



Mapperley CE Primary

PE Progression Map



This progression grid outlines the skills and specific knowledge which pupils are expected to learn in each phase over a two-year cycle, along with the specific vocabulary that supports this understanding.

Acquiring and developing skills

Skills	At EYFS: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.		At Year 1: Can they copy actions? Can they repeat actions and skills? Can they move with control and care?		At Year 2: Can they copy and remember actions? Can they repeat and explore actions with control and coordination?	
	At Year 3: Can they select and use the most appropriate skills, actions or ideas? Can they move and use actions with co-ordination and control?	At Year 4: Can they select and use the most appropriate skills, actions or ideas? Can they move and use actions with co-ordination and control? Can they make up their own small-sided game?	At Year 5: Can they link skills, techniques and ideas and apply them accurately and appropriately? Do they show good control in their movements?	At Year 6: Do they apply their skills, techniques and ideas consistently? Do they show precision, control and fluency?		

Evaluating and improving

Skills	At EYFS:		At Year 1: Can they talk about what they have done? Can they describe what other people did?		At Year 2: Can they talk about what is different between what they did and what someone else did? Can they say how they could improve?	
	At Year 3: Can they explain how their work is similar and different from that of others? With help, do they recognise how performances could be improved?	At Year 4: Can they explain how their work is similar and different from that of others? Can they use their comparison to improve their work?	At Year 5: Can they compare and comment on skills, techniques and ideas that they and others have used? Can they use their observations to improve their work?	At Year 6: Can they analyse and explain why they have used specific skills or techniques? Can they modify use of skills or techniques to improve their work? Can they create their own success criteria for evaluating?		

Health and fitness

Skills	At EYFS:		At Year 1: Can they describe how their body feels before, during and after an activity?		At Year 2: Can they show how to exercise safely? Can they describe how their body feels during different activities? Can they explain what their body needs to keep healthy?	
	At Year 3: Can they explain why it is important to warm-up and cool-down? Can they identify some muscle groups used in gymnastic activities?	At Year 4: Can they explain why warming up is important? Can they explain why keeping fit is good for their health?	At Year 5: Can they explain some important safety principles when preparing for exercise? Can they explain what effect exercise has on their body? Can they explain why exercise is important?	At Year 6: Can they explain how the body reacts to different kinds of exercise? Can they choose appropriate warm ups and cool downs? Can they explain why we need regular and safe exercise?		

Games

Skills	At EYFS: Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	At Year 1: Can they throw underarm? Can they roll a piece of equipment? Can they hit a ball with a bat? Can they move and stop safely? Can they catch with both hands? Can they throw in different ways? Can they kick in different ways?	At Year 2: Can they use hitting, kicking and/or rolling in a game? Can they stay in a 'zone' during a game? Can they decide where the best place to be is during a game? Can they use one tactic in a game? Can they follow rules?
	At Year 3: Can they throw and catch with control when under limited pressure? Are they aware of space and use it to support team-mates and cause problems for the opposition? Do they know and use rules fairly to keep games going? Can they keep possession with some success when using equipment that is not used for throwing and catching skills?	At Year 4: Can they catch with one hand? Can they throw and catch accurately? Can they hit a ball accurately and with control? Can they keep possession of the ball? Can they move to find a space when they are not in possession during a game? Can they vary tactics and adapt skills according to what is happening?	At Year 5: Can they gain possession by working as a team? Can they pass in different ways? Can they use forehand and backhand with a racquet? Can they field? Can they choose the best tactics for attacking and defending? Can they use a number of techniques to pass, dribble and shoot?

Gymnastics

Skills	At EYFS: Negotiate space and obstacles safely, with consideration for themselves and others.	At Year 1: Can they make their body tense, relaxed, curled and stretched? Can they control their body when travelling? Can they control their body when balancing? Can they copy sequences and repeat them? Can they roll in different ways? Can they travel in different ways? Can they balance in different ways? Can they climb safely? Can they stretch in different ways? Can they curl in different ways?	At Year 2: Can they plan and show a sequence of movements? Can they use contrast in their sequences? Are their movements controlled? Can they think of more than one way to create a sequence which follows a set of 'rules'? Can they work on their own and with a partner to create a sequence?
	At Year 3: Can they use a greater number of their own ideas for movement in response to a task? Can they adapt sequences to suit different types of apparatus and their partner's ability? Can they explain how strength and suppleness affect performances? Can they compare and contrast gymnastic sequences, commenting on similarities and differences?	At Year 4: Can they work in a controlled way? Can they include change of speed? Can they include change of direction? Can they include range of shapes? Can they follow a set of 'rules' to produce a sequence? Can they work with a partner to create, repeat and improve a sequence with at least three phases?	At Year 5: Can they make complex or extended sequences? Can they combine action, balance and shape? Can they perform consistently to different audiences? Are their movements accurate, clear and consistent?

Dance

Skills	<p>At EYFS: Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>At Year 1: Can they move to music? Can they copy dance moves? Can they perform some dance moves? Can they make up a short dance? Can they move around the space safely? Can they explore and perform basic body actions? Do they use different parts of the body singly and in combination? Do they show some sense of dynamic, expressive and rhythmic qualities in their own dance? Do they choose appropriate movements for different dance ideas? Can they remember and repeat short dance phrases and simple dances? Do they move with control? Do they vary the way they use space? Do they describe how their lungs and heart work when dancing? Do they describe basic body actions and simple expressive and dynamic qualities of movement?</p>	<p>At Year 2: Can they dance imaginatively? Can they change rhythm, speed, level and direction? Can they dance with control and co-ordination? Can they make a sequence by linking sections together? Can they link some movement to show a mood or feeling? Can they perform body actions with control and co-ordination? Can they choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling? Can they link actions? Can they remember and repeat dance phrases? Can they perform short dances, showing an understanding of expressive qualities? Can they describe the mood, feelings and expressive qualities of dance? Can they describe how dancing affects their body? Do they know why it is important to be active? Can they suggest ways they could improve their work?</p>
	<p>At Year 3: Can they improvise freely, translating ideas from a stimulus into movement? Can they share and create phrases with a partner and in small groups? Can they repeat, remember and perform these phrases in a dance? Do they improvise freely, translating ideas from a stimulus into movement? Can they create dance phrases that communicate ideas? Do they share and create phrases with a partner and in small groups? Can they repeat, remember and perform these phrases in a dance? Do they use dynamic, rhythmic and expressive qualities clearly and with control? Do they understand the importance of warming-up and cooling-down? Do they recognise and talk about the movements used and the expressive qualities of dance? Can they suggest improvements to their own and other people's dances?</p>	<p>At Year 4: Can they take the lead when working with a partner or group? Can they use dance to communicate an idea? Can they work on their movements and refine them? Can they respond imaginatively to a range of stimuli related to character and narrative? Do they use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group? Can they refine, repeat and remember dance phrases and dances? Can they perform dances clearly and fluently? Can they show sensitivity to the dance idea and the accompaniment? Do they show a clear understanding of how to warm-up and cool-down safely? Do they describe, interpret and evaluate dance, using appropriate language?</p>	<p>At Year 5: Can they compose their own dances in a creative and imaginative way? Can they perform to an accompaniment, expressively and sensitively? Are their movements controlled? Does their dance show clarity, fluency, accuracy and consistency? Do they plan and perform dances confidently? Can they compose motifs and plan dances creatively and collaboratively in groups? Can they adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use? Can they perform different styles of dance clearly and fluently? Do they organise their own warm-up and cool-down exercises? Do they show an understanding of safe exercising? Can they recognise and comment on dances, showing an understanding of style? Can they suggest ways to improve their own and other people's work?</p>

The following areas of learning are only taught in Key Stage 2

Athletics				
Skills	<p>At Year 3: Can they run at fast, medium and slow speeds, changing speed and direction? Can they link running and jumping activities with some fluency, control and consistency? Can they make up and repeat a short sequence of linked jumps? Can they take part in a relay activity, remembering when to run and what to do? Do they throw a variety of objects, changing their action for accuracy and distance?</p>	<p>At Year 4: Can they run over a long distance? Can they sprint over a short distance? Can they throw in different ways? Can they hit a target? Can they jump in different ways?</p>	<p>At Year 5: Are they controlled when taking off and landing in a jump? Can they throw with accuracy? Can they combine running and jumping? Can they follow specific rules?</p>	<p>At Year 6: Can they demonstrate stamina? Can they use their skills in different situations?</p>
Outdoor & adventurous				
Skills	<p>At Year 3: Can they follow a map in a familiar context? Can they move from one location to another following a map? Can they use clues to follow a route? Can they follow a route safely?</p>	<p>At Year 4: Can they follow a map in a more demanding familiar context? Can they move from one location to another following a map? Can they use clues to follow a route? Can they follow a route accurately, safely and within a time limit?</p>	<p>At Year 5: Can they follow a map in an unknown location? Can they use clues and compass directions to navigate a route? Can they change their route if there is a problem? Can they change their plan if they get new information?</p>	<p>At Year 6: Can they plan a route and series of clues for someone else? Can they plan with others taking account of safety and danger?</p>
Swimming				
Skills	<p>Lower attainers: Can they swim between 25 and 50 metres unaided? Can they keep swimming for 30 to 45 seconds, using swimming aids and support? Can they use a variety of basic arm and leg actions when on their front and on their back? Can they swim on the surface and lower themselves under water? Can they take part in group problem-solving activities on personal survival? Do they recognise how their body reacts and feels when swimming? Can they recognise and concentrate on what they need to improve?</p>	<p>Mid attainers: Can they swim between 50 and 100 metres and keep swimming for 45 to 90 seconds? Do they use 3 different strokes, swimming on their front and back? Can they control their breathing? Can they swim confidently and fluently on the surface and under water? Do they work well in groups to solve specific problems and challenges, sharing out the work fairly? Do they recognise how swimming affects their body, and pace their efforts to meet different challenges? Can they suggest activities and practices to help improve their own performance?</p>	<p>High attainers: Can they swim further than 100 metres? Can they swim fluently and confidently for over 90 seconds? Do they use all 3 strokes with control? Can they swim short distances using butterfly? Do they breathe so that the pattern of their swimming is not interrupted? Can they perform a wide range of personal survival techniques confidently? Do they know what the different tasks demand of their body, and pace their efforts well to meet challenges? Can they describe good swimming technique and show and explain it to others?</p>	

Overarching PE Vocabulary

	At EYFS:	At Key Stage One:	At Key Stage Two:
Outdoor & Adventurous <small>(See also Forest School Map)</small>	Space Around Over Under Through	Team Instructions Follow Challenge	Resilience
Athletics	Running Skipping Jumping Throwing Stepping Push Pull	Travelling Pumping Techniques Sprinting Accuracy Overarm Distance Power Strength Stretch Muscles Fitness Skills	Endurance Resistance Stamina Pulse
Gymnastics/ Yoga	Balance Star Straight Line Mat	Sequence Arch Tuck Crab Movement Action Apparatus	Fluid Precision Stability Smooth Transitions Clear Extensions
Sending and Striking	Patting Throwing Kicking Rolling	Striking Grasping Fielder Bowler Bowling Control Sending & Striking Games (rounders, football, netball, cricket, hockey, tennis)	Co-ordination Precision
Team Games	Rules Follow Game	Tactic Goal Points Encouragement Attack Defence	Coaching Feedback
Dance	Move Dance Shake Turn	Repetition Routine Pattern Pathways (Zig -Zag, Curved, Straight) Level Speed Direction Improvising Emotion Perform	Recurring idea (motif) Stimuli/stimulus Fluency Dynamics Energy Flow Explosive Jerky
Swimming	Splash Water Swim Kick Jump Bubbles	Front Crawl Stroke Breast Stroke Back stroke Butterfly Dive Length Width Metre Rhythm Sink Float Deep Glide Rotate Shallow Tuck breath	Straddle Surface Tumble-turn Tread water Depth Scull Submerge

PE – Sticky Knowledge Key Stage 1			
	Gymnastic Movements	Basic movements and Team Games	Dance
Year 1	<ul style="list-style-type: none"> make body curled, tense, stretched and relaxed control body when travelling and balancing copy sequences and repeat them roll, curl, travel and balance in different ways 	<ul style="list-style-type: none"> throw underarm throw and kick in different ways 	<ul style="list-style-type: none"> perform own dance moves copy or make up a short dance move safely in a space
Year 2	<ul style="list-style-type: none"> plan and perform a sequence of movements improve sequence based on feedback think of more than one way to create a sequence which follows some 'rules' 	<ul style="list-style-type: none"> use hitting, kicking and/or rolling in a game decide the best space to be in during a game use a tactic in a game follow rules 	<ul style="list-style-type: none"> change rhythm, speed, level and direction in dance make a sequence by linking sections together use dance to show a mood or feeling

PE – Sticky Knowledge Key Stage 2						
	Athletics	Competitive Games	Gymnastics	Dance	Outdoor and Adventurous Activity	Evaluate
Year 3	<ul style="list-style-type: none"> run at fast, medium and slow speeds; changing speed and direction take part in a relay, remembering when to run and what to do 	<ul style="list-style-type: none"> be aware of space and use it to support team-mates and to cause problems for the opposition know and use rules fairly 	<ul style="list-style-type: none"> adapt sequences to suit different types of apparatus and criteria explain how strength and suppleness affect performance 	<ul style="list-style-type: none"> improvise freely and translate ideas from a stimulus into movement share and create phrases with a partner and small group remember and repeat dance perform phrases 	<ul style="list-style-type: none"> follow a map in a familiar context use clues to follow a route follow a route safely 	<ul style="list-style-type: none"> compare and contrast gymnastic sequences recognise own improvement in ball games
Year 4	<ul style="list-style-type: none"> sprint over a short distance and show stamina when running over a long distance jump in different ways throw in different ways and hit a target, when needed 	<ul style="list-style-type: none"> throw and catch accurately with one hand hit a ball accurately with control vary tactics and adapt skills depending on what is happening in a game 	<ul style="list-style-type: none"> move in a controlled way include change of speed and direction in a sequence work with a partner to create, repeat and improve a sequence with at least three phases 	<ul style="list-style-type: none"> take the lead when working with a partner or group use dance to communicate an idea 	<ul style="list-style-type: none"> follow a map in a (more demanding) familiar context follow a route within a time limit 	<ul style="list-style-type: none"> provide support and advice to others in gymnastics and dance be prepared to listen to the ideas of others
Year 5	<ul style="list-style-type: none"> controlled when taking off and landing throw with increasing accuracy combine running and jumping 	<ul style="list-style-type: none"> gain possession by working a team and pass in different ways choose a specific tactic for defending and attacking use a number of techniques to pass, dribble and shoot 	<ul style="list-style-type: none"> make complex extended sequences combine action, balance and shape perform consistently to different audiences 	<ul style="list-style-type: none"> compose own dances in a creative way perform dance to an accompaniment dance shows clarity, fluency, accuracy and consistency 	<ul style="list-style-type: none"> follow a map into an unknown location use clues and a compass to navigate a route change route to overcome a problem use new information to change route 	<ul style="list-style-type: none"> pick up on something a partner does well and also on something that can be improved know why own performance was better or not as good as their last
Year 6	<ul style="list-style-type: none"> demonstrate stamina and increase strength 	<ul style="list-style-type: none"> agree and explain rules to others work as a team and communicate a plan lead others in a game situation when the need arises 	<ul style="list-style-type: none"> combine own work with that of others sequences to specific timings 	<ul style="list-style-type: none"> develop sequences in a specific style choose own music and style 	<ul style="list-style-type: none"> plan a route and a series of clues for someone else plan with others, taking account of safety and danger 	<ul style="list-style-type: none"> know which sports they are good at and find out how to improve further