

**St. Hugh's Catholic Primary School
PE Progression Map**

Area of Learning and Development	Aspect	Range 3	Range 4	Range 5	Range 6
Physical Development	Moving and handling	<p>Develops security in walking upright using feet alternately and can also run short distances</p> <p>Changes position from standing to squatting and sitting with little effort</p> <p>Hands start to operate independently during a task that uses both, with each hand doing something different at the same time</p> <p>Shows interest, dances and sings to music rhymes and songs, imitating movement of others</p> <p>Can walk considerable distance with purpose, stopping, starting and changing direction</p>	<p>Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands</p> <p>Runs safely on whole foot</p> <p>Moves in response to music, or rhythms played on instruments such as drums or shakers</p> <p>Jumps up into the air with both feet leaving the floor and can jump forward a small distance</p> <p>Begins to walk, run and climb on different levels and surfaces</p> <p>Begins to understand and choose different ways of moving</p> <p>Licks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it</p> <p>Climbs up and down stairs by placing both feet on each step while holding a handrail for support</p> <p>May be beginning to show preference for dominant hand and/or leg/foot</p>	<p>Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</p> <p>Walks down steps or slopes whilst carrying a small object, maintaining balance and stability</p> <p>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</p> <p>Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</p> <p>Can grasp and release with two hands to throw and catch a large ball, beanbag or an object</p> <p>Creates lines and circles pivoting from the shoulder and elbow</p>	<p>Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, rolling, walking, running, jumping, skipping, sliding and hopping</p> <p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</p> <p>Jumps off and object and lands appropriately using, hands, arms and body to stabilise and balance</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</p> <p>Shows a preference for a dominant hand</p>
Physical Development	Health and self-care	<p>Highly active in short bursts, with frequent and sudden need for rest and withdrawal</p> <p>Uses physical expression of feelings to release stress</p>	<p>Very energetic in short bursts and needs some time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day</p>	<p>Observes and can describe in words the effects of physical activity on their bodies</p> <p>Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely</p>	<p>Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health</p> <p>Shows understanding of the need for safety when tackling new</p>

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					challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others
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Early Learning Goals:

- Children at the expected level of development will: manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	<p>To be physically confident and make a purposeful contribution</p> <p>To demonstrate agility, balance and coordination</p> <p>To spin on patches in symmetrical shapes</p> <p>To hold symmetrical balances on patches</p> <p>To perform routines in different formations</p> <p>To hold balances at different levels</p> <p>To move gracefully in straight pathways</p> <p>To create a sequence involving sideways, forwards and stepping backwards</p> <p>To use a means of travelling to trace a pattern</p>	<p>To perform twists and rolls and change the pathway after each roll by spinning</p> <p>To twist in flight</p> <p>To use the apparatus to counter balance</p> <p>To work in pairs to counter balance</p> <p>To work efficiently in synchronisation</p> <p>To create a sequence of work which has a clear start and controlled movements linked with twists, spins and turns</p> <p>To perform a variety of moves on floor and apparatus using different pathways</p> <p>To take up a curled position during flight</p> <p>To stretch in balance, whilst stepping and taking weight on hands</p>	<p>To be self-motivated, physically confident and actively engage in competitive situations</p> <p>To step and turn through 90,180, 270 and 360 degrees</p> <p>To explore a variety of rolls to use to link a series of balances</p> <p>To be able to spin on points and patches symmetrically and asymmetrically at different levels</p> <p>To put spins into a sequence with smooth transitions</p> <p>To work in partners to create sequences</p> <p>To combine a range of gymnastic moves</p> <p>To evaluate the work of others using the correct technical language</p>	<p>To perform with poise and control</p> <p>To balance on different point and patches and to match a partner's moves in synchrony</p> <p>To be able to work in a group to compose a sequence, demonstrating contrasting and matching shapes and moves</p> <p>To work in time with other group members to a high standard</p> <p>To be able to work in pairs to create a sequence of front and back supports which involve working under and over</p> <p>To perform a sequence on the apparatus showing clear relationship between moves of themselves and partners</p>	<p>To demonstrate agility, balance, coordination and precision</p> <p>To mirror a partner's symmetrical and asymmetrical shapes</p> <p>To perform a sequence involving travelling while still mirroring</p> <p>To display creativity in choice of moves, performing with clarity and with good starting and finishing positions</p> <p>To work as a group to demonstrate fluency in routines on both floor and apparatus</p> <p>To support body weight on front and back supports. To leapfrog a partner safely</p> <p>To display a variety of gymnastic skills in composing sequences</p>	<p>To hold controlled balances on a variety of points and patches on a given number of body parts</p> <p>To understand push and pull forces to perform counter balances and link them in a sequence</p> <p>To work in a group to perform asymmetrical counter balances using a canon or unison</p> <p>To be able to make a sequence with a partner where both at some point roll over the other</p> <p>To be able to spin or leap over a partner and take weight on hands</p> <p>To be able to demonstrate canon and unison as a group on the apparatus, demonstrating different dynamics-changing level of speed and direction</p>

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	<p>To create a sequence of movements on the floor and on apparatus</p> <p>To perform a sequence independently and with a partner</p>	<p>To use small apparatus to hold a bridge</p> <p>To perform a sequence involving curling, stretching and arching</p>		<p>To produce a sequence of rolls which show elements of unison and mirroring</p> <p>To perform showing clear starting and finishing positions and good timing throughout the routine</p>	<p>To be able to negotiate a group sequence, working to a count and demonstrating working in different pathways</p> <p>To demonstrate specific tactical/ performance awareness</p>	<p>To build on skills learnt in previous years and incorporate these into performances</p> <p>To perform in front of others with good technique and seamless transitions</p>
Athletics	<p>To run at different speeds, changing direction whilst running</p> <p>To discover and develop different styles of jumping</p> <p>To increase the height and distance of the jumps</p> <p>To be able to throw for accuracy</p> <p>To be able to throw in a variety of ways</p> <p>To be able to throw for distance</p>	<p>To jump and land safely cushioning landing and retaining balance</p> <p>To coordinate a run with a jump</p> <p>To run within a lane and dip to finish</p> <p>To transfer a relay baton during a race</p> <p>To continue to improve throwing for accuracy and in a variety of ways</p> <p>To demonstrate sporting values</p>	<p>To understand the importance of warming up before exercise and is able to sustain performance over periods of time</p> <p>To run at different speeds combining sprints with low hurdles</p> <p>To be able to use the appropriate techniques for specific events</p> <p>To develop accuracy and consistency of overarm throwing</p> <p>To accurately replicate the techniques for running, jumping and throwing events in competitive situations</p>	<p>To be able to improve running technique</p> <p>To develop consistency of jumps, increasing the number of techniques used</p> <p>To develop consistency and accuracy of overarm throwing, emphasising more control</p> <p>To consolidate prior learning by demonstrating an increased ability to replicate the techniques for running, jumping and throwing events in competitive situations</p> <p>To challenge her/himself to improve</p>	<p>To be able to sustain pace over long distances, being able to change pace and run at different tempos</p> <p>To continue to improve throwing accuracy and efficiency</p> <p>To be able to throw with greater force and for longer distances</p> <p>To consider different throwing implements and use the best techniques</p> <p>To organise small groups and assign different roles</p> <p>To perform the correct triple jump technique</p> <p>To develop fluency in running for speed as a team</p>	<p>To continue to improve accuracy and consistency in throwing and jumping techniques</p> <p>To be able to use the appropriate technique for specific events</p> <p>To understand why different warm ups are used</p> <p>To consolidate prior learning</p> <p>To display confidence working together in teams taking turns at different roles</p>
Games	<p>To know and show different ways of using a ball</p> <p>To understand how to use apparatus for its intended purpose</p>	<p>To develop and extend their sending and receiving skills</p> <p>To know the rules of a game</p> <p>To develop some simple group tactics</p>	<p>To consolidate and improve the quality of their skills</p> <p>To improve their ability to select and apply simple tactics</p> <p>To work co-operatively in small groups</p>	<p>To consolidate striking skills, improving the control and quality</p> <p>To vary the shots and employ them appropriately</p>	<p>To develop the range of skills in specific ball games</p> <p>To work in pairs or small groups to develop attack and defence in net games</p>	<p>To understand the need to prepare properly for games</p> <p>To understand and apply a range of tactics for attack and defence</p> <p>To play small sided modified versions of net/wall games</p>

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	<p>To observe, copy and play games as an individual and in pairs</p> <p>To move safely and actively about the space</p> <p>To demonstrate coordination when passing a ball around different parts of the body</p> <p>To bounce and pat-bounce a ball with a degree of control and coordination</p> <p>To understand how to send, receive and kick and dribble a ball and practise to improve their skills</p>	<p>To move actively and safely about the space individually and in teams</p> <p>To develop and extend their bouncing, kicking, throwing and catching skills</p> <p>To develop footwork and whole-body coordination</p> <p>To play with greater confidence in varying group formations</p> <p>To invent rules and how they can improve the game</p> <p>To understand and use simple tactics to work as a team</p>	<p>To recognise how a small game can be improved</p> <p>To make up and play small sided games, using appropriate skills Improve their hitting skills</p> <p>To adapt, make and keep to the rules for net games</p>	<p>To recognise what they do well and what needs improving</p> <p>To play in small invasion games using a variety of formations</p> <p>To receive a ball from one direction and strike it into or field it from another direction</p>	<p>To evaluate performance and explain what needs improving</p> <p>To select and apply basic invasion principles and adapt them to different situations</p> <p>To work co-operatively with others in a team</p> <p>To experience all roles in small sided striking/fielding games</p>	<p>To develop the consistency and accuracy of their striking and fielding skills</p> <p>To select and use skills appropriately in a game situation</p> <p>To choose, combine and perform ball handling skills more fluently and effectively in games</p> <p>To use attacking and defending strategies more consistently in similar games</p> <p>To develop their ability to evaluate their work and suggest improvements</p> <p>To understand why exercise is good for their health, fitness and wellbeing</p>
Dance	<p>To perform basic body actions; use different parts of the body singly and in combination; show some sense of dynamic, expressive and rhythmic qualities in their own dance</p> <p>To choose appropriate movements for different dance ideas; remember and repeat short dance phrases and simple dances</p> <p>To move with control; vary the way they use space</p> <p>To describe basic body actions and simple expressive and dynamic qualities of movement</p>	<p>To perform body actions with control and coordination</p> <p>To choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling</p> <p>To link actions; remember and repeat dance phrases</p> <p>To perform short dances, showing an understanding of expressive qualities</p> <p>To describe how dancing affects their body</p> <p>To know why it is important to be active</p>	<p>To improvise freely, translating ideas from a stimulus into movement</p> <p>To create dance phrases that communicate ideas</p> <p>To share and create dance phrases with a partner and in a small group</p> <p>To repeat, remember and perform these phrases in a dance</p> <p>To use dynamic, rhythmic and expressive qualities clearly and with control</p> <p>To understand the importance of warming up and cooling down</p> <p>To recognise and talk about the movements</p>	<p>To respond imaginatively to a range of stimuli related to character and narrative</p> <p>To use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group</p> <p>To refine, repeat and remember dance phrases and dances</p> <p>To perform dances clearly and fluently</p> <p>To show sensitivity to the dance idea and accompaniment</p> <p>To show a clear understanding of how to warm up and cool down safely</p>	<p>To compose motifs and plan dances creatively and collaboratively in groups</p> <p>To adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use</p> <p>To perform different styles of dance clearly and fluently</p> <p>To organise their own warm-up and cool-down exercises</p> <p>To show an understanding of safe exercising</p> <p>To recognise and comment on dances,</p>	<p>To work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances</p> <p>To perform to an accompaniment expressively and sensitively</p> <p>To perform dances fluently and with control</p> <p>To warm up and cool down independently</p> <p>To understand how dance helps to keep them healthy</p> <p>To use appropriate criteria to evaluate and refine their own and others' work</p>

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		To suggest ways they could improve their work To be able to link and perform a series of movements based on imaginary characters	used and the expressive qualities of dance To suggest improvements to their own and other people's dances	To describe, interpret and evaluate dance, using appropriate language	showing an understanding of style To suggest ways to improve their own and other people's work	To talk about dance with understanding, using appropriate Language and terminology
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