



Poulton Lancelyn P.E Progression Map

2020-21



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Coverage	<ul style="list-style-type: none"> To 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 To participate in team games, developing simple tactics for attacking and defending To perform dances using simple movement patterns. 		<ul style="list-style-type: none"> To use running, jumping, throwing and catching in isolation and in combination To 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 To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] To perform dances using a range of movement patterns To compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Years 4, 5 and 6 only:</p> <ul style="list-style-type: none"> To take part in outdoor and adventurous activity challenges both individually and within a team 			
General Skills	1. To copy and repeat actions 2. To move with control and care 3. To describe my own movements and actions of others	1. To copy and remember actions 2. To repeat and explore actions with control and co-ordination 3. To discuss similarities and differences between own and others' actions 4. To suggest improvements of my own movements	1. To select appropriate skills, actions and ideas 2. To move and use actions with co-ordination and control 3. To explain how to improve performance based on a criteria	1. To select the most appropriate skills, actions and ideas for different scenarios 2. To move and use actions with precise co-ordination and control 3. To use comparisons to improve work	1. To link skills, techniques and ideas and apply them into contexts 2. To compare and comment on skills I and others have used 3. To use observations to improve performance	1. To apply skills, techniques and ideas consistently 2. To show precision, control and fluency in performance 3. To analyse and explain the use of specific skills and techniques 4. To create success criteria for evaluation of performances

Dance	<ul style="list-style-type: none"> 1. To move my body to music 2. To move safely in a space 3. To copy dance moves 4. To perform my own dance moves 	<ul style="list-style-type: none"> 1. To dance imaginatively and reactively 2. To make a sequence of dance moves 3. To adapt direction, speed and rhythm in dance 4. To control dance moves 5. To communicate mood through dance 	<ul style="list-style-type: none"> 1. To improvise dance moves from stimuli 2. To share routines with small groups 3. To remember and repeat routines 	<ul style="list-style-type: none"> 1. To lead a small group or partner 2. To communicate ideas and feelings through dance 3. To refine movements through practice 4. To dance with clarity and fluency 	<ul style="list-style-type: none"> 1. To creatively compose dance routines 2. To perform in time to an accompaniment 3. To repeat routines consistently 4. To appraise routines of others 	<ul style="list-style-type: none"> 1. To develop routines in different styles 2. To react to different styles of music
Gymnastics	<ul style="list-style-type: none"> 1. To copy and repeat sequences 2. To roll, travel and balance in a variety of ways 3. To make my body tense, relaxed, stretched or curled 4. To control my body when travelling or balancing 5. To climb safely 	<ul style="list-style-type: none"> 1. To plan and perform sequences 2. To work independently and with a partner 3. To take on board feedback to improve sequences 4. To adapt sequences based on rules 5. To use contrasting movements and actions in sequences 6. To control movements with increasing precision 	<ul style="list-style-type: none"> 1. To adapt sequences based on apparatus 2. To give constructive feedback about others' sequences 3. To increasingly use my own ideas in response to tasks 4. To show strength and suppleness during performances and explain their effects 	<ul style="list-style-type: none"> 1. To incorporate speed and direction changes into sequences 2. To perform using a variety of shapes 3. To control movements and balances successfully 4. To produce a sequence based on a set of rules 5. To create sequences with various phases with a partner 	<ul style="list-style-type: none"> 1. To create complex and extended sequences 2. To combine different aspects of gymnastics into sequences such as balance, roll, travel and jump 3. To perform a sequence consistently to different audiences 4. To create movements with accuracy, consistency and clarity 	<ul style="list-style-type: none"> 1. To develop timing during sequences 2. To work alongside others to create imaginative sequences of movements with various phases 3. To combine my own work with the work of others

Games Invasion /Net/Wall/Striking/Fielding /Precision Ball	<ol style="list-style-type: none"> 1. To throw underarm 2. To throw and catch with both hands 3. To throw and kick in different ways 4. To roll a piece of equipment with developing accuracy 5. To stop momentum successfully 6. To move safely in games 7. To strike a ball with a bat 	<ol style="list-style-type: none"> 1. To follow rules to games 2. To discuss tactics in games 3. To throw underarm and overarm 4. To use movement to decide the best spaces in games 5. To use hitting, kicking and rolling in games 6. To stay in a designated zone during games 	<ol style="list-style-type: none"> 1. To follow and know fair rules to games 2. To be spatially aware during games 3. To develop control when throwing and catching 4. To develop accuracy when throwing and catching 	<ol style="list-style-type: none"> 1. To read a game and adapt tactics accordingly 2. To catch using one hand 3. To strike a ball with accuracy and control 4. To keep possession of a ball 5. To develop positioning skills when I am not in possession 	<ol style="list-style-type: none"> 1. To referee games with support 2. To perform a variety of passing techniques 3. To choose appropriate fielding positions and use appropriate techniques 4. To use tactics for attacking and defending 5. To gain possession by using teamwork 6. To apply dribbling, passing and shooting skills into game situations 	<ol style="list-style-type: none"> 1. To referee games alongside others 2. To explain rules of games 3. To lead game situations 4. To use appropriate communication in games 5. To use forehand and backhand strikes with a racquet 6. To apply attacking and defending skills into team games
Invasion Games Covered	<ul style="list-style-type: none"> ▪ Playground Games ▪ Team Games ▪ Football 	<ul style="list-style-type: none"> ▪ Team Games ▪ Dodgeball ▪ Hockey 	<ul style="list-style-type: none"> ▪ Tag Rugby ▪ Benchball ▪ Football ▪ Basketball ▪ Handball 	<ul style="list-style-type: none"> ▪ Netball ▪ Hockey ▪ Benchball 	<ul style="list-style-type: none"> ▪ Tag Rugby ▪ Basketball ▪ Ultimate Frisbee 	<ul style="list-style-type: none"> ▪ Dodgeball ▪ Football ▪ Handball
Net/Wall Games Covered		<ul style="list-style-type: none"> ▪ Tennis 		<ul style="list-style-type: none"> ▪ Volleyball ▪ Tennis 	<ul style="list-style-type: none"> ▪ Sitting Volleyball 	<ul style="list-style-type: none"> ▪ Badminton
Striking/Fielding Games Covered	<ul style="list-style-type: none"> ▪ Bat and Ball Games 	<ul style="list-style-type: none"> ▪ Rounders 	<ul style="list-style-type: none"> ▪ Cricket 	<ul style="list-style-type: none"> ▪ Kickball 	<ul style="list-style-type: none"> ▪ Rounders 	<ul style="list-style-type: none"> ▪ Cricket
Precision Ball Games Covered			<ul style="list-style-type: none"> ▪ Golf ▪ Boccia 			<ul style="list-style-type: none"> ▪ Golf
Swimming				<ul style="list-style-type: none"> ▪ To swim competently, confidently and proficiently over a distance of at least 25 metres ▪ To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ▪ To perform safe self-rescue in different water-based situations. 		

Athletics Running, Jumping, Throwing	<u>Infant Agility</u> <ol style="list-style-type: none"> 1. To develop concentration and co-ordination 2. To send a ball with varying power and accuracy 3. To develop spatial awareness 4. To begin to develop agility and footwork in running 5. To develop leaping and landing 6. To develop ball handling skills 7. To throw and catch with both hands 		<u>Indoor Athletics / Cross Country</u> <ol style="list-style-type: none"> 1. To run at different speeds 2. To change direction while running 3. To run in short distance relays 4. To create short sequences of linked jumps 5. To throw to a target 6. To throw a variety of objects 	<u>Indoor Athletics / Cross Country</u> <ol style="list-style-type: none"> 1. To run over varying distances, changing technique accordingly 2. To throw in different ways 3. To throw with accuracy 4. To jump in different ways 	<u>Indoor Athletics / Cross Country</u> <ol style="list-style-type: none"> 1. To combine running and jumping skills 2. To throw with increasing accuracy 3. To control take-off and landing 4. To follow specific rules for athletic events 	<u>Indoor Athletics / Cross Country</u> <ol style="list-style-type: none"> 1. To demonstrate stamina in running 2. To control changeovers in relays 3. To apply running, jumping and throwing skills into different situations
Outdoor and Adventure				<ol style="list-style-type: none"> 1. To follow a map in familiar contexts 2. To follow given routes using clues 3. To follow routes safely 	<ol style="list-style-type: none"> 1. To plan, play and adapt outdoor games safely 2. To design appropriate rules for fairness and safety 3. To communicate ideas to a group 4. To lead and referee outdoor games safely 	<ol style="list-style-type: none"> 1. To plan routes with others taking into account safety and danger 2. To follow a map in unfamiliar contexts 3. To adapt routes using clues and information
Knowledge of Health and Fitness	<ol style="list-style-type: none"> 1. To describe how my body feels before, during and after exercise 	<ol style="list-style-type: none"> 1. To demonstrate how to exercise safely 2. To describe how my body feels during different exercises 3. To explain what my body needs to keep healthy 	<ol style="list-style-type: none"> 1. To explain why it is important cool-down and warm-up 2. To identify some muscle groups 	<ol style="list-style-type: none"> 1. To explain why keeping fit is good for my health 2. To understand links between exercise and balanced diets 	<ol style="list-style-type: none"> 1. To explain important safety principles when preparing for exercise 2. To explain that effects that exercise has on the body 	<ol style="list-style-type: none"> 1. To explain how to body reacts to different kinds of exercise 2. To design and lead appropriate and safe warm-ups and cool-downs 3. To explain why we need regular and safe exercise