



Highfields Primary School Physical Education Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Take part in multi-skills/competitive festivals. X1 during the school year (Competitions: class, houses, base, against other schools)			Take part in multi-skills/competitive festivals. X3 during the school year, at least one to be against another school (s). (Competitions: class, houses, base, against other schools)			
	In all areas children will be taught to give feedback to their peers and how to receive it. (What they liked and didn’t like, what can be improved...)						
Dance	Physical Development: ELG: Gross Motor Skills Children at expected level of development will: - 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.	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Perform dances using simple movement patterns.		Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best			
	Move freely and with pleasure and confidence in a range of ways. Experiments with different ways of moving. Complete simple sequences to different stimulus.	Learn basic movements relating to feelings. Learn what makes a good start and finish position in a sequence. Learn how to move their bodies in a variety of ways. Respond to different music showing a range of emotions and stimulus. Perform dance movements and simple sequences using simple movement patterns. Be taught to remember and perform short dance routines to other children (1-8 steps) Move to a beat Link 2 dance movements together	Use a range of vocabulary to describe moods and how dances make them feel. Perform dances using simple movement patterns with a clear start middle and end. On their own can remember and perform short dance routines to other children (1-8 steps) Evaluate and improve a dance performance by recording and viewing their rehearsals. Links a short series of dance sequences together.	Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement. Learn a short sequence with a clear, middle and end that they can perform on their own and in a group, with between 8-20steps. Learn how to develop actions and movements within short dances by changing the dynamics, space and relationships. Learn a variety of travels, gestures, turns, jumps and balances with good composure and control Create and perform a short sequence linking basic actions, with a clear beginning, middle and end.	Explore and create characters and narratives in response to a range of stimuli. Compose short dances with clear start, middle and end on their own, partners and in groups. Developing basic actions and skills using: dynamics, space and relationships, travels, gestures, turns, jumps and balances with good composure and control. Can remember and perform a longer dance routine to others (8-20steps) 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. Responds imaginatively and with control and coordination. Uses different body parts.	Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. Explore and experiment imaginatively with a stimulus for a given audience. Composing more complex routines with clear sections, starting to use unison, canon, repetition. Changing the dynamics, space and relationships. Can remember and perform a dance routine to any audience with 20+ steps. Improvise freely, individually and with a partner, can translate ideas from a stimulus into a movement. Develop a longer and more varied movement sequence demonstrating smooth transitions between actions.	Explore, improvise and combine movement ideas fluently and effectively. Understand how a dance is formed and performed. To evaluate, refine and develop their own and others’ work. Composing more complex routines with clear sections, using unison, canon, repetition. Changing the dynamics, space and relationships Can remember and perform a dance routine to any audience with 20+ steps. Compare, develop and adopt movement to create longer dances. From observation of others, begin to describe constructively how to refine, improve and modify performances. Refine own performance in response to comments of others and self-analysis.
		Participate in team games, developing simple tactics for attacking and defending. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.		Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.			
Games	Move freely using suitable spaces and speed or direction to avoid obstacles. Catch a large ball. Demonstrate good control and co-ordination in large and small movements. Pass a ball: chest pass Kick a ball along the floor less than 10m with the correct technique. Dribble a ball at feet with control Throw over and under arm in a general direction Catch a variety of sized balls when bounced or thrown Strike a ball (self-bowled) in a general direction	Focus on technique on striking a ball with control when shown. Focus on technique on fielding a ball using under and over arm throwing. Able to play simple games in small groups, applying rules and skills that have been taught. Focus on throwing a ball with control both over and underarm with prompts. Focus on catching a ball from shorter and longer distances, on their own and in groups. Play games based on net games (tennis, badminton) children have the opportunity to play 1v1, 1v2, 2v2, 1v3, 3v3. Pass and receive a ball in different ways with control and increased accuracy. Explore different ways using a ball (A&D) Explore ways to send a ball or other equipment Retrieve and stop a ball using different parts of the body. (A&D) Play a variety of running and avoiding games. Participate in simple team games (1v1, 2v2) Develop simple attacking and defending techniques (A&D) Pass and receive a ball in different ways with increased control. Be able to throw and catch a large ball (overarm and underarm) Roll a ball to an end target. Kick a ball with increasing accuracy to an end target Dribble a ball Balance a ball on a racket 2 handed strike Be able to play a game following a set of rules.	Choose, use and vary simple tactics. S&A Recognise good quality in performance. Participate in team games. Pass and receive a ball in different ways with control and increased accuracy. Perform fielding techniques with increased control and co-ordination Use their skills to play end to end games, games over a barrier and fielding games. Use their ability to solve problems and make decisions. S&A Watch others and describe what is happening. Talk about what they have done and how they did it. Participate in team games. Pass and receive a ball in different ways with control and increased accuracy. Perform fielding techniques with increased control and co-ordination. Develop control and accuracy when moving with a ball in a variety of different games. Pass and receive a ball with more control and accuracy. Recognise the best ways to score points and stop points being scored. Recognise how they work best with their partner. Use different rules and tactics for invasion games. Make it difficult for opponents. Keep the ball and find best places to score. S&A Watch others accurately. Describe what they see and ask to copy others’ ideas, skills and tactics. Participate in team games. Understand and develop tactics for attacking and defending. Be able to control a ball within a game setting. Hit a ball with some accuracy with a racket/bat. Throw a beanbag into a given target. Dribble a ball in and out of a set of obstacles. Play a game with a set of rules. Play as part of a team Co-operate with team mates Work as a team to score goals. Control a ball accurately. Use both hands and feet to control a ball.	Practise throwing and catching with a variety of different balls and using different types of throwing. Hit the ball with a racket. Use different shots. A&D Play games using throwing and catching skills. Vary strength, length and direction of throw. Know how can they make it difficult for opponent to receive ball. Stand when receiving. Understand attack and defence tactics. Understand rules about the games. Consolidate and develop the range and consistency of their skills in striking and fielding games. Partner using a number of sending and receiving techniques. Improve accuracy of passes and use space to keep possession better. Remain in control of ball while travelling. To help others know where they are going. Look when travelling and what happens after they have passed ball. A&D Play games that involve keeping possession and scoring in targets. 3vs 1 and 4vs 1 games. Know which passes are best, tactics to keep possession. Find space to receive and support. Know what to think about when team has and hasn't got the ball. How to organise themselves differently to play each of the games successfully. Understand patterns of play- if ball is in a certain position where should players be. S Participate in team games Develop simple tactics for attacking and defending Bounce a ball on the spot with consistency	Throw and catch a balls at different speeds, directions and heights. Choose and use a range of simple tactics and strategies. Keep, adapt and make rules for striking and fielding games. Play games using throwing and catching skills. Vary strength, length and direction of throw. Understand how they can make it difficult for opponent to receive ball. Understand where to stand when receiving. Understand attack and defence tactics. Understand rules about the games. S&A Play 3vs1 and 4vs1 and how to use the space and help each other. Score more regularly without making mistakes. Choose and adapt their techniques to keep possession and give their team chance to shoot. Plan ideas and tactics similar across invasion games. Know what rules are needed to make games fair. Understand simple patterns of play. S&A Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents. Compete in a range of increasingly challenging situations.	Develop the range and consistency of their skills, especially in specific striking and fielding games. E.g throwing, catching and striking a ball accurately to a static and moving partner at different distances Hold and swing racket and where to stand on the court when hitting, catching and receiving. Hit the ball on both sides of the body and above head. Use different types of shots during a game. Improve accuracy. A&D Explain why they or others are playing well in the games. Know what they need to get better at and what to practice. Know how to change court to make easier. Understand practices to help with precision and consistency and speed about the court Show ways to keep ball away from defenders. How to shield the ball. Change speed, direction with ball to get away from defender. Shoot accurately in a variety of ways. Mark an opponent. A&D Watch and evaluate the success of the games they play in. Identify parts of the game that are going well and parts that need improving. Explain how confident they feel in different positions. Suggest what they need to practice to enjoy game more. Change pitch size to make games better. Can travel whilst bouncing a ball, showing control.	Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding. S&A Develop and adapt their striking, fielding, throwing and catching skills to different heights, distances in small and large games. Thinking about when to use an over and under arm throw. Devise a scoring system. Hit the ball in the court away from opponent, how to outwit them using speed height and direction of ball. Know where to stand when attacking and defending. S&A Explain why they or others are playing well in the games. Know what they need to get better at and what to practice. Understand how to change court to make easier. Understand practices to help with precision and consistency and speed about the court. nderstand that when team has ball they are attacking and when they haven’t they are defending. Understand different ways of attacking and encourage them to use positions for their team carefully. Understand different ways to attack and defend. Choose right formations and tactics for attack and defence. Know how they support other players in attack and defence. S&A Understand how to get ready for games. Use a range of tactics and strategies to overcome opponents in direct competition. Develop an understanding of how to improve in different physical activities and sports. Using either hand can dribble showing changes of speed and direction.
		Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.		Develop flexibility, strength, technique, control and balance [e.g. through athletics and gymnastics]. Compare performances with previous ones & demonstrate improvement to achieve PB.			

Gym	Move freely and with pleasure and confidence in a range of ways including, rolling, floor shapes, ways of travel. Experiments with different ways of moving. Jumps off an object and lands appropriately. Stand on one foot to hold a balance.	Learn a variety of basic gymnastic movements. Be still in different body shapes and balances and combine different ways of travelling. (A&D) Move between mats and small apparatus and change the speed of movement. Handle apparatus safely Recognise how it feels when the body is tense in a balance. Develop balance, agility, co-ordination of travelling, stillness, jumping, timing, changing shape, direction and size. <i>Balancing on one foot.</i> <i>Balancing on a piece of apparatus.</i> <i>Side roll</i> <i>Climb</i> <i>Line walk</i>	Develop short sequences on their own. Use imagination to find different ways of using apparatus. Form simple sequences of different actions using floor and apparatus. Have a clear start, middle and end. S&A Have a clear focus when watching others perform. (E&I) Say when a movement or skill is performed well (aesthetic appreciation). (E&I) Describe what they have done and what they have seen. (Make easier or harder. Use advice to improve.) (E&I) Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, direction <i>Jump with both feet leaving the ground.</i> <i>Move in a variety of ways in and out of cones and obstacles.</i> <i>Hop/ stop on command/sprint run/skip without a rope/jump for height/ skip with a rope/ gallop/ side gallop/ jump for distance/ dodge.</i>	Develop and perform actions. Practice and concentrate on quality of movement. Link different balances moving in and out of positions of stillness. Transfer weight smoothly from one part of body to another. Use actions on floor and over, through, across and along apparatus. A&D Vary and apply actions on floor and apparatus. Copy a partner's sequence on floor and apparatus. Perform easy combinations of contrasting actions. Choose combinations that work in their sequences. <i>Can perform a basic log, egg, shoulder and forward roll.</i>	Devise, perform and repeat sequences that include travel, body shapes and balances. Help them change sequences. Include changes of dynamics. Work with a partner and small groups to create sequences. Adapt their sequences to include apparatus and to suit partner or small group. S&A Compare and contrast similar performances.	Explore range of symmetric and asymmetric actions, shapes and balances. Control actions and combine them fluently. Be aware of extension, body tension and control. Move from floor to apparatus, change levels and move safely. Combine movements with other in a group (matching and mirroring). A&D Watch a performance and evaluate its success. Identify what was performed well and what needs improving. Choose a focus for improvement. Identify one or two aspects of their performance to practice and improve.	Make up a sequence and adapt it to different apparatus layouts. Use combinations of dynamics (pathways) to use space effectively. Make up own rule for longer, more complex sequences. Plan a sequence and adapt it to limited equipment. Work as a group and share roles fairly. Investigate different ways of working with a partner or small group. Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions) S&A Know how gymnastics promotes strength, power and suppleness. Set out and do risk assessments on apparatus.
	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].			Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
Athletics	Children will be taught how to use their bodies to: ☐ Sprint 30m ☐ Jump for height 5-9cm ☐ Jump for distance 30-59cm ☐ Leap hurdles 30m within 16-12secs ☐ Overarm throw ☐ Chest push ☐ Run for longer distance Participate in Sports day	Children will be taught how to use their bodies to: ☐ Sprint 30m within 9-6seconds ☐ Jump for height10-14cm ☐ Jump for distance 60 – 89cm ☐ Leap hurdles 30m within11-8 secs ☐ Overarm throw 10-19m ☐ Chest push3-4m ☐ Run for longer distance 200m within 1:45-1:31 Participate in Sports day	Take part in multiskills festivals. (competitions: class, houses, base, against other schools) Designed to develop the fundamental movement skills of balance, co-ordination and agility. Children will be taught how to use their bodies to: ☐ Sprint 30m under 6 secs ☐ Jump for height 15-19cm ☐ Jump for distance 60 – 89cm ☐ Leap hurdles 30m within 8 secs ☐ Overarm throw 10-19m ☐ Chest push 3-4m ☐ Run for longer distance 200m under 1:30 Participate in Sports day	Choose skills and equipment to meet the challenges they are set. E.g by increasing the distance thrown. Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing. S&A Children will be taught how to use their bodies to: ☐ Sprint 50m within 17-14secs develop to 13-10secs ☐ Jump for height 20-24cm ☐ Jump for distance90 - 119cm ☐ Leap hurdles 60m within 25–18 secs develop to 17-14 secs ☐ Overarm throw 20-29m ☐ Chest push 34-6m ☐ Run for longer distance 400m 3:30-2:31 develop to 2:30-2:01 Participate in Sports day	<i>Compete in a range of increasingly challenging situations.</i> Children to develop their technique for running at shorter and longer distances, throwing for distance, jumping and leaping for height and distance. Children will be taught how to use their bodies to: ☐ Sprint 50m within 13-10secs develop to under 10secs ☐ Jump for height 25-29cm ☐ Jump for distance120-149cm ☐ Leap hurdles 60m within 17-14 secs develop to under 14secs ☐ Overarm throw 20-29m develop to 30-34m ☐ Chest push 4-6m develop to 6-8m ☐ Run for longer distance 400m 2:30-2:01 develop to under 2mins Participate in Sports day	Choose their favourite ways of running, jumping and throwing. Choose the best equipment for different activities. Knowhow to plan a run so they pace themselves evenly or unevenly. Plan to cover distances as a team to get the best results possible. Mark a run up for jumping and throwing. Set themselves and others targets in different events. S&A Watch a partners athletic performance and identify the main strengths. Identify parts of the performance that need to be practised and refined, and suggest improvements. Children will be taught how to use their bodies to: ☐ Sprint 75m within 20-16develop to 15-12secs ☐ Jump for height 30-34cm Jump for distance150-179cm ☐ Leap hurdles 60m within 25-18 secs develop to 17-14secs ☐ Overarm throw 30-34m develop to 35+m ☐ Chest push 6-8m develop to 8+ ☐ Run for longer distance 600m 5:00-3:31 develop to 3:30-2:31 Participate in Sports day	<i>Perform a range of rolls consistently, including backward roll.</i> Develop the consistency of their actions in a number of events. Increase the number of techniques they use. Sustain pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes. Throw with greater control, accuracy and efficiency. Perform a range of jumps showing power, control and consistency at both take off and landing. A&D Say why some athletic activities can improve strength, power or stamina and explain how these can help their performance in other types of activity. Outdoor and adventurous activity during year 6 residential trip Children will be taught how to use their bodies to: ☐ Sprint 75m within 20-16develop to 15-12secs Jump for height 30-34cm ☐ Jump for distance150-179cm ☐ Leap hurdles 60m within 25-18 secs develop to 17-14secs ☐ Overarm throw 30-34m develop to 35+m ☐ Chest push 6-8m develop to 8+ ☐ Run for longer distance 600m 5:00-3:31 develop to 3:30-2:31 Participate in Sports day
				Take part in outdoor and adventurous activity challenges both individually and within a team			
OA				Team building activities	Team building activities	Obstacle/ assault course	Orienteering
Swimming						Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.	
Health & Fitness	Understand the importance for good health of physical exercise, healthy diet and talk about different ways to keep healthy and safe.	Talk about what our bodies do during exercise e.g breathing (H&F) Practice skills to make them warmer and cooler before and after exercises. (H&F) Discuss how the body changes during exercise.	Talk about what our bodies do during exercise e.g breathing ,start to find their pulse (H&F) Practice skills to make them warmer and cooler before and after exercises. (H&F) Discuss how the body changes during exercise.	Keep up an activity over a period of time and know what they need to warm up and cool down for dance. (H&F) Recognise and describe what their bodies feel like during different types of activity. Describe what happens to their heart, breathing and temperature during different types of athletic activity.	Learn some of the main muscles groups during warm up and cool down. Start to take their pulse before, during and after exercise and explain the effect. Know a warm routine involving dynamic stretches , led by an adult or child.	Can take pulse, and name some muscles correctly, and they can explain the effects of exercise on their body. Can start to lead their own warm up using dynamic stretches in small groups, know what muscles to warm up effectively for different exercises. Understand why exercise is good for their fitness, health and well-being	Know some ideas for warm up exercises and routines. Know what makes a good warm up. Know what clothing and footwear is best to wear. Know how to check playing area. Know how playing invasion games helps your fitness and benefits of playing outside of school. Can take pulse, and name some muscles correctly, and they can explain the effects of exercise on their body. Value of exercise outside of school day. Understand why exercise is good for fitness, health and wellbeing.