Mapperley Plains Primary School

PE - Progression Map

EYFS

The most relevant early years outcomes for PE is Physical Development which is split into fine motor skills and Gross Motor Skills. Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Gross motor skills also support with fine motor skills as children require strength and control in large joints in order to have strength and control in smaller joints. The environment provides endless opportunities for gross and fine motor skill development, but the children in F2 also have discrete PE sessions weekly with a PE specialist.

Children at the expected level of development at the end of F2 for the Gross Motor Skills strand (ELG) 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



EYFS Knowledge and skills covered

Personal
- I can follow instructions, practise safely and work on simple tasks by myself
- I enjoy working on simple tasks with help

Social
- I can work sensibly with others, taking turns and sharing
- I can play with others and take turns and share with help

Cognitive
- I can understand and follow simple rules and can name some things I am good at
- I can follow simple instructions

Creative
- I can explore and describe different movements
- I can observe and copy others

Applying Physical
- I can perform a single skill or movement with some control.
- I can perform a small range of skills and link two movements together
- I can move confidently in different ways

Health and Fitness
- I am aware of why exercise is important for good health
- I am aware of the changes to the way I feel when I exercise

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PE - Progression Map

PE Coverage – Cycle A	F1 (Refer to MPPS Foundation LTP Cycle A)	F2 (Refer to MPPS Foundation LTP Cycle A)	KS1 (Refer to KS1 MPPS LTP Cycle A)	LKS2 (Refer to MPPS LTP Cycle A)	UKS2 (Refer to MPPS LTP Cycle A)
Autumn Term 1	Continuous Provision (Refer to Physical development from Development Matters and ELG's 2020)		Class PE: Kicking PPA PE: Multi-Skills	Class PE: Outdoor and Adventurous Activity PPA PE: Tag Rugby	Class PE: Basketball PPA PE: Hockey
Autumn Term 2			Class PE: Catching PPA PE: Athletics	Class PE: Outdoor and Adventurous Activity PPA PE: Gymnastics	Class PE: Tennis PPA PE: Handball
Spring Term 1			Class PE: Handball PPA PE: Gymnastics	Class PE: Football PPA PE: Dance	Class PE: Health and Fitness Circuits PPA PE: gymnastics
Spring Term 2			Class PE: Dance PPA PE: Hockey	Class PE: Cricket PPA PE: Netball	Class PE: Health and Fitness Circuits PPA PE: Dance
Summer Term 1			Class PE: Gymnastics PPA PE: Tennis	Class PE: Tennis PPA PE: Ultimate Frisbee	Class PE: Outdoor and adventure PPA PE: Ultimate Frisbee
Summer Term 2			Class PE: Gymnastics PPA PE: Striking and Fielding - Cricket	Class PE: Athletics PPA PE: Tri Golf	Class PE: Athletics PPA PE: Cricket

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PE - Progression Map

PE Coverage – Cycle B	F1 (Refer to MPPS Foundation LTP Cycle B)	F2 (Refer to MPPS Foundation LTP Cycle B)	KS1 (Refer to KS1 MPPS LTP Cycle B)	LKS2 (Refer to MPPS LTP Cycle B)	UKS2 (Refer to MPPS LTP Cycle B)
Autumn Term 1	Continuous Provision (Refer to Physical development from Development Matters and ELG's 2020)		Class PE: Directions PPA PE: Multi-Skills	Class PE: Gymnastics PPA PE: Volleyball (Net and Wall)	Class PE: Hockey PPA PE: OAA
Autumn Term 2			Class PE: Health and Fitness PPA PE: Throwing/Rolling	Class PE: Gymnastics PPA PE: Health and Fitness	Class PE: Athletics PPA PE: Gymnastics
Spring Term 1			Class PE: Hitting PPA PE: Handball (Large Ball Skills)	Class PE: Basketball PPA PE: Dance	Class PE: Netball PPA PE: Basketball (Attacking and Defending)
Spring Term 2			Class PE: Dance PPA PE: Football (Attacking/Defending)	Class PE: Rounders PPA PE: Lacross (Attacking/ Defending)	Class PE: Volleyball PPA PE: Lacross (Attacking / Defending)
Summer Term 1			Class PE: Gymnastics PPA PE: Tri-Golf (Striking and Fielding)	Class PE: Hockey PPA PE: Tri-Golf	Class PE: Rounders PPA PE: Tri Golf
Summer Term 2			Class PE: Gymnastics PPA PE: Striking and Fielding - Cricket	Class PE: Athletics PPA PE: Striking and Fielding - Cricket	Class PE: Tennis PPA PE: Striking and Fielding - Cricket

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PE - Progression Map

Substantive Knowledge (Facts)	**F1** (Refer to Development Matters Birth – 3yrs.)	**F2** (Refer to Development Matters Birth – 3yrs.)	**KS1** (Refer to DFE National Curriculum 2014)	**LKS2** (Refer to DFE National Curriculum 2014)	**UKS2** (Refer to DFE National Curriculum 2014) (Refer to Schools' Swimming Service Scheme of Work Assessment Criteria)

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PE - Progression Map

Gymnastics	3 to 4 years – Physical Development **Development Matters and ELG 2020**	Reception - Physical Development **Development Matters and ELG's 2020**	Master basic movements (developing balance, agility, jumping and co-ordination) **NC** • Muscles should be stretched in the warm up. • Conditioning builds muscle strength & endurance. • It is important for us to warm up before we start gymnastics. • We only jump once on a springboard. • Safely enter and exit partner balances. • Balances are held for 3 seconds. • Physical activity is important to stay healthy.	Develop flexibility, strength, technique, control and balance **NC** • Pulse raising is an activity that gradually increases the heart rate. • Know the pulse has been raised when the heart rate increases. • The body is ready for stretches once the pulse has been raised. • The main parts of the body that need to be stretched are the: neck, shoulders, arms, calves, hamstrings, thighs, ankles prior to a gymnastics session. • Basic conditioning exercises increase strength and endurance. • Conditioning, stretching and endurance is important in gymnastics. • Equipment must be safely moved. • Safely enter and exit group balances. • A leap is a spring through the air from one position to another. • A jump is a movement off the group. • Exercises will improve specific parts of the body.	Develop flexibility, strength, technique, control and balance **NC** • To understand the importance of pulse raising and warm ups. • To be able to identify when their pulse has been raised and their body is ready for stretches. • To know a variety of stretches that will prepare their bodies for a gymnastics session. • To know a variety of conditioning exercises to increase stretch and endurance. • To understand the importance of conditioning, stretch and endurance in gymnastics. • To know how to safely move equipment. • To know the terms "progressions" and "preps" and why they are important in developing skills safely. • To know a variety of preps for advance skills, such as walkovers and handsprings. • To know how to safely land and finish skills. • To know what constitutes a good gymnastics routine; including different types of timing, transitions, different heights, and balances. • To know how to safely enter and exit group balances and what to do if the balance becomes unsafe.

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PE - Progression Map

					• To understand the differences between a leap and a jump. • Knows how to create their own complex sequences involving the full range of actions and movements. • Knows how to demonstrate precise and controlled placement of body parts in their actions, shapes and balances. • Knows how to confidently use equipment to vault and incorporate this into sequences. • Knows how to apply skills and techniques consistently, showing precision and control. • Knows how to develop strength, technique and flexibility throughout performances.
KEY VOCABULARY **(Gymnastics)**	Forwards, backwards, sideways, roll, stretched, curled, tall/small shaoed, jump, hop, bounce, travel		Skip, step, spring, crawl, high, low, pathway, balance, curved, straight, zig-zag, speed, point, twist, level, angular, tension, smooth, sequence, height	symmetrical, asymmetrical, refine, adapt, contrasting, suppleness, strength, inverted, 90 degrees, 180 degrees, leaving approaching, rotation, stamina, tucked, safety	dynamics, combination, mirroring, matching, performance, refinements, muscles, joints, take-off, flight, co-operate, elements, obstacles, aesthetically, canon, counter-tension, counter-balance, parallel

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PE - Progression Map

Dance	3 to 4 years – Physical Development **Development Matters and ELG 2020**	Reception - Physical Development **Development Matters and ELG's 2020**	Perform dances using simple movement patterns **NC** • Focus and concentration is necessary when dancing. • Dance can be thought of as a narrative. • Movements can be sequenced to create a dance. • There is 'strong' and 'light' music and there are strong and light movements. • There are different levels and directions within a space. • When dancing with a partner it is important to be aware of each other and keep time. • To know you can use different parts of your body within a dance sequence. • To know that changing rhythm and speed can enhance a dance performance and change how the choreography looks. • To use the correct terminology for body parts involved in dance routines. • To know that you can change levels and direction throughout a sequenced dance routine. • To know you can use repetition and patterns within dance sequences.	Perform dances using a range of movement patterns **NC** • Knows how to improvise freely and translate ideas from a stimulus into movement • Share and create phrases with a partner or small group • Remember and repeat dance perform phrases • Know that they can coordinate different body parts at the same time to create a dance. • Creating shapes at different levels ensures a varied routine. • Everyday movements (running, jumping etc) can create dance moves. • Knows how to compose own dances in a creative way. • Dance shows clarity, fluency, accuracy and consistency. • There is a variety of styles of dance. • Knows the impact of that increase poise, balance and coordination can make to a dance performance and apply this when moving and stopping within a sequence. • Knows the importance of warming up specific muscle groups in preparation for dance, as well as cooling down. • Knows that dance can communicate feelings and narratives. • Knows and can state which aspects of own performance were particularly strong and which they could improve on.	Perform dances using a range of movement patterns **NC** • Knows how to compose own dances in a creative way, individually, with a partner and within a small group. • Performing dance to an accompaniment can help devise the sequence to take account of rhythm and style of music and mood of the piece. • Dance shows clarity, fluency, accuracy and consistency of movement • Sequences can be developed in a specific style of dance. • Knows the impact of that increased poise, balance and coordination can make to a dance performance and apply this when moving and stopping within a sequence at different levels within the space. • Knows the importance of warming up specific muscle groups in preparation for dance, as well as cooling down. • Knows that dance can communicate an idea, as well as feelings and narratives. • Knows and can state which aspects of own and others' performance were particularly strong and which they could improve on.

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PE - Progression Map

KEY VOCABULARY **(Dance)**		Travel, stillness, direction, space, beginning, middle, end, feelings, body parts		levels, pathways, speed, rhythm, stimulus, control, co-ordinate, expression, emotion, motif	Repeat, repetition, character, gesture, pattern, dance phrase, improvisation, action and reaction, stage presence, unison	Dance style, technique, formation, unison, canon, action, reaction, interpret, movement quality, dynamics, samba, routine, step-ball change, canon.
Team Games	**Net and Wall (Tennis, Volleyball)**	3 to 4 years – Physical Development **Development Matters and ELG 2020**	Reception - Physical Development **Development Matters and ELG's 2020**	Participate in team games, developing simple tactics for attacking and defending **NC** • Moving around an area without collision and stopping in a space shows good agility. • By changing direction at speed, with agility, chasers can be avoided. • listening and following a set of simple instructions in a game can help us improve our performance. • Listening and following a set of simple instructions can help us follow rules. • It is important to show fairness and respect to others in a team game.	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending **NC** • Using an appropriate shape with our hands can help us throw and catch the ball in the air with control. • Bouncing the ball at an appropriate height in the air on the racket can help control. • Forehand and backhand can be used in isolation. • A game or point can be started with a serve of their choice.	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending **NC** • Forehand and backhand in isolation can help direct the ball specifically. • A wide range of shots in a game scenario can help win in a competitive game. • Organise ourselves well when playing with a partner in a game scenario can help win in a competitive game.
	Key Vocab (Net and Wall)	Throw, catch, kick, balance, Instruction, listen, follow, game, run, space, speed, obstacles	Throw, catch, kick, balance, strike, aim, push, pat, control, Instructions, listen, follow, game, run, space, speed, obstacles	Collison, agility, space, instructions, performance, rules, fairness, respect, team game, throw, catch, bounce	Shape, appropriate, control, forehand, backhand, isolation, serve, isolation	Forehand, backhand, direction, range, scenario, competitive, tactics, attack, defend, modify

Mapperley Plains Primary School

PE - Progression Map

	Invasion (hockey, netball, rugby football)	3 to 4 years – Physical Development **Development Matters and ELG 2020**	Reception - Physical Development **Development Matters and ELG's 2020**	Participate in team games, developing simple tactics for attacking and defending **NC** • Moving around an area without collision and stopping in a space shows good agility. • By changing direction at speed, with agility, chasers can be avoided. • listening and following a set of simple instructions in a game can help us improve our performance. • Listening and following a set of simple instructions can help us follow rules. • It is important to show fairness and respect to others in a team game. • Know attacking is trying to score against the opponent. • Know defending is trying to stop the opponent scoring.	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending **NC** • The ball needs to be passed accurately to a player. • It is important to receive the ball with control. • Know the basic rules and positions. • In a game scenario, know it is important to pass and receive with control.	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending **NC** • Know it is important to create and use space in a game. • Know how to play effectively in a number of positions in a game scenario. This includes attack and defend.
	Key Vocab (Invasion games)	Throw, catch, kick, balance, Instruction, listen, follow, game, run, space, speed, obstacles	Throw, catch, kick, balance, strike, aim, push, pat, control, Instructions, listen, follow, game, run, space, speed, obstacles	Defending, attacking, collison, agility, space, instructions, performance, rules, fairness, respect, team game, kick, control, goal, score	Defending, attacking, travel, bouncing, control, possession, co-ordination, co-operation, scoring, space, pass, dribble, team, points, goals, rules, tactics, striking, pitch, competition, technique, partner, pass, send, receive	Possession, speed, direction, combinations, decisions, shield ball, marking, repossession, attackers, defenders, team play, target, stance, offside, pitch, volley, overhead

Mapperley Plains Primary School

PE - Progression Map

	Striking and Fielding (cricket, rounders)	3 to 4 years – Physical Development **Development Matters and ELG 2020**	Reception - Physical Development **Development Matters and ELG's 2020**	Participate in team games, developing simple tactics for attacking and defending **NC** • Moving around an area without collision and stopping in a space shows good agility. • By changing direction at speed, with agility, chasers can be avoided. • listening and following a set of simple instructions in a game can help us improve our performance. • Listening and following a set of simple instructions can help us follow rules. • It is important to show fairness and respect to others in a team game. • Know throwing underarm can help us hit a target. • Know there are different ways to throw using different objects. • Know our body shape can help us control our throws. • Positioning our bodies and hands appropriately can help catch from a low height and a close throw.	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending **NC** • Know the method needed to strike a stationary ball with a bat. • Know the method needed to bowl underarm. • Know to stop, throw and catch with control. • Know to bat with control in a game scenario in order to score points and not get eliminated.	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending **NC** • Know the method to overarm bowl. • Know using a range of fielding techniques (stopping, throwing, catching) in a game scenario can help win in a competitive scenario.

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PE - Progression Map

	Key Vocab (Striking and Fielding)	Throw, catch, kick, balance, Instruction, listen, follow, game, run, space, speed, obstacles	Throw, catch, kick, balance, strike, aim, push, pat, control, Instructions, listen, follow, game, run, space, speed, obstacles	Defending, attacking, collison, agility, space, instructions, performance, rules, fairness, respect, team game, throw, hit, catch, height, close, low, high, shape, ball, bat, underarm	Method, stationary ball, underarm ball, stop, throw, catch, control, game scenario, eliminated, score, points	Method, range, fielding, batting, techniques, stopping, throwing, catching, game scenario, competitive
Athletics		3 to 4 years – Physical Development **Development Matters and ELG 2020**	Reception - Physical Development **Development Matters and ELG's 2020**	Master basic movements (including running, jumping, throwing and catching) **NC** • Jumping can help us reach up into the air. • When landing a jump it is important to be balanced. • Know when following an adult led activity we need to move safely.	Use running, jumping, throwing and catching in isolation and in combination **NC** • Speed and direction can be changed by running fast, medium and slow. • A relay involves knowing when to run alongside others at certain moments. • Using effective technique can increase the distance that a thrown object travels. • A sprint style can't be sustained over a long distance. • Know we can jump in different ways. • Knows we can throw in different ways to hit a target (at appropriate distance), when needed	Use running, jumping, throwing and catching in isolation and in combination **NC** • Knows the method for how to show control when taking off and landing • Throwing with control can help increase the accuracy. • Running and jumping needs to be combined in the context of a triple jump. • Know the word stamina • Know strength can be increased.
KEY VOCABULARY **(Athletics)**		Walk, jog, throw, target, jump, run, hop, skip, fast, pass		Arm, leap, target, overarm, underarm, accelerate, baton, relay, take off, landing	Distance, sprint, steady pace, hurdles, stamina, obstacle, locked knees, crouched, head position, sprinting technique	Pacing, projectory, leading leg, back leg, release, performance, dip, stride pattern, false start, change over zone, body position/stance, landing control, preferred landing foot, tactical, rotation, transfer of weight, 3 phases of throwing.

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PE - Progression Map

Outdoor Adventure Activities				Take part in outdoor and adventurous activity challenged both individually and within a team **NC** • We can follow maps to help us find things in a familiar context. • Clues can help us to follow a route. • Routes must be followed safely. • Using symbols on a map can help us to follow them in a more demanding context. • When given a time limit we must work quickly and efficiently.	Take part in outdoor and adventurous activity challenged both individually and within a team **NC** • Maps can be designed for others to follow. • Knows the approximate amount of time that their own devised route will take. • Know the allocated time they have to follow a route and the challenges they may face to complete it in the time given.
KEY VOCABULARY **(Outdoor Adventure Activities)**				Co-operate, challenge, communicate, strategies, tactics	Face orienteering, cone orienteering, point and return, turned course
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. **NC** **Schools' Swimming Service Scheme of Work Assessment Criteria**	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. **NC** **Schools' Swimming Service Scheme of Work Assessment Criteria**

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PE - Progression Map

KEY VOCABULARY **(Swimming)**				Stroke, Crawl, Rolling, Breathing, Kicking, Front Crawl, Backstroke, Glide	Breast stroke Butterfly, Dolphin

Disciplinary Knowledge (Skills)	**F1** (Refer to Development Matters Birth – 3yrs.)	**F2** (Refer to Development Matters Birth – 3yrs.)	**KS1** (Refer to DFE National Curriculum 2014)	**LKS2** (Refer to DFE National Curriculum 2014)	**UKS2** (Refer to DFE National Curriculum 2014) (Refer to Schools' Swimming Service Scheme of Work Assessment Criteria)

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PE - Progression Map

Gymnastics	3 to 4 years – Physical Development **Development Matters and ELG 2020** • F1: know how to go up steps and stairs, or climb apparatus, using alternate feet, maintaining balance and stability • F1: know how to skip and hop on one leg • F1: know how to stand on one leg and hold a pose for a game like musical statues • F1: know how to maintain balance using hands and body to stabilise • F1: know how to copy movements in a simple sequence (e.g. heads, shoulders, knees and toes)	Reception -Physical Development **Development Matters and ELG's 2020** • F2: know how to copy a simple sequence • F2: know how to travel with confidence and skill around, under, over and through balancing and climbing equipment • F2: know how to jump off an object and land on two feet, appropriately using hands, arms and body to stabilise and balance • F2: know how to move fluently, in a variety of movements, with developing control and grace • F2: know how to make changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • F2: know how to combine different movements to make a simple sequence	Master basic movements (developing balance, agility, jumping and co-ordination) **NC** • Y1: know how to make their body curled, tense, stretched and relaxed (co-ordination) • Y1: know how to control their body when travelling and balancing (balance) • Y1: know how to roll, curl, travel and balance in different ways (balance) • Y1: know how to use under and over to move differently (agility) • Y2: know how to start and finish using a gymnastic position (balance) • Y2: know how to safely attempt a variety of jumps and rolls with moderate control (jumping)	Develop flexibility, strength, technique, control and balance **NC** • Y3: know how to adapt sequences to suit different types of apparatus and criteria • Y3: know how strength and suppleness/ flexibility affect performance • Y3: know how to work collaboratively to produce a routine • Y4: know how to include a change of height and direction in a sequence • Y4: know how to move in a controlled and challenging way • Y4: know how to work with a partner to create, repeat and improve a sequence with at least three phases	Develop flexibility, strength, technique, control and balance **NC** • Y5: know how to make complex extended sequences • Y5: know how to combine action, balance and shape • Y5: know how to perform a routine consistently to different audiences • Y5: know how to offer constructive feedback to help others improve • Y6: know how to sequence to specific timings • Y6: know how to adapt a sequence and teach others key gymnastic movements • Y6: know how to combine own work with that of others to produce a routine

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PE - Progression Map

Dance	3 to 4 years – Physical Development **Development Matters and ELG 2020** • F1: know how to move in response to music or rhythms heard	Reception -Physical Development **Development Matters and ELG's 2020** • F2: know how to copy a short, repetitive dance pattern	Perform dances using simple movement patterns **NC** • Y1: know how to start and stop movement using music • Y1: know how to copy or make up a short dance using simple movement patterns • Y1: know how to perform own dance moves • Y2: know how to change rhythm, speed, level and direction in dance • Y2: know how to make a sequence by linking simple movement patterns together • Y2: know how to use dance to show a mood or feeling • Y2: know how to perform in a small group to others	Perform dances using a range of movement patterns **NC** • Y3: know how to share and create phrases with a partner and small group • Y3: know how to remember and repeat a range of movement patterns • Y3: know how to improvise freely and translate ideas from a stimulus into movement • Y4: know how to use a theme as a stimulus to create ideas • Y4: know how to use dance to communicate an idea • Y4: know how to take the lead when working with a partner or group	Perform dances using a range of movement patterns **NC** • Y5: know how to dance showing clarity, fluency, accuracy and consistency • Y5: know how to compose own dances in a creative way • Y5: know how to perform dance to an accompaniment • Y6: know how to develop sequences in a specific style • Y6: know how to choose own music and style

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PE - Progression Map

Team Games	**Net and Wall (Tennis, Volleyball)**	3 to 4 years – Physical Development **Development Matters and ELG 2020** • F1: know how to run taking into account spatial awareness, adjusting speed to avoid obstacles F1: know how to throw a ball with increasing force and accuracy • F1: know how to catch a large ball by using two hands and their chest to trap it • F1: know how to kick a stationary ball with either foot • F1: know how to show balance and some control (e.g. throwing a ball, riding a scooter, riding a trike)	Reception -Physical Development **Development Matters and ELG's 2020** • F2: know how to adjust speed or change direction to avoid obstacles when playing games with other children • F2: know how to throw, catch, kick, pass and strike a ball • F2: know how to throw a ball with aim, demonstrating increasing control • F2: know how to show increasing control over an object in pushing, patting, throwing, catching or kicking it	Participate in team games, developing simple tactics for attacking and defending **NC** • Y1: know how to move around an area, with agility, without collision and stop in a space • Y1: know how to listen and follow a set of simple instructions in a game • Y2: know the best space to be in during a game • Y2: know how to change direction at speed, with agility, to avoid chaser • Y2: know how to follow rules • Y2: know how to show fairness and respect to others	Participate in team games, developing simple tactics for attacking and defending **NC** • Y3: know how to begin to use suitable techniques • Y4: know how to vary tactics and adapt skills depending on what is happening in a game • Y4: know how to work as a team to compete against the opposition	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending **NC** • Y5: know how to gain possession by working collaboratively and competitively as a team and pass in different ways • Y6: know how to show competency in a range of sports • Y6: know how to show competency in a range of sports • Y6: know how to lead others in a game situation when the need arises

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PE - Progression Map

	Invasion (hockey, netball, rugby football)	3 to 4 years – Physical Development **Development Matters and ELG 2020** • F1: know how to listen and follow one simple instruction in a game • F1: know how to run taking into account spatial awareness, adjusting speed to avoid obstacles F1: know how to throw a ball with increasing force and accuracy • F1: know how to catch a large ball by using two hands and their chest to trap it • F1: know how to kick a stationary ball with either foot • F1: know how to show balance and some control (e.g. throwing a ball, riding a scooter, riding a trike)	Reception -Physical Development **Development Matters and ELG's 2020** • F2: know how to listen and follow two simple instructions in a game • F2: know how to adjust speed or change direction to avoid obstacles when playing games with other children • F2: know how to throw, catch, kick, pass and strike a ball • F2: know how to throw a ball with aim, demonstrating increasing control • F2: know how to show increasing control over an object in pushing, patting, throwing, catching or kicking it	Participate in team games, developing simple tactics for attacking and defending **NC** • Y1: know how to move around an area, with agility, without collision and stop in a space • Y1: know how to listen and follow a set of simple instructions in a game • Y2: know the best space to be in during a game • Y2: know how to change direction at speed, with agility, to avoid chaser • Y2: know how to develop simple tactics for attacking and defending • Y2: know how to follow rules • Y2: know how to show fairness and respect to others	Participate in team games, developing simple tactics for attacking and defending **NC** • Y3: know how to begin to use suitable techniques • Y4: know how to vary tactics and adapt skills depending on what is happening in a game • Y4: know how to work as a team to compete against the opposition • Y4: know how to use a number of techniques to pass, dribble and shoot • Y4: know how to choose a specific tactic for defending and attacking • Y4: know how to gain possession by working collaboratively and competitively as a team and pass in different ways • Y4: know how to gain possession by working collaboratively and competitively as a team.	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending **NC** • Y5: know how to use a number of techniques to pass, dribble and shoot • Y5: know how to choose a specific tactic for defending and attacking • Y5: know how to gain possession by working collaboratively and competitively as a team and pass in different ways • Y6: know how to work as a team and communicate a plan • Y6: know how to agree and explain rules to others • Y6: know how to show competency in a range of sports • Y6: know how to lead others in a game situation when the need arises

Mapperley Plains Primary School

PE - Progression Map

	Striking and Fielding (cricket, rounders)	3 to 4 years – Physical Development **Development Matters and ELG 2020** F1: know how to throw a ball with increasing force and accuracy • F1: know how to catch a large ball by using two hands and their chest to trap it • F1: know how to kick a stationary ball with either foot • F1: know how to show balance and some control (e.g. throwing a ball, riding a scooter, riding a trike)	Reception -Physical Development **Development Matters and ELG's 2020** • F2: know how to throw, catch, kick, pass and strike a ball • F2: know how to throw a ball with aim, demonstrating increasing control • F2: know how to show increasing control over an object in pushing, patting, throwing, catching or kicking it	Participate in team games, developing simple tactics for attacking and defending **NC** • Y1: know how to move around an area, with agility, without collision and stop in a space • Y1: know how to throw underarm towards a target • Y1: know how to throw in different ways using different objects • Y1: know how to coordinate their body with control • Y1: know how to listen and follow a set of simple instructions in a game • Y2: know the best space to be in during a game • Y2: know how to change direction at speed, with agility, to avoid chaser • Y2: know how to catch from a low height and a close throw • Y2: know how to throw towards a target	Participate in team games, developing simple tactics for attacking and defending **NC** • Y3: know how to begin to use suitable techniques • Y4: know how to vary tactics and adapt skills depending on what is happening in a game • Y4: know how to work as a team to compete against the opposition	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending **NC** • Y5: know how to gain possession by working collaboratively and competitively as a team and pass in different ways • Y6: know how to work as a team and communicate a plan • Y6: know how to show competency in a range of sports • Y6: know how to lead others in a game situation when the need arises

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				with moderate accuracy • Y2: know how to use hitting, kicking, throwing and/or rolling in a game • Y2: know how to follow rules • Y2: know how to show fairness and respect to others		

Inspiring learners.
Shaping futures.

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Athletics	3 to 4 years – Physical Development **Development Matters and ELG 2020** • F1: know how to jump up into the air with both feet leaving the floor • F1: know how to jump forward a small distance • F1: know how to follow adult-led instructions about moving safely	Reception -Physical Development **Development Matters and ELG's 2020** • F2: know how to jump up into the air and maintain balance • F2: know how to follow adult-led instructions about moving safely and understand the reasons why	Master basic movements (including running, jumping, throwing and catching) **NC** • Y1 and 2: know how to jump and land, run and throw with developing control • Y1 and 2: know how to move safely in a space	Use running, jumping, throwing and catching in isolation and in combination **NC** • Y3: know how to run at fast, medium and slow speeds; changing speed and direction • Y3: know how to take part in a relay, remembering when to run and what to do • Y3: know how to identify different ways to jump linked to athletics • Y3: know how to jump in different ways, taking off on one foot and 2 feet and landing • Y4: know how to sprint over a short distance and show stamina when running over a long distance with control • Y4: know how to throw in different ways using different objects	Use running, jumping, throwing and catching in isolation and in combination **NC** • Y5: know how to breakdown the technique of different jumping events, develop each area to provide an overall improvement • Y5: know how to throw with increasing distance • Y6: know how to demonstrate stamina and increase strength • Y6: know how to identify the attributes required for various events and be able to improve in different physical activities and sports • Y6: know how to measure and record results, link to personal best and aiming to improve

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Outdoor Adventure Activities				<u>Take part in outdoor and adventurous activity challenged both individually and within a team **NC**</u> • Y3: know how to follow a map in a familiar context, individually and within a team • Y3: know the boundaries in place • Y3: know how to use clues to follow a route • Y3: know how to follow a route safely • Y4: know how to follow a map in a (more demanding) familiar context, individually and within a team • Y4: know how to follow a route within a time limit • Y4: know how to mark on a map where they are	<u>Take part in outdoor and adventurous activity challenged both individually and within a team NC</u> • Y5: know how to follow a map into an unknown location, individually and within a team • Y5: know how to apply a strategy, work efficiently and effectively with the help of a map • Y5: know how to use new information to change route • Y5: know how to change route to overcome a problem • Y5: know how to explain to others how their map is providing help • Y5: know how to use clues and a compass to navigate a route • Y6: know how to plan a route and a series of clues for someone else, individually and within a team • Y6: know how to plan with others, taking account of safety and danger

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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. **NC**	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. **NC**
Health Related Fitness	3 to 4 years – Physical Development **Development Matters and ELG 2020**	Reception -Physical Development **Development Matters and ELG's 2020**	• Y1 and Y2: Develop a knowledge that exercise is part of a healthy lifestyle	Y3: know how to identify how their body has changed as a result of exercise • Y4: know how to discuss the benefits of keeping active	• Y5: know how to tell others how they look after themselves based around sport and physical activity • Y6: know the importance of being active • Y6: know how to talk about how to stay active in and out of school

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Evaluation				<u>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</u> **<u>NC</u>** • Y3: know how to evaluate own performance in terms of improving from not winning and then recognising own success both in terms of performance and attitude • Y4: know how to work as team to develop others both in terms of performance and attitude	<u>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</u> **<u>NC</u>** • Y5: know how to articulate to others something a partner has done well and also something that can be improved both in terms of performance and attitude • Y6: know how to modify and adapt games with their own ideas and teach this to others