



Physical Education Curriculum Progression Map 2019 - 2020

	Year 3	Year 4	Year 5	Year 6
Sports	Multi-skills, Dance, Gymnastics, Football, Striking and Fielding (Cricket and Rounders), Athletics, Swimming	Football, Dance, Gymnastics, Kwik Cricket, Tennis, Athletics	Dance, Netball, Gymnastics, Kwik Cricket, Tennis, Athletics	Tag Rugby, Dance, Gymnastics, Rounders, Badminton, Athletics
Acquiring and developing movement	Pupils consolidate existing actions, body shapes and balances, applying them with greater control and co-ordination. Whilst improvising freely, pupils gain new skills that may skill require development.	Pupils select and use a range of skills, actions and ideas appropriately, applying them with greater control and co-ordination during performance. Equipment used with greater control and coordination.	Pupils link skills, techniques and ideas and apply them accurately and appropriately during performance. Pupils combine and perform actions, shapes and balances with some fluency.	Pupils select and combine skills, techniques and ideas and apply them accurately and appropriately, showing precision, control and fluency.
Selecting and applying skills, tactics and compositional ideas	With encouragement, pupils select and use appropriate actions and use simple compositional ideas appropriately, beginning to apply them with control and coordination. They understand and apply a wide range of tactics and compositional ideas in play.	Pupils select and use skills, actions and ideas appropriately, applying them with control and co-ordination. They show understanding of tactics and composition by starting to vary how they respond to different game situations.	Pupils performance shows precision, control and fluency and that they understand tactics and composition. Pupils begin to perform expressively, using and adapting steps and formations within different dance styles.	When performing, pupils draw on what they know about strategy, composition and tactics. Pupils create structured phrases within a dance of gymnastics sequence that communicate well to the audience.
Evaluating and improving performance	Pupils can talk about similarities and differences to and from the work of others, making simple judgements about the quality of the performances. As a group,	Pupils can see how their work is similar and different to and from the work of others. They use feedback and self-evaluation points to improve	Using basic criteria, pupils compare and comment on skills, techniques and ideas used in own and others' work. Pupils use this understanding	Pupils analyse and comment on skills, techniques and ideas and how these are applied in their own and others' work. They modify and refine skills and



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	pupils are able to use this evaluation to improve their own performance.	elements of their own work and recognise how their work has been improved.	to improve their own performance.	techniques to improve their performance.
Knowledge and understanding of health and fitness	Pupils begin to understand why they warm up and why physical activity is important for good health. Pupils recognise which activities help their speed, strength and stamina.	Pupils give reasons why they warm up before exercise and why physical activity is good for their health. Pupils describe how the body reacts during different types of activity and how this affects performance.	Pupils explain and apply basic safety principles in preparing for exercise. They describe the effects exercise has on their own bodies and how it is valuable to their own health and fitness. Pupils lead effective warm up and cool downs.	Pupils explain how their body reacts during different types of exercise. They warm up and cool down in ways that suit the activity. They explain why regular, safe exercise is good for their health and fitness. Pupils lead safe and effective warm up and cool downs that relate to and benefit the learning in the lesson.
Preparation for lifelong participation	Pupils know the importance of agility, balance, co-ordination, suppleness and strength.	Pupils recognise which activities help their agility, balance, co-ordination, speed, stamina and strength.	Pupils understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves.	Pupils understand why exercise is good for health, fitness and wellbeing and use this to become healthier themselves and positively influence others.
Acquiring and developing swimming skills	<p>To work with confidence in the water over a distance of at least 25m.</p> <p>To improve control and co-ordination of their bodies in the water.</p> <p>To choose and vary strokes and skills, according to the task and the challenge.</p> <p>To performance safe, self-rescue in different water based situations.</p>			
Outdoor Adventurous Activities	To explore their outdoor surrounding. To follow simple routes and trails using some degree of teamwork. Pupils understand reasons why OAA is important.	To solve simple challenges and problems successfully. Pupils develop the ability to work as a team. To understand how the challenge of OAA can help their fitness, health and wellbeing.	To develop and refine problem solving skills when working in groups and on their own. To understand how the challenge of OAA can help their fitness, health and wellbeing and apply these to their own learning and lifestyle.	To develop and refine orienteering and problem solving skills by deciding which approach to use. To adapt skills and understanding as their move from familiar to unfamiliar environments.



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				To select and use learning from OAA to successfully solve a range of problem both in and out of school.
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