

Rice Lane Primary School and Nursery



Progression Map
Physical Education

EYFS Outcomes		KS1 National Curriculum Aims			KS2 National Curriculum Aims	
The main Early Years Outcomes covered in the Games units are: <ul style="list-style-type: none">Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.Children show good control and co-ordination in large and small movements.Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.Experiments with different ways of moving.They move confidently in a range of ways, safely negotiating space.		Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: <ul style="list-style-type: none">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;Participate in team games, developing simple tactics for attacking and defending;Perform dances using simple movement patterns.			Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: <ul style="list-style-type: none">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;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.	
Games						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drop and catch a ball with two hands;	Drop and catch a ball after one bounce on the move;	Dribble a ball with two hands on the move;	Dribble the ball with one hand and some control in game situations;	Link dribbling the ball with other actions with increasing control;	Use dribbling to change the direction of play with some control under pressure;	Use dribbling to change the direction of play with control under pressure;
Move a ball with feet;	Move a ball using different parts of the foot;	Dribble a ball with some success, stopping when required;	Dribble a ball with feet with some control in game situations;	Change direction when dribbling with feet with some control in game situations;	Dribble with feet with some control under increasing pressure;	Use a variety of dribbling techniques to maintain possession under pressure;
Throw and roll a variety of beanbags and larger balls to a space;	Throw and roll towards a target with some varying techniques;	Throw and roll towards a target using varying techniques with some success;	Use a variety of throwing techniques in game situations;	Use a variety of throwing techniques with increasing success in game situations;	Use a variety of throwing techniques with some control under increasing pressure;	Use a variety of throwing techniques included fake passes to outwit an opponent;
Kick larger balls to a space;	Kick towards a stationary target;	Show balance when kicking towards a target;	Kick towards a partner in game situations;	Kick with increasing success in game situations;	Use a variety of kicking techniques with some control under increasing pressure;	Select and apply the appropriate kicking techniques with control;
Stop a beanbag or large ball sent to them using hands;	Catch a beanbag and medium sized ball;	Catch an object passed to them, with and without a bounce;	Catch a ball passed to them using one and two hands with some success;	Catch a ball passed to them using one and two hands with increasing success;	Catch and intercept a ball using one and two hands with some success in game situations;	Catch and intercept a ball using one and two hands with increasing success in game situations;
Attempt to stop a large ball sent to them using feet;	Attempt to track balls and other equipment sent to them;	Move to track a ball and stop it using feet with limited success;	Receive a ball sent to them using different parts of the foot;	Receive a ball using different parts of the foot under pressure;	Receive a ball using different parts of the foot under pressure with increasing control;	Receive a ball with consideration to the next move;

Hit a ball with hands;	Strike a stationary ball using a racket;	Strike a ball using a racket;	Strike a ball with varying techniques;	Strike a ball using varying techniques with increasing accuracy;	Strike a ball using wider range of skills. Apply these with some success under pressure;	Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure;
Run and stop when instructed;	Run, stop and change direction with some balance and control;	Run, stop and change direction with balance and control;	Change direction with increasing speed in game situations;	Change direction to lose an opponent with some success;	Use a variety of techniques to change direction to lose an opponent;	Confidently change direction to successfully outwit and opponent;
Move around showing limited awareness of others;	Recognise space in relation to others;	Move to space to help to score goals or limit others scoring;	Use space with some success in game situations;	Create and use space with some success in game situations;	Create and use space for self and other with some success;	Effectively create and use space for self and others to outwit and opponent;
Make simple decisions in response to a situation.	Begin to use simple tactics with guidance.	Use simple tactics.	Use simple tactics individually and within a team.	Use simple tactics to help their team score or gain possession.	Understand the need for tactics and can identify when to use them in game situations.	Work collaboratively to create tactics within their team and evaluate the effectiveness of these.
Games Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Throwing, catching, sending, receiving, retrieving a ball, bowling	Throwing, catching, dribbling, dodging, attacking, defending, sending, receiving, retrieving a ball, bowling, battling, fielding, stopping a ball	Throwing, catching, dribbling, dodging, attacking, defending, sending, receiving, retrieving a ball, bowling, batting, fielding, stopping a ball	Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging, underarm, overarm, throwing, bowling, fielding, batting, tracking a ball, retrieving a ball	Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging, underarm, overarm, throwing, bowling, fielding, batting, tracking a ball, retrieve a ball	Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging, goal - keeping, underarm, overarm, throwing, bowling, fielding, batting, tracking a ball, retrieving a ball	Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging, goal - keeping, underarm, overarm, throwing, bowling, fielding, batting, tracking a ball, retrieving a ball

EYFS Outcomes		KS1 National Curriculum Aims			KS2 National Curriculum Aims	
The main Early Years Outcomes covered in the Athletics units are: <ul style="list-style-type: none">Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.Children show good control and co-ordination in large and small movements.Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.Experiments with different ways of moving.)They move confidently in a range of ways, safely negotiating space.		Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: <ul style="list-style-type: none">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;Participate in team games, developing simple tactics for attacking and defending.			Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: <ul style="list-style-type: none">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;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/F.M.S						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Run and stop with some control;	Attempt to run at different speeds showing an awareness of technique;	Show balance and co-ordination when running at different speeds;	Show balance, co-ordination and technique when running at different speeds, stopping with control;	Demonstrate how and when to speed up and slow down when running;	Run at the appropriate speed over longer distances for longer periods of time;	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time;
Explore skipping as a travelling action;	Begin to link running and jumping movements with some control;	Link running and jumping movements with some control and balance;	Link hopping, running and jumping actions using different take offs and landing;	Link hopping and jumping actions with some control;	Show control at take-off and landing in more complex jumping activities;	Link running, jumping and hopping actions with greater control and co-ordination;
Jump and hop with bent knees;	Jump, leap and hop and choosing which allows them to jump the furthest;	Show hopping and jumping movements with some balance and control;	Jump for distance and height with an awareness of technique;	Jump for distance and height showing balance and control;	Perform a range of more complex jumping techniques showing some technique;	Perform jumps for height and distance using good technique;
Throwing larger balls and beanbags into space;	Throw towards a target;	Change technique to throw for distance;	Throw a variety of objects, changing action for accuracy and distance;	Throw with some accuracy and power towards a target area;	Show accuracy and power when throwing for distance;	Show accuracy and good technique when throwing for a distance;
Balance whilst stationary and on the move;	Show some control and balance when travelling at different speeds;	Show control and balance when travelling at different speeds;	Demonstrate balance when performing other fundamental motor skills;	Demonstrate good balance when performing other fundamental skills;	Demonstrate good balance and control when performing other fundamental skills;	Show fluency and control when travelling, landing, stopping and changing direction;

Change direction at slow pace; Explore moving different body parts together.	Begin to show balance and co-ordination when changing direction; Use co-ordination with and without equipment.	Demonstrates balance and co-ordination when changing direction; Performs actions with increasing control when co-ordinating their body with and without equipment.	Show balance when changing directions with other skills; Can co-ordinate their bodies with increased consistency in a variety of activities.	Show balance when changing direction at speed in combination with other skills; Begin to co-ordinate their bodies at speed in response to a task.	Demonstrate improved body posture and speeds when changing direction; Can coordinate a range of body parts at increased speed.	Change direction with a fluent action and can transition smoothly between varying speeds; Can co-ordinate a range of body parts with a fluent action at speed appropriate to the challenge.
Athletics Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Balancing, running, jumping, hopping, galloping, skipping, sliding, changing direction	Running at speed, changing direction, running over obstacles, jumping for distance, jumping for height, jumping combinations, throwing for distance, throwing for accuracy	Running at speed, changing direction, running over obstacles, jumping for distance, jumping for height, jumping combinations, throwing for distance, throwing for accuracy	Pacing, sprinting, relay, changeovers, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance	Pacing, sprinting, relay, changeovers, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance	Pacing, sprinting, relay, changeovers, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance	Pacing, sprinting, relay, changeovers, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance

EYFS Outcomes		KS1 National Curriculum Aims			KS2 National Curriculum Aims	
The main Early Years Outcomes covered in the Gymnastics units are: <ul style="list-style-type: none">Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.Experiments with different ways of moving.Jumps off an object and lands appropriately.Travels with confidence and skill around, under, over and through balancing and climbing equipment.		The main KS1 national curriculum aims covered in the Gymnastics units are: <ul style="list-style-type: none">Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.			The main KS2 national curriculum aims covered in the Gymnastics units are: <ul style="list-style-type: none">Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].<ul style="list-style-type: none">Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
Gymnastics						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Create shapes showing a basic level of stillness using different parts of their bodies;	Perform balances making their body tense, stretched and curled;	Perform balances making their body with some control and balance;	Complete balances with increasing stability, control and technique;	Use body tension to perform balances both individually and with a partner;	Show increasing control and balance when moving from one balance to another;	Combine and perform more complex balances with control, technique and fluency;
Begin to take weight on different body parts;	Take body weight on hands for a short period of time;	Take body weight on different parts of the body, without an apparatus;	Demonstrate some strength and control when taking weight on different body parts for longer periods of time;	Demonstrate increasing strength, control and technique when taking own and others weight;	Use strength to improve the quality of an action and the range of actions available;	Demonstrate more complex actions with a good level of strength and technique;
Show shapes and actions that stretch their bodies;	Demonstrates poses and movements that challenge flexibility;	Show increased awareness of extension and flexibility in actions;	Demonstrate increased flexibility and extension in their actions;	Demonstrate increased flexibility and extension in more challenging actions;	Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them;	Confidently transition from one action to another showing appropriate control and extension for the complexity of the action;
Copy and link simple actions together.	Remember, repeat and link simple actions together.	Copy, remember, repeat and plan linking simple actions and some control techniques.	Choose actions that flow well into one another in a sequence, both on and off apparatus.	Plan and perform sequences showing control and technique with and without a partner.	Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.	Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills
Gymnastics Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Shapes, balances, jumps, rock and roll, barrel roll, straight roll, forward roll	Travelling, shapes, balances, shape jumps, take-off and landing, barrel roll, straight roll, forward roll	Travelling, shapes, balances, shape jumps, take-off and landing, barrel roll, straight roll, forward roll	Individual point and patch balances, straight roll, barrel roll, forward roll, straight jump, tuck jump, star jump, rhythmic gymnastics	Individual point and patch balances, straight roll, barrel roll, forward roll, straight jump, tuck jump, star jump, rhythmic gymnastics	Symmetrical and asymmetrical balances, straight roll, forward roll, backward roll, cartwheel, bridge, handstand	Symmetrical and asymmetrical balances, straight roll, forward roll, backward roll, cartwheel, bridge, handstand

EYFS Outcomes		KS1 National Curriculum Aims			KS2 National Curriculum Aims	
<p>The main Early Years Outcomes covered in the Dance units are:</p> <ul style="list-style-type: none">• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.• Experiments with different ways of moving.• Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.• Enjoys joining in with dancing and ring games.• Beginning to move rhythmically.• Imitates movement in response to music.• Begins to build a repertoire of songs and dances.• Children sing songs, make music and dance, and experiment with ways of changing them.• Developing preferences for forms of expression• Uses movement to express feelings.• Creates movement in response to music.• Captures experiences and responses with a range of media, such as dance.• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.• Children represent their own ideas, thoughts and feelings through dance.		<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities;• Perform dances using simple movement patterns.			<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];• perform dances using a range of movement patterns; <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	
Dance						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Copy basic actions and rhythms;	Copy, remember and repeat actions;	Copy, remember and repeat a series of actions;	Copy and remember and perform a dance phrase.	Copy, remember and adapt set choreography;	Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.	Perform dances confidently and fluently with good timing and accuracy;
Choose and use travelling actions, shapes and balances;	Choose actions for an idea;	Select from a wider range of actions in relation to stimulus;	Create short dance phrases that communicate an idea.	Create and choreograph structure individually, with a partner and in a group;	Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.	Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structured dance considering space, actions, relationships and dynamics in relation to the theme;
Travel in different pathways using the space around them;	Use changes of direction, speed and levels with guidance;	Use pathways, levels, shapes, directions, speeds and timings with guidance;	Use canon, unison and formation to represent an idea.	Use action and reaction to represent an idea;	Confidently perform choosing appropriate dynamics to represent an idea.	Improvise and combine dynamics demonstrating an awareness of the impact of the performance;
Begin to use dynamics and expression with guidance;	Show some sense of dynamic and expressive qualities;	Show a character through actions, dynamics and expression;	Match dynamic and expressive qualities to a range of ideas.	Use canon and formation to represent an idea;	Use counts accurately when choreographing to perform in time with others and the music.	
	Begin to use counts.			Change dynamics to express changes in character or narrative;		

Begin to count music.		Use counts with help to stay in time with the music.	Use counts to keep in time with a partner and group.	Use counts when creating short phrases.		Use counts when choreographing and performing to improve the quality of work.
Dance Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Travel, action, space, shape, perform, level, copy, counts	Travel, action, space, shape, perform, level, copy, counts	Travel, action, space, shape, perform, level, copy, counts, dynamics, expression, speed, pathway	Canon, unison, formation, phrase, motif, stimulus, dynamics, character, structure, space	Canon, unison, formation, phrase, motif, stimulus, dynamics, character, structure, space	Canon, unison, formation, phrase, motif, stimulus, dynamics, character, structure, space, emotion, matching, mirroring, transitions	Canon, unison, formation, phrase, motif, stimulus, dynamics, character, structure, space, emotion, matching, mirroring, transitions

KS2 National Curriculum Aims						
<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to: -</p> <ul style="list-style-type: none"> Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 						
Outdoor Adventurous Activities (OAA)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>Follow instructions from a peer and give simple instructions;</p> <p>Work collaboratively with a partner and a small group, listening to and accepting others' ideas;</p> <p>Plan and attempt to apply strategies to solve problems;</p> <p>Orientate and follow a map;</p> <p>Reflect on when and why challenges are solved and use others' success to help them to improve.</p>	<p>Accurately follow instructions given by a peer and give clear and usable instructions to a peer;</p> <p>Confidently communicate ideas and listen to others before deciding on the best approach;</p> <p>Plan and apply strategies to solve problems;</p> <p>Identify key symbols on a map and use a key to navigate a grid;</p> <p>Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.</p>	<p>Use clear communication when working in a group and taking on different roles;</p> <p>Begin to lead others, providing clear instructions;</p> <p>Plan and apply strategies with others to more complex challenges;</p> <p>Orientate a map using it to navigate around a course;</p> <p>Explain why a particular strategy worked and alter methods to improve.</p>	<p>Communicate with others clearly and effectively when under pressure;</p> <p>Confident to lead others and show consideration of including all within a group;</p> <p>Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem;</p> <p>Confidently and efficiently orientate a map, identifying key features to navigate around a course;</p> <p>Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.</p>
OAA Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Listening, teamwork, planning, leading, communication, trust, map reading, orientation	Listening, teamwork, planning, leading, communication, trust, map reading, orientation	Listening, teamwork, planning, leading, communication, trust, map reading, orientation	Listening, teamwork, planning, leading, communication, trust, map reading, orientation

Swimming			
Beginners		Developers	Intermediates
Submerge and regain feet in the water; Breathe in sync with isolated kicking action from the poolside; Use arms and legs together to move effectively across a short distance in the water; Glide on front and back over short distances; Float ion front and back for short periods of time.		Confidently and consistently retrieve an object from the floor with the same breath; Begin to co-ordinate breath in time with basic strokes showing some consistency in timing; Demonstrate a fair level of technique, consistency co-ordinating the correct body parts in a range of strokes; Combine gliding and floating on front and back over an increased distance; Float on front and back using different shapes with increased control.	Confidently combine skills to retrieve an object from greater depth; Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes; Confidently demonstrate a good technique in a wider range of strokes over increased distances; Combine gliding and transitioning into an appropriate stroke with good control; Confidently link a variety of floating techniques together demonstrating good technique and control.
Health and Fitness			
EYFS	KS1	LKS2	UKS2
Understand the need for varied and healthy foods; Understand their own needs hunger/toilet/ personal hygiene; Understand the importance of physical exercise and talk about different ways to keep healthy and safe.	Can describe the effect exercise has on the body; Can explain the importance of exercise and a healthy lifestyle; Describe how my body feels before, during and after exercise.	Can describe the effect exercise has on the body; Can explain the importance of exercise and a healthy lifestyle, linking to food choices and types; Understands the need to warm up and cool down.	Can describe the effect exercise has on the body; Can explain some of the main principles when preparing to exercise; Can explain the importance of exercise and a healthy lifestyle; Understands the need to warm up and cool down; Can explain how their body reacts to different types of exercises; Can explain why we need regular and safe exercise and understand the effect on the body when this does not happen.