



	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
All lessons	<ul style="list-style-type: none"> Displays an understanding of respect, fair play and working well with others Demonstrates an understanding of how the heart beats faster after exercise 	<ul style="list-style-type: none"> Displays an understanding of fair play, working well with others and leading a small group (include simple warm ups) Demonstrates a developed understanding of how the lungs and heart function together 	<ul style="list-style-type: none"> Display an understanding of fair play, working well with others and leading a medium sized group (include simple warm ups and warm downs) Demonstrates a developed understanding of how the lungs and heart function together with the blood 	<ul style="list-style-type: none"> Display an understanding of fair play, working well with others and leading a large group for warm ups or warm downs Demonstrates a developed understanding of the respiratory system including some key words (oxygen, carbon dioxide, energy)
Invasion games (football, rugby, hockey, high 5, basketball, handball)	<ul style="list-style-type: none"> Demonstrate changes of direction and speed Use FUNDamentals of movement to employ simple tactics in varied environments Compete in a team game, communicating with others and using tactics. 	<ul style="list-style-type: none"> Demonstrate changes of direction and speed including running backwards Defend effectively by looking at body position and movement off the ball Play a well-known or invented competitive game, communicating with others, and developing and using team tactics. 	<ul style="list-style-type: none"> Demonstrate changes of direction and speed including running backwards and side-stepping Attack effectively by looking at body position and movement off the ball Apply a variety of rules and tactics to play competitive team games with some skill, coordination and control. 	<ul style="list-style-type: none"> Utilise movements in a variety of competitive situations, as an individual or part of a team Find space, defend and attack tactically by anticipating and reacting to the direction of play. Movement off the ball and finding space key. Develop and refine strategies and tactics for attacking and defending during competitive team games.
Striking and fielding (cricket, rounders)	<ul style="list-style-type: none"> Throw and catch displaying control and accuracy, in isolation Use different techniques to pass, bat, travel with and strike a ball with some control, coordination and accuracy. 	<ul style="list-style-type: none"> Throw and catch displaying control and accuracy with increasing difficulty (above head, to the sides, low down etc.) Use different techniques to strike and field with control and accuracy. 	<ul style="list-style-type: none"> Throw and catch displaying control and accuracy whilst on the move Use striking, fielding and racket skills confidently and consistently. 	<ul style="list-style-type: none"> Utilise new skills in competitive situations, as an individual or part of a team Use ball skills confidently and with some precision in a wide variety of competitive games.
Gymnastics (Y3-6/ Parkour (Y5&6))	<ul style="list-style-type: none"> Hold balances for several seconds Use a variety of techniques to travel between equipment Copy, explore and create a gymnastic sequence using different levels, speeds, movements and balances. 	<ul style="list-style-type: none"> Plan, perform & repeat sequences of movements, experimenting with ways of travelling and complex movements and balances Combine movements, actions and balances and equipment, individually or collaboratively, to create a fluid routine. 	<ul style="list-style-type: none"> Compose creative and imaginative sequences including free-running in Parkour Create complex and well executed sequences containing a variety of gymnastic components Create increasingly complex sequences, including change of direction, travelling, speed and levels, showing good precision, stability and strength. 	<ul style="list-style-type: none"> Compose creative and imaginative sequences including free-running in Parkour Create complex, demanding and well executed sequences containing a variety of gymnastic components. Include several balances where the balance is held for three seconds. Include one, two, three and four point balances. Plan and perform gymnastic sequences, using a wide range of movements and balances to create a polished routine.
Outdoor Adventurous activities	<ul style="list-style-type: none"> Team building at Castleton Work outdoors effectively as part of a team to safely navigate familiar places and solve problems. 	<ul style="list-style-type: none"> Team building in Orienteering (using maps of the school ground) Respond positively to challenges and other team members, showing the ability to listen to and act on feedback. 	<ul style="list-style-type: none"> PGL - Use and apply strategies for solving problems, listening to others and being a good team player when engaged in outdoor or adventurous activities. 	<ul style="list-style-type: none"> Whitby Plan routes and orientate maps, responding positively to increasing challenges, problems and working as a team.



<p>Track and field athletics and circuit training</p>	<ul style="list-style-type: none"> Competent in a selection of FUNdamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination) Demonstrate a broader range of throwing, running and jumping techniques with improving accuracy and competence. A range of techniques can be used to throw, run and jump with increasing accuracy and competence. 	<ul style="list-style-type: none"> Change approach according to target, with the intention of beating personal best. See PB sheet Run a range of distances, varying pace and for extended periods. Running long distances requires endurance (the ability to keep doing something difficult for a long time), stamina (a good level of fitness) and pace-setting (not running too fast too soon). Sprinting requires muscle power, speed and short bursts of energy. 	<ul style="list-style-type: none"> Change approach according to target, with the intention of beating personal best. Learn sprinting drills. See PB sheet Understand how power and stamina are developed and how this improves performance. Key vocabulary (power and stamina) 	<ul style="list-style-type: none"> Utilise knowledge of technique to perform at an optimum level in different types of throw, jumps and runs (sprints and middle distance) Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing and suggest ways to improve performance. Control, speed, strength and stamina are skills that can be developed over time through practice and training. By working on these skills, performance in running, jumping and throwing should improve.
<p>Swimming (provided by the Swimming Service)</p>	<p>Children can...</p> <ul style="list-style-type: none"> Enter and exit the water safely. swim competently over a distance of at least 10 - 25 metres perform safe self-rescue in different water-based situations use a range of strokes [for example, front crawl, backstroke and breaststroke] confidently, competently and effectively. Begin to alternate strokes. <p>Children know...</p> <ul style="list-style-type: none"> safe self-rescue in different water-based situations How to be safe around water [open or indoor] 	<p>Children can...</p> <ul style="list-style-type: none"> Enter and exit the water safely. swim competently over a distance of at least 25-50m unaided perform safe self-rescue in different water-based situations demonstrates proficiency in a range of strokes [for example, front crawl, backstroke and breaststroke] confidently, competently and effectively. Begin to alternate strokes. <p>Children know...</p> <ul style="list-style-type: none"> safe self-rescue in different water-based situations How to be safe around water [open or indoor] 		
<p>Dance</p>			<ul style="list-style-type: none"> Move in time to music, beginning to improvise movements and motifs that express the meaning and mood of the piece. Compare, develop and adapt movements and motifs to create movement patterns in response to stimuli. 	<ul style="list-style-type: none"> Improvise and move with precision, control and fluency in response to a range of stimuli. Vary dynamics of movements or dance, developing actions in time to music with a partner or as part of a group.
<p>Evaluation/ Investigation</p>	<ul style="list-style-type: none"> Circuit training/athletics - explain how a 'personal best' can improve over time. 	<ul style="list-style-type: none"> Circuit training/athletics - examine how changing variables can refine skills. 	<ul style="list-style-type: none"> Circuit training - estimate and investigate improvements in performance over time. Tabulate and graph using Excel 	<ul style="list-style-type: none"> Pulse investigation during 'Blood-heart' Circuit training - analyse the outcomes of a range of collected PE data and suggest factors that have influenced the results. Tabulate, graph and analyse using Excel



Lowe's Wong Junior School

Physical Education

Progression Map