

Wath Central - PE Progression Map

Dance					
Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> • Respond to a range of stimuli. • Perform simple rhythmic patterns and repeat them in different formations. • Work alone, with guidance from the teacher, to create movement ideas in response to a story or repeated rhythm. • Select movements from those they practise to create a dance. • Observe each other and talk about their dances using appropriate language. 	<ul style="list-style-type: none"> • Respond to different types of stimuli (music, poems, story) • Copy and perform simple movements / rhythmic patterns. • Change and vary actions – show contrasts in shape, speed and size. • Work in pairs or small groups to create ideas for a dance. • Use a variety of basic dance actions (turning, jumping, travelling) gesture, shape and stillness. • Observe each other dancing and say what they like and what can be made better. 	<ul style="list-style-type: none"> • Respond imaginatively to a simple stimulus. • Perform dance actions with greater control, fluency and co-ordination. • Improvise freely, translating ideas from stimulus into movement. • Create and link dance phrases using a simple dance structure. • Perform dances with an awareness of rhythmic, dynamic and expressive qualities. • Describe and evaluate how they might improve their dances. 	<ul style="list-style-type: none"> • Respond imaginatively to a range of stimuli. • Perform more complex dance phrases clearly and fluently. • Develop simple motifs and movement patterns to structure dance phrases. • Perform a dance with two sections (A and B) that captures the mood of the dance. • Demonstrate a range of descriptive language when talking about and evaluating dances. 	<ul style="list-style-type: none"> • Respond to a range of stimuli and accompaniment. • Perform with expression to convey a variety of moods and feelings. • Demonstrate competence in actions and dynamics. • Begin to use basic compositional principles. • Explore, improve and plan dances in groups. • Comment on work in order to improve skills and performance. 	<ul style="list-style-type: none"> • Work creatively and imaginatively on their own and with a partner. • Perform with expression and show clear understanding of the dance. • Create and structure motifs, phrases, sections and whole dances. • Perform dances fluently and with control. • Evaluate, refine and develop their own and others work.

Wath Central - PE Progression Map

Games					
Y1	Y2	Y3	Y4	Y5	Y6
<p><u>Ball Skills and games</u> Familiarisation with a ball Patting and bouncing the ball. Kicking the ball and dribbling. Throwing and catching using bean-bags / quoits Using skills to develop individual and partner target games. <u>Throwing and catching – aiming games</u> Throwing and catching with different equipment. Throwing one handed. Aiming using different equipment. Rolling, kicking, bouncing and throwing to aim at a range of targets. Aiming onto/over lines, at targets, hoops, skittles etc. Partner aiming games.</p>	<p><u>Dribbling, Kicking and Hitting</u> Dribble to develop control, change of speed and direction. Pass, receive and strike a ball in a variety of ways. With partner, strike a ball along the floor and through the air using hands and a range of implements. Develop simple tactics for attacking and defending. <u>Throwing and catching – Inventing Games</u> Develop throwing and catching skills using a range of equipment (different sizes, shapes, weights etc) "Beat your own record" activities to put the skill under pressure and send and receive using different directions and levels. Throw, catch and bounce in different ways. Make up games using these skills – teach game to a partner and play co-operatively.</p>	<p><u>Ball Skills – Invasion Focus</u> Pass and receive with hands in different ways. Dribble, pass and receive with feet. Sequence passing. Signal for the ball – move into space to receive the ball. Keep possession and progress down pitch. Co-operative and competitive games to further develop skills and tactics under pressure. <u>Striking / Fielding Games</u> Develop throwing and catching e.g. underarm, overarm, high, low, fast, slow Develop fielding skills. Develop accurate "feed" Develop striking skills along the ground and in the air. Engage in co-operative situations experiencing different roles – fielder, batter, and bowler. Situations to encourage placement.</p>	<p><u>Invasion Games</u> Sending – passing, throwing, kicking to develop control, accuracy and consistency. Send, receive, gather, keeping possession. Develop spatial awareness and decision making. Develop dodging, marking, signalling and interception. Revise pass and move and forward progression down the pitch. Develop tactics for attack and defence across activities. <u>Striking and Fielding Games</u> Develop striking skills and techniques. Develop accuracy of striking and redirecting the ball. Develop accuracy in underarm and overarm throw. Receive ball from one direction and throw / strike in another. Develop fielding skills - collect variety of moving balls.</p>	<p><u>Invasion and Target (Ball Handling)</u> Reinforce and develop pass and move. Keep possession – principles of attack – dodge. Regain possession – principles of defence, marking, interception. Move, receive, pivot and pass. Pass accurately and quickly in different directions and signal for ball. Develop team co-operation and attacking and defending strategies. <u>Striking and Fielding Games</u> Develop striking skills with rounders batons and cricket bats – encourage accuracy using targets. Develop and extend catching skills. Develop different aspects of fielding. Engage in throwing for distance, speed and accuracy. Develop bowling technique.</p>	<p><u>Invasion Games (Ball Handling)</u> Pupils now apply skills learnt to participate in small-sided games of netball, basketball and / or rugby. Techniques and skills related specifically to each individual game are taught. <u>Striking and Fielding Games</u> Pupils now apply skills learnt to participate in small-sided striking and fielding games of rounders and / or cricket. Children begin to identify the differences between individual games and recognise and adapt to their unique characteristics.</p>

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Games (continued)					
Y1	Y2	Y3	Y4	Y5	Y6
<p><u>Bat / Ball Skills and Games</u> Roll and push the ball along the ground with a bat. Push and roll in different directions and weave through "slaloms" Balance a ball on a bat with control – standing and walking. In a controlled way hit a ball upwards / downwards with a bat. Strike a ball to a partner – both along the ground and in the air. Strike a ball rolled or thrown with a partner. Strike alternatively to each other along the ground. <u>Developing Partner Work</u> Co-operative games are developed to practise and progress the various sending and receiving skills. Children change the rules to make the games more challenging.</p>	<p><u>Making Up a Game</u> Aim at stationary or moving target with variety of equipment. Aim, using different types of sending with hands, feet and bat. Develop simple strategies and tactics. Track the path of a ball and intercept efficiently. Run after a moving ball, field it and return. Receive the ball on the move. Make up games with rules choosing appropriate equipment and add in challenge. <u>Group Games and Inventing Rules</u> Work co-operatively in small groups to play a range of games. Develop bouncing, kicking, throwing, catching and striking skills. Develop footwork and whole body coordination. Children invent scoring system and simple rules, Develop simple group tactics.</p>	<p><u>Net / Court / Wall Games</u> Develop accurate "feeding" and throwing skills. Bat and ball activities and skills. Develop mobility and tactical awareness. Aiming into spaces to make it difficult for an opponent. High barrier and low level barrier to encourage high and low throwing / hitting. Games for throwing and striking ball with hands or apparatus. Encourage understanding of principles. <u>Creative Games Making</u> Children problem-solve to improve given games. Children select, apply, reinforce and develop previously learned skills in group games. Children offered limited choice of equipment. Children ask questions in order to develop and improve the games.</p>	<p><u>Net / Court / Wall Games</u> Hit with a bat to develop technique, consistency and accuracy. Develop the volley. Strike different size / weight balls and shuttles with hands / bats. Move to hit the ball alternately. Develop accuracy, control and consistency in a range of shots. Small games over high net to encourage use of volley – place to make difficult for opponent to return. <u>Problem Solving and Inventing Games</u> Situations encouraging problem-solving, decision-making and making up rules. Children modify rules of given games. Develop games drawing on principles, skills and tactics of different "families" of games.</p>	<p><u>Net / Court / Wall Games</u> Develop striking skills with bats and racquets over a net and at targets. Explore receiving from different angles and sending into different angles on the court. Develop range of game situations. Develop and extend skills of striking a large ball over high net "volley" and "dig". Play basic volley ball mini-game applying skills. <u>Invasion Games (Implement and Kicking)</u> Develop skills with hockey stick – pushing and dribbling. Develop dribbling, kicking and controlling skills with feet. Encourage safe tackling and develop skill of shielding ball. Pass and move – receive the ball on the move. Develop possession play and defending – "falling back".</p>	<p><u>Net / Court / Wall Games</u> Pupils now apply skills learnt to participate in small-sided games of volleyball and / or tennis. Children develop the range and quality of their skills when playing games using racquets and hands. Children explore the differences between the games and develop specific skills and tactics. <u>Invasion Games – (Implement and Kicking)</u> Pupils now apply skills learnt to participate in small-sided games of hockey and or football. Children develop skills and tactics under pressure and develop team skills of co-operation and communication. Children also improve their attacking and defending play, applying skills and strategies to outwit opponents.</p>

Wath Central - PE Progression Map

Gymnastics					
Y1	Y2	Y3	Y4	Y5	Y6
<p><u>Flight – Bouncing, Jumping and Landing</u> Hopping, bouncing, skipping, jumping in different directions. 1 foot to 2 feet jumping. Thin shapes, star shapes. High and low levels.</p> <p><u>Points and Patches</u> Small and large parts to balance on. Partner work – making hole for partner to slide under. Travelling on small "points" + large "patches" smoothly and showing different speeds.</p> <p><u>Rocking and Rolling</u> Which body parts can you rock upon? Different rolling actions. Join together jump and roll. Short sequences.</p> <p><u>Wide-Narrow-Curled</u> Different stretched balances showing wide and narrow shapes. Travelling in long and narrow, wide and short shapes. Close to ground and far away from ground. Tucked jump. Feet together and apart. Run-jump, roll and stretched balance.</p>	<p><u>Parts High and Parts Low</u> Travelling close to and far away from the ground. Travelling with different parts high.</p> <p><u>Pathways – Straight, Zig-Zag and Curving</u> Identification of different pathways (direction, size) with different movements. Partner work – "Follow my Leader"</p> <p><u>Turning-Spinning-Twisting</u> Turning jumps – quarter, half, three-quarters, full Spinning on different body parts. Twisting in air and on floor linking to sequence.</p> <p><u>Linking Movements Together</u> Continuity of movement Changes of speed and level Different parts of the body leading into the next movement. Making up short sequences.</p>	<p><u>Stretching, Curling and Arching</u> Different ways of travelling in a curled-up shape / stretched out shape. Stretching in balances "points and patches". Partnerwork – matching and contrasting movements.</p> <p><u>Symmetry and Asymmetry</u> Identification of symmetrical and asymmetrical (s + a) Balancing and travelling s + a. High, medium and low movement – smooth transitions. Partnerwork – perform matching sequences side-by-side.</p> <p><u>Pathways</u> Flexible and direct pathways. Choosing appropriate movements for different pathways - acceleration/ deceleration / change of level.</p> <p><u>Travelling with change of front + direction</u> Travelling in same direction using jump to change the way you face. Change direction and build into a sequence.</p>	<p><u>Balance</u> Emphasis of size of body part supporting weight. Balancing right way up and upside-down Different body shapes in balances. Join movements together in sequence.</p> <p><u>Receiving Body Weight</u> Different body parts taking weight in balance and travel. Move smoothly from one balance to another. Continuity of movement in a sequence with partner.</p> <p><u>Balance Leading Into Change of Front or Direction</u> Establish different balances on different body parts. Join together run / jump / roll / balance to change face. Explore travelling in different directions+ levels. Sequence showing changes of direction.</p> <p><u>Rolling</u> Explore different ways of rolling. Teaching points for forward and backward roll. Join movements together including a roll.</p>	<p><u>Bridges</u> Exploring different bridge shapes (high and low) Travelling in bridge shapes – moving smoothly into and out of. Join movements into sequence.</p> <p><u>Flight</u> Emphasis on jumping and landing (5 basic jumps) Explore different shapes in air. Jump, land and move into a roll sequence.</p> <p><u>Functional Use of the Limbs</u> Explore different ways of pulling and pushing to travel along ground. Using swinging to travel. Gripping to hold balance and travel. Travelling and balancing. Continuous movement – sequence.</p> <p><u>Spinning and Turning</u> Turning and spinning on different body parts. Around the long axis of body; side axis of the body; around the front to back axis of the body. Put in sequence.</p>	<p><u>Matching, Mirroring and Contrasting</u> Partnerwork – matching and mirroring. Different modes of travelling and exploring shapes and different levels. Continuity of movement and changes of speed.</p> <p><u>Synchronisation and Canon (s + c)</u> Partnerwork to understand s + c. Floor and apparatus – explore s + c with different ways of travelling, directions, parts of body, pathways and rhythm.</p> <p><u>Holes and Barriers</u> Stretched and curled, contact and non-contact with partner. Moving over and under a partner stable base + moving base. Matching and contrasting shapes sequences in 2s.</p> <p><u>Counter-Balance + Counter-Tension</u> Pushing and pulling against floor + apparatus to hold balanced position. Pushing and pulling against partner to create balance – different levels, shapes, body parts.</p>

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Orienteering					
Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> • Understand that a map is an aerial picture of the ground. • Understand how to orientate the map. • Identifying a position on the map. • Understand the use of symbols and a key. • Develop spatial awareness of the relationship of shapes to each other. 	<ul style="list-style-type: none"> • Orientating and "thumbing" the map. • Following a route while keeping the map set. • Know the symbols for Start and Finish. • Using the map to locate a control. • Planning a route from control to control. • Following a course accurately. • Have knowledge of map symbols and map colours. • Relate symbols to real life objects. 	<ul style="list-style-type: none"> • Setting / orientating the map to the ground (introducing school map) • Follow a route on the map. • Know the map symbols and colours. • Folding and "thumbing" the map. • Recognition of features on the map and the ground. • Keeping the map orientated. • Identifying exact position on the map. 	<ul style="list-style-type: none"> • Recapping and building on all skills learnt so far. • Work co-operatively as a team (introducing team relays) • Fast decision making. • Compete successfully as a team. 	<ul style="list-style-type: none"> • Recapping and building on all the skills learnt so far. • Make quick decisions. • Navigate accurately between controls. • Plan the most concise route between controls. • Clock Relay – team competition (British Orienteering Federation Rules) 	<ul style="list-style-type: none"> • Recapping and building on all the skills learnt so far • Head to head sprints. • Quick decision making. • Combine running speed with navigation skills under pressure of time constraints.

Wath Central - PE Progression Map

Athletics					
Y1	Y2	Y3	Y4	Y5	Y6
Develop techniques of:- <ul style="list-style-type: none"> • Changing speed. • Running style. • Running in curved pathways. • Control in picking up/putting down equipment. • Underarm throwing + push throw. • Pull throw – overarm throwing. • Jumping - simple take-offs and landings. • Jumping techniques and combinations of jumps together with a partner. 	Develop techniques of:- <ul style="list-style-type: none"> • Technique in short distance running. • Paced running – even pacing between obstacles. • Underarm throwing (fling throw) for distance and accuracy. • Push-throw and push-bounce. • Throwing for distance. • Jumping with different take-offs and landings. • Jumping for distance using different patterns and take-offs and landings. 	Develop techniques of:- <ul style="list-style-type: none"> • Sprinting style (use of arms and legs) • Sprinting and changing pace • Relays and simple shuttle take-over • Longer distances - endurance • throwing for accuracy (fling-throw) • Throwing for distance (pull-throw) • Jumping – take-offs and landings (combinations) • Jumping for distance, 	Develop techniques of:- <ul style="list-style-type: none"> • Running for speed and distance. • Sprint speed and take-over from behind. • Running over obstacles. • Paced running for distance. • Throwing techniques – push and pull • Throwing for distance and accuracy. • Using different throws for accuracy. • Jumping, high and low. • Combination jumping. • Relay take over – downsweep. 	Develop techniques of:- <ul style="list-style-type: none"> • Developing rhythm in running over obstacles. • Sprinting style. • Relay take-over "upsweep" • Estimating duration, distance and speed. • Sprint starts. • Relays. • Throwing – "Pull" throw • Throwing for distance and accuracy. • Jumping combinations. • Jumping high and long. 	Develop techniques of:- <ul style="list-style-type: none"> • Drive and speed. • Running over obstacles and running longer distances. • Stride frequency and smooth relay take overs (upsweep and downsweep) • Changing direction at speed. • Throwing styles (shot and sling – discus) • Pull throw – javelin • Jumping long + combination (triple jump) • Jumping for height (scissor jump)