



# Physical Education Progression of Skills and Knowledge



## St Mary and St Joseph's RC Primary School Physical Education Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Physical Education	Dance	<p>Perform dances using simple movement patterns. Copy and repeat actions. Change direction during travelling moves. Link moves together. Use a variety of moves. Explore basic body patterns and movements to music. Perform using a range of actions and changing direction Use and explore fundamental movement skill during dance (hop, skip, jump, run)</p>	<p>Perform dances using simple movement patterns. Copy, remember and repeat actions. To explore different levels and speeds of movement. To link travelling moves that change direction and level. To use a variety of moves that change speed and direction. To show contrasts in simple dances with good body shape and position. To compose and perform simple dance phrases. Perform movements that show rhythm and control</p> <p>Master fundamental skills (hop, skip, jump, run)</p>	<p>Begin to improvise with a partner to create a simple dance pattern. Explore dance movements and create patterns of movement. Develop a range of dance movements and improve timing. Work co-operatively with a group to create a story through dance. Develop the quality of the actions in their performances. Perform with some awareness of rhythm and confidence. Use simple dance vocabulary to compare and improve work.</p> <p>Master fundamental movement skills with a good level of consistency when moving and standing still</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style. Demonstrate an awareness of the music's rhythm and phrasing when improvising. Create an individual or partnered dance that reflects the chosen dancing style. Perform dance using a range of movement patterns with fluency and expression. Evaluate own and others' work</p>	<p>Compose dance patterns and actions of the chosen dance style. Demonstrate an awareness of the music's rhythm and phrasing when improvising. Dance with fluency and control, linking all movements. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Perform own longer, more complex sequences in time to music. Evaluate own and others' work using dance specific vocabulary.</p>	<p>Compose dance patterns and actions that represent a chosen dance style. Demonstrate an awareness of the music's rhythm and phrasing when improvising. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Analyse own and others' performance</p>

	Gymnastics	<p>Explore gymnastic actions and shapes. Travel in different ways, changing directions and speed. Hold still shapes and simple balances. 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. Repeat and link combinations of gymnastic actions. Perform using a range of actions and body parts with some coordination and control. Use and explore fundamental movement skills throughout the topic (hop, skip, jump,</p>	<p>Remember and repeat simple gymnastic actions with control. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on isolated parts of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care. Link a variety of actions and movements to create a sequence. Perform sequences of their own composition with coordination and increasing control.</p> <p>Master fundamental skills ( hop, skip, jump)</p>	<p>Begin to show flexibility in movements. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Explore jumping techniques and link them with other gymnastic actions. Begin to use equipment to vault. Develop the quality of their actions, shapes and balances. Create interesting body shapes while holding balances with control and confidence. Begin to develop good technique when travelling, balancing and using equipment. Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Perform learnt skills and techniques with control and confidence. Master fundamental movement skills with a good level of consistency when moving and standing still</p>	<p>Begin to move with clarity, fluency and expression. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. To explore counter balances. Use equipment to vault in a variety of ways. Develop strength, technique and flexibility throughout performances. Demonstrate rhythm and spatial awareness. Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Perform and apply skills and techniques with control and accuracy. Perform movements in unison, in pairs.</p>	<p>Perform jumps, shapes and balances fluently and with control. Move with clarity, fluency and expression. Use transitions to link motifs smoothly together. Confidently use equipment to vault in a variety of ways. Demonstrate the correct placement and alignment of their body parts to balance successfully. To use counterbalances and incorporate them into a sequence of movements. Improve strength, technique and flexibility throughout performances. Ensure their actions fit the rhythm of the music.</p>	<p>Perform jumps, shapes and balances fluently and with control. Move with clarity, fluency and expression. Use transitions to link motifs smoothly together. Confidently use equipment to vault in a variety of ways. Demonstrate the correct placement and alignment of their body parts to balance successfully. To use counterbalances and incorporate them into a sequence of movements. Improve strength, technique and flexibility throughout performances. Ensure their actions fit the rhythm of the music. Combine equipment with movement to create sequences. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Select ideas to compose specific sequences of movements, shapes and balances. Consistently perform and apply skills and techniques with accuracy and control. Perform movements in canon and in unison, in pairs.</p>
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						<p>Combine equipment with movement to create sequences. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Select ideas to compose specific sequences of movements, shapes and balances. Consistently perform and apply skills and techniques with accuracy and control. Perform movements in canon and in unison, in pairs.</p>	
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	Invasion Games	<p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Travel with ball in different way/direction</p> <p>Throw/roll a ball to another player</p> <p>Pass ball with feet</p> <p>Run at different speeds/pathways and begin to use space.</p> <p>Start to use terms attack/defend.</p> <p>Use simple attack/defend skills</p> <p>Follow simple rules</p> <p>Use and explore fundamental movement skills throughout topic (run, throw, roll, catch, bounce, kick)</p>	<p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Strike/hit ball with increasing control</p> <p>Learn skills for striking/fielding games</p> <p>Practice basic sending/receiving</p> <p>Know the position the body should be in.</p> <p>Throw/catch/bounce to partner</p> <p>Use these skills in a game</p> <p>Throw for distance</p> <p>Use hand eye co-ord</p> <p>Throw variety of equipment</p> <p>Travel with control/fluency</p> <p>Use dribbling in game</p> <p>Change speed/direction whilst running</p> <p>Start to use space in game situations</p> <p>Master fundamental skills ( throw, catch, kick, roll, jump, bounce, hop, run)</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</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> <p>Start to apply rules and basic principles of invasion games.</p> <p>Start to know how to keep and win back possession.</p> <p>Find useful space to support teammates.</p> <p>Start to travel with ball in variety of ways with some control.</p> <p>Master fundamental movement skills with a good level of consistency when moving and standing still</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</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> <p>Move with the ball using a range of techniques showing control and fluency.</p> <p>Occasionally be able to help team win and keep possession.</p> <p>Make best use of space to pass/receive ball.</p> <p>Vary the tactics they use in a game and start to adapt rules to alter the game.</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> <p>Use a variety of dribbling techniques.</p> <p>Use ball skills in a variety of different ways.</p> <p>Pass ball with speed and accuracy in game situation.</p> <p>Keep and win possession in competition.</p> <p>Know when to pass and when to dribble.</p> <p>Devise own games and rules</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> <p>Use variety of ball skills confidently in a game situation.</p> <p>Choose the best pass for the game situation and link skills with fluency. E.g pass and receive on the move.</p> <p>Win and keep possession of ball with confidence.</p> <p>Create complex rules for games and lead others with effective communication</p>
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	<p style="text-align: center;">Athletics</p> <p>Running Vary their speed when running. Run with a basic technique. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Complete an obstacle course. Jumping 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 control. Work with a partner to develop the control of their jumps. Throwing Throw underarm and overarm.</p>	<p>Running Run at different speeds and describe how to change their pace. Use a variety of different stride lengths. Begin to select the most suitable pace and speed for distance. Complete an obstacle course with increased speed. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Maintain control as they change direction when jogging or sprinting. Maintain and control a run over different distances. <u>Jumping</u> Perform and compare 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. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Know that the leg muscles are used when performing a jumping action. <u>Throwing</u></p>	<p>Running Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping 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. Jumping 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. Throwing Perform a push throw. Throw with greater control and accuracy. Show increasing control in their overarm throw. Continue to develop techniques to throw for increased distance.</p>	<p>Running Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Accelerate to pass other competitors. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly. Jumping Learn how to land effectively when performing a standing long jump. 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. Throwing Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.</p>	<p>Running Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective 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. Jumping Improve techniques for jumping for distance. Perform an effective</p>	<p>Running Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run. Jumping Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p>
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		<p>Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power</p> <p>Use and explore fundamental movement skills throughout topic (jump, throw, run, hop, skip)</p>	<p>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.</p> <p>Master fundamental skills (run, hop, skip, jump, throw)</p>	<p>Master fundamental movement skills with a good level of consistency when moving and standing still</p>		<p>standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for 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. Investigate different jumping techniques. Throwing Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to</p>	<p>Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy. Throwing Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy.</p>
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	Swimming			<p>By the end of key stage 2: Swimming will take place by swimming coaches at a local pool. Pupils will develop water confidence through a range of exercises, games and drills. Pupils will be taught about water safety and safe self-rescue. They will develop kicking, arm pull and breathing techniques as well as correct body position to improve buoyancy and stroke efficiency.</p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)</li> <li>• perform safe self-rescue in different water-based situations</li> </ul>	<p>By the end of key stage 2: Swimming will take place by swimming coaches at a local pool. Pupils will develop water confidence through a range of exercises, games and drills. Pupils will be taught about water safety and safe self-rescue. They will develop kicking, arm pull and breathing techniques as well as correct body position to improve buoyancy and stroke efficiency.</p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)</li> <li>• perform safe self-rescue in different water-based situations</li> </ul>	<p>By the end of key stage 2: Swimming will take place by swimming coaches at a local pool. Pupils will develop water confidence through a range of exercises, games and drills. Pupils will be taught about water safety and safe self-rescue. They will develop kicking, arm pull and breathing techniques as well as correct body position to improve buoyancy and stroke efficiency.</p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)</li> </ul>	<p>By the end of key stage 2: Swimming will take place by swimming coaches at a local pool. Pupils will develop water confidence through a range of exercises, games and drills. Pupils will be taught about water safety and safe self-rescue. They will develop kicking, arm pull and breathing techniques as well as correct body position to improve buoyancy and stroke efficiency.</p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)</li> <li>• perform safe self-rescue in different water-based situations</li> </ul>
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	Sending / Striking	<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> <p>Carry out basic striking &amp; Hitting techniques Throw underarm &amp; Over arm. Catch &amp; bounce a ball</p> <p>Use and explore fundamental movement skills throughout topic (underarm throw, over arm throw, kick, catch)</p>	<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> <p>Striking and hitting Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Practise basic sending and receiving. Position the body to strike a ball. Throwing and catching 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. Throw different types of equipment for accuracy and distance. Vary types of throw used.</p> <p>Master fundamental skills (under/over throw, catch, kick)</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). Demonstrate successful hitting and striking skills. Use the correct batting technique within a game. Strike the ball for distance. Throw and catch with greater control and accuracy. Use the correct technique for catching a ball within a game. Perform a range of catching and gathering skills with control. Throw a ball in different ways (e.g. high, low, fast or slow).</p> <p>Master fundamental movement skills with a good level of consistency when moving and standing still</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). 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. Catch with increasing control and accuracy. Develop different ways of throwing and catching.</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> <p>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. Consolidate different ways of throwing and</p>	<p>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 Striking and hitting 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. Throwing and catching Throw and catch accurately and successfully under pressure in a game</p>
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						catching, and know when each is appropriate in a game	
	Health and Fitness	<p>Describe how the body feels before, during and after exercise.</p> <p>Place equipment safely.</p> <p>Understand we need to warm up before exercise</p> <p>Start to be able to point out the anatomical name for some muscles</p>	<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy.</p> <p>Carry and place equipment safely.</p> <p>Explain why it is important to warmup</p> <p>Start to be able to point out the anatomical name for some muscles and bones</p>	<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warmup and cool-down.</p> <p>Be able to point out most of the anatomical names for the muscles and bones</p>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p> <p>Know that Physical education and sport is for life and know the local clubs that are available to them.</p> <p>Be able to point out the anatomical names for the bones and muscles.</p>	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p> <p>Know muscles and when they are used during certain movements</p> <p>Start to create and lead warm ups</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively to whole group</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthy and help promote this to family members</p> <p>Help promote health and fitness throughout school</p>

Outdoor Education

Begin to use a map to complete an orienteering course.  
 Orientate themselves with accuracy around a short trail.  
 Start to recognise features of an orienteering course.  
 Identify symbols used on a key.  
 Associate the meaning of a key in the context of the environment.  
 Work as part of a team.  
 Communicate clearly with other people in a team, and with other teams.  
 Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each

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 Work as part of a team.  
 Communicate clearly with other people in a team, and with other teams.  
 Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.

Successfully use a map to complete an orienteering course.  
 Identify the quickest route to accurately navigate an orienteering course.  
 Use a compass for navigation.  
 Orientate themselves with confidence and accuracy around an orienteering course when under pressure.  
 Work effectively as part of a team, demonstrating leadership skills when necessary.  
 Use clear communication to effectively complete a particular role in a team.  
 Communicate clearly and effectively with others when under pressure.

Successfully use a map to complete an orienteering course.  
 Identify the quickest route to accurately navigate an orienteering course.  
 Use a compass for navigation.  
 Orientate themselves with confidence and accuracy around an orienteering course when under pressure.  
 Work effectively as part of a team, demonstrating leadership skills when necessary.  
 Use clear communication to effectively complete a particular role in a team.  
 Communicate clearly and effectively with others when under pressure.

	Evaluation	<p>Watch &amp; describe performances. Begin to say how they can improve</p>	<p>Watch &amp; describe performances. Begin to say how they can improve.</p>	<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Describe how their performance has improved over time.</p>	<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
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