PE Progression Map (Indoor)

Concepts	Components	EYFS	Y1 & 2	Y3 & 4	Y5 & 6
Physical	Balance	Me & Myself	<u>Athletics</u>	<u>Athletics</u>	<u>Athletics</u>
i ny sie di		- Ability to dress	-Explore and practice a	-Apply and develop a	-Understand and apply
	Control	themselves with support	variety of athletic	broad range of athletic	appropriate pace
	Flexibility	if necessary.	movements and apply	skills in different ways.	judgement for the
	-	- Runs skilfully and	athletic skills and	-Show control,	running distance to be
	Strength	negotiates spaces	techniques to a variety	coordination and	covered.
	-	successfully, adjusting	of activities.	consistency when	-Run, jump, catch and
	Agility	speed or direction to	- Show understanding	running, throwing, and	throw in isolation and
	Coordination	avoid obstacles.	and a basic level of	jumping.	combination. Combine
		- Moves freely and with	control, coordination	-Choose the appropriate	and perform skills with
		pleasure and	and consistency	running speed to meet	control.
		confidence in a range of	throughout.	the demand of the task.	-Demonstrate a range of
		skilful ways.	- Experiment with a	-Understand the pace	throwing actions e.g.
			different jumping	judgement when running	push, pull, sling, using
		Movement	techniques, showing	over an increased	different equipment.
		<u>Development</u>	control, coordination,	distance, choosing the	-Choose the appropriate
		- Travels with confidence	and consistency	appropriate speed to	speed to run at for the
		and skill in a range of	throughout.	meet the demand of the	distance to be covered.
		movements when using	-Develop coordination	task.	-Understand and apply
		equipment.	and balance whilst	-Combine basic jump	the appropriate throwing
		- Moves freely and with	exploring different	actions to form a jump	and jumping technique
		pleasure and	running, jumping and	combination, using a	to achieve maximum
		confidence in a range of	throwing techniques.	controlled jumping	distance and height.
		skilful ways.	-Develop the overarm,	technique.	-Select and apply skill that meet the needs of
		- Runs skilfully and negotiates spaces	underarm and pull throw technique, throwing	Danca	the situation, combining
		successfully, adjusting	accurately towards a	<u>Dance</u> -Explore and create	and performing each skill
		speed or direction to	target.	characters and narratives	with control at speed.
		avoid obstacles.	-Develop the distance	in response to a range of	with control of speed.
			running technique,	stimuli.	Dance
		Working with Others	understanding the	-Perform dances using a	-Continue to develop a
		- Shows some	difference between	range of movement	broader range of skills
		understanding that good	sprinting, and running	patterns – accurately,	and movement patterns,
		practices regarding	over longer distances.	fluently, consistently and	exploring and practicing
		exercise, eating,		with control on your own	movement ideas inspired
		sleeping and hygiene	Dance	and with a partner.	by a stimulus.
		can contribute to good	-Respond imaginatively	-Develop dance phrases	-Use basic compositional
		health.	to a range of stimuli.	using canon, unison,	principles when creating
				repetition,	dances – combining

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	- Runs skilfully and	-Move confidently and	action/reaction, and	movements fluently and
	negotiates spaces	safely in your own and	question/answer.	effectively.
	successfully, adjusting	general space, using	-Combine actions and	-Perform a range of
	speed or direction to	changes of speed, level	maintain the quality of	movements accurately
	avoid obstacles.	and direction.	performance when	with a sense of rhythm,
		-Perform movement	performing at the same	clarity, and confidence.
	Ball Skills	phrases using a range of	time as a partner.	-Use imagination to
	- Shows increasing	different body actions	-Experiment with a wide	create and structure
	control when throwing	and body parts – with	range of actions, varying	dance motifs, phrases,
	and catching a large	control and accuracy.	and combining spatial	and sections of dances,
	ball.	-Create linked	patterns, speed, tension,	developing expressive
	- Shows understanding of	movements, combining	and continuity when	qualities.
	the need for safety when	different ways of	working with a partner	-Explore, improvise and
	tackling new challenges	travelling, with	and in a group.	combine movement
	and considers and	beginnings, middles and	-Use different	ideas fluently and
	manages some risks	ends.	compositional ideas to	effectively inspired by a
	when using equipment.	-Compose short dances	create motifs	stimulus.
	-Shows some	that express and	incorporating unison,	-Perform movements to
	understanding towards	communicate mood,	canon, action, and	an audience with rhythm
	the effects of activity on	ideas, and feelings,	reaction.	and confidence.
	their body.	varying simple	-Show control, accuracy	-Use imagination to
	- Showing increased	compositional ideas.	and fluency of	perform dances to music
	control when catching a	-Explore, remember and	movement when	and develop expressive
	ball.	repeat short dance	performing actions with a	qualities.
	-Shows increasing control	phrases, showing greater	partner.	
	over an object, pushing,	control and spatial	-Communicate what you	<u>Gymnastics</u>
	pasting, throwing,	awareness.	want through your	-Explore, improvise, and
	catching or kicking it.	-Describe phrases and	dances and perform with	combine movement
	Moves freely and with	expressive qualities.	control.	ideas fluently and
	pleasure and			effectively, using skills in
	confidence in a range of	<u>Gymnastics</u>	<u>Gymnastics</u>	different ways,
	skilful ways.	-Perform basic	-Perform a range of	performing confidently,
		gymnastic actions,	actions, agilities and skills	with clarity and a sense
		including travelling,	with consistency, fluency,	of rhythm.
		rolling, jumping, and	and clarity of movement.	-Perform movements
		staying still.	-Experiment with a wide	accurately with a sense
		-Become increasingly	range of actions, varying	of rhythm.
		confident and	and combining spatial	-Make up longer
		competent, moving	patterns, speed, tension,	sequences and perform
		safely using changes of	and continuity when	them with fluency and
		speed, level, and	working with a partner	clarity of movement,
		direction.	and in a group.	choosing skills that meet

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-Combine different ways	-Create gymnastic	the needs of the
of travelling, exploring a	sequences that meet a	situation.
range of movements	theme or set of	-Develop your own
and shapes.	conditions, showing a	gymnastic sequences by
-Create linked	clear beginning, middle	understanding, choosing,
movement phrases with	and end.	and applying a range of
beginning, middle and	-Create, perform, and	compositional principles;
ends.	repeat a combination of	varying direction, level,
-Perform movement	actions that include	and pathways to
phrases using a range of	changes of dynamic e.g.	improve the look of a
different body actions	changes of level, speed	sequence.
and body parts.	and direction, and clarity	-Develop flexibility,
-Develop fundamental	of shape.	strength, control,
movement skills,	-Develop flexibility,	technique, and balance.
combining travelling,	strength, control,	-Use combinations of
balancing and stiffness	technique, and balance.	dynamics using the
using both floor and	-Find different ways of	space effectively.
apparatus; and moving	using a shape, balance,	-Combine and perform
smoothly from one	or travel, and link them to	gymnastic actions,
position of stiffness to	make actions and	shapes and balances
another.	sequences of movement.	more fluently and
-Develop agility, balance	-Devise and perform a	effectively.
and coordination.	gymnastic sequence,	-Explore, improvise and
-Form simple sequences	showing a clear	combine movement
of different actions, using	beginning, middle and	ideas fluently and
the floor and a variety of	end.	effectively, using skills in
apparatus.	-Create, perform, and	different ways,
-Perform a range of	repeat a combination of	performing confidently
actions with control and	actions that include	with clarity and a sense
confidence.	changes of dynamic e.g.	of rhythm.
-Explore, remember, and	changes and level,	Use combinations of
repeat a range of	speed and direction, and	dynamics using the
gymnastic actions with	clarity of shape.	space effectively.
control, precision and	-Show control, accuracy	-Develop your own
coordination.	and fluency of	gymnastic sequences by
-Form simple sequences	movement when	understanding, choosing,
of different actions, using	performing actions on	and applying a range of
the floor and a variety of	your own and with a	compositional principles,
apparatus.	partner.	varying direction, level,
-Develop agility,		and pathways to
balance, and	<u>Orienteering</u>	improve the look of a
coordination.		sequence.

				-Recognise where you	-Create short warm up
				are on a map.	routines that follow basic
			Orienteering	-Demonstrate all the	principles.
			-Move in different	physical skills needed for	P
			directions and a variety	orienteering: agility,	Orienteering
			of different ways.	balance, and co-	-Use a map to
			-Introduction to map	ordination.	confidently orientate
			reading. Be able to use	-Recognise that activities	yourself around – use
			some basic features on a	need thinking through	previous knowledge to
			map to select and plan	and planning.	navigate and design a
			a route.	-Move confidently in	route to the controls.
			Understand what a	different ways,	-Takes part in
			compass is used for and	developing agility,	orienteering events, such
			be able to use the	balance, and co-	as picture orienteering
			direction points.	ordination.	and control orienteering,
			-introduction to a	-Participate in	with success.
			compass and direction	competitive orienteering	-Plan strategies to
			(N, E, S, W).	events, following	complete tasks. Choose
				instructions of the game.	sensible skills and
				-Develop a basic	approaches for the
				understanding of map	challenge.
				reading/making and	-Develop map reading
				apply these skills and	and map building skills –
				techniques in games.	understanding elements
				-Have knowledge of	and scaling confidently.
				safety rules and	-Use relevant techniques
				procedures for taking	to navigate to and from
				part in orienteering event.	control points.
				-To make a map with	-To orientate themselves
				symbols and be able to	and the map correctly
				recognise where you are	keeping track of their
				on a map, using basic	position with increasing
				techniques.	accuracy.
					-Make a map with
					symbols and legend and
					begin to understand
					scale.
Participate	Compete	Me & Myself	<u>Athletics</u>	<u>Athletics</u>	Athletics
	=	-Engages in conversation	-Show good teamwork	-Perform competitively	-Create a short warm-up
	Communicate	with others.	and sportsmanship when	with others.	routine that follows basic
	Individual/Team	- Responds to ideas	taking part in	-Devise suitable warm-up	principles e.g. raising
		showing understanding,	competitive throwing.	activities for themselves	body temperature,

Cooperate Perform Collaborate Challenge asking appropriate questions of others. Dance -Work individually and with indivers. and others for upcoming activities. mobilise joints and muscles. Collaborate Challenge -Work individually and with others. Work individually and with others. -Collaborate -Collaborate with others. Dance -Collaborate with others. -Collaborate -Collaborate with others. -Collaborate -Collaborate with others. - Collaborate Challenge -Collaborate expectations in the setting, and can respond to simple instructions. -Collaborate with orienteering event, responding to what others are saying or doing. -Collaborate with orienteering event, responding to what others are saying or doing. -Collaborate with orienteering event, well as cooperatively in smail groups. -Collaborate with others. -Collaborate with others. -Collaborate with others. Ball Skills - Con play in a group, extending and elaborating play ideos with others. -Con play in a group, extending and elaborating play ideos within the group. -Con play in a group, extending and elaborating play ideos within the group. -Con play in a group, extending and elaborating play ideos within the group. -Con play in a group, extending and elaborating play ideos within the group. -Con play in a group, extending and elaborating play ideos within the group. -Conplay in a group, extending and elaborating play ideos within the group. -Conplay in a group, extending and elaborating play ideos within the group. -Conplay in a group, extending and elaborating play id
Perform Collaborate Challenge Working with Others. -Work individually and with others. -Communicate, collaborate with others. -Communicate, collaborate with others. Collaborate Challenge Working with Others. -Work individually and with others. -Communicate, collaborate with others. -Communicate, collaborate with others. Dehavioural expectations in the setting, and can respond to simple instructions. -Can play in a group. Keeps play going by responding to what others are saying or doing. -Work individually and with others. -Work individually and with others. -Communicate, collaborate with others. -Share, discuss and app others, working effectively as part of team. -Share, discuss and app others, working -Can play in a group, keeps play going by responding to what others are saying or doing. -Work independently, as well as cooperatively, as mall groups, sharing, taking the support of others. -Work effectively as part of team. -Share, discuss and app others, working -Ball Skills - Can play in a group, extending and elaborating play ideas within the group, -Begins to accept the needs of others and -Work individually and with others. -Work individually and decide what -Work individually working within otheors. -Work individually approach to use to meet the challenge set. -Work individually and decide what -Communicate. -Work individually approach to use to meet the challenge set. -Work individually and decide what -Work individually and decide what -Work
Collaborate ChallengeWarking with others. -Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions. - Can play in a group, Reeps play going by responding to what ofters are saying or doing. - Begins to accept the needs of others and share, sometimes with the support of others.with others.Dance Collaborate with others. -Collaborate with others. -Work well as part of team. -Share, facuss and app athletic techniques with orienteering and take playing fairly. -Work independently, as well as cooperatively in small groups. -Participate in games following rules and playing fairly. -Participate in games following rules and playing fairly. -Working well in big groups, shoring, toking with others.Dance Collaborate with others. -Work well as part of team. -Share, discuss and app athletic techniques with orienteering -Participate in games following rules and playing fairly. -Work independently, as and discuss plans to actives success. -work as team to plan and decide what approach to use to meet the challenge set. -work cooperatively as part of a team, recognising actives success. -work cooperatively as part of a team, recognising actives success. -work cooperatively as part of a team, improving communication skills.Dance collaborate with others. -Share decas in small groups, working team. -Share ideas in small actives success. -work cooperatively as part of a team, recognising actives success. -work cooperatively and successfully as part of a team, improving communication skills.Collaborate with others. -Share decas in small active success. -Work effectively as part -Work independentl
Collaborate Challenge-Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions. - Can play in a group. Keeps play going by responding to what others are saying or doing. -Begins to accept the needs of others and share, sometimes with the support of others.Orienteering event, following rules, and playing faity. -Work independently, as well as cooperatively, solving groups, shoring, taking the schere discuss and playing faityCollaborate with others. -Work well as part of a team. -Share, discuss and ap others, solving groups, shoring, taking to create a routine with othersCollaborate with others. -Work independently, as groups, shoring, taking to create a routine with othersCollaborate with others. -Work independently, as groups, shoring, taking to create a routine of lowing rules and playing faityCollaborate with others. -Work independently, as groups, shoring, taking to create a routine of lowing rules and playing faityCollaborate with others. -Work independently, as groups, shoring, taking to create a routine of a team, recognising the challenge set. -work cooperatively and success, und ye constructive feedbackCollaborate with others. -Work independently, as groups, shoring, taking to create a routine of a team, recognising the challenge set. -work cooperatively and successfully as part of a team, improving constructive feedbackCollaborate with others. -Work independently, as and discuss plans to and decide what success, and ye to create aroutine the challenge set. -work cooperatively and a uccessfully as part of a team. -Work redectively as part of a team.
Begin to understand the competitive side of orienteering and take part in a picture orienteering and take part of a team. -Share, discuss and app -Collaborate with others, and genes, working cooperatively, solving problems with others.part of a team. -Share, discuss and app athelic techniques with others, and genes, working cooperatively, solving groups, sharing, taking the support of others.part of a team. -Share, discuss and app athelic techniques with others, and groups, sharing, taking to create a routine incorporating different elaborating play ideas with others.team. Orienteering - Can play in a group, extending and elaborating play ideas within the group. -Begins to accept the needs of others andteam. table: techniques with others.part of a team. -share, discuss and app athelic techniques with others.Ball Skills to a ceept the needs of others and- Can play in a group, extending and elaborating play ideas within the group. -Begins to accept the needs of others and- Begin to understand the competitively and share, sometimes with the support of others Work independently, as the challenge set.<
behavioural expectations in the setting, and can respond to simple instructions.Begin to understand the competitive side of orienteering and take part in a picture orienteering vent, following rules, and playing fairly.team.part of a team. -Share, discuss and app athletic techniques with others Can play in a group. Keeps play going by responding to what others are saying or doing Can play in a group, estending and can take turns and share, sometimes with the support of others Work independentive, as sometimes with the support of others and can take turns and share, sometimes with the support of others Begin to understand the orienteering and take part in a picture orienteering event, others, and playing fairly Collaborate with others, and games, working games, working cooperatively, solving problems with others Collaborate with others, and games, working games, working cooperatively, solving problems with others Work independentive, as small groups, sharing, taking with others Participate in games otacept the needs of others and successfully as part of a team Work feetively as part of a team.Ball Skills - Can play in a group, extending and elaborating play ideas within the group Begin to understand the part in a group, extending and elaborating play ideas within the group Working within a team trusting and valuing each other Working within a team- Begin to understand the into the group Com play in a group, extending and elaborating play ideas within the group Working within a team- Begin to understand to a team.<
share, sometimes with the support of others.
d-Develop physical
simple instructions, showing a good
understanding of safety

		when using tools and			
		equipment.			
		Aware of the boundaries			
		set, and of behavioural			
		expectations in the			
		setting, and can respond to simple instructions.			
		-Can play fairly in a			
		group. Show the ability			
		to accept the needs of			
		others and can take			
		turns and share			
		resources, sometimes			
		with support from others.			
		<u>Fun & Games</u>			
		-Begins to accept the			
		needs of others and can			
		take turns and share,			
		sometimes with the			
		support of others.			
		-Begins to accept the			
		needs of others and can			
		take turns and share,			
		sometimes with the support of others.			
		-Moves freely and with			
		pleasure and			
		confidence in a range of			
		skilful ways.			
Mindset	Rules		Athletics	<u>Athletics</u>	Orienteering
			-Develop the distance	-Enjoy competing with	-Build confidence during
	Confidence		running technique,	others.	team activities and
	Attack/Defend		understanding the	Orienteering	develop communication
			difference between sprinting, and running	<u>Orienteering</u> -Communicate	skills to use to achieve
	Positive		over longer distances.	effectively with others	success.
	Personal best			and discuss plans to	
	Tactics		<u>Orienteering</u>	achieve success.	
	IUCIICS		-Has knowledge of safety		
			rules and procedures for		

			tation and the		
	Technique		taking part in		
	•		orienteering events.		
			-Begin to plan how to		
			solve problems.		
			-meets challenges		
			effectively, working as		
			part of a team.		
Evaluate	Feedback	Movement	<u>Athletics</u>	Athletics	Athletics
	_	Development	-Evaluate successful and	-Describe how their	-Understand how
	Recognise	- Shows understanding of	unsuccessful techniques.	bodies feel when	physical activity can
	success	the need for safety when	- Begin to evaluate and	exercising and	contribute to a healthy
	_	tackling new challenges	improve own	understand the link	lifestyle and the
	Improve	and considers and	performance.	between heart rate and	importance of being
	=	manages some risks.		breathing during	physically fit.
	Self and others	-Shows some		exercise.	-Explain how their body
	Compare	understanding towards		-Learn how to evaluate	reacts and feels when
		the effects of activity on		and recognise their own	taking part in different
		their body.	<u>Dance</u>	success.	activities and
		-Aware of the	-Describe what it feels		undertaking different
		boundaries set, and of	like to breathe quickly	Dance	roles and understanding
		behavioural	during exercise.	-Describe and evaluate	how this effects their
		expectations in the	-Describe what they	the effectiveness and	muscles.
		setting, and can respond	have done or seen	quality of a dance.	- Compare their
		to simple instructions.	others doing.	-Be able to describe your	performance with
			-Understand why being	own dance, taking	previous ones and
		Fun & Games	active and playing	characters into account	demonstrate
		-Shows understanding of	games is good for you.	as well as identifying	improvement to achieve
		the need for safety when	-Begin to understand the	what they need to	their personal best.
		tackling new challenges	importance of warming	practice to improve their	-Be able to describe the
		and considers and	up.	dance.	importance of being
		manages some risks	-Watch and describe a	-Understand the link	physically fit and explain
		when using equipment.	performance accurately	between heart rate and	how their body reacts
		-Aware of the	and recognise what is	breathing when	and feels when taking
		boundaries set, and of	successful.	exercising.	part in different activities
		behavioural			and undertaking
		expectations in the	<u>Gymnastics</u>	<u>Gymnastics</u>	different roles.
		setting, and can respond	-Describe what you have	-Learn how to evaluate	-Identify which aspects
		to simple instructions.	done or seen others do.	and recognise your own	were performed
			-Watch and describe a	success and areas for	consistently, accurately,
			performance accurately.	improvement, as well as	fluently, and clearly and
			-Understand and	the effectiveness and	be able to provide
			describe changes to	quality performance.	feedback.

	your heartrate when playing a game.	-Describe how your body feels when exercising.	-Explain how their bodies reacts and feels when
		-Recognise and explain a	taking part in different
	<u>Orienteering</u>	good performance.	activities and
	-Understand how		undertaking different
	communication can	<u>Orienteering</u>	roles.
	help to solve problems	-Evaluate your	
	with others.	performance and	<u>Orienteering</u>
		recognise what went well	-Identify what they have
		and what could be	done well and adapt
		improved.	plans for future
		-Explain how you could	challenges.
		improve your	-Identify what they have
		performance.	done well and adapt
			plans for future
			challenges.