in response to teacher led stimuli. -begin to link basic actions appropriately e.g., travel, turn and gesture with some fluency and control. -be able to watch others and discuss what was good in their performance together.	Children will: -be aware of the need for safety and body changes during activity and can get changed for PE independently. -jump, hop, skip, walk and roll sideways and can balance on hands and feet with some control. -make tall, small, wide, thin and curled body shapes with imagination and some control. -link two basic movements together with some control; travelling along, over and across apparatus confidently. -watch others and discuss what was good in their performance.	Children will: -understand & demonstrate differences between athletic techniques – sprinting/running for sustained distance and show a range of throws and jumps, beginning to show accuracy when performing all athletic actions. -play different roles when working as a group. -discuss how different warmups affect heart rate and body temperature. be able to watch others and discuss what was good in their performance together.
2	-begin to throw with control and some accuracy under & over arm and can receive and control a ball with one/both hands. -use suitable sized bats with suitable sized balls and can work together and avoid others when moving. -understand the need to prepare their bodies to be active and can say why their body changes during exercise and the need to change clothes/footwear.	-understand the need to prepare their bodies to be active. -perform dance routines in pairs set by adult and can follow and mirror actions with some control. -respond imaginatively to stimuli with control, coordination, and some fluency, linking actions to create a dance phrase. -discuss and compare performance with adults and children.	-understand the need to prepare their bodies to be active. - travel at different speeds, levels and directions safely. -be able to transfer weight from different body parts -bunny hop, rock/roll and move/balance on large and small body parts. -perform sequences linking 3 basic moves on floor and apparatus with some control and accuracy. -discuss and compare performance with adults and children.	--understand & demonstrate differences between athletic techniques – sprinting/running for sustained distance and show a range of throws and jumps while showing improving technique and accuracy when performing all athletic actions. -play different roles when working as a group. -discuss how different warmups affect heart rate and body temperature. -discuss and compare performance with adults and children.
3	-play a game (pairs/small group) with rules and scoring. -kick/pass and control/catch a ball with feet/hands with accuracy and consistency. -understand how to position yourself when attacking/defending. -watch a partner and suggest improvements. -explain reasons why we warmup/cool down and give reasons why it is done.	-demonstrate simple warm up activities and explore gestures and body actions e.g., flick, grab, float, strike. - be able to work in pairs or groups on a set dance. -be able to plan and perform a dance phrase in pairs including change of levels and direction. -make suggestions to improve quality of performance.	-be able to select ideas, teach them to a partner and perform a 6-action sequence independently on floor and apparatus using speed and levels. -make suggestions to improve quality of performance. -demonstrate simple warm up activities and begin to describe changes in body.	-understand & demonstrate differences between athletic techniques – sprinting/running for sustained distance and show a range of throws and jumps while showing consistent technique and accuracy when performing all athletic actions. -play different roles when working as a group. -discuss how different warmups affect heart rate and body temperature. -begin to evaluate own and others performance.
4	-play a game (pairs/small group) with rules and scoring. -kick/pass and control/catch a ball with feet/hands with accuracy and consistency. -understand how to position yourself when attacking/defending. -Watch a partner and suggest improvements. explain reasons why we a warmup/cool down and lead a warmup/ cool down for whole class.	-demonstrate simple warm up activities and explore gestures and body actions e.g., flick, grab, float, strike. -be able to work in pairs or groups on a set dance. -be able to plan and perform a dance phrase in pairs including change of levels and direction. -make suggestions to improve quality of performance. -Compare their performance with previous ones to demonstrate improvement.	-be able to select ideas, teach them to a partner and perform a 6-action sequence independently on floor and apparatus using speed and levels. -make suggestions to improve quality of performance. -demonstrate simple warm up activities and begin to describe changes in body. -Lead a warm-up with whole class -Compare their performance with previous ones to demonstrate improvement.	-understand & demonstrate differences between athletic techniques – sprinting/running for sustained distance and show a range of throws and jumps while showing consistent technique and accuracy when performing all athletic actions. -play different roles when working as a group. - Lead a warm-up with whole class -Compare their performance with previous ones to demonstrate improvement.