



## Temple Herdewyke Primary School - P.E. progression map of skills and knowledge

Early Years	Physical Development			Expressive Arts and Design		
	Health and Selfcare	Moving and Handling		Exploring and using media and materials	Being Imaginative	
<b>30-50 months</b>	<p>To observe the effects of activity on their bodies.</p> <p>To understand that equipment and tools have to be used safely.</p>	<p>To move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>To mount stairs, steps or climbing equipment using alternate feet</p> <p>To walk downstairs two feet to each step, while carrying a small object</p> <p>To run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles</p> <p>To stand momentarily on one foot when shown</p> <p>To catch a large ball</p>		<p>To enjoy joining in with dancing and ring games</p> <p>To begin to move rhythmically</p> <p>To imitate movement in response to music</p> <p>To tap out simple repeated rhythms</p>		<p>To develop preference for forms of expression</p> <p>To use movement to express feeling</p> <p>To create movement in response to music</p> <p>To capture experiences and responses with a range of media such as music, dance and paint and other materials or words.</p>
<b>40-60 months</b>	<p>To show understanding of the need for safety when tackling new challenges and consider and manage some risks.</p> <p>To show understanding of how to transport and store equipment safely.</p> <p>To practice some appropriate safety measures without direct supervision</p>	<p>To experiment with different ways of moving</p> <p>To jump off an object and land appropriately</p> <p>To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p> <p>To travel with confidence and skill around, under, over and through balancing and climbing equipment</p> <p>To show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>				<p>To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>
<b>ELG</b>	<p>To know the importance of good health of physical exercise, and a health diet, and talk about ways to keep healthy and safe.</p>	<p>To show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p>				<p>To represent their own ideas, thoughts and feelings through dance.</p>
Key Stage 1	Basic Movement	Developing Balance	Agility & co-ordination	Team Games	Movement Patterns	
<b>Year 1</b>	<p><b>Gymnastics and Running</b></p> <p>Move in a variety of ways in and out cones and obstacles.</p> <p>Jump with both feet leaving floor</p> <p>Stop on command</p> <p>Sprint and Run</p> <p>Hop, Skip without a rope</p> <p>Jump for height</p>	<p><b>Gymnastics</b></p> <p>Single balance</p> <p>Balancing on one foot</p> <p>Be able to balance on a piece of apparatus</p> <p>Side roll</p> <p>Climb</p> <p>Line walk</p>	<p><b>Ball Skills, Team Games; Throwing and Catching</b></p> <p>Be able to throw and catch a large ball – over arm and under arm</p> <p>Roll a ball to an end target</p> <p>Kick a ball with increasing accuracy to an end target</p> <p>Dribble a ball</p> <p>Balance a ball on a racket</p> <p>Two handed strike</p>	<p><b>Team Games, Ball Skills</b></p> <p>Be able to participate in a game with an opposing side</p> <p>Be able to control a ball within a game setting</p> <p>Use hands to control a ball with increasing accuracy</p> <p>Be able to play a game following a set of rules</p>	<p><b>Dance</b></p> <p>Dance to link in with learning theme</p> <p>Copy a dance pattern</p> <p>Move to a beat</p> <p>Link 2 dance movements together</p>	
<b>Year 2</b>	<p><b>Gymnastics and Running</b></p> <p><b>As Year 1 plus:</b></p>	<p><b>Gymnastics</b></p> <p><b>As Year 1 plus:</b></p>	<p><b>Ball Skills, Team Games; Throwing and Catching</b></p>	<p><b>Team Games, Ball Skills</b></p>	<p><b>Dance</b></p> <p>Dance to link in with learning theme</p>	

	Gallop Side gallop Jump for distance	Bench walk	<b>As Year 1 plus:</b>  Be able to throw and catch a medium sized ball accurately Kick a ball Balance a ball on a bat Dribble a ball in and out of a set of obstacles. Hit a ball with some accuracy using a racket or bat Throw a beanbag into a given target	Be able to participate in a game with an opposing side Be able to control a ball within a game setting Play a game with a set of rules Play as part of a team Cooperate with team-mates Work as a team in order to score goals Control a ball accurately Use both hands and feet in order to control a ball.	Copy a dance pattern Move to a beat Link a short series of dance sequences together
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<b>Key Stage 2</b>	<b>Swimming</b>	<b>Control and Balance</b>	<b>Competitive games</b>	<b>Movement patterns</b>
<b>Year 3</b>	<b>Swimming</b> Put face in water and blow bubbles Fully submerge under water Be able to swim 10 metres across the pool without support.	<b>Netball</b> Can bounce a ball on the spot with consistency  <b>Gymnastics</b> Can perform a basic log, egg, shoulder and forward roll.	<b>Team Games, Athletics</b> Participate in team games Develop simple tactics for attacking and defending Succeed and excel (in competitive sport) and other physically demanding activities. Can run and compete in competitive events individually and as a team.	<b>Gymnastics, Maypole</b> Create and perform a short sequence linking basic actions with a clear beginning, middle and end. Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment.
<b>Year 4</b>	<b>Swimming</b> <b>As Year 3 plus:</b> To develop swimming strokes of back stroke and a front stroke over the distance of 10 metres.	<b>Netball</b> <b>As Year 3 plus:</b> Can vary dynamics, speed, direction and level of their movements  <b>Gymnastics</b> <b>As Year 3 plus:</b> Responds imaginatively and with control and coordination Uses different body parts Can vary dynamics, speed, direction and level of their movements	<b>Team Games, Athletics</b> <b>As Year 3 plus:</b> Play competitive games, modified where appropriate.	<b>Gymnastics, Dance</b> <b>As Year 3 plus:</b> Plan and perform a movement sequence showing contrasts in speed/level and direction, Apply basic compositional ideas to create dance phrases with a partner and in a small group.
<b>Year 5</b>	<b>Swimming</b> Be able to swim 20 metres across the pool without support To swim 10 metres front crawl and back stroke.	<b>Basketball</b> Can bounce a ball on the spot with consistency Responds imaginatively and with control and co-ordination	<b>Team Games, Athletics</b> Participate in team games Play competitive games, modified where appropriate through team and individual games	<b>Gymnastics, Dance</b> Create & perform a short sequence linking basic actions, with a clear beginning, middle and end. Create an expressive dance.

	To dive down below the water surface to pick up an item.	<p>Uses different body parts</p> <p>Can vary dynamics, speed, direction.</p> <p>Can travel whilst bouncing a ball, showing control</p> <p>Perform a competent forward roll, log roll, egg roll, shoulder roll, curled roll and progress to backward roll.</p> <p>Improvise freely, individually and with a partner, can translate ideas from a stimulus into movement.</p>	<p>Develop and apply simple tactics for attacking and defending.</p> <p>Participate in physically demanding activities.</p> <p>Compete in a range of increasingly challenging situations.</p>	<p>Plan and perform a movement sequence showing contrasts in speed, level and direction.</p> <p>Apply basic compositional ideas to create dance phrases with a partner and in a small group.</p> <p>Can describe and comment on their own performance and that of others and make simple suggestions to improve quality and performance.</p> <p>Develop a longer and more varied movement sequence demonstrating smooth transitions.</p> <p>Refine own performance in response to others and self-analysis (using i-pads).</p>
<b>Year 6</b>	<p><b>Swimming</b></p> <p><b>As Year 5 plus:</b></p> <p>To Be able to swim 25 metres any style, unsupported.</p> <p>To be able to swim in the deep end of the pool with confidence.</p>	<p><b>Basketball</b></p> <p><b>As Year 5 plus:</b></p> <p>Using either hand can dribble showing changes of speed and direction.</p> <p>Responds imaginatively to a variety of stimuli, demonstrating a wide range of actions with precision, control and fluency.</p> <p>Can incorporate different dynamics and develop new actions with a partner and in a group.</p>	<p><b>Team Games, Athletics</b></p> <p><b>As Year 5 plus:</b></p> <p>Use a range of tactics and strategies to overcome opponents in direct competition</p> <p>Apply basic principles suitable for attacking and defending</p> <p>Participate in physically demanding activities.</p> <p>Develop an understanding of how to improve in different physical activities and sports.</p>	<p><b>Gymnastics, Dance</b></p> <p><b>As Year 5 plus:</b></p> <p>Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment.</p> <p>Develop a longer and more varied movement sequence demonstrating smooth transitions between actions.</p> <p>Compare, develop and adapt movement motifs to create longer dances. From observations of others, describe constructively how to refine, improve and modify performance?</p>