

PE Progression Plan – Colmers Farm Primary School

Knowledge and Skills Map – P.E – Emotional ME

EYFS		
<ul style="list-style-type: none"> • Try again if they do not succeed. [<i>Introduction; Fundamentals; Yoga; Gymnastics; Ball Skills, Games</i>] • Can practice skills individually. [<i>Introduction; Fundamentals; Yoga; Gymnastics; Ball Skills, Games</i>] • Starts to show confidence when trying new tasks and challenges. [<i>Introduction; Fundamentals; Yoga; Gymnastics; Ball Skills; Games; Athletics – Sports Day</i>] 		
Year 1	Year 2	Year 3
<ul style="list-style-type: none"> • Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. • Develop confidence and resilience. • Starts to show determination to continue working. • Explore individually before asking for help. • Begin to share ideas and contribute to class discussion. • Begins to manage emotion. • [<i>Fundamentals; Ball Skills; Gymnastics; Yoga; Net and Wall; Athletics</i>] 	<ul style="list-style-type: none"> • Identify physical activities that contribute to fitness. • Recognise the “good health balance” of nutrition and physical activity. • Develop confidence and resilience. • Know running, jumping, and throwing is good for them and describe what it feels like. • Shows determination and can continue working to complete task. • Confidently shares ideas and performs in front of others. • [<i>Ball Skills; Dance; Sending and Receiving; Invasion; Striking and Fielding; Team Building; Athletics – Sports Day</i>] 	<ul style="list-style-type: none"> • Recognise that strength and suppleness are important parts of fitness. • Develop calming techniques and self-regulate emotions with an adult. • Begin to understand the importance of warming up. • Identify that playing extended games improves their stamina. • Develop competence, confidence and perseverance and know their best. • Shows awareness of how others may feel and control personal emotions. • [<i>OAA; Gymnastics; Swimming; Tennis; Basketball; Athletics – Sports Day</i>]

Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Examines the health benefits of participating in physical activity. • Develop competence, confidence and perseverance when finding something difficult. • Recognise that strength and suppleness is an important part of fitness. • Shows understanding of empathy. • Uses rules showing fairness and honesty. • A willingness to want to showcase activity. • <i>[Swimming; Dodgeball; Dance; Football; Cricket; Athletics – Sports Day]</i> 	<ul style="list-style-type: none"> • Understand fully why exercise is good for fitness, health, and wellbeing. • Develop calming techniques and self-regulate emotions. • Develop confidence, perseverance, and self-motivation to achieve a goal. • Recognise that strength and supplement are important parts of fitness. • Recognise when their body is warmer or cooler and when their heart beats faster and slower. • Attempts tasks and challenges outside of their comfort zone. • Be proud of their work. • <i>[Swimming; Basketball; Hockey; Dance; Athletics; Golf]</i> 	<ul style="list-style-type: none"> • Understand fully why exercise is good for fitness, health and wellbeing and be able to communicate that to others. • Identify activities that help develop stamina or power and suggest how some can be used in other types of activities. • Develop confidence, perseverance, self-motivation, and challenge to achieve a goal or personal best. • Confidently attempts tasks and challenges outside of their comfort zone. • Compete within the rules showing fair play, honesty, and expression. • Proud of their work and enthusiasm to perform. • <i>[Swimming; Tag Rugby; Netball; Gymnastics; Volleyball; Rounders; Athletics – Sports Day]</i>

Knowledge and Skills Map – P.E – Physical Me

EYFS		
<ul style="list-style-type: none"> Explore fundamental skills (including running, jumping, throwing, balancing, hopping; catching; changing direction). <i>[Introduction to PE; Fundamental; Ball Skills; Gymnastics; Dance; Games]</i> Begin to roll, stop, kick, hit and bounce a ball. <i>[Ball skills]</i> Begin to explore balances, rolls, shapes, jumps and travel. <i>[Gymnastics; Dance]</i> Begin to copy and perform basic actions with co-ordination. <i>[Dance]</i> Copy basic rhythms and begin to count to music. <i>[Dance]</i> Dribble and throw a ball, whilst developing accuracy. <i>[Ball Skills]</i> Begin to develop basic strength and flexibility. <i>[Gymnastics; Dance; Athletics – Sports Day]</i> Hitting and tracking a ball. <i>[Net and Wall; Ball Skills]</i> 		
Year 1	Year 2	Year 3
<ul style="list-style-type: none"> Develop fundamental skills (including running, jumping, throwing, balancing, dodging, hopping; catching; agility; co-ordination). <i>[Fundamental; Ball Skills; Gymnastics; Yoga; Net and Wall;]</i> Improve running technique and run for longer distances. <i>[Fundamental; Net and Wall; Athletics]</i> Perform a run and jump sequence. <i>[Gymnastics]</i> Develop an under and over arm throwing action. <i>[Ball Skills; Net and Wall; Athletics]</i> Maintains stillness on different bases of support with different body shapes. <i>[Gymnastics; Yoga]</i> Develop basic strength and flexibility. <i>[Athletics; Gymnastics; Yoga]</i> Perform basic actions using changes in speed and direction, including travelling, rolling, jumping, leaping and stay still when required in combination. <i>[Gymnastics; Net and Wall; Athletics]</i> Link and repeat basic actions to copy and perform a movement phrase with a beginning, middle and end. <i>[Gymnastics; Yoga]</i> Hitting and tracking a ball. <i>[Net and Wall; Ball Skills]</i> 	<ul style="list-style-type: none"> Develop fundamental movement skills (specifically master basic movements including running, jumping, throwing, balancing, dodging, hopping; catching; agility; co-ordination). <i>[Ball Skills; Sending and Receiving; Dance; Invasion; Striking and Fielding; Team Building]</i> Show good awareness of space and the action of others, Compete in small-sided games fairly showing good sportsmanship. <i>[Ball Skills; Sending and Receiving; Invasion; Striking and Fielding]</i> Develop basic strength and flexibility. <i>[Dance]</i> Run with a good technique at different speeds. <i>[Ball Skills; Sending and Receiving; Invasion; Striking and Fielding]</i> Perform a two footed jump. <i>[Athletics – Sports Day]</i> Show a good throwing technique and extend accuracy and distance. <i>[Ball Skills; Sending and Receiving; Invasion; Striking and Fielding]</i> Perform simple movement patterns with control and coordination. <i>[Dance]</i> Participate in team games and develop simple tactics. <i>[Invasion; Striking and Fielding]</i> 	<ul style="list-style-type: none"> Master fundamental movement skills with a good level of consistency when moving and standing still (specifically master basic movements running, jumping, throwing, balancing, dodging, hopping; catching; agility; co-ordination). <i>[OAA; Basketball; Gymnastics; Tennis]</i> Throw and catch with control when under limited pressure to keep possession and score goals. <i>[Basketball]</i> Show awareness of opponents and teammates during games. <i>[Basketball; Tennis]</i> Select running speed for appropriate activity. <i>[Basketball; Tennis; OAA; Athletics – Sports Day]</i> Make up and adapt repeat a short sequence of linked jumps including different levels, speeds and directions. <i>[Gymnastics]</i> Understand tactics and link skills to suit the activity. <i>[Basketball; Tennis; OAA]</i> Begin to develop submerging, floating, gliding and basic strokes. <i>[Swimming]</i> Demonstrate safe self-rescue in different water-based situations. <i>[Swimming]</i>

Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Throw and catch with control when under limited pressure to keep possession and score points. <i>[Dodgeball; Cricket]</i> • Change pace, length, and direction to outwit their opponent. <i>[Dodgeball; Football; Cricket]</i> • Show control when using a range of basic actions including moving and standing still (specifically master basic movements running, jumping, turning; throwing, balancing, dodging, hopping; catching; agility; co-ordination with some accuracy and power to target the area. <i>[Dodgeball; Cricket; Football]</i> • Perform a range of jumps and other dance actions while showing contrasting actions to show clarity of shape in longer sequences, alone or with a partner. <i>[Dance]</i> • Beginning to use canon, unison, formation, dynamics, character, structure, space to create routines. <i>[Dance]</i> • Demonstrate tracking, bowling, fielding, and batting skills. <i>[Cricket]</i> • Use accuracy and control when dribbling and passing a ball. <i>[Football]</i> • Begin to apply submerging, floating, gliding and basic strokes. <i>[Swimming]</i> • Demonstrate safe self-recuse in different water-based situations. <i>[Swimming]</i> 	<ul style="list-style-type: none"> • Use a large range of sending, receiving and travelling techniques in games, with varied control. <i>[Basketball; Hockey]</i> • Demonstrate a range of throwing actions using modified equipment with some accuracy and control. <i>[Basketball; Athletics]</i> • Understand and demonstrate the difference between sprinting and distance running. <i>[Athletics]</i> • Show control in take-off activities. <i>[Athletics; Basketball; Dance]</i> • Work cooperatively to put strategies and solutions into action. <i>[Basketball; Hockey; Golf]</i> • Perform dances using a range of movement patterns, including a range of jumps and other dance actions while showing contrasting actions to show clarity of shape in longer sequences, alone or with a partner. <i>[Dance]</i> • Include mirroring and smooth transitions when developing sequences. <i>[Dance]</i> • Strike a ball with accuracy, balance, co-ordination. <i>[Hockey; Golf]</i> • Apply submerging, floating, gliding and basic strokes. <i>[Swimming]</i> • Demonstrate safe self-recuse in different water-based situations. <i>[Swimming]</i> 	<ul style="list-style-type: none"> • Use a large range of sending, receiving and travelling techniques in games, with varied control. <i>[Volleyball; Tag Rugby; Netball]</i> • Perform skills with greater speed, fluency and accuracy in invasion, striking and net games. <i>[Rounders; Tag Rugby; Netball; Volleyball]</i> • Choose the best pace for a running event, in order to sustain running and improve their personal target. <i>[Athletics – Sports Day]</i> • Show control and power in take-off and landing activities. <i>[Netball; Gymnastics; Volleyball]</i> • Show accuracy and good technique when throwing and passing for distance. <i>[Tag Rugby; Netball; Rounders]</i> • Find appropriate solutions to problems and challenges. <i>[Tag Rugby; Netball]</i> • Perform sequences using a range of movement patterns individually or in a small group. <i>[Gymnastics]</i> • Adapt appropriate methods of throwing & catching; bowling; tracking, fielding and retrieving a ball. <i>[Rounders; Netball; Tag Rugby]</i> • Perform range of actions including variations of speed, level & direction, with precision, control and fluency. <i>[Gymnastics]</i> • Combine and perform actions, shapes and balances with control. Perform sequences using compositional devices and movement patterns to improve the quality. <i>[Gymnastics]</i> • Consistently apply submerging, floating, gliding and basic strokes. <i>[Swimming]</i> • Demonstrate safe self-recuse in different water-based situations. <i>[Swimming]</i>

Knowledge and Skills Map – P.E – Social ME

EYFS		
Year 1	Year 2	Year 3
<ul style="list-style-type: none"> • Children will take turns and learn to share equipment with others. <i>[Fundamentals; Gymnastics; Ball Skills, Games]</i> • Start to share their own ideas with others. <i>[Introduction; Fundamentals; Yoga; Gymnastics; Ball Skills, Games]</i> • Begin to show encouragement and support through communication. <i>[Introduction; Fundamentals; Yoga; Gymnastics; Ball Skills, Games]</i> • Work safely and explore working cooperatively. <i>[Introduction; Fundamentals; Gymnastics; Ball Skills, Games]</i> 		
<ul style="list-style-type: none"> • Describe the differences in the way their body works and feels when playing different games. • Complete fairly showing good sportsmanship <i>[Ball skills; Net and Wall, Athletics]</i> • Begin to show encouragement to others <i>[Fundamentals; Ball Skills; Gymnastics; Yoga; Net and Wall, Athletics]</i> • Talk to a partner about their ideas. <i>[Fundamentals; Ball Skills; Gymnastics; Yoga; Net and Wall, Athletics]</i> • Begin to work cooperatively in small group games. <i>[Ball Skills; Net and Wall, Athletics]</i> • <i>Explore leadership [Ball Skills]</i> 	<ul style="list-style-type: none"> • Work and compete individually and with others. <i>[Ball Skills; Dance; Sending and Receiving; Invasion; Striking and Fielding, Team Building]</i> • Compete fairly showing good sportsmanship. <i>[Ball Skills; Sending and Receiving; Striking and Fielding, Invasion]</i> • Shows encouragement to keep trying <i>[Ball Skills; Dance; Sending and Receiving; Invasion; Striking and Fielding, Team Building]</i> • Talk to a partner about their own ideas and listen to their thoughts in return. <i>[Ball Skills; Dance; Sending and Receiving; Invasion; Striking and Fielding, Team Building]</i> • Begin to work cooperatively in small group games to solve challenges <i>[Team Building; Invasion, Striking and Fielding]</i> • Explore leadership <i>[Ball Skills, Team Building]</i> 	<ul style="list-style-type: none"> • Compete fairly showing good sportsmanship individually and with others. <i>[Basketball; Gymnastics, Tennis]</i> • Recognise when their body is warmer or cooler and when their heart beats faster and slower. <i>[Basketball; Tennis, Gymnastics]</i> • Communicates to and motivates others to achieve their best and not give up themselves. <i>[OAA; Gymnastics; Swimming; Tennis, Basketball]</i> • Work with others to achieve a goal. <i>[OAA, Gymnastics]</i> • Starts to demonstrate how to self-manage games <i>[Tennis, Basketball]</i>

Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Work and compete individually and with others. <i>[Swimming; Dodgeball; Dance; Football, Cricket]</i> • <i>Compete in small-sided games fairly showing good sportsmanship. [Dodgeball; Football, Cricket]</i> • Recognise when their body is warmer or cooler and when their heart beats faster and slower <i>[Swimming; Dodgeball; Dance; Football, Cricket]</i> • Shows resilience and motivates others whilst providing feedback <i>[Swimming; Dodgeball; Dance; Football, Cricket]</i> • Effectively work in a group to achieve a shared goal <i>[Dodgeball; Dance; Football, Cricket]</i> • Shows understanding of working with others to self-manage games. <i>[Dodgeball; Football, Cricket]</i> 	<ul style="list-style-type: none"> • Work and compete individually and with others. <i>[Swimming; Basketball; Hockey; Dance; Athletics, Golf]</i> • Compete in small-sided games fairly showing good sportsmanship. <i>[Basketball; Hockey, Athletics]</i> • Communicate constructive feedback to motivate themselves and others. Develops resilience <i>[Swimming; Basketball; Hockey; Dance; Athletics, Golf]</i> • Confidently lead others within a group <i>[Basketball; Hockey; Dance; Athletics, Golf]</i> • Shows confidence when communicating with others. <i>[Swimming; Basketball; Hockey; Dance; Athletics, Golf]</i> 	<ul style="list-style-type: none"> • Work and compete individually and with others. <i>[Swimming; Tag Rugby; Netball; Gymnastics; Volleyball, Rounders]</i> • Compete in small-sided games fairly showing good sportsmanship. <i>[Tag Rugby; Netball; Volleyball, Rounders]</i> • Compete in a range of team events. <i>[Tag Rugby; Netball; Gymnastics; Volleyball, Rounders]</i> • Effectively and clearly provides constructive feedback whilst listening to ideas to improve their own work. <i>[Swimming; Tag Rugby; Netball; Gymnastics; Volleyball, Rounders]</i> • Can show consideration and inclusion when leading. <i>[Tag Rugby; Netball; Gymnastics; Volleyball, Rounders]</i> • Consistently communicates with others clearly and effectively. <i>[Swimming; Tag Rugby; Netball; Gymnastics; Volleyball, Rounders]</i>

Knowledge and Skills Map – P.E – Thinking Skills

EYFS		
Year 1	Year 2	Year 3
<ul style="list-style-type: none"> Identifying strengths in personal performance. Begin to identify personal success. Choose own movements and actions in response to simple tasks e.g., choosing to travel by skipping. Begin to provide simple feedback saying what they liked, or thought was good about someone else's performance. <i>[Introduction; Fundamentals; Yoga; Gymnastics; Ball Skills; Games; Athletics – Sports Day]</i> 		
<ul style="list-style-type: none"> Begin to participate small team games. Begin to describe some basic rules. Show good awareness of space and the actions of others. Watch, describe and comment on what they have seen. Develop ways to score. Make decisions when presented with a simple challenge. Begin to select and apply skills to use in a variety of differing situations. Begin to recall basic information. Begin to start working cohesively with a partner. <i>[Fundamentals; Ball Skills; Gymnastics; Yoga; Net and Wall; Athletics]</i> 	<ul style="list-style-type: none"> Show good awareness of space and the actions of others during games. Use a variety of simple tactics in small-sided games. Describe some basic rules. Begin to watch others and focus on specific actions to improve own skills. Handle apparatus safely and recognise risks involved. Recall basic information. Start working cohesively with a partner. Develop simple tactics. <i>[Ball Skills; Dance; Sending and Receiving; Invasion; Striking and Fielding; Team Building; Athletics – Sports Day]</i> 	<ul style="list-style-type: none"> Show good awareness of space and the actions of others. Use simple rules fairly and extend them to devise their own games. Recognise good performances in themselves and others and use what they have learned to improve their own work. Take part in relay activities remembering when to run and what to do. Recall information. Begin to watch others and focus on specific actions to improve own skills and give feedback to others. Begin to transfer skills between similar activities. Begin to start working cohesively with a small group. Develop simple tactics for attacking and defending and ways to score. <i>[OAA; Gymnastics; Swimming; Tennis; Basketball; Athletics – Sports Day]</i>

Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Describe their own and others' performance, making simple judgements about the quality of performances and suggesting ways they could be improved. • Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others. • Work in cooperative groups to use different techniques, speed and effort to meet challenges. • Handle apparatus safely and recognise risks involved. • Transfer skills between similar activities. • Start working cohesively with a small group. • Choose simple tactics for different situations. • Compares and comments on other performance and suggests ways in which to improve. • Understand and apply different skills based on the situation. • Understand how strength, stamina and speed can be improved by playing games. • <i>[Swimming; Dodgeball; Dance; Football; Cricket; Athletics – Sports Day]</i> 	<ul style="list-style-type: none"> • Know and apply the basic strategic and tactical principles of some games and adapt them to different situations. • Show good awareness of space and the actions of others. • Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others. • Identify good performances and suggest ideas for practices that will improve their play. • Work in cooperatives groups to use different techniques, speeds and effort to meet challenges. • Predict how different activities will affect heart rate, temperature and performance. • Evaluate a sequence and suggest improvements to speed, direction and level, applying some basic criteria. • Combine skills from similar activities to build success. • Begin to start working cohesively with a larger group. • Know how to contribute when attacking and defending. • Recognise their own strengths and areas for improvement. • Makes sound suggestions as to what resources can be used to differentiate a game. • Understand the need for tactics and begin to use some effectively. • <i>[Swimming; Basketball; Hockey; Dance; Athletics; Golf]</i> 	<ul style="list-style-type: none"> • Understand and choose a range of tactics and strategies for defence and attack. • With help, devise warm up and cool down activities and justify their choices. • Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others. • Develop their ability to evaluate their own and others' work, and to suggest ways to improve it using appropriate terminology. • Select and apply appropriate skills from similar activities to build success. • Start working cohesively with a larger group. • Reflect and evaluation own performance both as a group and as an individual, while suggesting areas for improvement. • Recognise and explain their thought process when playing games or completing tasks. • Understand and use tactics in a game when in different positions. • Follow the rules of games consistently and honestly. • <i>[Swimming; Tag Rugby; Netball; Gymnastics; Volleyball; Rounders; Athletics – Sports Day]</i>

