



Holy Trinity

C of E (VC)

Primary School

Halstead

Physical Education PROGRESSION MAP

September 2022

www.holytrinityhalstead.com

Holy Trinity Primary School – PE Progression Map

PE Progression		EYR	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	Throwing	Run towards a target up to 20m away.	Be able to run within a lane of a running track.	Be able to jump from 2-2 feet and land with a strong position. Keeping feet close and comment on how we use our arms and legs.	. Understand how to effectively use arm and leg movements during running and comment on what they are doing well	Build upon jumping patterns and leading with different legs	Understand body position when running and to start low and look ahead.	Learn how height transfers to distance when jumping and how to maximise this during long jumps.
	Running	Be able to run around a cone and come back.	Know the difference between jog, run and sprinting.			Understand the length of strides and how they change in a running race	Develop long jump technique, jumping from 1-2 feet and how to measure jumps.	Introduce the triple jump technique – begin with standing
	Jumping	Learn to jump from 2-2 feet and introduce a hop.	Know when to start running – as soon as the caller says go.	Jump in different directions (Sideways, forwards and backwards)	Standing jumps using 2-2 2-1 and 1-2 feet patterns and begin to put this into a step Linking jumping movements together	Introduce long jump and understand which is the best jumping pattern	Be able to confidently throw overarm and underarm and know why we would use them and in which sport.	Throw a range of equipment including vortex and javelin and know the difference of throwing techniques between them
		Throw a range of objects underarm towards a target.	Be able to jump forwards and sideways with 2 feet together.	Be able to throw with both hands both overarm and underarm towards a target	Know the difference between underarm and overarm throws and comment on the path the ball takes	Explore the difference between overarm and underarm throws and know when to use each one.		Understand body position over the course of a sprint race and how to maximise power
		KEY QUESTIONS: Can you show me a jump landing on 2 feet? What do you need to do when throwing underarm?	KEY QUESTIONS: Can you jump sideways over a cone? What is the difference between jog and run?	KEY QUESTIONS: Show me an underarm and an overarm throw, what's the difference? How do you use your arms when jumping?	KEY QUESTIONS: What do you need to do with your arms when running? Can you show me a 2 foot to 1 foot jump?	KEY QUESTIONS: What length stride should you use at the start of a race? Why? When would you use an underarm throw?	KEY QUESTIONS: How should your body position change in a race? Which sport would you use an overarm throw, why would that be the most effective throw?	KEY QUESTIONS: What's the difference between throwing a vortex and throwing a javelin? What technique do you use in a triple jump?

Dance	Choreography	Create simple actions/movements from a range of stimuli including simple pictures and words	Create a short series of actions from a range of stimuli (Music and pictures)	Explore how poetry is linked to music and using words to create dance	Create a sustained series of actions from a range of stimuli – Dance of over 1 minute	Create increasingly complex dance moves, both following and creating their own routines	Use a range of stimuli including detailed images and choosing parts to create a dance.	Begin to be aware of the different styles of dance including cheerleading.
	Performance	Show an understanding of a change in levels and speeds	Show changes in level and direction during a dance	Dance with differing weights of movement and control	Show changes in pathway, level and direction. Can add more complex jumps and turns into their dance.	Understand what we mean by safe dance practice and be able to have the stamina of a 2-minute dance,	Be able to tell a story through the medium of dance	Have the stamina and strength to perform small lifts in cheerleading
	Reflection	Can perform individually and is engaged and motivated	Can perform individually and with others and enjoys dance	Work in unison and mirror another partner	Have the stamina and strength to participate in dance	Use expression whilst dancing and how these impacts moves.	Work individually in a small group and as a whole class routine	Decide, choreograph and perform a full dance/cheer routine to the class
		Can comment on what they like about other children's work	Knows how to give constructive feedback to a partner	Can perform in a small group confidently		Suggest areas of development for a group and how to improve their own dance through timing and control.	Show a desire to improve in dance by constantly looking to improve elements of the work.	Know how to critically analyse dance and communicate effectively about their own work and others.
	KEY QUESTIONS	What did you like about your partners work? Can you show me a high position and a low position?	What could your partner improve? Can you show me a move which changes direction and height?	What does it mean when you have to mirror another person? How could we use a poem to help us create a dance?	What does stamina mean? Demonstrate a tuck jump, pike jump and full turn.	What is safe practice in dance? How could you show expression whilst dancing, not just through facial expressions?	How might you tell a story through dance? What could you improve on from that performance?	What different styles of dance are there? What does tempo mean and how is this important in dance?
Gymnastics	Conditioning and warm-ups	Can follow a warmup lead by a teacher	Can warm up with a partner and begin to comment on which areas of the body the exercise is working.	Warm up with a partner and show their own movements	Can warm up a small group of others effectively, and be able to lead these	Be able to balance and know the differences between patches and points	Can lead a warmup of a small group	Can lead a class warm up linked to a specific body part
	Floor Work	Copy simple movements led by a teacher		Use apparatus carefully and balance and turn on them	Perform more complex sequences	Can perform complex jumps including off apparatus	Know the importance of smooth transitions whilst working alongside others	Can perform a sequence individually, as a group and a whole class
	Apparatus	Knows what happens when we warm-up e.g. Quick breathing and heart beating	Be able to perform simple jumps and turns, balance on points of the body.	Introduce teddy bear rolls and forward rolls	Know how to work at different levels and how those impacts on aesthetic variety.	Use strength to perform body balances both on and off apparatus	Use all apparatus carefully and be able to carry and move it around the room	Use strength whilst using ropes and ladders and how to use these safely
		Create a simple sequence using a jump and a turn	Demonstrate strength when holding supports including arch and dish	Show jumps with a turn, under control	Can perform sequences that flow, displaying	Use strength to perform body balances both on and off apparatus on their own and with a partner or small group.	Confidently ascend and descend	Can match and mirror partners during sequences.

		Balance on both hands and feet	Safely ascend and descend apparatus	Know how to work safely alongside others whilst working in different directions	multiply dynamics, turns and rolls. Can comment upon how a routine can be improved and make those changes to both their own and other performances		apparatus in a variety of ways	
	KEY QUESTIONS	What happens to your heart when you warm up? What does the word 'gracefully' mean, can you show an example?	Which part of your body is this exercise working? Can you demonstrate a dish and an arch?	How would I use apparatus carefully? What type of rolls are there?	What exercises would you use in a warm up? What does in mean to work at different levels?	What is the different between patches and points? What is an example of a complex jump?	Why do we need to have a smooth transition? How do you carefully move apparatus around the room?	What does mirroring mean? Which activities require strength in gymnastics?
Invasion Games	Sending	Send a ball over a short distance and use different parts of the foot	Be able to pass to a partner over increasing distance	Know the term agility and what this means	Pass over medium distances and know which part of the foot to use	How to shield a ball from an opponent by turning their body	Pass using your first touch and to be able to pass in to the line of the receiver	Use deceptions to trick a player – Fake pass and dummy moves
	Receiving	Receive a ball and know how to be ready to do this	Move into a space to receive a ball	Pass and move – one twos with a partner	How to move away from an opponent using both speed and jockeying	How to lose an opponent by dodging and moving into space	How to receive a ball in different ways and how to retain possession	Know how to cope with fewer players on the pitch
	Attack	Run around a still target creating space	Cushion the ball by moving in line with the ball	Move into a space to either get the ball or avoid being tagged	How to signal to a partner when you want to receive a pass	Signal effectively to other teammates on where to move and when to receive	Know the difference between man-man marking and zonal marking and when to use these	Be aware of the position of your other teammates and make an effective position of where to move to.
	Defend	Comment on how to not get caught in a game of tag Dribble a ball using lots of small touches	Change direction on command Shoot for accuracy to the left or right of the target Mirror an attacker to stop them passing	How to avoid a single player and shower readiness when attacking as a solo player		Track an opponent when moving to be aware of where both the ball and opponent is Know what we mean by man-man marking in a range of situations	Overloading a side – e.g. 4v3	How to use width and support Know when to take a touch before sending and when to send first time
	KEY QUESTIONS:	How would you be ready when a ball is rolled towards you? How would you net get caught in stuck in the mud?	Why is it important to find space? How can I shoot to each side of the goal?	What does agility mean? How can I avoid getting caught?	How would you signal to a player to get the ball? Which part of the foot would you use for a long pass?	What does it mean to shield a ball? Why do I need to track a player in defence?	What would you do if you had an extra attacker? What is the difference between man-marking and zonal defence?	What would you do if you had fewer defenders on the pitch? In which scenario would I not take a touch before passing?

Striking and Fielding	Batting	Hitting a ball of a cone.	Know to run after hitting the ball	How to call for a run to your partner	To be able to strike in 3 directions from a drop feed	Using a long barrier to stop faster moving balls	Moving feet toward the ball to get the right stance for a range of shots	Facing the ball whilst running between wickets and stumps
	Ground Fielding	Run between marked points	How to grip a bat	Know to slide your bat over the line on the final run	Know when to run and when to wait between wickets or bases	Hit in 3 directions from a slow underarm toss	Know to turn and reach when running between wickets	Catch a ball overhead and in front involving different types of footwork
	Bowling	Be able to demonstrate a catching ready position, W Shape, 2 handed pick up and overarm throw	Hit in 3 directions of a tee on the ground and be able to strike forwards after 1 bounce	Demonstrate the correct batting stance	Catching a high ball by getting underneath it and catching with 2 hands	Know how to back up a player and where to stand effectively	Chase and retrieve a ball and know which stump to throw the ball in to	Bowl using straight and spin actions
	Wicket Keeping		Run with a bat and touch it on each cone	Catch with 2 hands on the move	Bound and coil from a standing position	Bowl from close in to the stumps and follow through	How to execute a stumping	Know when to return on the bounce and when to return on the full
			Catching 2 handed with a partner	Pick up a rolling ball with 1 hand and return underarm		Know to rise as the ball hits the ground as wicket keeper		Take the ball on off or leg side with the batsman in front playing air shots
	Key Questions	How would I be ready to catch the ball? Can you hit a ball of the cone?	How do you hold a cricket bat? Why is it important to catch 2 handed?	Why would I slide my bat in cricket? How do you stand when batting?	How would you catch a high ball? When would you run in cricket?	What is the wicket keepers job? Why would I Back Up a player?	Which way do you need to look when running between wickets? When would I throw the ball to the wicket keeper?	What does the leg side mean and when would I hit it there?
Net and Wall	Moving around a court	Know what a ready position is and what that looks like	Move sideways whilst in a ready position	Know to hit the ball at their waist height	Understands the term recovery and move back to the centre after a shot	Hit a volley with increasing control and know when to come up to the net	Have a strong understanding of the rules in singles tennis	Know where to stand when you are playing doubles
	Racket Control	Use the dominant hand to hold a racket and be able to move the ball along the floor	Can balance a ball on the racket	Strike a backhand from a hand-feed	Bounce the ball on the racket with control	Serve to both sides of the court underarm	Begin to serve overarm over the net – Turning side on	Can rally with a partner
	Range of Shots	Hit a ball of a cone towards a target	Hit a forehand after one bounce knowing how many bounces and how many hands	To move forwards and backwards to catch after one-bounce	Serve a ball underarm over a net towards a target	Use both forehands and backhands in a rally with an adult	Know when you can attack and how you can use tactics to win a point	Know the names of all types of shots
		Throw and catch after one bounce	Have a hand rally with a partner over a net		Have a short rally with adult	Begin to know how to win a point in Tennis		How to call in doubles
	Key Questions	What does a ready position look like? Which hand do you hold the racket with?	How many hands do you use on a forehand? How many bounces can you have in tennis?	What height should you hit the ball at? What is the difference between a backhand and forehand	What does recover mean and where should you go? How can you control the power of your shot?	When would you come up to net? How can you win a point in tennis?	When would be a good time to attack? How do you need to stand when serving overarm?	What positions do you need to be in when playing doubles? What tactics might you use in doubles?

OAA	Physical Activity Team Challenges Creative Problem Solving		Read a simple map and follow clues Solve problems by working together How to listen and communicate clearly	Basic orienteering and running activities matching symbols Complete activities whilst blindfolded and using apparatus Know how to give clear instructions and keep a partner safe Solve problems through discussion, doing and evaluating	Different types of orienteering and more complex symbols to match Solve problems which include non-verbal communication How to discuss the problem in hand, decide, execute it and then evaluate	
Swimming						Swim competently, confidently and proficiently over 25m Perform safe self-rescue techniques Use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)