

| LSPA - PE Progression Map | | | | | | | |
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| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Gymnastics | Explore different ways of travelling on a range of indoor and outdoor equipment of various heights, moving with increasing coordination and control. | <p>Create linked movement phrases with a beginning, middle and end.</p> <p>Combine different ways of travelling such as jumping and rolling.</p> <p>Be still in different body shapes and balances. (Standing balances, Kneeling balances)</p> <p>Develop fundamental movement skills, using changes of speed, level and direction.</p> <p>Develop agility, balance and coordination.</p> <p>Describe what you have done or seen others do.</p> | <p>Explore, remember and repeat a range of gymnastic actions with control and coordination.</p> <p>Create their own sequence of movements to travel around the room, including rolling.</p> <p>Hold a still shape whilst balancing on different parts of the body. (Large body part balances)</p> <p>Develop fundamental movement skills, combining travelling and balancing using both floor and apparatus.</p> <p>Continue to develop agility, balance and coordination.</p> <p>Watch and describe others performances. Begin to say what went well.</p> | <p>Create gymnastic sequences that show a clear beginning, middle and end; working both independently, with a partner and in a group.</p> <p>Link combinations of actions and skills with consistency, fluency and clarity of movement.</p> <p>Create, perform and repeat sequences that include changes of dynamic. For example: changes of level, speed or direction.</p> <p>Develop flexibility, strength, control, technique and balance.</p> <p>Watch and describe the quality of other performances. Begin to recognise their own successes and areas for improvement.</p> | <p>Compose a movement sequence independently and with others, moving with clarity, fluency and expression.</p> <p>Students show changes of direction, speed and level during a performance.</p> <p>Improve the placement and alignment of body parts in balances. (Balances with and against a partner, Pike, tuck, star, straight, straddle shapes.</p> <p>Perform jumps, shapes and balances fluently and with consistent control. (Pike jump, straight jump half- turn)</p> <p>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p> | <p>Select ideas to compose and perform longer sequences, performing them with fluency and a sense of rhythm.</p> <p>Explore, improvise and combine movement ideas fluently and effectively.</p> <p>Carry out balances, recognising the position of their centre of gravity. (Balances on apparatus)</p> <p>Perform jumps, shapes and balances fluently and with control, applying learnt skills and techniques consistently. (Straight jump full-turn, split leap)</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p> | <p>Create their own complex sequences by understanding, choosing and applying a range of compositional principles; varying direction, level and pathways to improve the look of a sequence. Adapt their sequences to fit new criteria or suggestions.</p> <p>Apply learnt skills consistently, showing precision and effectiveness in using the space provided.</p> <p>Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and how this affects the balance. (Part-weight partner balances, Group formations)</p> <p>Apply skills and techniques consistently, showing precision and control when jumping.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p> |

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| Dance | Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD) | Copy and explore basic movements and body patterns, responding imaginatively to a range of stimuli. | Explore, remember and repeat short dance phrases, showing greater control and spatial awareness. | Copy, remember and perform a dance sequence. Explore and create narratives in response to a stimulus. | Copy, remember and adapt a set choreography. Perform dances using a range of movement patterns- accurately, fluently, consistently and with control. | Copy, remember and adapt set choreography accurately and showing a good sense of timing. Copy, remember and adapt set choreography accurately and showing a good sense of timing. | Perform dance sequences confidently and fluently with accuracy and good timing. |
| | Watch and talk about dance and performance art, expressing their feelings and responses. (EAD) | Remember simple movements and dance steps using a range of different body actions and body parts. | Select from a wider range of actions in relation to a stimulus, performing with control and coordination. | Develop dance phrases using canon, unison and repetition. Show control, accuracy and fluency of movement when performing actions with a partner. | Improvise with a partner, individually or in a group to create a dance routine. Create motifs incorporating unison, canon, action and reaction. | Choreograph phrases individually and with others considering actions, dynamics and space. | Work creatively and imaginatively to choreograph longer phrases considering actions, dynamics and space. |
| | Explore and engage in music making and dance, performing solo or in groups. (EAD) | Link movements to sounds and music, combining 2 or 3 actions. Describe what they have done or seen others doing. | Use counts to help stay in time with the music. Work individually and with others. Watch and describe a performance; recognising what is successful. | Describe and evaluate the effectiveness and quality of a dance. | Experiment with a wide range of actions, varying speed, tension and continuity. Use simple dance vocabulary to compare and improve work. | Identify and repeat the movement patterns and actions of a chosen dance style- showing a change of pace and timing in their movements. Use more complex dance vocabulary to compare and improve work. Identify which aspects were performed accurately and fluently and be able to provide feedback. | Identify and repeat the movement patterns and actions of a chosen dance style- using dramatic expression in their movements. Share ideas in small groups, working together to create a routine incorporating different elements. |

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| Invasion games | Explore a range of equipment & balls of various shapes & sizes. | Explore different ways using a ball | Develop control and accuracy when moving with a ball in a variety of different games. | Use skills with coordination and control. | Change pace, length and direction to outwit their opponent. | Use a small range of sending, receiving and travelling techniques in games, with varied control. | Perform skills with greater speed, fluency and accuracy in invasion, striking and net games. |
| | Play group / class games with rules (eg Duck, Duck, Goose, Stuck in the Mud) under supervision (PSED) | Explore ways to send a ball or other equipment | Pass and receive a ball with more control and accuracy. | Throw and catch with control when under limited pressure to keep possession and score goals | Choose and use a range of ball skills with a good degree of accuracy. | Develop a broad range of techniques and skills for attacking and defending. | Understand, choose and apply a range of tactics and strategies for defence and attack, using them with consistent accuracy, confidence and control. |
| | Identify and moderate their own feelings socially and emotionally (PSED) in team game situations | Retrieve and stop a ball using different parts of the body. | Participate in team games. Understand and develop tactics for attacking and defending. | Communicate with others during game situations. | Use simple rules fairly and extend them to devise their own games. | Have confidence when communicating with others during game situations. | Know and apply the basic strategic and tactical principles of various games and adapt them to different situations. |
| | | Play a variety of running and avoiding games. | Use different rules and tactics for invasion games. Make it difficult for opponents. | Use simple rules fairly and extend them to devise their own games. | Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others. | Understand why exercise is good for their fitness, health and wellbeing . With help, devise warm up and cool down activities and justify their choices. | |
| | | Participate in simple team games | Keep the ball and find the best places to score. | Recognise good performances in themselves and others and use what they have learned to improve their own work. | Use a variety of techniques and tactics to attack, keep possession and score. | | |
| | | Develop simple attacking and defending techniques | Watch others accurately. Describe what they see and ask to copy others' ideas, skills and tactics. | | | | Develop their ability to evaluate their own and others' work, and to suggest ways to improve it. |
| | Pass and receive a ball in different ways with increased control | | | | | | |

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| <p>Striking, Catching and Fielding</p> <p>Rounders Cricket</p> | <p>Explore a range of hand-held equipment & balls of various shapes & sizes.</p> | <p>Move fluently, changing direction and speed.</p> <p>Show basic control of the ball, including when striking a ball.</p> <p>Successfully received (catch/stop) a ball, understanding the concept of moving to get in line with the ball.</p> <p>Able to play simple games in small groups, applying rules and skills that have been taught.</p> | <p>Show good awareness of others when playing games.</p> <p>Throw/hit a ball in different ways e.g high, low, fast, slow</p> <p>Perform a range of actions with control including catching and hitting a ball.</p> <p>Participate in team games.</p> | <p>Apply and develop a broader range of skills in striking (and fielding where appropriate).</p> <p>Practise the correct batting technique and use it in a game.</p> <p>Throw a ball increasing distances.</p> <p>Catch a ball with increasing consistency.</p> <p>Use a variety of simple tactics in a small sided game, particularly when fielding to make it harder for the batter.</p> | <p>Show control, coordination and consistency when throwing and catching a ball.</p> <p>Hit a ball with increasing control, accurately towards a target.</p> <p>Choose fielding skills which make it difficult for your opponent.</p> <p>Communicate, collaborate and compete with others, following the rules of the game.</p> | <p>Develop control and technique whilst performing skills at speed.</p> <p>Begin to bowl at different speeds.</p> <p>Hit the ball with purpose, varying speed, height and direction, as well as thinking of tactics needed to score more runs.</p> <p>Use a range of fielding skills, e.g. catching, throwing, intercepting, with growing control and consistency.</p> <p>Show good awareness of others in game situations; working as part of a team and communicating well.</p> | <p>Perform skills, including retrieving, intercepting and stopping a ball with accuracy, confidence and control.</p> <p>Bowl using an overarm technique, varying speed and length of delivery</p> <p>Use skills effectively to outwit opponents when fielding, bowling and batting.</p> <p>Retrieve, intercept and stop a ball when fielding.</p> <p>Work as part of a team to cover the areas to make it harder for the batter to score runs.</p> |
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| Net Games Tennis | <p>Use different skills and movements, including aiming into space.</p> <p>Move fluently, changing direction and speed.</p> <p>Show control of a ball with simple actions and basic control when striking an object.</p> <p>Stop and pass a ball - developing a technique of sending and receiving.</p> | <p>Choose and use skills and simple tactics.</p> <p>Move fluently, changing direction and speed with increasing confidence.</p> <p>Hit a ball in different ways e.g high, low, fast, slow.</p> <p>Use and move with a racket with control.</p> | <p>Perform basic skills needed for tennis with control and accuracy, including throwing and stopping the ball.</p> <p>Send a ball into space at different speeds and heights to make it difficult for the opponent.</p> <p>Participate in rallies with others and keep a rally going</p> | <p>Perform basic skills needed for tennis with control and accuracy, including hitting a ball towards a target.</p> <p>Keep a rally going using a range of shots.</p> | <p>Demonstrate skills learnt during the units when competing against others, including serving, returning a serve, and shot accuracy when moving at a quick pace.</p> <p>Can demonstrate fast paced movements, fluently changing direction and speed.</p> <p>Hit the ball with a purpose- using the forehand and backhand swing. Direct the ball towards the opponent's court or target area.</p> <p>Improve consistency of shots, noticing longer rallies.</p> <p>Use different racquet skills and types of movement during a competitive or cooperative rally.</p> | <p>Use different skills and tactics learnt to try and win games.</p> <p>Identify spaces and understand the tactic of hitting into gaps.</p> <p>Hit the ball with a purpose, varying speed, height and direction- perform skills such as forehand and backhand shots with control and confidence.</p> <p>Be continuous within a rally and regularly play consistent shots.</p> <p>Experiment with the racquet using different skills.</p> |
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| <p>Orienteering</p> | | <p>Be introduced to a compass and directions (N, E, S, W)</p> <p>Move in different directions and in a variety of different ways.</p> <p>Participate in games following rules and playing fairly.</p> <p>Participate in competitions with others, completing a simple orienteering event.</p> | <p>Understand what a compass is used for and be able to use the direction points.</p> <p>Be able to use some basic features on a map to select and plan a route.</p> <p>Work well in big groups, sharing, taking turns, and cooperating with others.</p> <p>Begin to understand the competitive side of orienteering and take part in a picture orienteering event.</p> | <p>To make a map with symbols and be able to recognise where you are on a map, using basic techniques.</p> <p>Participate in team games, working cooperatively, solving problems with others.</p> <p>Move confidently in different ways, developing agility, balance and coordination.</p> <p>Evaluate your performance and recognise what went well and what could be improved</p> | <p>Develop a basic understanding of map reading/making and apply these skills and techniques in games.</p> <p>Work cooperatively and successfully as part of a team, improving communication skills.</p> <p>Demonstrate all the physical skills needed for orienteering: agility, balance and coordination.</p> <p>Explain how they could improve their performance.</p> | <p>To orientate themselves and the map correctly keeping track of their position with increasing accuracy.</p> <p>Be able to make a map with symbols and begin to understand scale.</p> <p>Work within a team trusting and valuing each other. Use developed communication skills to achieve success.</p> <p>Compete in orienteering events, problem solving with team members.</p> <p>Identify what they have done well and adapt plans for the future challenges</p> | <p>Develop map reading and map building skills. Use a map to confidently orientate yourself around.</p> <p>Build confidence during team activities.</p> <p>Take part in orienteering events, such as picture orienteering and control orienteering, with success.</p> <p>Identify what they have done well and adapt plans for future challenges.</p> |
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| Multi Skills and Athletics | <p>Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing (PD)</p> <p>Progress towards a more fluent style of moving, with developing control and grace. (PD)</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. (PD)</p> | <p>Can vary their pace and speed when running.</p> <p>Can jump from a standing position, for example two feet to two feet, two feet to one foot, or one foot to opposite foot</p> <p>Performs a variety of throws, such as underarm and overarm, with basic control.</p> | <p>Begin to show control, coordination and consistency when running at speed.</p> <p>Can develop a range of jumping techniques and combine different jumps together with some fluency and control.</p> <p>Develop the underarm and pull throw technique.</p> | <p>Can select the most appropriate speed and pace for the distance. E.g sprinting and long distance</p> <p>Can perform a running jump with some accuracy using both one and two feet to take off and land with.</p> <p>Perform a variety of throws using a selection of equipment, changing action for accuracy and distance</p> | <p>Begin to build a variety of running techniques and use them with confidence such as leg and arm action.</p> <p>Can perform a running jump with more than one component. E.g hop, skip, jump. (triple jump)</p> <p>Throw with accuracy and power towards a target area.</p> | <p>Continue to practise and refine the sprinting techniques.</p> <p>Run, jump, catch and throw in isolation and combination. Combine and perform skills with control.</p> <p>Demonstrate a range of throwing actions e.g push, pull, sling, using different equipment</p> | <p>Confidently demonstrate the learnt techniques for sprinting. Be able to speed up and slow down smoothly.</p> <p>Successfully run, jump and throw in isolation and in combination- applying appropriate techniques to achieve personal bests.</p> <p>Continue to develop and refine techniques to throw for an increased distance, showing accuracy and power.</p> |
| Swimming | | | | <p>In line with the National Curriculum, by the end of Key Stage 2, the aim is for all children to be able to swim confidently and know how to be safe in and around water.</p> <p>Children should be taught the following key requirements:</p> <ul style="list-style-type: none"> - Swim competently, confidently and proficiently over a distance of at least 25m. - Use a range of strokes effectively. - Perform safe self-rescue in different water-based situations. <p>At LSPA, swimming is taught in Years 5 and 6.</p> | | | |