



Physical Education

Progression Map

PHYSICAL EDUCATION PROGRESSION MAP



Vocabulary

- Dive
- Strokes
- Jumps
- Somersault
- Floating

YEAR 1

Demonstrate an understanding of water safety.

SWIMMING

Progression Map

YEAR 4

Perform a sequence of changing shapes whilst floating on the surface.

Swim approx 10m using a range of different strokes .

YEAR 5

Perform a surface dive.

Swim over 10m using a range of strokes accurately.

Perform a range of jumps into deep water and tread water when resurfacing.

Perform a forward somersault tucked in the water.

PHYSICAL EDUCATION PROGRESSION MAP



Vocabulary

- Balanced diet
- Hygiene
- Diet
- Illness, symptom, prescription
- Portions
- Maintaining teeth
- Bacteria
- Regular
- Exercise
- Minerals
- Vitamins
- Healthy / unhealthy
- Calories
- Nutrition
- Cholesterol
- Endorphins

YEAR 1

- Understand that food is a basic requirement and is needed to keep us healthy and give us energy to grow.
- Explain how to stay safe in the sun.
- Begin to identify ways of stopping harmful germs.
- Identify the hazardous sign on bottles.
- Understand that a doctor can help make them feel better.

YEAR 2

- Identify different foods that contain vitamins A B and C and understand the importance of having the right amounts.
- Identify the 5 types of food that make up a balanced diet and begin to give examples of these.
- Understand the difference between an illness, symptom and a prescription.
- Understand the importance of maintaining your teeth.

YEAR 3

- Explain the importance of appropriate portions of food for a balanced diet and health.
- Know the importance of following instructions when taking medicine.
- Understand the importance of maintaining his/her teeth and explain what happens when teeth and gums are not maintained.
- Explain the importance of the sun to give us vitamin D but the need to stay safe too.

YEAR 4

- Explain the types and amounts of food needed for a balanced healthy diet.
- Identify the energy that certain foodstuffs give by looking at the packaging.
- Understand that there are good and bad bacteria.
- Explain the benefits to the body of regular exercise.

HEALTH and FITNESS DIET and HYGIENE

Progression Map

YEAR 6

- Evaluate whether a diet is healthy or not, using vitamins and minerals to justify the answer.
- Identify how different food should be eaten for nutritional purposes.
- Explain the effect that high cholesterol has on the human body.
- Understand that endorphins are released during exercise and that these are linked with happiness.
- Explain the different parts of sleep and why this is important for the body.

YEAR 5

- Use scientific language to explain the importance of different minerals and vitamins.
- Identify the difference between healthy and unhealthy fats.
- Explain the effects of saturated fats on our hearts and the types of nutrients needed to have a healthy diet.
- Begin to work out the amount of exercise needed to burn off food (by using up calories).

PHYSICAL EDUCATION PROGRESSION MAP



Vocabulary

- Bones
- Healing
- Muscles
- Senses
- Oxygen
- Energy
- Digestive system
- Heart, lungs, brain etc
- Nervous system
- Internal organs
- Respiration
- Skeleton
- Circulatory system
- Blood cells
- Bacteria

YEAR 1

- Identify and name some large bones.
- Understand why the brain, heart and lungs are important body parts.
- Begin to understand how our body heals itself (bruising / scabs / etc).

YEAR 2

- Identify and name some large bones and muscles and explain why they are important.
- Identify the importance of our senses and explain how they help us.
- Understand that the heart is a muscle which grows during exercise and pumps blood carrying oxygen and energy around the body.
- Understand that food is broken down into energy in our digestive system.
- Identify ways we can increase our own

YEAR 3

- Identify the importance of our senses and explain some of the difficulties and dangers that we could encounter if we were to lose a sense.
- Identify that exercise helps our lungs and heart and improves co-ordination.
- Describe the differences between different body parts.
- Understand the main functions of the brain and the way it sends signals using the nervous system.
- Understand how the body protects the internal organs and how we give extra protection during activities.
- Name the parts of the digestive system

YEAR 4

- Identify that the blood transports materials and it also protects.
- Identify the main features of respiration.
- Understand that muscles work in pairs to protect, support and move the body.
- Understand the three functions of a skeleton and use scientific vocabulary to name specific bones.

HEALTH and FITNESS HEALTHY BODIES Progression Map

YEAR 6

- Using scientific vocabulary, explain what happens to our bodies during and after exercise.
- Explain the difference between good bacteria and bad bacteria.

YEAR 5

- Identify the main functions of the circulatory system.
- Explain how our body systems change during exercise.
- Understand that muscles work in pairs to protect, support and move the body and how we can build and repair them through exercise.
- Explain the functions of the internal organs.
- Describe the basic functions of a red and white blood cell.
- Understand how our bodies change as we get older and how this effects

PHYSICAL EDUCATION PROGRESSION MAP



Vocabulary

- Emotions
- Determination
- Goals
- Achievements
- Success
- Perseverance
- Stress / stressful situations
- Coping strategies
- Suitable lifestyles

YEAR 1

- Identify that exercise is good for our minds.
- Recognise basic emotions in themselves and why these may happen.
- Begin to set realistic goals to achieve.
- Understand the term 'determination'.
- Identify whether a target has been met.

YEAR 2

- Begin to recognise emotions in others.
- Offer suggestions as to how to alter a negative emotion.
- Explain the reasons why a target has or has not been met.

YEAR 3

- Set more challenging goals and evaluate his/her achievements.
- Begin to compare emotional feelings with physical feelings.
- Create a 'steps to success' approach to achieving success.
- Understand that determination and perseverance are needed to overcome a challenge.

YEAR 4

- Identify stress and stressful situations. Understand the importance of mental health.
- Identify basic 'coping strategies' for dealing with difficult emotions.
- Identify the value of sleep for our health.

HEALTH and FITNESS HEALTHY MIND

Progression Map

YEAR 6

- Set achievable personal goals and successfully reflect on these, perhaps setting 'next steps'.
- Explain the various aspects of mental health.
- Understand different levels of confidence and its effect on life.
- Understand emotional intelligence.

YEAR 5

- Identify stress and stressful situations and think of ways of dealing with them.
- Identify the value of sleep for our health and explain the possible side effects of lack of sleep.
- Identify situations where people may need support with their mental health.
- Recommend suitable lifestyles for different age ranges.

PHYSICAL EDUCATION PROGRESSION MAP



Vocabulary

- View / opinion
- Fair and unfair
- Characteristics
- Relationships
- Solutions
- Regions
- Opportunity
- Balanced lifestyle
- Incorporates
- Immediate environment

HEALTH and FITNESS PERSONAL and SOCIAL Progression Map

YEAR 1

- Identify the importance of having friends.
- Listen to advice.
- Understand the importance of family.
- Share a view or opinion.

YEAR 2

- Understand the difference between fair and unfair.
- State the characteristics of a good friend.
- Understand that some relationships can be challenging at times.
- Explain his/her own relationships with family members.

YEAR 3

- Share his/her own considered point of view and listen to, and consider, other peoples' opinions.
- Offer solutions when there are disagreements between friends.
- Recognise the challenges that parents can have when bringing up children.

YEAR 4

- Identify ways to make himself/herself happy and share happiness.
- Discuss differences between the health of people from different countries / regions.

YEAR 6

- Understand that 'being healthy' incorporates body, mind and lifestyle.
- Identify the impact of a good social life on happiness.
- Recognise his/her role in keeping his/her immediate environment safe and healthy and offer suggestions.

YEAR 5

- Begin to reflect on mistakes and see them as an opportunity to learn from.
- Identify something he/she is confident in.
- Make links between a balanced lifestyle and being happy.
- Explain how confidence can affect performance.

PHYSICAL EDUCATION PROGRESSION MAP



Vocabulary

- Balance
- Distance
- Height
- Underarm
- Technique
- Controlled landing
- Perform
- Fluid motion
- Accurately / accuracy
- Drop kick

YEAR 1

- Hold a balance whilst walking along a straight line.
- Zig zag through a series of markers spaced evenly, about 2m apart.
- Hop on the spot using the same foot.
- Jump for distance.
- Jump for height.
- Catch a bean bag.
- Throw a small ball underarm, using the correct technique.

YEAR 2

- Zig zag through a series of tightly spaced markers.
- Hop along a straight line using the same foot.
- Jump for distance controlling the landing.
- Jump for height with a controlled landing.
- Catch a small ball.
- Throw a small ball overarm, using the correct technique.

SKILLS

ACQUIRING and DEVELOPING Progression Map

YEAR 3

- Balance on one foot.
- Climb a set of wall bars (or similar).
- Perform a side stepping gallop.
- Run at speed over a distance.

YEAR 4

- Complete a forward roll and land on the feet.
- Skip forwards in a fluid motion.
- Kick a ball accurately.
- Pass a ball from chest height to a partner.

YEAR 5

- Perform a sequence of one footed leaps.
- Gallop with a fluid motion.
- Dribble a football between cones.

YEAR 6

- Perform a 'drop-kick'.
- Perform a 'basketball dribble'.
- Strike a ball with a range of bats for accuracy and distance.

PHYSICAL EDUCATION PROGRESSION MAP



Vocabulary

- Structure
- Sequences
- Direction
- Vary
- Tactics
- Strategies
- Combination
- Improve
- Precision
- Creativity
- Composition
- Competitive
- Strengths and weaknesses
- Analyse
- Modify
- Refine
- Influence

YEAR 1

- Link skills and actions in different ways to suit different activities.

YEAR 2

- Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc).
- Compare his/her performance with others.

YEAR 3

- Vary skills, actions and ideas and link these in different ways to suit different activities.
- Vary his/her responses to tactics, strategies and sequences used.
- Compare and contrast his/her performance with others.

YEAR 4

- Apply skills and tactics in combination with a partner or as part of a group / team.
- Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance.

SKILLS APPLYING, USING, EVALUATING and IMPROVING

Progression Map

YEAR 6

- When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others.
- Analyse, modify and refine skills and techniques and how these are applied.
- Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.

YEAR 5

- Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy.
- When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition.
- Develop interest in participating in sports activities and events at a competitive level.
- Identify different levels of performance and use subject specific vocabulary.