

PHYSICAL EDUCATION PROGRESSION MAP

	EYFS	KS1	LKS2	UKS2
DANCE	<p>Begins to build a repertoire of songs and dances.</p> <p>ELG - Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p style="text-align: center;">Vocabulary Travel, turn, jump, music, moves, and balance</p>	<p>Y1-Copies and explores basic movements and body patterns</p> <p>Remembers simple movements and dance steps</p> <p>Links movements to sounds and music.</p> <p>Responds to range of stimuli.</p> <p style="text-align: center;">Vocabulary Travel, turn, jump, gesture, using levels, music, and balance</p> <p>Y2-Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence</p> <p>Can vary the size of their body shapes</p> <p>Add change of direction to a sequence</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p>	<p>Y3-Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p> <p style="text-align: center;">Vocabulary Travel, turn, jump, gesture, using levels, music, space, direction, sequence, routine, control, time, speed, rhythm, movements, cannon, heights, and balance</p>	<p>Y5-Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p>

		<p>Vocabulary Travel, turn, jump, gesture, using levels, music, space, direction, sequence, routine, control, time, speed, rhythm, movements and balance</p>	<p>Y4-Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p> <p>Vocabulary Travel, turn, jump, gesture, using levels, music, space, direction, sequence, routine, control, time, speed, rhythm, movements, cannon, heights, spatial awareness, combination, partner, group, and balance</p>	<p>Uses more complex dance vocabulary to compare and improve work.</p> <p>Vocabulary Travel, turn, jump, gesture, using levels, music, space, direction, sequence, routine, control, time, speed, rhythm, movements, cannon, heights, spatial awareness, combination, partner, group, musicality, synchronisation, expressive, dynamic, flair, finesse, direction, acceleration, agility, flexibility, core strength, accuracy, flight, flow, poise, and balance</p> <p>Y6-Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p>
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				<p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrates consistent precision when performing dance sequences.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Vocabulary</p>
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				<p>Travel, turn, jump, gesture, using levels, music, space, direction, sequence, routine, control, time, speed, rhythm, movements, cannon, heights, spatial awareness, combination, partner, group, musicality, synchronisation, expressive, dynamic, flair, finesse, direction, acceleration, agility, flexibility, core strength, accuracy, flight, flow, poise, balance, evaluation, tempo, duration, beat, analysis, characterisation, style, genre, culture, history,</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>
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	EYFS	KS1	LKS2	UKS2
GYMNASTICS	<p>Jumps off an object and lands appropriately.</p> <p>Experiments with different ways of moving.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>ELG - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p> <p>Vocabulary Balance, move, under, over, through, climb, crawl, around, jump, land, safely, body, turn</p>	<p>Y1-Copies and explores basic movements with some control and coordination.</p> <p>Can perform different body shapes</p> <p>Performs at different levels</p> <p>Can perform 2 footed jump</p> <p>Can use equipment safely</p> <p>Balances with some control</p> <p>Can link 2-3 simple movements</p> <p>Vocabulary Balance, move, under, over, through, climb, crawl, around, jump, land, safely, two footed, one footed, control, levels, height, points, patches, rolls , body, turn</p> <p>Y2-Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence</p> <p>Vocabulary Balance, move, under, over, through, climb, crawl, around, jump, land, safely, two footed, one footed, control, levels, height,</p>	<p>Y3-Applies compositional ideas independently and with others to create a sequence.</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements</p> <p>Beginning to develop good technique when travelling, balancing, using equipment etc</p> <p>Vocabulary Balance, move, under, over, through, climb, crawl, around, jump, land, safely, two footed, one footed, control, levels, height, points, patches, rolls, push, narrow, wide, pathway, small, tall, flexibility,</p>	<p>Y5-Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences</p> <p>Vocabulary Balance, move, under, over, through, climb, crawl,</p>

		<p>points, patches, rolls, push, narrow, wide, pathway, small, tall, body, turn</p>	<p>sequence, pattern, bridge, body, limbs, turn, cannons</p> <p>Y4-Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p> <p>Vocabulary Balance, move, under, over, through, climb, crawl, around, jump, land, safely, two footed, one footed, control, levels, height, points, patches, rolls, push, narrow, wide, pathway, small, tall, flexibility, sequence, pattern, bridge,</p>	<p>around, jump, land, safely, two footed, one footed, control, levels, height, points, patches, rolls, push, narrow, wide, pathway, small, tall, flexibility, sequence, pattern, bridge, body, limbs, straight, pointing toes, routine, tension, fluency, speed, pace, shape, rhythm, dismount, twist, weight distribution, position, mirroring, matching, synchronisation, turn, posture, Symmetry and Asymmetry, cannons</p> <p>Y6-Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>Gradually increases the length of sequence work</p>
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			<p>body, limbs, straight, pointing toes, routine, turn cannons</p>	<p>with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Vocabulary Balance, move, under, over, through, climb, crawl, around, jump, land, safely, two footed, one footed, control, levels, height, points, patches, rolls, push, narrow, wide, pathway, small, tall, flexibility, sequence, pattern, bridge, body, limbs, straight, pointing toes, routine, tension, fluency, speed, pace, shape, rhythm,</p>
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				<p>dismount, twist, weight distribution, position, mirroring, matching, synchronisation, turn, posture, Symmetry and Asymmetry, cannons, construct, compose, poise, dish arch,</p>
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	EYFS	KS1	LKS2	UKS2
GAMES	<p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>ELG - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p> <p style="text-align: center;">Vocabulary Move, bounce, kick, throw, tap, swing, catch, pass, run and jump</p>	<p>Y1-Can travel in a variety of ways including running and jumping.</p> <p>Beginning to perform a range of throws.</p> <p>Receives a ball with basic control</p> <p>Beginning to develop hand-eye coordination</p> <p>Participates in simple games</p> <p style="text-align: center;">Vocabulary Travel, bounce, kick, throw, tap, swing, catch, pass, obstacle, team, run and jump</p> <p>Y2-Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p style="text-align: center;">Beginning to develop an understanding of attacking/defending</p>	<p>Y3-Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with co-ordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p> <p style="text-align: center;">Vocabulary Travel, bouncing, dribbling, receiving, kick, throw, tap, swing, catch, pass, run, rules, jump, tactics, aim, hit, roll, short, long, space, obstacle,</p>	<p>Y5-Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p> <p style="text-align: center;">Vocabulary Travel, bouncing, dribbling, receiving, kick, throw, tap, swing, catch, pass, run, rules, jump, tactics, aim, hit, roll, short, long, space, obstacle, teamwork, communicate,</p>

		<p>Vocabulary Travel, bounce, kick, throw, tap, swing, catch, pass, run, rules, jump, tactics, aim, hit, roll, short, long, space, obstacle, team attack and defend</p>	<p>teamwork, communicate, compete, respond team, attack and defend</p> <p>Y4-Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p>	<p>compete, respond team, combine, movement, compete, distribute, striking, balance, coordination, fluency, direction skills, attack and defend</p> <p>Y6-Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p>
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			<p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p> <p>Vocabulary Travel, bouncing, dribbling, receiving, kick, throw, tap, swing, catch, pass, run, rules, jump, tactics, aim, hit, roll, short, long, space, obstacle, teamwork, communicate, compete, respond team, combine, movement, skills, attack and defend</p>	<p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination.</p> <p>Vocabulary Travel, bouncing, dribbling, receiving, kick, throw, tap, swing, catch, pass, run, rules, jump, tactics, aim, hit, roll, short, long, space, obstacle, teamwork, communicate, compete, respond team, combine, movement, compete, distribute, striking, balance, possession, control, strategy, analysis, evaluate, coordination, fluency, direction skills, attack and defend</p>
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	EYFS	KS1	LKS2	UKS2
ATHLETICS	<p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>ELG - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p> <p>Vocabulary</p> <p>Run, jog, walk, jump, throw, push, skip, hop, kick, pat</p>	<p>Y1-Can run at different speeds.</p> <p>Can jump from a standing position</p> <p>Performs a variety of throws with basic control.</p> <p>Vocabulary</p> <p>Run, jog, walk, speed, jump, underarm, overarm, throw, pat, kick, push, pull, bounce, skip</p> <p>Y2-Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and co-ordination.</p> <p><i>preparation for shot put and javelin</i></p> <p>Can use equipment safely</p> <p>Vocabulary</p> <p>Run, jog, walk, speed, jump, underarm, overarm, throw, aim, pull, push, hit, swing, control, direction, distance, bounce, skip,</p>	<p>Y3-Beginning to run at speeds appropriate for the distance.</p> <p><i>e.g. sprinting and cross country</i></p> <p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p> <p>Vocabulary</p> <p>Run, jog, walk, speed, jump, underarm, overarm, throw, aim, pull, push, hit, swing, control, direction, distance, bounce, skip, accuracy, sprint, take-off, land, measure, technique</p> <p>Y4-Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p>	<p>Y5-Developing a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control</p> <p>Vocabulary</p> <p>Run, jog, walk, speed, jump, underarm, overarm, throw, aim, pull, push, hit, swing, control, direction, distance, bounce, skip, accuracy, sprint, take-off, land, measure, confidence, triple jump, long jump, pace, time, set, catch, record, stopwatch,</p>

			<p><i>e.g. hop skip jump (triple jump)</i></p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p> <p>Vocabulary</p> <p>Run, jog, walk, speed, jump, underarm, overarm, throw, aim, pull, push, hit, swing, control, direction, distance, bounce, skip, accuracy, sprint, take-off, land, measure, confidence, triple jump, long jump, pace, time, set, technique</p>	<p>rotation, power, height, length, consistency, connection, technique</p> <p>Y6-Securely able to use a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p> <p>Vocabulary</p> <p>Run, jog, walk, speed, jump, underarm, overarm, throw, aim, pull, push, hit, swing, control, direction,</p>
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				distance, bounce, skip, accuracy, sprint, take-off, land, measure, confidence, triple jump, long jump, pace, time, set, catch, record, stopwatch, rotation, power, height, length, consistency, connection, performance, analysis, evaluate, sequence, technique, component,
	EYFS	KS1	LKS2	UKS2
OUTDOOR ADVENTUROUS ACTIVITIES			<p>Y3-Develops listening skills. Creates simple body shapes. Listens to instructions from a partner/ adult. Beginning to think activities through and problem solve. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe. Vocabulary Problem solve, body shapes, team work, cooperation, safety, instructions, listen, communicate</p>	<p>Y5/6-Have strong listening skills. Use s and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe. Vocabulary</p>

			<p>Y4-Develops strong listening skills.</p> <p>Uses simple maps.</p> <p>Beginning to think activities through and problem solve.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p> <p>Vocabulary Problem solve, body shapes, team work, cooperation, safety, instructions, listen, communicate, Strategies, method, map skills, key, scale, directions, destination,</p>	<p>Problem solve, body shapes, team work, cooperation, safety, instructions, listen, communicate, Strategies, method, map skills, key, scale, gradient, terrain, ordinance symbols, os maps, coordinates, direction, north, east, south, west, compass, birds-eye view, route, plot, directions, hazards, destination.</p>
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	EYFS	KS1	LKS2	UKS2
SWIMMING			<p>Y3/4-Develops swimwiming competence and confidence over a distance of at least 25 metres</p> <p>Develops the use of a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue challenges such as treading water for a minute.</p> <p>Vocabulary Breathing, arms, legs, kick, float, safety, distance, Strokes, front crawl, backstroke and breaststroke.</p>	<p>Y6-Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue confidently and competently.</p> <p>Vocabulary Breathing, safety, survival, dead man, mushroom, object, treading water, sculling, float, diving, travelling, flip turn, distance, Strokes, front crawl, butterfly, backstroke and breaststroke.</p>

	EYFS	KS1	LKS2	UKS2
HEALTHY LIFESTYLE	<p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>ELG - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>Vocabulary</p> <p>Healthy, safe, eating, sleeping, clean, exercise.</p>	<p>Y1/2 Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Vocabulary</p> <p>Muscles warm-up, cool down, heart-beat, hot, healthy, diet, safe, hurt, exercise, sleeping, eating</p>	<p>Y3/4 Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p> <p>Vocabulary</p> <p>Muscles, warm-up, cool-down, stretches, heart-rate, hot, sweaty, healthy, diet, safe, hurt, injury, exercise, sleeping, eating.</p>	<p>Y5/6 Can describe in detail the effect exercise has on the body</p> <p>Can explain in detail the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down and the impact it has on performance. Also know the implications of not warming up and cooling down properly on the body.</p> <p>Vocabulary</p> <p>Muscles, warm-up, cool-down, stretches, heart-rate, hot, sweaty, healthy, diet, safe, hurt, injury, exercise, sleeping, nutrition, protein, carbohydrates, fats, salt, sugar, fibre, fruit and vegetables, hydration, performance, fitness, physique, vigorous, dynamic and static stretches.</p>