

Western Community Primary School PE Progression Map



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE Focus	NUFC <u>Agility and Co-ordination</u> Begin to move in different directions. (Agility, Balance and Coordination) Begin to explore ways to balance when stationary. (Agility, Balance and Coordination) Begin to explore various coordination activities e.g. Collection games.	NUFC: Multiskills <u>Dance (Move it)</u> Copy some dance moves with some control. (Dance) Begin to understand moving at different levels; low, medium, high, elevated. (Dance) Begin to move with different speeds. (Dance) Move depending on how the music	Agility and Co-ordination NUFC Begin to move in different directions. (Agility, Balance and Coordination) Begin to explore ways to balance when stationary. (Agility, Balance and Coordination) Begin to explore various coordination activities e.g. Collection games.	Gymnastics (Western staff do all PE this half term) Copy and explore basic movements. (Gymnastics) Balance with some control. (Gymnastics) Perform different body shapes with support. (Gymnastics) Perform a two-footed jump.	Western Staff do all PE this half term <u>Outdoor adventurous activities</u> Use his/her orienteering skills to find areas around school from a photograph. (Outdoor and Adventurous Activity) Work with a partner and in a small group to complete a simple	NUFC <u>Games</u> <u>Handball</u> <u>(Throwing and Catching)</u> Begin to handle a ball with some confidence. (Games) Stop a ball with some control. (Games) Send a ball in the direction of another person. (Games)

	<p>(Agility, Balance and Coordination)</p> <p>Run and recognise when I'm running at different speeds. (Agility, Balance and Coordination)</p> <p>Jump from a standing position from one spot to another, beginning to think about the position of his/her feet. (Agility, Balance and Coordination)</p> <p>Attempt to jump over small obstacles, beginning to think about the position of his/her feet. (Agility, Balance and Coordination)</p>	<p>makes him/her feel. (Dance)</p> <p>Choose actions and link them together to create a simple dance with support. (Dance)</p>	<p>(Agility, Balance and Coordination)</p> <p>Run and recognise when I'm running at different speeds. (Agility, Balance and Coordination)</p> <p>Jump from a standing position from one spot to another, beginning to think about the position of his/her feet. (Agility, Balance and Coordination)</p> <p>Attempt to jump over small obstacles, beginning to think about the position of his/her feet. (Agility, Balance and Coordination)</p>	<p>(Gymnastics)</p> <p>Link 2-3 simple movements. (Gymnastics)</p> <p>Community Project: Values:</p> <p>Careers Link: Trip/Residential/Visitor:</p> <p>Gymnastics</p> <p>Copy and explore basic movements with increasing control</p> <p>Perform basic rolls and body shapes with increasing control</p> <p>Use equipment in a range of ways when I move</p>	<p>activity. (Outdoor and Adventurous Activity)</p> <p>Explore ways to solve a problem. (Outdoor and Adventurous Activity)</p>	<p>Prepare his/her body to receive a ball. (Games)</p>
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Key Vocabulary	run, jump, directions, (left, right, up, down, ahead, backwards, balance, speed, position, 1st, 2nd, 3rd, 4th, 5th, 6th. etc. co-ordinate, stationary, fast, slow, space, balance, throw, catch,	levels, cannon, motif, unison, low, medium, high, elevated,	run, jump, directions, (left, right, up, down, ahead, backwards, balance, speed, position, 1st, 2nd, 3rd, 4th, 5th, 6th. etc. co-ordinate, stationary, fast, slow, space, balance, throw, catch,	balance, single balance, points (3 point balance, etc.) still/steady, controlled, Teddy bear roll, pencil roll, dish roll, forward roll,	map, direction, find, teamwork, discover, grid, locate,	throw, catch, pass, bounce pass, under arm, over arm, chest pass, faster, slower, control, receive, weight of pass, direction,
Unit Outcome	Pupils will be able to move in a variety of different ways using different speeds, directions, and in a controlled manner which enhances their gross motor skills. Their overall agility and coordination will improve across the unit.	Pupils will improve their ability to move, take part in and perform short dance routines. Overall understanding of what 'dance' is begins. Pupils will work towards a final dance routine as their final outcome.	Pupils will be able to move in a variety of different ways using different speeds, directions, and in a controlled manner which enhances their gross motor skills. Their overall agility and coordination will improve across the unit.	Pupils will demonstrate a greater range of gymnastics movements and abilities across the unit. They will improve both their balance and range of movements across the floor and also using equipment.	Pupils will be able to use a simple map and locate real places around their familiar school setting using a range of photographs. Pupils will then be able to move between various places marked on a simple map and explain how they think they should do this efficiently.	Pupils will improve their ability to pass and receive a range of different balls within various skills sessions and game situations. They will demonstrate a greater range of ways to do this and improve their coordination and body positions to assist in throwing and catching more accurately.

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE Focus	Newcastle United : Agility and Co-ordination Begin to move in different directions Begin to explore ways to balance when stationary Explore various coordination activities	Dance Copy simple dance moves with increasing control Move at different levels, directions and speed when reminded Move depending on how the music makes him/her feel and say why he/she felt that way Choose actions and link them together to create a dance with increasing independence Link movements together to create a sequence	Newcastle United : Athletics and Fitness Run at different speeds depending on distance sometimes with support Jump from a standing position from one spot to another with his/her feet together Jump over small obstacles and understand the importance of the position of his/her feet Throw a variety of objects towards a	Gymnastics Copy and explore basic movements with increasing control Perform basic rolls and body shapes with increasing control Use equipment in a range of ways when I move	Newcastle United : Football Begin to handle a ball with some confidence Stop a ball with some control Pass a ball to another person or target Receive a ball with some control	Newcastle United : Problems Use his/her orienteering skills to find areas around school from a photograph Work with a partner and in a small group to complete a simple activity Explore ways to solve a problem

			target using one hand			
Key Vocabulary	run, jump, directions, (left, right, up, down, ahead, backwards, balance, speed, position, 1st, 2nd, 3rd, 4th, 5th, 6th. etc. co-ordinate, stationary, fast, slow, space, balance, throw, catch,	levels, sequences, dance motif, low, medium and high. Cannon and unison,	run, jog, sprint, speed, slow, medium, high, pace, accuracy, power, under-arm, over-arm, landing, left, right, standing leg, take-off, landing leg. heart rate, breathing	balance, single balance, points (3 point balance, etc.) still/steady, controlled, Teddy bear roll, pencil roll, dish roll, forward roll,	pass, control, trap, touch, receive, weight of pass, strike,	problem, solutions, teamwork, options, accurate, better, worse, efficient, roles, decisions, tasks (jobs) skills personal skills (abilities) that can contribute towards a team goal.
Unit Outcome	Pupils will build on their experiences from Year 1 and be able to move in a variety of different ways using different speeds, directions, and in a controlled manner which enhances their gross motor skills. Their overall agility and coordination	Pupils will further develop the skills in dance that they worked on in Year 1 and continue to improve their ability to move, take part in and perform short dance routines. Overall understanding of	Pupils will improve their ability to run, throw and jump in various different contexts across this unit. Pupils will have an understanding that these 3 fundamental skills are called 'athletics'	Pupils will build on their experiences from Year 1 and demonstrate a greater range of gymnastics movements and abilities across the unit. They will improve both their balance and range of movements across the floor and	Pupils will develop a range of skills specific for playing football. They will increase their ability to pass and control a ball with increasing accuracy and learn a variety of close control ball skills that will enable them to take part in small	Pupils will develop a range of problem solving skills across this unit and will be encouraged to work as individuals and also within small teams. We will see improved communication and reasoning being explored through a variety of problem

	will improve across the unit.	what 'dance' is begins. Pupils will work towards a final dance routine as their final outcome.		also using equipment.	sided games.	solving tasks. Over time pupils will improve their ability to critically think about how to solve these tasks and then decide how best to carry them out.
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE Focus	NUFC Ball Skills Pass and receive a range of items with varying sizes Move with a ball with increasing control Begin to use ball skills in a range of simple games eg: Rugby	Gymnastics Develop flexibility and control in gym. Perform a range of rolls with increasing control Vary how he/she travels in his/her performance Use turns when travelling	Ball Skills Pass and receive a range of items with varying sizes Move with a ball with increasing control Begin to use ball skills in a range of simple games Invasion Games Begin to adjust his/her speed and body position to	NUFC Dance Develop flexibility and control in dance. Copy a range of dance moves with some accuracy Explore his/her own dance moves independently or with a partner and create a simple dance routine	NUFC Athletics Develop flexibility and control in athletics. Understand why I run at different speeds depending on distance Jump from a standing position and begin to understand the differences between one and	Outdoor adventurous activities Use his/her orienteering skills to find areas around school from a photograph Work with a partner and in a small group to complete a simple activity Explore ways to solve a problem

	<p>Use running, jumping and catching in isolation and in combination</p> <p>Play competitive games, modified as appropriate.</p>	<p>Demonstrate ways to balance when stationary and begin to apply this when using equipment, e.g. a bench</p> <p>Copy, explore and remember movements in his/her own sequences.</p> <p>Perform a range of rolls with increasing control</p> <p>Vary how he/she travels in his/her performance</p> <p>Use turns when travelling</p>	<p>suit moving in different directions</p> <p>Begin to coordinate his/herself in a variety of situations, e.g. running, catching, etc</p> <p>Pass and receive a range of items with varying sizes</p> <p>Move with a ball with increasing control</p>	<p>Move at different levels, direction and speed independently</p>	<p>two footed take-off and landings</p> <p>Jump over a range of obstacles and understand the importance of the position of his/her feet</p> <p>Use one hand to throw a variety of objects towards a target with different throwing actions</p> <p>Use running, jumping and catching in isolation and in combination</p> <p>Compare performances to achieve personal bests</p>	<p>Dance</p> <p>Develop flexibility and control in dance.</p> <p>Copy a range of dance moves with some accuracy</p> <p>Explore his/her own dance moves independently or with a partner and create a simple dance routine.</p> <p>Move at different levels, direction and speed independently</p>
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		Demonstrate ways to balance when stationary and begin to apply this when using equipment, e.g. a bench Copy, explore and remember movements in his/her own sequences.				
Key Vocabulary						
Unit Outcome						
Year 4						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
PE Focus	Football (Newcastle Foundation) Gymnastics (school staff)	Gymnastics and Balls Skills (school staff)	Dance (Newcastle Foundation) Dance (school staff)	Swimming (every afternoon at some point in the year)	Orienteering (school staff)	Athletics (Newcastle Foundation) Team games

	<p>Gymnastics</p> <p>Begin to adjust his/her speed and body position to suit moving in different directions z\ p-pp87y</p> <p>Explore ways to balance when moving across and using equipment</p> <p>Coordinate his/herself in a variety of situations e.g. running and catching</p> <p>Perform a range of rolls with control</p> <p>Perform a balance with control</p> <p>Land with increasing control</p> <p>Perform a routine which includes a</p>	<p>Pass and receive when moving with a ball</p> <p>Move with a ball with control</p> <p>Use and apply ball skills in a range of games</p> <p>Begin to understand why he/she needs to learn the skills prior to playing a game</p>	<p>Copy a range of dance moves with some accuracy</p> <p>Create a dance motif of his/her own and perform to his/her peers</p> <p>Move at different levels, direction and speed independently and with control</p>	<p>Problem-solving (Newcastle Foundation)</p> <p>With a water aid he/she can stay afloat</p> <p>Move across a pool with a water aid</p> <p>Swim 5 metres without stopping</p> <p>Begin to be aware of different swimming strokes</p> <p>Explore different ways of moving under water</p> <p>Explore various water skills with increasing confidence (floating, handstands, etc)</p>	<p>Use a simple map to find points of interest in school (x and y coordinates)</p> <p>Make a positive impact when working as part of a group to complete a range of activities</p> <p>Listen to and act upon what others say to solve a problem. (Treasure Hunt with clues?)</p> <p>Athletics (school staff)</p> <p>Long/short distance running Understand why he/she runs at different speeds depending on distance and</p>	(school staff)
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	range of body shapes and equipment			<p>Begin to swim further distances (up to 20 metres)</p> <p>Use a range of strokes with increasing confidence</p> <p>Move underwater with increasing confidence</p> <p>Swim with confidence over 25 metres</p> <p>Use a range of strokes effectively</p> <p>Perform safe self-rescue in water-based situations</p>	<p>applies this with some consistency</p> <p>Run and jump and understand the differences between one and two footed take off and landings</p> <p>Jump over obstacles and begin to think about increasing his/her height</p> <p>Think about his/her technique when throwing objects towards targets, e.g. javelin, discus, etc</p>	
Key Vocabulary						
Unit Outcom						

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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE Focus	Gymnastics (EXTRA) Newcastle Foundation (Mondays) Dance (WS) PPA Perform a routine with a range of body shapes and balances with increasing control Perform cartwheels and handstands with increasing control Adapt and improve his/her own performance by taking on feedback from peers and teachers	Newcastle Foundation: Gymnastics- Fundamental movements	Swimming (every afternoon x 4 weeks) Friday AM- (not PPA) Newcastle Foundation- handball attacking and defending	Outdoor Pursuits Use a map to find points of interest, in and around school grounds (4 fig grid refs) Begin to lead a group activity and make a positive impact (Roles within a group) Begin to make decisions based on his/her group's opinions to solve a problem (Treasure Hunt following clues and	Newcastle Foundation- Striking and fielding- cricket (PPA) Understand why he/she needs to learn the skills prior to playing a game Combine passing and receiving skills within games Pass and receive when moving with a ball in opposed situations Coordinate his/her body through a range of different obstacles, e.g. over, under, collection,	Summer 2 Newcastle Foundation- Athletics (PPA) Move at speed in a range of different directions, thinking about control Understand why he/she runs at different speeds, depending on distance and apply this consistently in a range of athletic activities Run and jump and begin to think about distance

	Demonstrate a variety of ways to balance when moving across and using equipment Move at speed in a range of different directions, thinking about control			then make their own?)	ball manipulation, etc I can improve my technique and accuracy when using the cricket bat within games.	Jump specifically thinking about jumping for height Demonstrate differences in his/her technique when throwing objects towards targets, e.g. javelin, discus, etc
Key Vocabulary						
Unit Outcome						
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE Focus	NUFC - Gymnastics Develop flexibility and control in gym. Perform a routine with a range of body shapes and	NUFC - Fun Move School staff - Dance (Haka) Develop flexibility in dance.	School staff - Design, play and coach own games School staff - Invasion games	NUFC - Problem Solving School staff - Orienteering	School staff - Rounders Play competitive games, applying basic principles.	NUFC - Athletics Develop flexibility in athletics. Compare performances to

	<p>balances with control and precision</p> <p>Perform cartwheels and handstands with control</p> <p>Adapt and improve his/her own performance to include a partner or small group</p> <p>Balance in a range of situations with confidence, and begin to perform a series of balances e.g. moving from bench to box to floor with continuous movement</p> <p>School staff - Ball Skills</p>	<p>Compare, develop and adapt longer dance routines</p> <p>Perform and create a range of dance routines to a variety of music and different dance styles.</p> <p>Improve his/her own dance routines from listening to feedback from peers and his/her teacher</p> <p>Assess and discuss his/her own and others' dance routines using dance language</p> <p>Create his/her own dance independently (or with a partner or in a group) which includes a range of</p>	<p>Take part in Outdoor and Adventurous activities</p> <p>Use a map to find points of interest in an <u>unfamiliar environment</u></p> <p>Produce his/her <u>own</u> orienteering map for others to follow</p> <p><u>Lead</u> a group activity with confidence</p> <p>Make decisions based upon his/her group's opinions to solve a problem</p>	<p>Understand and explain why he/she needs to learn the skills prior to playing a game</p> <p>School staff - Cricket</p>	<p>achieve personal bests</p> <p>NUFC - Multi Skills</p>
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		<p>levels, use of space, directions and speeds</p> <p>Move at speed in a range of different directions, thinking about control</p>				
Key Vocabulary						
Unit Outcome						