



Goldenhill Primary Academy P.E progression Map 2022 - 2023

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Swimming</p> <p>NC: All schools must provide swimming instruction either in KS1 or KS2. *This academic year, Y5 and Y6 will have swimming lessons.</p>	<p><u>Beginners:</u></p> <ul style="list-style-type: none"> • Submerge and regain feet in the water. • Breathe in sync with an isolated kicking action from 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 on front and back for short periods of time. • Confidently roll from front to back and then regain a standing position. <p><u>Developers:</u></p> <ul style="list-style-type: none"> • 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, consistently 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. • Comfortably demonstrate sculling head first, feet first and treading water. <p><u>Intermediate:</u></p> <ul style="list-style-type: none"> • 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 good technique in a wider range of strokes over increased distances. • Combine gliding and transitioning in to an appropriate stroke with good control. • Confidently link a variety of floating actions together demonstrating good technique and control. • Select and apply the appropriate survival technique to the situation. 						



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<p>Dance</p> <p>NC: KS1: Perform dances using simple movement patterns.</p> <p>KS2: Perform dances using a range of movement patterns.</p>	<ul style="list-style-type: none"> • Copy basic body actions and rhythms. • Choose and use travelling actions, shapes and balances. • Travel in different pathways using the space around them. • Begin to use dynamics and expression with guidance. • Begin to count to music. 	<ul style="list-style-type: none"> • Copy, remember and repeat actions. • Choose actions for an idea. • Use changes of direction, speed and levels with guidance. • Show some sense of dynamic and expressive qualities. • Begin to use counts. 	<p>Copy, remember and repeat a series of actions. • Select from a wider range of actions in relation to a stimulus. • Use pathways, levels, shapes, directions, speeds and timing with guidance. • Use mirroring and unison when completing actions with a partner. • Show a character through actions, dynamics and expression. •</p>	<ul style="list-style-type: none"> • Copy remember and perform a dance phrase. • Create short dance phrases that communicate an idea. • Use canon, unison and formation to represent an idea. • Match dynamic and expressive qualities to a range of ideas. • Use counts to keep in time with a partner and group. 	<p>Copy, remember and adapt set choreography. • Choreograph considering structure individually, with a partner and in a group.</p> <ul style="list-style-type: none"> • Use action and reaction to represent an idea. • Change dynamics to express changes in character or narrative. • Use counts when choreographing short phrases. 	<p>Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing. • Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus. • Confidently perform choosing appropriate dynamics to represent an idea. • Use counts</p>	



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			Use counts with help to stay in time with the music.			accurately when choreographing to perform in time with others and the music.	
<p>Gymnastics</p> <p>NC: KS1: Master basic movements as well as developing balance, agility and co-ordination.</p> <p>KS2: Develop flexibility, strength, technique, control and balance.</p>	<ul style="list-style-type: none"> • Create shapes showing a basic level of stillness using different parts of their bodies. • Begin to take weight on different body parts. • Show shapes and actions that stretch their bodies. • Copy and link simple actions together. 	<ul style="list-style-type: none"> • Perform balances making their body tense, stretched and curled. • Take body weight on hands for short periods of time. • Demonstrate poses and movements that challenge their flexibility. • Remember, repeat and link simple actions together. 	<ul style="list-style-type: none"> • Perform balances on different body parts with some control and balance. • Take body weight on different body parts, with and without apparatus. • Show increased awareness of extension and flexibility in actions. • Copy, remember, repeat and plan linking simple actions with 	<ul style="list-style-type: none"> • Complete balances with increasing stability, control and technique. • Demonstrate some strength and control when taking weight on different body parts for longer periods. • Demonstrate increased flexibility and extension in their actions. • Choose actions that flow well into one another both on and 	<ul style="list-style-type: none"> • Use body tension to perform balances both individually and with a partner. • Demonstrate increasing strength, control and technique when taking own and others weight. • Demonstrate increased flexibility and extension in more challenging actions. 	<ul style="list-style-type: none"> • Show increasing control and balance when moving from one balance to another. • Use strength to improve the quality of an action and the range of actions available. • Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them. 	<ul style="list-style-type: none"> • Combine and perform more complex balances with control, technique and fluency. • Demonstrate more complex actions with a good level of strength and technique. • Confidently transition from one action to another showing appropriate control and extension for the



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			some control and technique.	off apparatus.	<ul style="list-style-type: none"> • Plan and perform sequences showing control and technique with and without a partner. 	<ul style="list-style-type: none"> • Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner. 	<p>complexity of the action.</p> <ul style="list-style-type: none"> • Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.
<p>Striking/Fielding</p> <p>Team Games</p> <p>Invasion</p> <p>Multi-skills</p> <p>Tennis</p> <p>Throwing & Catching</p> <p>NC: KS1: Master basic movements including throwing and</p>	<p>Drop and catch with two hands</p> <ul style="list-style-type: none"> • Move a ball with feet. • Throw and roll a variety of beanbags and larger balls to space. • Kick larger balls to space. • Stop a beanbag or large ball sent to them using hands. • Attempt to stop a large 	<p>Drop and catch a ball after one bounce on the move</p> <ul style="list-style-type: none"> • Move a ball using different parts of the foot. • Throw and roll towards a target with some varying techniques. • Kick towards a stationary target. • Catch a beanbag and a 	<ul style="list-style-type: none"> • Dribble a ball with two hands on the move. • Dribble a ball with some success, stopping it when required. • Throw and roll towards a target using varying techniques with some success. • Show balance when kicking 	<ul style="list-style-type: none"> • Dribble the ball with one hand with some control in game situations. • Dribble a ball with feet with some control in game situations. • Use a variety of throwing techniques in game situations. • Kick towards a partner in game situations. 	<ul style="list-style-type: none"> • Link dribbling the ball with other actions with increasing control. • Change direction when dribbling with feet with some control in game situations. • Use a variety of throwing techniques with increasing 	<ul style="list-style-type: none"> • Use dribbling to change the direction of play with some control under pressure. • Dribble with feet with some control under increasing pressure. • Use a variety of throwing techniques with some control under 	<ul style="list-style-type: none"> • Use dribbling to change the direction of play with some control under pressure. • Use a variety of dribbling techniques to maintain possession under pressure. • Use a variety of throwing techniques including



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<p>catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p>KS2: use throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>ball sent to them using feet. • Hit a ball with hands. • Run and stop when instructed. • Move around showing limited awareness of others. • Make simple decisions in response to a situation.</p>	<p>medium - sized ball. • Attempt to track balls and other equipment sent to them. • Strike a stationary ball using a racket. • Run, stop and change direction with some balance and control. • Recognise space in relation to others. • Begin to use simple tactics with guidance.</p>	<p>towards a target. • Catch an object passed to them, with and without a bounce. • Move to track a ball and stop it using feet with limited success. • Strike a ball using a racket. • Run, stop and change direction with balance and control. • Move to space to help score goals or limit others scoring. • Use simple tactics.</p>	<ul style="list-style-type: none"> • Catch a ball passed to them using one and two hands with some success. • Receive a ball sent to them using different parts of the foot. • Strike a ball with varying techniques. • Change direction with increasing speed in game situations. • Use space with some success in game situations. • Use simple tactics individually and within a team. 	<p>success in game situations. • Kick with increasing success in game situations. • Catch a ball passed to them using one and two hands with increasing success. • Receive a ball using different parts of the foot under pressure. • Strike a ball using varying techniques with increasing accuracy. • Change direction to lose an opponent with some success.</p>	<p>increasing pressure. • Catch and intercept a ball using one and two hands with some success in game situations. • Receive a ball using different parts of the foot under pressure with increasing control. • Strike a ball using a wider range of skills. Apply these with some success under pressure. • Use a variety of techniques to change direction to lose an opponent. •</p>	<p>fake passes to outwit an opponent. • Select and apply the appropriate kicking technique with control. • Catch and intercept a ball using one and two hands with increasing success in game situations. • Receive a ball with consideration to the next move. • Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.</p>
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					<ul style="list-style-type: none"> • Create and use space with some success in game situations. 	<p>Create and use space for self and others with some success.</p>	<ul style="list-style-type: none"> • Confidently change direction to successfully outwit an opponent.
<p>Fundamentals</p> <p>Athletics</p> <p>Movement</p> <p>Fitness</p> <p>NC KS1: master basic movements including running, jumping and throwing, as well as developing balance, agility and co - ordination, and begin to apply these in a range of activities.</p>	<ul style="list-style-type: none"> • Run and stop with some control. • Explore skipping as a travelling action. • Jump and hop with bent knees. • Throwing larger balls and beanbags into space. • Balance whilst stationary and on the move. • Change direction at a slow pace. • Explore moving different 	<ul style="list-style-type: none"> • Attempt to run at different speeds showing an awareness of technique. • Begin to link running and jumping movements with some control. • Jump, leap and hop and choosing which allows them to jump the furthest. • Throw towards a target. • Show some control and balance when travelling at 	<ul style="list-style-type: none"> • Show balance and co - ordination when running at different speeds. • Link running and jumping movements with some control and balance. • Show hopping and jumping movements with some balance and control. • Change technique to throw for distance. • Show control and balance 	<ul style="list-style-type: none"> • Show balance, co - ordination and technique when running at different speeds, stopping with control. • Link running, hopping and jumping actions using different take offs and landing. • Jump for distance and height with an awareness of technique. • Throw a variety of objects, changing 	<ul style="list-style-type: none"> • Demonstrate how and when to speed up and slow down when running. • Link hopping and jumping actions with some control. • Jump for distance and height showing balance and control. • Throw with some accuracy and power towards a target area. • Demonstrate 	<ul style="list-style-type: none"> • Run at the appropriate speed over longer distances or for longer periods of time. • Show control at take -off and landing in more complex jumping activities. • Perform a range of more complex jumps showing some technique. • Show accuracy and power 	<ul style="list-style-type: none"> • Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time. • Link running, jumping and hopping actions with greater control and co - ordination. • Perform jumps for height and distance using good technique.



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<p>KS2: use running, jumping and throwing in isolation and in combination</p>	<p>body parts together</p>	<p>different speeds. <ul style="list-style-type: none"> • Begin to show balance and co-ordination when changing direction. • Use co-ordination with and without equipment. </p>	<p>when travelling at different speeds. <ul style="list-style-type: none"> • Demonstrates balance and co-ordination when changing direction. • Perform actions with increased control when co-ordinating their body with and without equipment. </p>	<p>action for accuracy and distance. <ul style="list-style-type: none"> • Demonstrate balance when performing other fundamental skills. • Show balance when changing direction in combination with other skills. • Can co-ordinate their bodies with increased consistency in a variety of activities. </p>	<p>good balance when performing other fundamental skills. <ul style="list-style-type: none"> • Show balance when changing direction at speed in combination with other skills. • Begin to co-ordinate their body at speed in response to a task. </p>	<p>when throwing for distance. <ul style="list-style-type: none"> • Demonstrate good balance and control when performing other fundamental skills. • Demonstrate improved body posture and speed when changing direction. • Can co-ordinate a range of body parts at increased speed </p>	<ul style="list-style-type: none"> • Show accuracy and good technique when throwing for distance. • Show fluency and control when travelling, landing, stopping and changing direction. • 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 a speed appropriate
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