



Brookdale Primary School, **Physical Education** Whole School Progression Map

	Year 1	Year 2
Games	<ul style="list-style-type: none"> • Throw underarm • Roll a piece of equipment • Hit a ball with a bat • Move and stop safely • Catch with both hands • Throw in different ways • Kick in different ways 	<ul style="list-style-type: none"> • Use hitting, kicking and/or rolling in a game • Stay in a 'zone' during a game • Decide where the best place to be is during a game • Use one tactic in a game • Follow rules
Gymnastics	<ul style="list-style-type: none"> • Make their body tense, relaxed, curled and stretched • Control their body when travelling • Control their body when balancing • Copy sequences and repeat them • Roll in different ways • Travel in different ways • Balance in different ways • Climb safely • Stretch in different ways • Curl in different ways 	<ul style="list-style-type: none"> • Plan and show a sequence of movements • Use contrast in their sequences • Produce controlled movements • Think of more than one way to create a sequence which follows a set of 'rules' • Work on their own and with a partner to create a sequence
Dance	<ul style="list-style-type: none"> • Explore and perform basic body actions • Use different parts of the body singly and in combination • Show some sense of dynamic, expressive and rhythmic qualities in their own dance • Choose appropriate movements for different dance ideas • Remember and repeat short dance phrases and simple dances • Move with control • Vary the way they use space • Describe how their lungs and heart work when dancing • Describe basic body actions and simple expressive and dynamic qualities of movement 	<ul style="list-style-type: none"> • Perform body actions with control and coordination • Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling • Change rhythm, speed, level and direction • Dance imaginatively • Remember and repeat dance phrases / sequences • Perform and describe the mood, feelings and expressive qualities of dance • Describe how dancing affects their body • Suggest ways they could improve their work

	Year 3	Year 4
Games	<ul style="list-style-type: none"> • Throw and catch with control when under limited pressure • Be aware of space and use it to support team- mates and cause problems for the opposition • Know and use rules fairly to keep games going • Keep possession with some success when using equipment that is not used for throwing and catching skills 	<ul style="list-style-type: none"> • Catch with one hand • Throw and catch accurately • Hit a ball accurately and with control • Keep possession of the ball • Move to find a space when they are not in possession during a game • Vary tactics and adopt skills according to what is happening
Gymnastics	<ul style="list-style-type: none"> • Use a greater number of their own ideas for movement in response to a task • Adopt sequences to suit different types of apparatus and their partner’s ability • Explain how strength and suppleness affect performances • Compare and contrast gymnastic sequences, commenting on similarities and differences 	<ul style="list-style-type: none"> • Work in controlled way • Include change of speed • Include change of direction • Include range of shapes • Follow a set of ‘rules’ to produce a sequence • Work with a partner to create, repeat and improve a sequence with at least three phases
Dance	<ul style="list-style-type: none"> • Improvise freely, translating ideas from a stimulus into movement • Share and create phrases that communicate ideas with a partner and in small groups • Repeat, remember and perform these phrases in a dance • Use dynamic, rhythmic and expressive qualities clearly and with control • Understand the importance of warming up and cooling down • Recognise and talk about the movements used and the expressive qualities of dance • Suggest improvements to their own and other people’s dances 	<ul style="list-style-type: none"> • Respond imaginatively to a range of stimuli related to character and narrative • Use simple motifs and movement patterns to structure dance phrases on their own, with <ul style="list-style-type: none"> • a partner and in a group • Take the lead when working with a partner or group • Refine, repeat and remember dance phrases and dances • Perform dances clearly and fluently • Communicate and show sensitivity to the dance idea and the accompaniment • Describe, interpret and evaluate dance, using appropriate language.
Athletics	<ul style="list-style-type: none"> • Run at fast, medium and slow speeds, changing speed and direction • Link running and Jumping activities with some fluency, control and consistency • Make up and repeat a short sequence of linked jumps • Take part in a relay activity, remembering when to run and what to do • Throw a variety of objects, changing their action for accuracy and distance 	<ul style="list-style-type: none"> • Run over a long distance • Sprint over a short distance • Throw in different ways • Hit a target • Jump in different ways

	Year 5	Year 6
Games	<ul style="list-style-type: none"> • Gain possession by working as a team • Pass in different ways • Use forehand and backhand with a racquet 	<ul style="list-style-type: none"> • Explain complicated rules • Make a team plan and communicate it to others • Lead others in a game situation

	<ul style="list-style-type: none"> • Field • Choose the best tactics for attacking and defending • Use a number of techniques to pass, dribble and shoot 	
Gymnastics	<ul style="list-style-type: none"> • Make complex or extended sequences • Combine action, balance and shape • Perform consistently to different audiences • Produce accurate, clear and consistent movements 	<ul style="list-style-type: none"> • Combine their own work with that of others • Link their sequences to specific timings
Dance	<ul style="list-style-type: none"> • Perform to an accompaniment, expressively and sensitively • Plan and perform dances confidently • Compose motifs and plan dances creatively and collaboratively in groups • Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use • Perform different styles of dance clearly and fluently with accuracy and consistency • Produce controlled movements • Recognise and comment on dances, showing an understanding of style 	<ul style="list-style-type: none"> • Work creatively and imaginatively on their own and/or with a partner to compose motifs and structure simple dances in their own or a specific style • Perform to on accompaniment expressively and sensitively • Choose their own music, style and dance • Perform dances fluently and with control • Understand how dance helps to keep them healthy • Discuss dance with understanding, using appropriate language and terminology
Athletics	<ul style="list-style-type: none"> • Be controlled when taking off and landing in a Pump • Throw with accuracy • Combine running and jumping • Follow specific rules 	<ul style="list-style-type: none"> • Demonstrate stamina • Use their skills in different situations