



# PE Progression Map

Endpoint	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	National Curriculum
<p>To learn how to play hockey, football, dodgeball, basketball, tennis, handball, netball, cricket and rounders. To learn tactics to be able to attack and defend and to play as part of a team. To use skilful movement and control competitively. To have the confidence to compete within a sport as part of a team.</p>	<p>To be able to work as a team.</p>	<p>To learn the rules for dodgeball, cricket and rounders. Learn to catch, throw and strike a ball. To learn how to work cooperatively as a team.</p>	<p>To learn the rules for dodgeball, cricket and rounders. Learn to catch, throw and strike a ball. To learn how to work cooperatively as a team and to use tactics to improve your team's chances of winning.</p>	<p>To learn the rules for basketball, hockey and handball. To learn how to receive, dodge, chase and pass competitively.</p>	<p>To learn the rules for basketball, hockey and handball. To learn how to receive, dodge, chase and pass competitively.</p>	<p>To learn the rules for netball, basketball, football, tag rugby and cricket. To use appropriate tactics within these games. To control their movement and to have the confidence to compete.</p>	<p>To learn the rules for netball, basketball, tag rugby, football and cricket. To use appropriate tactics within these games. To control their movement and to have the confidence to compete.</p>	<p>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</p>



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<p>To use locomotor and non-locomotor skills within speed, performance and co-operation to achieve specific goals. To work collaboratively and individually to compete in a yearly sports day.</p>	<p>To complete obstacle courses using balance and coordination.</p>	<p>To know how to control their movements to complete athletic activities, such as egg and spoon, running races and relay. To begin to understand direction and control within throwing.</p>	<p>To know how to control their movements to complete athletic activities, such as egg and spoon, running races and relay. To begin to understand direction and control within throwing.</p>	<p>To know how to improve their running and athletic skills and techniques by emphasis on accuracy, time, measurement, length and distance.</p>	<p>To know how to improve their running and athletic skills and techniques by emphasis on accuracy, time, measurement, length and distance.</p>	<p>To know how to improve their running and athletic skills and techniques by emphasis on accuracy, time, speed, measurement, length and distance. To know how to use a range of tactics and strategies to overcome opponent's direction competition.</p>	<p>To know how to improve their running and athletic skills and techniques by emphasis on accuracy, time, speed, measurement, length and distance. To know how to use a range of tactics and strategies to overcome opponent's direction competition.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>
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# PE Progression Map

<p>To develop balance, technique and co-ordination to create a routine. To be aware of oneself in space within a performance and to evaluate the end result with the purpose of improving their technique or style.</p>	<p>To follow a set of instructions to complete a routine being aware of space.</p>	<p>To know how to travel, jump, turn, stillness, balance, changing shape, size, level, speed and tension.</p>	<p>To know how to travel, jump, turn, stillness, balance, changing shape, size, level, contrasts of speed and continuity of actions.</p>	<p>To know how to travel, jump, turn, stillness, balance, changing shape, size, level, contrasts of speed and continuity of actions. To know how to perform dances using a range of movement patterns.</p>	<p>To know how to travel, jump, turn, stillness, balance, changing shape, size, level, contrasts of speed and continuity of actions. To know how to perform dances using a range of movement patterns.</p>	<p>To know how to improve their skills of -travel, jump, turn, stillness, balance, changing shape, size, level, variations in speed, stepping patterns and continuity of actions. To know how to compose, practice, adapt, refine actions, perform with part/whole body control, explore and select actions which can be developed within dances (practised and repeated) perform dances using advanced dance techniques in a range of dance styles and forms.</p>	<p>To know how to improve their skills of -travel, jump, turn, stillness, balance, changing shape, size, level, variations in speed, stepping patterns and continuity of actions. To know how to compose, practice, adapt, refine actions, perform with complex body actions, control of body parts, explore and select actions which can be developed within dances (practised and repeated) perform dances using advanced dance techniques in a range of dance styles and forms.</p>	<p>Perform dances using a range of movement patterns.</p>
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# PE Progression Map

<p>To be able to control and stabilise their body. To learn to change and control the direction and position of the body during movements. To practice and recall a routine to then take part in key stage competitions.</p>	<p>To learn how to balance a beanbag and move carefully to maintain balance.</p>	<p>To develop balance, agility and coordination.</p>	<p>To develop balance, agility and coordination.</p>	<p>To know how to develop flexibility, strength, technique, control and balance. Learn how to use skills in different ways and link them to make actions and sequences of movement.</p>	<p>To know how to develop flexibility, strength, technique, control and balance. Learn how to use skills in different ways and link them to make actions and sequences of movement.</p>	<p>To know how to make complex extended sequences by combining action, balance and shape. To know how to perform consistently to different audiences.</p>	<p>To know how to make complex extended sequences by combining action, balance and shape. To know how to perform consistently to different audiences. To know how to link sequences to specific timings.</p>	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>
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# PE Progression Map

<p>To follow safety rules within a given environment. To learn, improve and refine swimming strokes. To be able to swim competently, confidently and proficiently over a distance of over at least 25 metres. To use a range of strokes effectively, such as front crawl, breaststroke and backstroke. To perform safe self-rescue in different water-based situations.</p>				<p>Swim 10m unaided in shallow water using one basic method. Kick legs from the hip and identify when this needs improvements . Put face in water and blow bubbles. Enter and exit water safely and remain safe around water. Explain what dangers to identify around water</p>	<p>Swim between 10m and 20m unaided in shallow water, using one basic method to achieve the distance. Use floats to swim longer distances with a more controlled leg kick. Join in all swimming activities confidently. Put face under the water and blow bubbles (begin to do this whilst swimming). Explore how to move in and under water. Recognise how swimming affects breathing. Identify and describe differences between different leg and arm actions. Understand water can be dangerous and repeat what to do when in difficulty</p>	<p>Swim between 10m and 20m unaided in shallow water, using one stroke. Begin to swim 10m-15m unaided using a second stroke. Put face in water and breath correctly when swimming in one identifiable stroke. Use a float to aid their swimming and confidence in deeper water. Use a float to develop leg and arm techniques. Begin to explain how to keep safe whilst in water and what dangers should be identified</p>	<p>Swim 25m unaided in water using one basic method to achieve this distance. Use two different strokes swimming on both front and back. Control breathing. Swim confidently and fluently both on the surface and under the water. Explain how to remain safe in water and what do if you or someone nearby gets into difficulty</p>	<p>Swimming and water safety. All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - perform safe self-rescue in different water-based situations.</p>
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# PE Progression Map

<p>To be spatially aware of their surroundings, within areas like the beach or the nature area. To use communication and co-operation to achieve a given task.</p>	<p>To listen to instructions and to be safe when out of school.</p>	<p>To know how to engage in cooperative activities.</p>	<p>To know how to engage in cooperative activities.</p>	<p>To know how to improve safety skills within the outdoors by planning and recording different activities and by problem solving. To know how to follow a map in a familiar context and to follow a route safely.</p>	<p>To know how to improve safety skills within the outdoors by planning and recording different activities and by problem solving. To know how to follow a map in a familiar context and to follow a route within a given time.</p>	<p>To know how to use a range of tactics and strategies to overcome opponents within direct competition (cross country). To be able to demonstrate stamina.</p>	<p>To know how to use a range of tactics and strategies to overcome opponents within direct competition (cross country). To be able to demonstrate stamina.</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p>
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# PE Progression Map

<p>To develop skills to recognise the physical, social, emotional and cognitive attributes of their own wellbeing. To become emotionally literate and to learn ways to resolve any situations, which may arise.</p>	<p>To know that exercise and a healthy diet keeps you healthy.</p>	<p>To know the difference between healthy and unhealthy foods, to link eat well and drink well to sleep well and move well. To know how the combined healthy lifestyle will support you physically and mentally. To know how to ask for help and where to go for help. To recognise different emotions and how to support them.</p>	<p>To know the difference between healthy and unhealthy foods, to link eat well and drink well to sleep well and move well. To know how the combined healthy lifestyle will support you physically and mentally. To know how to ask for help and where to go for help. To recognise different emotions and how to support them.</p>	<p>To know the difference between healthy and unhealthy foods, to link eat well and drink well to sleep well and move well. To know how the combined healthy lifestyle will support you physically and mentally. To know how to ask for help and where to go for help. To recognise different emotions and how to support them.</p>	<p>To know the difference between healthy and unhealthy foods, to link eat well and drink well to sleep well and move well. To know how the combined healthy lifestyle will support you physically and mentally. To know how to ask for help and where to go for help. To recognise different emotions and how to support them.</p>	<p>To know the difference between healthy and unhealthy foods, to link eat well and drink well to sleep well and move well. To know how the combined healthy lifestyle will support you physically and mentally. To know how to ask for help and where to go for help. To recognise different emotions and how to support them.</p>	<p>To know the difference between healthy and unhealthy foods, to link eat well and drink well to sleep well and move well. To know how the combined healthy lifestyle will support you physically and mentally. To know how to ask for help and where to go for help. To recognise different emotions and how to support them.</p>	<p>Lead healthy, active lives.</p>
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