



Sherdley Primary School

Physical Education Progression Map

2022-2023

Dance	
Year 1	<ul style="list-style-type: none"> - Copies and explores basic movements and body patterns - Remembers simple movements and dance steps - Links movements to sounds and music. - Responds to range of stimuli.
Year 2	<ul style="list-style-type: none"> - Copies and explores basic movements with clear control. - Varies levels and speed in sequence - Can vary the size of their body shapes - Add change of direction to a sequence - Uses space well and negotiates space clearly. - Can describe a short dance using appropriate vocabulary. - Responds imaginatively to stimuli.
Year 3	<ul style="list-style-type: none"> - Beginning to improvise independently to create a simple dance. - Beginning to improvise with a partner to create a simple dance. - Translates ideas from stimuli into movement with support. - Beginning to compare and adapt movements and motifs to create a larger sequence. - Uses simple dance vocabulary to compare and improve work.
Year 4	<ul style="list-style-type: none"> - Confidently improvises with a partner or on their own. - Beginning to create longer dance sequences in a larger group. - Demonstrating precision and some control in response to stimuli. - Beginning to vary dynamics and develop actions and motifs. - Demonstrates rhythm and spatial awareness. - Modifies parts of a sequence as a result of self-evaluation. - Uses simple dance vocabulary to compare and improve work.
Year 5	<ul style="list-style-type: none"> - Beginning to exaggerate dance movements and motifs (using expression when moving) - Demonstrates strong movements throughout a dance sequence. - Combines flexibility, techniques and movements to create a fluent sequence. - Moves appropriately and with the required style in relation to the stimulus <i>e.g using various levels, ways of travelling and motifs.</i> - Beginning to show a change of pace and timing in their movements. - Uses the space provided to his maximum potential. - Improvises with confidence, still demonstrating fluency across their sequence. - Modifies parts of a sequence as a result of self and peer evaluation. - Uses more complex dance vocabulary to compare and improve work.
Year 6	<ul style="list-style-type: none"> - Exaggerate dance movements and motifs (using expression when moving) - Performs with confidence, using a range of movement patterns. - Demonstrates a strong imagination when creating own dance sequences and motifs. - Demonstrates strong movements throughout a dance sequence. - Combines flexibility, techniques and movements to create a fluent sequence. - Moves appropriately and with the required style in relation to the stimulus. <i>e.g using various levels, ways of travelling and motifs.</i> - Beginning to show a change of pace and timing in their movements. - Is able to move to the beat accurately in dance sequences. - Improvises with confidence, still demonstrating fluency across their sequence.

	<ul style="list-style-type: none"> - Dances with fluency, linking all movements and ensuring they flow. - Demonstrates consistent precision when performing dance sequences. - Modifies parts of a sequence as a result of self and peer evaluation. - Uses more complex dance vocabulary to compare and improve work.
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Gymnastics	
Year 1	<ul style="list-style-type: none"> - Copies and explores basic movements with some control and coordination. - Can perform different body shapes - Performs at different levels - Can perform 2 footed jump - Can use equipment safely - Balances with some control - Can link 2-3 simple movements
Year 2	<ul style="list-style-type: none"> - Copies and explores basic movements with clear control. - Varies levels and speed in sequence - Can vary the size of their body shapes - Add change of direction to a sequence - Uses space well and negotiates space clearly. - Can describe a short dance using appropriate vocabulary. - Responds imaginatively to stimuli.
Year 3	<ul style="list-style-type: none"> - Beginning to improvise independently to create a simple dance. - Beginning to improvise with a partner to create a simple dance. - Translates ideas from stimuli into movement with support. - Beginning to compare and adapt movements and motifs to create a larger sequence. - Uses simple dance vocabulary to compare and improve work.
Year 4	<ul style="list-style-type: none"> - Confidently improvises with a partner or on their own. - Beginning to create longer dance sequences in a larger group. - Demonstrating precision and some control in response to stimuli. - Beginning to vary dynamics and develop actions and motifs. - Demonstrates rhythm and spatial awareness. - Modifies parts of a sequence as a result of self-evaluation. - Uses simple dance vocabulary to compare and improve work.
Year 5	<ul style="list-style-type: none"> - Beginning to exaggerate dance movements and motifs (using expression when moving) - Demonstrates strong movements throughout a dance sequence. - Combines flexibility, techniques and movements to create a fluent sequence. - Moves appropriately and with the required style in relation to the stimulus <i>e.g using various levels, ways of travelling and motifs.</i> - Beginning to show a change of pace and timing in their movements. - Uses the space provided to his maximum potential. - Improvises with confidence, still demonstrating fluency across their sequence. - Modifies parts of a sequence as a result of self and peer evaluation. - Uses more complex dance vocabulary to compare and improve work.
Year 6	<ul style="list-style-type: none"> - Exaggerate dance movements and motifs (using expression when moving) - Performs with confidence, using a range of movement patterns. - Demonstrates a strong imagination when creating own dance sequences and motifs.

	<ul style="list-style-type: none"> - Demonstrates strong movements throughout a dance sequence. - Combines flexibility, techniques and movements to create a fluent sequence. - Moves appropriately and with the required style in relation to the stimulus. <i>e.g using various levels, ways of travelling and motifs.</i> - Beginning to show a change of pace and timing in their movements. - Is able to move to the beat accurately in gymnastic sequences. - Improvises with confidence, still demonstrating fluency across their sequence. - Dances with fluency, linking all movements and ensuring they flow. - Demonstrates consistent precision when performing dance sequences. - Modifies parts of a sequence as a result of self and peer evaluation. - Uses more complex dance vocabulary to compare and improve work.
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Games	
Year 1	<ul style="list-style-type: none"> - Can travel in a variety of ways including running and jumping. - Beginning to perform a range of throws. - Receives a ball with basic control. - Beginning to develop hand-eye coordination. - Participates in simple games.
Year 2	<ul style="list-style-type: none"> - Confident to send the ball to others in a range of ways. - Beginning to apply and combine a variety of skills (to a game situation). - Develop strong spatial awareness. - Beginning to develop own games with peers. - Understand the importance of rules in games. - Develop simple tactics and use them appropriately. - Beginning to develop an understanding of attacking/defending.
Year 3	<ul style="list-style-type: none"> - Understands tactics and composition by starting to vary how they respond. - Vary skills, actions and ideas and link these in ways that suit the games activity. - Beginning to communicate with others during game situations. - Uses skills with co-ordination and control. - Develops own rules for new games. - Makes imaginative pathways using equipment. - Works well in a group to develop various games. - Beginning to understand how to compete with each other in a controlled manner. - Beginning to select resources independently to carry out different skills.
Year 4	<ul style="list-style-type: none"> - Vary skills, actions and ideas and link these in ways that suit the games activity. - Shows confidence in using ball skills in various ways, and can link these together e.g. dribbling, bouncing, kicking. - Uses skills with co-ordination, control and fluency. - Takes part in competitive games with a strong understanding of tactics and composition. - Can create their own games using knowledge and skills. - Works well in a group to develop various games. - Compares and comments on skills to support creation of new games. - Can make suggestions as to what resources can be used to differentiate a game. - Apply basic skills for attacking and defending. - Uses running, jumping, throwing and catching in isolation and combination.
Year 5	<ul style="list-style-type: none"> - Vary skills, actions and ideas and link these in ways that suit the games activity. - Shows confidence in using ball skills in various ways, and can link these together. - Uses skills with co-ordination, control and fluency.

	<ul style="list-style-type: none"> - Takes part in competitive games with a strong understanding of tactics and composition. - Can create their own games using knowledge and skills. - Can make suggestions as to what resources can be used to differentiate a game. - Apply basic skills for attacking and defending. - Uses running, jumping, throwing and catching in isolation and combination.
Year 6	<ul style="list-style-type: none"> - Vary skills, actions and ideas and link these in ways that suit the games activity. - Shows confidence in using ball skills in various ways, and can link these together effectively e.g. dribbling, bouncing, kicking. - Keeps possession of balls during games situations. - Consistently uses skills with co-ordination, control and fluency. - Takes part in competitive games with a strong understanding of tactics and composition. - Can create their own games using knowledge and skills. - Modifies competitive games. - Compares and comments on skills to support creation of new games. - Can make suggestions as to what resources can be used to differentiate a game. - Apply knowledge of skills for attacking and defending. - Uses running, jumping, throwing and catching in isolation and in combination.

Athletics		
	Field	Track
Year 1	<ul style="list-style-type: none"> - Can jump from a standing position - Performs a variety of throws with basic control. 	<ul style="list-style-type: none"> - Can run at different speeds.
Year 2	<ul style="list-style-type: none"> - Can jump from a standing position with accuracy. - Performs a variety of throws with control and co-ordination. - Prepare for shot put and javelin throws. - Can use equipment safely. 	<ul style="list-style-type: none"> - Can change speed and direction whilst running. - Can use equipment safely.
Year 3	<ul style="list-style-type: none"> - Can perform a running jump with some accuracy. - Performs a variety of throws using a selection of equipment. - Can use equipment safely and with good control. 	<ul style="list-style-type: none"> - Beginning to run at speeds appropriate for the distance e.g. sprinting and cross country. - Can use equipment safely and with good control.
Year 4	<ul style="list-style-type: none"> - Can perform a running jump with more than one component e.g. hop, skip, jump (triple jump). - Demonstrates accuracy in throwing and catching activities. - Describes good athletic performance using correct vocabulary. - Can use equipment safely and with good control. 	<ul style="list-style-type: none"> - Beginning to build a variety of running techniques and use with confidence. - Describes good athletic performance (e.g. running technique) using correct vocabulary. - Can use equipment safely and with good control.
Year 5	<ul style="list-style-type: none"> - Can perform a running jump with more than one component e.g. hop, skip, jump (triple jump). - Beginning to record peers' performances, and evaluate these. - Demonstrates accuracy and confidence in throwing and catching activities. - Describes good athletic performance using correct vocabulary. - Can use equipment safely and with good control. 	<ul style="list-style-type: none"> - Beginning to build a variety of running techniques and use with confidence. - Beginning to record peers' performances, and evaluate these. - Describes good athletic performance (e.g. running technique) using correct vocabulary. - Can use equipment safely and with good control.
Year 6	<ul style="list-style-type: none"> - Can perform a running jump with more than one component e.g. hop skip jump (triple jump). - Beginning to record peers' performances, and evaluate these. - Demonstrates accuracy and confidence in throwing and catching activities. - Describes good athletic performance using correct vocabulary. - Can use equipment safely and with good control. 	<ul style="list-style-type: none"> - Beginning to build a variety of running techniques and use with confidence. - Beginning to record peers' performances, and evaluate these. - Describes good athletic performance (e.g. running technique) using correct vocabulary. - Can use equipment safely and with good control.

Outdoor Adventurous Activities

Year 1	<ul style="list-style-type: none"> - Develops listening skills. - Creates simple body shapes. - Listens to instructions from a partner/adult. - Beginning to problem solve. - Discuss and work with others in a group. - Begin to think about how to stay safe.
Year 2	<ul style="list-style-type: none"> - 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.
Year 3	<ul style="list-style-type: none"> - 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.
Year 4	<ul style="list-style-type: none"> - Develops strong listening skills. - Uses simple maps. - Beginning to think activities through and problem solve. - 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.
Year 5	<ul style="list-style-type: none"> - Develops strong listening skills. - Uses 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.
Year 6	<ul style="list-style-type: none"> - Develops strong listening skills. - Uses 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.

Swimming

Year 1	
Year 2	
Year 3	
Year 4	
Year 5 (Summer term)	<ul style="list-style-type: none"> - Swims competently, confidently and proficiently over a distance of at least 25 metres. - Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. - Performs safe self-rescue in different water-based situations.
Year 6 (Summer term)	<ul style="list-style-type: none"> - Swims competently, confidently and proficiently over a distance of at least 25 metres. - Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. - Performs safe self-rescue in different water-based situations.

Evaluation

Year 1	<ul style="list-style-type: none"> - Can comment on own and others performance - Can give comments on how to improve performance. - Use appropriate vocabulary when giving feedback.
Year 2	
Year 3	<ul style="list-style-type: none"> - Watches and describes performances accurately. - Beginning to think about how they can improve their own work. - Work with a partner or small group to improve their skills. - Make suggestions on how to improve their work, commenting on similarities and differences.
Year 4	
Year 5	<ul style="list-style-type: none"> - Watches and describes performances accurately. - Learn from others how they can improve their skills. - Comment on tactics and techniques to help improve performances. - Make suggestions on how to improve their work, commenting on similarities and differences.
Year 6	

Healthy Lifestyles

Year 1	<ul style="list-style-type: none"> - Can describe the effect exercise has on the body - Can explain the importance of exercise and a healthy lifestyle.
Year 2	
Year 3	<ul style="list-style-type: none"> - Can describe the effect exercise has on the body. - Can explain the importance of exercise and a healthy lifestyle. - Understands the need to warm up and cool down.
Year 4	
Year 5	<ul style="list-style-type: none"> - Can describe the effect exercise has on the body. - Can explain the importance of exercise and a healthy lifestyle. - Understands the need to warm up and cool down.
Year 6	