Long Melford Church of England Primary School

PE Progression Map

EYFS and KS1	Nursery	Reception	Year 1	Year 2	End of Key Stage Expectations
Dance	Move to music	Move to music.	Dance imaginatively	Dance with control and co-ordination.	Children should be taught to perform dances using simple movement patterns. Use movement imaginatively, responding to stimuli, including music and performing basic skills. Change rhythm, speed, level and direction of their movements Create and perform dances using simple movement patterns, including those from different times and cultures Express and communicate ideas and feelings.
	Copy dance moves.	Copy dance moves.	Copy increasingly complex dance moves.	Change rhythm, speed, level and direction with consistency.	
	Perform some dance moves.	Perform some dance moves.	Make up a short dance, after watching one.	Make a sequence by linking sections together.	
	Move around the space safely.	Move around the space safely.	Change rhythm, speed, level and direction.	Link some movement to show a mood or feeling.	
Gymnastics	Make body tense, relaxed, curled and stretched.	Make body tense, relaxed, curled and stretched.	Make body tense, relaxed, curled and stretched, showing some tension.	Make body tense, relaxed, curled and stretched, in a range of movements.	Children should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility,
	Balance on small/large body parts & understand stillness.	Balance on small/large body parts & understand stillness.	Begin to work on alone/with someone to	Perform a sequence with changes in speed & direction including 3	

			make a sequence of shapes/travels.	different actions *(sometimes giving advice to others)*	balance and co-ordination, individually and with others. Refine movements into sequences.
	Make large and small body shapes.	Make large and small body shapes.		Be still on single/two + points of contact on floor/apparatus showing tension & control	
	Climb & hang from apparatus safely.	Climb & hang from apparatus safely.	Climb safely, showing some shapes and balances when climbing.	Jump/land with control using different body shapes in flight.	
	Perform basic travelling actions on various body parts.	Perform basic travelling actions on various body parts.	Keep balance travelling in a range of ways along bench, spots, mat etc. Roll in stretched/curled positions e.g. 'log' and 'egg rolls'	Link known shape/travel/roll/jump to a balance using floor & on apparatus	
Invasion Games	Send & receive a ball by rolling from hand & striking with foot.	Send & receive a ball by rolling from hand & striking with foot.	Kick/stop a ball using a confident foot while static.	Perform some dribbling skills with hands and feet using space.	Children should participate in team games, developing simple tactics for attacking and defending.
	Aim & throw object underarm.	Aim & throw object underarm.	Throw underarm, bounce & catch ball by self & with partner.	Pass a ball accurately (hands & feet) over longer distances to a team mate.	
	Catch balloon/bean bag/scarf & sometimes a bouncing ball.	Catch balloon/bean bag/scarf & sometimes a bouncing ball.			
	Move and stop safely in a specific area.	Move and stop safely in a specific area.	Run straight and on a curve and sidestep with correct technique.	Combine stopping, pick up/collect & send a ball accurately to other players.	
	Play a passing & target game alone and with a partner.	Play a passing & target game alone and with a partner.	Begin to follow some simple rules.	Make simple decisions about when /where to move in game to receive a ball.	

Striking and Fielding Games	Aim and throw object underarm.	Aim and throw object underarm.	Show some different ways of hitting, throwing and striking a ball.	Send a ball off a tee using a bat or a racket.	Children should participate in team games, developing simple tactics for attacking and defending.
	Catch balloon/bean bag/scarf & sometimes a bouncing ball	Catch balloon/bean bag/scarf & sometimes a bouncing ball	Play as a fielder and get the ball back to a STOP ZONE	Play as a fielder and pass the ball back to the bowler to make the runner stop.	
				Stop moving when the 'bowler' has the ball.	
	Use hand to strike a bean bag or ball and move towards a scoring area	Use hand to strike a bean bag or ball and move towards a scoring area	Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points).	Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops.	
	Begin to use a bat to hit a ball or bean bag.	Begin to use a bat to hit a ball or bean bag.	Begin to follow some simple rules (carrying the bat, not over taking someone).	Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops)	
Athletics			Use varying speeds when running. Practise short distance running.	Run with agility and confidence. Hurdle an obstacle and maintain effective running style. Run for distance.	Children should continue to apply and develop a range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating their own success. Children should be taught to use running, jumping, throwing and catching in isolation and in combination.
			Explore footwork patterns.	Learn the best jumping techniques for distance.	
			Explore different methods of throwing. Explore arm mobility.	Throw different objects in a variety of ways.	
				Complete an obstacle course with control and agility.	

KS2	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
Dance	Perform pair/group dance involving canon & unison, meet & part	Respond imaginatively to stimuli related to character/music/story.	Show/fluency/control in chosen dances in response to stimuli.	Create & perform dances in a variety of styles consistently.	Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures Respond to a range of stimuli and accompaniment Through dance, develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns.
	Respond to music in time & rhythm to show like/unlike actions.	Perform clear & fluent dances that show sensitivity to idea/stimuli.	Perform fluent dances with characteristics of different styles/eras.	Be aware of & use musical structure, rhythm & mood & can dance accordingly.	
	Respond to music to express a variety of moods & feelings.	Make up dance within a small group.	Adapt & refine (in pair/group), dances that vary direction, space & rhythm.	Use appropriate criteria & terminology to evaluate performances.	
Gymnastics	Use a greater number of own ideas for movement in response to a task.	Share ideas and give positive criticism /advice to self & others.	Combine own work with that of others, identifying strengths & weaknesses.	Select a suitable routine to perform to different audiences, bearing in mind ***who*** the audience is.	Children should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics
	Jump/land with control using different body shapes in flight.	Perform at least 3 different rolls (shoulder, forward, back) with some control.	Include change of speed, direction and shape in movements.	Transfer sequence above onto suitably arranged apparatus & floor.	
	Travel while using various hand apparatus,(ribbon/hoop/ rope/ball).	Link a roll with travel and balance using floor and apparatus with good body control.	Follow a set of 'rules' to produce a sequence, possibly made by peers.	Perform 6-8 part floor sequence as individual, pair & small group to a piece of music.	
	Know principles of balance, agility, coordination and apply	Show a kinaesthetic awareness to improve	Create mirror /matching/cannon(pair) sequence varying	Demonstrate 3 paired balances in sequence using various	

	them on floor & apparatus.	placement and alignment of body parts.	dynamics/levels/direction etc. Demonstrate good kinaesthetic awareness – placement and alignment.	skills/actions. Practice and refine. Range of movements could include – Travel, balances, swinging, springing, flight, vaults, rotations, inversions, bending/ stretching/twisting, gestures, linking skills…	
Invasion Games - Netball	Make a series of passes to team mates moving towards a scoring area.	Use a chest pass and shoulder pass to support team in scoring.	Use all three passes (chest, shoulder & bounce) correctly.	Know which pass is best to use and when in a game.	Children should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.
	Show some signs of using a chest pass and shoulder pass.	Make decisions regarding which is the best type of pass to use.	Use a range of speeds within a game to support a team in scoring.	Use a range of square & straight passes to change direction of the ball.	
	Show a target to indicate where I'd like to pass to.	Begin to use a bounce pass, which only bounces once.	Begin to use square (across the court) & straight (up & down the court) passes to achieve pace.	Use landing foot to change direction to lose a defender.	
	Know where space is and try to move into it.	Identify space to move into and show a clear target to receive a pass.	Lose a defender to receive a pass.	Draw defender away to create space for self or team.	
	Mark another player and defend when needed.	Mark another player and begin to attempt interceptions. Know where positions are allowed on a court.	Defend a player and make some successful interceptions (snatch & catch) when playing as a team.	Position body to defend effectively, making successful interceptions.	
Invasion Games – Football	Begin to dribble a ball making small touches.	Dribble with small touches into space.	Dribble making small touches into space with speed.	Dribble making small touches into space with speed, to beat defenders.	Children should be taught to play competitive games,

					modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.
	Begin to send a football to someone on team.	Send a football to someone on the team, using different parts of foot.	Send a football to someone on the team, using different parts of foot accurately.	Make decisions regarding how and when to send a football to someone in team.	
	Keep a ball under control.	Keep a ball under control when receiving a range of passes from 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).	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 where space is and try to move into it.	Understand where the space is and can move into it.	See space, and use it effectively.	Know how space changes within a game and when and how to move into changing spaces.	
			Lose a defender to receive a pass.	Draw defender away to create space.	
	Mark another player and defend when needed.	Mark another player and begin to attempt interceptions.	Defend a player and make some successful interceptions for team.	Position body to defend effectively, making successful interceptions.	
Invasion Games – Tag Rugby	Move holding a rugby ball.	Move with speed (and change of) with the ball and without.	Be able to evade and tag opponents.	Further develop ability to evade and tag opponents.	Children should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and
	Know where to score a try and how to position the ball to score a try.	Begin to make a high pop pass to avoid a defender.			
	Move into spaces to avoid defenders.	Use speed and space to avoid defenders.	Be able to pass and receive a pass at speed in a game situation.	Running at speed, changing direction at speed.	

	Make a backward pass to team mates, using the direction most comfortable.	Pass backwards and in both directions and sometimes on the move.	Develop tactics as a team, refining attacking and defending skills.	Play effectively in attack and defence.	Defending.
	Know to tag team mates when to defend.	Tag the person who has the ball, but can mark a player who doesn't have the ball.	Apply learned skills in a game of tag rugby.	Score points against opposition and support player with the ball.	
Invasion Games - Hockey	Begin to show how to hold a hockey stick and which side to use.	Sometimes change direction of travel by rotating and turning stick to support this.	Change direction and use the correct side of stick, sometimes using indian dribbling (alternating sides of stick while dribbling) to avoid defenders.	Use speed, changing of direction and indian dribbling to advance towards team's goal.	Children should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.
	Use a simple push pass to another team mate.	Use a push pass to make a direct pass.	Choose between the two passes (push/slap) and explain simply why.	Use a range of passes knowing which one depending on the distance of the pass.	
		Begin to use a slap pass (bringing stick back and causing more power).			
	Dribble the ball keeping it close to me using the correct side of stick.	Use speed to dribble the ball into space.	Make a direct pass while dribbling.	Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch).	
	Show some signs of approaching a player to tackle and cause pressure.	Maintain defence and keep the pressure until possession is gained.	Begin to use stick to mark a player from the side line causing them difficulty.	Know when to defend and what defence skills could be used.	
	Begin to attempt to score a goal from anywhere.	Attempt to score inside a designated scoring area.	Successfully score while in the scoring area.	Seize an opportunity to score, sometimes quite quickly.	

Striking and Fielding Games - Cricket	Throw and catch under pressure.	To develop the range of Cricket skills they can apply in a competitive context.	To link together a range of skills and use in combination.	To apply with consistency standard cricket rules in a variety of different styles of games.	Children should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending
	Use fielding skills to stop the ball effectively.	To consolidate existing skills and apply with consistency	To recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance.	To attempt a small range of recognised shots in isolation and in competitive scenarios.	
	Learn batting control.				
	Learn the role of backstop.				
	Play in a tournament and work as team, using tactics in order to beat another team.	To choose and use a range of simple tactics in isolation and in a game context.	To collaborate as a team to choose, use and adapt rules in games.	To use a range of tactics for attacking and defending in role of bowler, batter and fielder.	
Striking and Fielding Games - Rounders	Be able to play simple rounders games	Identify different positions in rounders and the roles of those positions.	Collaborate as a team to choose, use and adapt rules in games.	Apply consistently rounders rules in conditioned games.	Children should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending
	Apply some rules to games.	Choose and use a range of simple tactics in isolation and in a game context.	Play in a tournament and work as team, using tactics in order to beat another team.	Use a range of tactics for attacking and defending in role of bowler, batter and fielder.	
	Develop and use simple rounders skills.	Develop the range of rounders skills that can apply in a competitive context.	Recognise how some aspects of fitness apply to rounders e.g. power, flexibility and cardiovascular endurance and link together a range of skills including: throw and catch under pressure; use fielding skills to stop the ball effectively; learn	Play small sided games using standard rounders pitch layout.	

			batting control; learn the role of backstop.		
Striking and Fielding Games - Tennis	Tap the ball off racquet (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce etc).	Tap the ball back and forth to a partner over a small space.	Tap the ball using either a fore hand or back hand motion.	Turn and run to the ball getting into a forehand or backhand position en-route.	Children should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending
	Tap the ball back and forth to partner.	Begin to tap a ball over a net allowing for a bounce, hit technique.	Demonstrate the correct swing technique when hitting the ball over a net sometimes showing control over the hit.		
	Stand in a ready position holding racquet correctly.	Move from a ready position into a forehand position/backhand position quickly.	Move towards the ball from 'ready' position choosing either forehand or backhand depending on where the ball is.	Use 'move-hit-recover' approach within a game showing facing forward on recovery	
	Change from a ready position before tapping the ball to a partner.	Bring racquet to meet the ball for a forehand and backhand hit and know to use two hands for an effective backhand.	Set racquet back in its ready position quickly upon recovery.	Show a range of grips when demonstrating a backhand (continental, chopper, hammer grip).	
	Begin to know what it means by a forehand and backhand position.	Move racquet in a low to high swing for an effective tap.	Set racquet back in its ready position quickly upon recovery.	Use the correct swing technique and control with smooth swings keeping the path of the racquet the same.	
	Begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce if needed.	Serve the ball straight from hands to racquet making sure it lands 'in' on the other side.	Serve the ball correctly beginning to purposely aim for space to score.	Serve the ball accurately making team mates have to move to send it back.	

Athletics	Run in different directions and at different speeds, using a good technique. Understand the relay and passing the baton. Choose and understand appropriate running techniques.	Demonstrate good running technique in a competitive situation. Select and maintain a running pace for different distances.	Use correct technique to run at speed. Develop the ability to run for distance. Identify and apply techniques of relay running.	Investigate running styles and changes of speed. Demonstrate good running technique in a competitive situation.	Children should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other and evaluate their own success. Children should be taught to use running, jumping, throwing and catching in isolation and in combination.
	Reinforce jumping techniques.	Explore different footwork patterns Understand which technique is most effective when jumping for distance.	Understand which technique is most effective when jumping for distance. Explore different footwork patterns.	Explore different footwork patterns. Understand which technique is most effective when jumping for distance.	
	Improve throwing technique.	Practise throwing with power and accuracy. Throw safely and with understanding.	Throw with accuracy and power. Learn how to use skills to improve the distance of a pull throw.	Practise throwing with power and accuracy. Throw safely and with understanding.	
	Compete in a mini competition, recording scores.	Utilise all the skills learned in this unit in a competitive situation.	Demonstrate good techniques in a competitive situation.	Utilise all the skills learned in this unit in a competitive situation.	
OAA (Outdoor and Adventurous Activities)	Orientate themselves with increasing confidence and accuracy around a short trail.	Orientate themselves accurately around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course.	Start to orientate themselves with increasing confidence and accuracy around an orienteering course. Design an orienteering course than can be followed and offers some challenge to others. Begin to use navigation equipment to orientate around a trail.	Orientate themselves with confidence and accurately around an orienteering course when under pressure. Design an orienteering course that is clear to follow and offers challenge to others. Use navigation equipment (maps, compasses) to improve the trail.	Take part in outdoor and adventurous activity challenges individually and with a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

	Identify and use effective communication to begin to work as a team. Identify symbols used on a key.	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. Associate the meaning of a key in the context of the environment.	Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently. Identify a key on a map and begin to use the information in activities.	Use clear communication to effectively complete a particular role in a team. Compete in orienteering activities both as part of a team and independently. Use a range of map styles and make an informed decision on the most effective.	
	Begin to choose equipment that is appropriate	Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity. Plan / organise a trail that others can follow.	Choose the best equipment for an outdoor activity. Create an outdoor activity that challenges others. Create a simple plan of an activity for others to follow. Identify the quickest route to accurately navigate an orienteering course.	Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in.	
	Communicate with others.	Communicate clearly with others/work as part of a team. Begin to use a map to complete an orienteering course.	Communicate clearly and effectively with others. Work effectively as part of a team. Successfully use a map to complete an orienteering course. Begin to use a compass for navigation.	Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills when necessary. Successfully use a map to complete an orienteering course. Use a compass for navigation. Organise an event for others.	

	Begin to complete activities in a set time. Begin to offer an evaluation of personal performances and activities.	Complete a course more than once. Begin to identify ways of improving completion each time. Offer an evaluation both personal performances and activities. Start to improve trails to increase the challenge of the course.	Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities. Improve a trail to increase the challenge of a course.	Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. Listen to feedback and improve an orienteering course from it.	
	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others performances. Explain why they have used particular skills or techniques, and the effect they have had on their performances.	Thoroughly evaluate their own and others work, suggest thoughtful and appropriate improvements.	

School Swimming and Water Safety								
Award 1	**Award 2**	**Award 3**	**Award 4**	**Award 5**	**Award 6**	**Safe Self Rescue Award**	**End of Key Stage 1 Expectations**	**End of Key Stage 2 Expectations**
With or without float equipment or support:	**With or without float equipment:**	**Without floats equipment or support:**	**Without float equipment or support:**	**Without float equipment or support:**	**Without float equipment or support:**	**Without float, in clothing, in order without pause:**		
Enter the water safely	Enter the water safely	Fully submerge to pick up an object.	Jump into water, submerge, surface and swim back to the point of entry (min. depth 1m).	Jump in, submerge, surface and swim back to point of entry (at least full reach depth).	Perform three different shaped jumps into deep water, including a straddle jump.	Enter the water using a fall in entry. Float on the back or scull. Tread water for 20 seconds with one arm in the air and shout for help. Swim 15m on front, rotate and swim 15m on back to a floating object. Take up the Heat Escape Lessening Position (H.E.L.P). Swim 10m retaining a floating object. Take up the Huddle position. Swim using a long arm front paddle (survival	Children should be competent and confident in the water. Children use a variety of arm and leg actions to propel themselves through the water. Children should participate in games to develop an understanding of buoyancy and propulsion.	Children should swim competently, confidently and proficiently over a distance of at least 25metres. Children should use a range of strokes effectively, for example front crawl, backstroke and breaststroke. Children should perform a safe self-rescue in different water-based situations.
Move forwards, backwards and sideways for a distance of 5m, feet may be on or off the floor.	Move from a horizontal floating position on the front and return to standing.	Perform a tuck float and hold for 5 seconds.	Push and glide towards the pool floor with arms extended.	Perform a horizontal stationary scull on the back.	Perform a head first scull for 5m.			
Scoop the water and wash face, be comfortable water showered from overhead.	Move from a horizontal floating position on the back and return to standing.		Perform a sequence of 3 changing shapes, whilst floating on the surface.	Kick 10m backstroke. Kick 10m front crawl. Kick 10m butterfly or breaststroke on front or back.	Two out of the following three must be completed:			
Blow bubbles a minimum of 3 times, with nose and mouth submerged.	Push and glide on the front in a horizontal position, to or from the pool wall.	Push from a wall and glide on the front with arms extended.	Push & glide on the front with arms extended and log roll onto back.	Travel on back and log roll 180 degrees onto front. Travel on front and log roll 180 degrees onto back.	Swim 10m front crawl, backstroke or breaststroke.			

Take part in a movement games. Give examples of 2 pool rules.	Push and glide on the back in a horizontal position from the pool wall.	Push from a wall and glide on the back (optional with arms extended).	Push & glide on back with arms extended and log roll onto front.		Tread water for 30 seconds.	stroke) to the side. Climb out from water of at least full reach depth without using the steps. Discuss as a group when these skills might be used to self-rescue in different water based situations.		
	Travel on the back for 5m. Travel on the front for 5m.	Perform a rotation from the front to the back, then return to standing. Perform a rotation from the back to the front, then return to standing.	Travel 5m on front, perform a tuck to rotate onto back & return to side. Travel 10m on the front with feet off the pool floor. Travel 10m on the back with feet off the pool floor	Swim 10m, own choice of stroke.	Perform a handstand or forward somersault, tucked in the water. Swim 25m own choice of stroke.			
Recognise and identify the purpose of beach flags.	Float on the back. Know how to signal for help.	Identify an open water hazard near your home or school. .	Perform a 'shout and signal' rescue. Explain how get help.	Give two examples of where it is safe to swim and why.	Swim 10m wearing clothes - as a minimum T-shirt and shorts.			
Exit the water safely.	Exit the water safely.	Exit the water safely	Exit the water safely without using steps	Exit the water safely.	Exit deep water without the use of steps.			