



# **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

- Moves
- Perform
- Space
- Imaginatively
- Rhythm
- Speed
- Direction
- Control
- Coordination
- Sequence
- Unison
- Fluent

### Dance Progression Map

#### EYFS

- Move to music.
- Copy dance moves.
- Perform some dance moves.
- Move around the space safely.

#### YEAR 1

- Copy dance moves.
- Make up a short dance, after watching one.
- Dance imaginatively. Change rhythm, speed, level and direction.
- Say something I like and something that could be improved about a dance.

#### YEAR 2

- Change rhythm, speed, level and direction with consistency.
- Dance with control and co-ordination.
- Make a sequence by linking sections together.
- Link some movement to show a mood or feeling.
- Say something I like and something that could be improved

#### YEAR 6

- Create & perform dances in a variety of styles consistently
- Be aware of & use musical structure, rhythm & mood & can dance accordingly
- Use appropriate criteria & terminology to evaluate performances

#### Dance

#### Progression Map

#### YEAR 5

- Show/fluency/control in chosen dances in response to stimuli.
- Perform fluent dances with characteristics of different styles/eras.
- Adapt & refine (in pair/group), dances that vary direction, space & rhythm.
- Give peer feedback to improve with suitable dance terminology.

#### YEAR 4

- Respond imaginatively to stimuli related to character/music/story.
- Perform clear & fluent dances that show sensitivity to idea/stimuli.
- Make up dance within a small group.
- Give peer feedback to improve with suitable dance terminology.

#### YEAR 3

- Perform pair/group dance involving canon & unison, meet & part
- Respond to music in time & rhythm to show like/unlike actions
- Respond to music to express a variety of moods & feelings
- Give and respond to peer feedback to improve

# PHYSICAL EDUCATION PROGRESSION MAP



## Vocabulary

- Tense
- Relaxed
- Curled
- Stretched
- Stillness
- Travelling
- Sequence
- Climb
- Balance
- Rolling
- Perform
- Movement

### Gymnastics Progression Map

#### EYFS

- Make body tense, relaxed, curled and stretched.
- Balance on small/large body parts & understand stillness
- Make large and small body shapes
- Climb & hang from apparatus
- Perform basic travelling actions on various body parts

#### YEAR 1

- Make body tense, relaxed, curled and stretched, showing some tension.
- Begin to work alone/with someone to make a sequence of shapes/travels
- Climb safely, showing some shapes and balances when climbing.
- Keep balance travelling in a range of ways along bench, spots, mat etc
- Roll in stretched/curled positions e.g. 'log'

#### YEAR 2

- Make body tense, relaxed, curled and stretched, in a range of movements.
- Perform a sequence with changes in speed & direction including 3 different actions (sometimes giving advice to others)
- Be still on single/two + points of contact on floor/apparatus showing tension & control
- Link known shape/travel/roll/jump to a balance using floor & on apparatus
- Jump/land with control using different body shapes in flight

#### YEAR 6

- Select a suitable routine to perform to different audiences, bearing in mind who the audience is.
- Transfer sequence above onto suitably arranged apparatus & floor
- Perform 6-8 part floor sequence as individual, pair & small group to a piece of music
- Demonstrate 3 paired balances in sequence using various skills/actions

#### YEAR 5

- Combine own work with that of others, identifying strengths & weaknesses.
- Include change of speed, direction and shape in movements.
- Follow a set of 'rules' to produce a sequence, possibly made by peers.
- Create mirror/matching/cannon (pair) sequence varying dynamics/levels/direction etc.

#### YEAR 4

- Share ideas and give positive criticism/advice to self & others.
- Create & perform matching/mirroring sequences explaining how it could be improved
- Perform at least 3 different rolls (shoulder, forward, back) with some control
- Link a roll with travel and balance using floor and apparatus with good body control

#### YEAR 3

- Use a greater number of own ideas for movement in response to a task.
- Combine arm actions with skips/leaps/steps/jumps & spins in travel
- Travel while using various hand apparatus, (ribbon/hoop/ rope/ ball)
- Know principles of balance and apply them on floor & apparatus

# PHYSICAL EDUCATION PROGRESSION MAP



## Vocabulary

Moving  
Speeds  
Running  
Throwing  
Jumping  
Agility  
Distance  
Technique  
Hurdle  
Directions

## Athletics Progression Map

### EYFS

- Explore different ways of moving.
- Practise running.

### YEAR 6

- Investigate running styles and changes of speed.
- Practise throwing with power and accuracy.
- Explore different footwork patterns.
- Understand which technique is most effective when jumping for distance.

### YEAR 5

- Use correct technique to run at speed.
- Develop the ability to run for distance.
- Throw with accuracy and power.
- Identify and apply techniques of relay running.
- Explore different footwork patterns. Understand which technique is most effective when jumping for distance.
- Learn how to use skills to improve the distance of a pull throw

### YEAR 1

- Use varying speeds when running.
- Practise short distance running.
- Explore footwork patterns.
- Explore arm mobility.
- Explore different methods of throwing.

### YEAR 4

- Select and maintain a running pace for different distances.
- Demonstrate good running technique in a competitive situation.
- Practise throwing with power and accuracy.
- Throw safely and with understanding.
- Explore different footwork patterns
- Understand which technique is most effective when jumping for distance.

### YEAR 2

- Run with agility and confidence.
- Run for distance.
- Learn the best jumping techniques for distance.
- Throw different objects in a variety of ways.
- Hurdle an obstacle and maintain effective running style.
- Complete an obstacle course with control and agility.

### YEAR 3

- Run in different directions and at different speeds, using a good technique.
- Choose and understand appropriate running techniques.
- Improve throwing technique.
- Reinforce jumping techniques.
- Understand the relay and passing the baton.

# PHYSICAL EDUCATION PROGRESSION MAP



## Vocabulary

- Send
- Receive
- Aim
- Throw
- Catch
- Underarm
- Bounce
- Kick
- Stop
- Straight
- Curved
- Dribble
- Pass

### EYFS

- Send & receive a ball by rolling from hand & striking with foot
- Aim & throw object underarm
- Catch balloon/bean bag/scarf & sometimes a bouncing ball
- Move and stop safely in a specific area
- Play a passing & target game alone and with a partner

### YEAR 1

- Throw underarm, bounce & catch ball by self & with partner
- Kick/stop a ball using a confident foot while static
- Run straight and on a curve and sidestep with correct technique
- Begin to follow some simple rules

## KS1 Invasion Games

### Progression Map

### YEAR 2

- Perform some dribbling skills with hands and feet using space
- Pass a ball accurately (hands & feet) over longer distances to a teammate
- Combine stopping, pick up/collect & send a ball accurately to other players
- Make simple decisions about when /where to move in game to receive a ball

# PHYSICAL EDUCATION PROGRESSION MAP



## Vocabulary

Dribble  
Touches  
Control  
Mark  
Space  
Pass  
Attacker  
Defender

### Football - Invasion Games Progression Map

#### YEAR 3

- Begin to dribble a ball making small touches
- Begin to send a football to someone on team.
- Keep a ball under control. Know where space is and try to move into it.
- Mark another player and defend when needed.

#### YEAR 4

- Dribble with small touches into space.
- Send a football to someone on the team, using different parts of foot.
- Keep a ball under control when receiving a range of passes from team.
- Understand where the space is and can move into it.
- Mark another player and begin to attempt interceptions.

#### YEAR 6

- Dribble making small touches into space with speed, to beat defenders.
- Make decisions regarding how and when to send a football to someone in team.
- Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from) when under pressure from a defender.
- Know how space changes within a game and when and how to move into changing spaces.

#### YEAR 5

- Dribble making small touches into space with speed.
- Send a football to someone on the team, using different parts of foot accurately.
- Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from).
- See space, and use it effectively.
- Lose a defender to receive a pass.

# PHYSICAL EDUCATION PROGRESSION MAP



## Vocabulary

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

### Netball—Invasion Games Progression Map

#### YEAR 3

- Make a series of passes to team mates moving towards a scoring area.
- Show some signs of using a chest pass and shoulder pass.
- Show a target to indicate where I'd like to pass to.
- Know where space is and try to move into it.
- Mark another player and defend when needed.

#### YEAR 4

- Use a chest pass and shoulder pass to support team in scoring.
- Make decisions regarding which is the best type of pass to use.
- Begin to use a bounce pass, which only bounces once.
- Identify space to move into and show a clear target to receive a pass.
- Mark another player and begin to attempt interceptions.
- Know where positions are allowed on a court.

#### YEAR 6

- Know which pass is best to use and when in a game.
- Use a range of square & straight passes to change direction of the ball.
- Use landing foot to change direction to lose a defender.
- Draw defender away to create space for self or team.
- Position body to defend effectively, making successful interceptions.

#### YEAR 5

- Use all three passes (chest, shoulder & bounce) correctly.
- Use a range of speeds within a game to support a team in scoring.
- Begin to use square (across the court) & straight (up & down the court) passes to achieve pace.
- Lose a defender to receive a pass.
- Defend a player and make some successful interceptions (snatch & catch) when playing as a team.

# PHYSICAL EDUCATION PROGRESSION MAP



## Vocabulary

- Push
- Pass
- Dribble
- Approaching
- Tackle
- Direction
- Defence

### Hockey - Invasion Games Progression Map

#### YEAR 3

- Begin to show how to hold a hockey stick and which side to use.
- Use a simple push pass to another team mate.
- Dribble the ball keeping it close to me using the correct side of stick.
- Show some signs of an approaching a player to tackle and cause pressure.
- Begin to attempt to score a goal from anywhere.

#### YEAR 4

- Sometimes change direction of travel by rotating and turning stick to support this.
- Use a push pass to make a direct pass.
- Begin to use a slap pass (bringing stick back and causing more power).
- Use speed to dribble the ball into space.
- Maintain defence and keep the pressure until possession is gained.
- Attempt to score inside a designated scoring area.

#### YEAR 6

- Use speed, changing of direction and Indian dribbling to advance towards team's goal.
- Use a range of passes knowing which one depending on the distance of the pass.
- Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch).
- Know when to defend and what defence skills could be used.
- Seize an opportunity to score, sometimes quite quickly.

#### YEAR 5

- Change direction and use the correct side of stick, sometimes using Indian dribbling (alternating sides of stick while dribbling) to avoid defenders.
- Choose between the two passes (push/slap) and explain simply why.
- Make a direct pass while dribbling.
- Begin to use stick to mark a player from the side line causing them difficulty.
- Successfully score while in the scoring area.

# PHYSICAL EDUCATION PROGRESSION MAP



## Vocabulary

- Rugby ball
- Score
- Try
- Defenders
- Backward pass
- Tag
- Mark
- Opponents
- Pass
- Tactic

### Tag Rugby– Invasion Games Progression Map

#### Year 3

- Move holding a rugby ball
- Know where to score a try and how to position the ball to score a try
- Move into spaces to avoid defenders
- Make a backward pass to team mates, using the direction most comfortable
- Know to tag team mates when to defend

#### Year 4

- Move with speed (and change of) with the ball
- Use speed and space to avoid defenders
- Pass backwards and in both directions and sometimes on the move
- Tag the person who has the ball, but can mark a player who doesn't have the ball
- Begin to make a high pop pass to avoid a defender

#### Year 6

- Be able to evade and tag opponents.
- Running at speed, changing direction at speed.
- Play effectively in attack and defence
- Score points against opposition
- Support player with the ball

#### Year 5

- Be able to evade and tag opponents.
- Be able to pass and receive a pass at speed.
- Be able to pass and receive a pass at speed in a game situation.
- Refine attacking and defending skills.
- Develop tactics as a team.
- Apply learned skills in a game of tag rugby.

# PHYSICAL EDUCATION PROGRESSION MAP



## Vocabulary

- Hitting
- Aim
- Throw
- Underarm
- Bouncing
- Moving
- Striking
- Score
- Fielder
- Tee
- Bowler

### EYFS

- Aim & throw object underarm
- Catch balloon/bean bag/scarf & sometimes a bouncing ball
- Use hand to strike a bean bag or ball and move towards a scoring area
- Begin to use a bat to hit a ball or bean bag

### Year 1

- Show some different ways of hitting, throwing and striking a ball
- Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points)
- Play as a fielder and get the ball back to a STOP ZONE
- Begin to follow some simple rules (carrying the bat, not over taking someone)

## KS1 Striking and Fielding Progression Map

### Year 2

- Send a ball off a tee using a bat or a racket
- Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops
- Stop moving when the 'bowler' has the ball
- Play as a fielder and pass the ball back to the bowler to make the runner stop
- Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops)

# PHYSICAL EDUCATION PROGRESSION MAP



## Vocabulary

Tactic

Sequence

Performance

Outcomes

### Cricket Striking and Fielding 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.

#### 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.

# PHYSICAL EDUCATION PROGRESSION MAP



## Vocabulary

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

### Rounders Striking and Fielding 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.

#### 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.

# PHYSICAL EDUCATION PROGRESSION MAP



## Vocabulary

- Control
- Throwing
- Underarm
- Safe
- Space
- Flat
- Cone
- Hands
- Coordinate
- Tactic
- Catch

### EYFS

- Show good control over their bodies when exploring different skills.
- Begin to throw balls underarm to hit a target and replicate the swing of a racket.
- To begin to work with a partner or small group.

### Year 1

- Explore and use skills, actions and ideas.
- To be confident and keep themselves safe in the space in which an activity is being played.
- To explore and use skills, actions and ideas individually and in combination to suit the game that is being played.
- Hit a ball with control using an appropriate object e.g. a flat cone or hands.
- Show ability to work with a partner in throwing and catching games.

## KS1 Net and Wall Progression Map

### Year 2

- Improve the way children coordinate and control their bodies in various activities. Take part in games where there is an opposition.
- Develop basic tactics in simple team games and use them appropriately. Decide where to stand during a team game.
- Catch and control a ball in movement working with a partner or in a small group. To develop hand eye co-ordination to be able to receive and send balls using equipment if appropriate.
- Begin to lead others in a simple team game.

# PHYSICAL EDUCATION PROGRESSION MAP



## Vocabulary

- Tennis ball
- Racket
- Shots (forehand and backhand)
- Rally
- Accuracy
- Competitive
- Grip
- Ready position
- Overhead shot
- Attacking shot
- Net

### Tennis—Net and Wall Progression Map

#### YEAR 5 and 6

- Demonstrate and develop the use of the correct grip of the racket and understand how to get into the ready position for striking a tennis ball .
- Use good hand-eye coordination to contact a tennis ball or shuttlecock with the middle of the racket in forehand and backhand shots.
- Understand and use the correct over-arm serve in tennis.
- Develop backhand and forehand ground shot techniques in tennis.
- Develop an understanding of the impact of an overhead shot, and use it to win points during play.
- Understand and use the drop shot as an attacking shot, successfully aiming for space near the net.
- Understand and use the lob as an attacking shot, successfully aiming for space near the back of the court.
- Understand the rules of tennis and badminton and score games accurately.
- Develop knowledge, understanding and principles within .

#### YEAR 3 and 4

- Be familiar with tennis balls and short tennis rackets.
- Explore different shots (forehand, backhand).
- Understand and use an accurate under-arm serve in short tennis.
- Engage in a rally with a partner.
- Develop the use of a variety of short tennis shots with increasingly accurate shots.
- Play a competitive short tennis game.