



## Chalton Lower School - Physical Education (PE) Progression Map



	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4
<b>KEY VOCABULARY</b>	Space, safely, stretch, muscle, partner, pairs, groups, run, gallop, skip, walk, balance, shape, throw, catch, hit, jump, hop, carry, follow, lead, copy, games, move, dance, forwards, backwards, equipment.	Co-ordination, movement, space awareness, underarm, overarm, rules, repeat, control, speed, direction, pat, bounce, pat, kick, push, roll, crawl, climb, obstacle, sequence, repeat, performance, patterns.	Sequence, agility, coordination, release, control, tactics, decide, plan, feedback, hold, rhythm, link, emotion, compare, contrast, dribble, shoot, pass, dribble, attack, defend, position, travel, pathway, pattern, competition.	Continue to reinforce all vocabulary from KS1 plus: - Opposition, control, possession, review, evaluate, combination, choreograph, improvise, devise, composition, flexibility, strength, core, flexibility, component, communicate, technique, modify, improve, unison, repetition, partner, motif, structure, team work, relay.	As year 3 plus:- Combination, transition, pace, accuracy, tactics, communication, sprint, refine technique, analyse, appraise, timing, interpretation, timing, forehand, backhand, smash, hand-eye co-ordination.
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4
<b>FUNDAMENTALS</b>	<p><b>Physical Development</b> Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking, skipping, jumping, climbing.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</p>	<p><b>Motion:</b> Develop travelling movements (skip, hop).</p> <p>Develop running technique (sprint- 20m).</p> <p>Explore different jumping techniques (jump for height).</p> <p>Travel in different directions and speeds (between cones).</p> <p>Travel over obstacles (benches etc).</p> <p>Build stamina.</p> <p>Develop travelling movements (gallop, side gallop).</p>	<p><b>Motion:</b> Improve our running technique (revisit sprint).</p> <p>Run for distance.</p> <p>Improve our jumping technique (jumping for height).</p> <p>Jump for distance (hop and skip- triple jump).</p> <p>Gallop with control (throwing and side gallop, e.g. javelin).</p> <p>Run for speed in a game situation.</p> <p>Running for distance (stamina but in game situation).</p>	<p><b>Motion:</b> Refine skipping, hopping and galloping techniques.</p> <p>Run for speed.</p> <p>Refine jumping for distance and height (athletics events).</p> <p>Run for distance (stamina).</p> <p>Dodge in a game situation.</p> <p>Use techniques in game situations.</p> <p><b>Object Control:</b> Send a ball with accuracy (tennis and hockey).</p>	<p><b>Motion:</b> Pass a ball (underarm throw).</p> <p>Throw a ball (overarm throw).</p> <p>Retrieve a ball (catch small ball).</p> <p>Control the ball (dribbling).</p> <p>Pass the ball (kicking).</p> <p>Apply the skills (mini games).</p> <p><b>Object Control:</b> Refine sprint run.</p> <p>Jump for distance (long and triple jump).</p>

	<p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p> <p>Develop overall body strength, balance, coordination and agility.</p>	<p>Develop running technique (sprint- 50m).</p> <p>Jump for height over Obstacles.</p> <p>Travel in different directions (e.g. in game situation).</p> <p>Travel in different speeds.</p> <p><b>Object Control:</b> Throw an object (under arm using large balls).</p> <p>Throw an object (over arm using large balls).</p> <p>Send an object with control (Push and roll-hockey).</p> <p>Receive an object using hands (large ball, e.g. netball).</p> <p>Dribble an object with control (foot).</p> <p>Strike an object using a piece of equipment (tennis racket- 2 handed).</p> <p>Throw an object (under arm using medium size balls, e.g. dodgeballs).</p> <p>Send an object with control (kick and throw-netball and football).</p> <p>Receive an object using different body parts and equipment (large ball, e.g. netball and footballs).</p>	<p><b>Object Control:</b> Throw an object with accuracy (underarm).</p> <p>Throw an object with accuracy (overarm).</p> <p>Catch an object with control (soft balls).</p> <p>Strike an object (2 handed- tennis and hockey).</p> <p>Dribble an object (football and basketball).</p> <p>Send and receive an object accurately (football and netball).</p>	<p>Receive a ball using different techniques (hockey).</p> <p>Control an object whilst moving (hockey, football etc).</p> <p>Throw underarm with control with moving aim.</p> <p>Throw overarm with control with moving aim.</p> <p>Catch with control (small ball,e.g. tennis ball.)</p>	<p>Jump for height.</p> <p>Hop and skip accurately.</p> <p>Gallop and side gallop (over objects).</p> <p>Complete athletics events (combining of skills).</p>
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		Dribble an object with control (foot).  Strike an object using a piece of equipment (cricket bat- 2 handed).			
	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>
<b>GYMNASTICS</b>	<p><b>Shape:</b> Straight, Tuck and star shapes on floor.</p> <p>Show shapes on apparatus.</p> <p><b>Flight:</b> Straight, tuck and star jumps on floor.</p> <p>Safe landing jump off the apparatus.</p> <p><b>Balance</b> Patches - perform balances on back, stomach and bottom.</p> <p>Use floor, then apparatus.</p> <p><b>Rolls:</b> Log rolls – straight shape roll from back to stomach.</p> <p>Rock backwards and forwards in a tuck shape.</p> <p>Begin to teach forward rolls –down an incline/ from apparatus.</p> <p><b>Routines:</b> Use skills taught in shape, flight, balance and rolls to link 2 movements together – in the same area of gym e.g show star jump then tuck</p>	<p><b>Shape:</b> Straight, tuck, star, straddle and pike.</p> <p>Perform on floor and apparatus.</p> <p><b>Flight:</b> Perform straight, tuck, star jumps on floor.</p> <p>Static jump onto apparatus –2 feet-2 feet.</p> <p>Safe landing jumps (straight,tuck and star) off apparatus.</p> <p><b>Balance:</b> Patches (recap from reception and refine – more control, still shape, straight legs.</p> <p>Introduce Points – balances on hands, feet, knees, etc.</p> <p>Show balances on apparatus.</p> <p><b>Rolls:</b> Rock backwards and forwards in tuck shape and stand up.</p> <p>Teddy bear rolls.</p>	<p><b>Shape:</b> Straight, tuck, star, straddle and pike - Recap and refine.</p> <p>Perform on floor and on Apparatus.</p> <p><b>Flight:</b> Refining straight, tuck and star jumps.</p> <p>Be able to jump onto a piece of apparatus from standing 2 feet-2 feet.</p> <p>Safe landing jumps (straight, tuck and star) off apparatus –refine shapes – e.g star – legs go out but then bring back together to land.</p> <p><b>Balance:</b> Refining patches and points balances – holding the position, straight arms/legs with presentation.</p> <p>Introduce one point balances E.g. one foot.</p> <p>Show balances on apparatus.</p> <p><b>Rolls:</b> Rock backwards and</p>	<p><b>Shape:</b> Introduce dish, arch, front and back support.</p> <p>Perform on floor and apparatus.</p> <p><b>Flight:</b> Perform all jumps taught in KS1 with good position and presentation.</p> <p>Introduce running (taking a few steps) up to apparatus then jumping on.</p> <p>Perform jumps off apparatus straight, tuck and star and introducing pike and straddle.</p> <p><b>Balance:</b> Practice different one point balances.</p> <p>Link balances together.</p> <p>Perform balances in partners</p> <p><b>Rolls:</b> Forward rolls to stand up Forward rolls to end in different standing</p>	<p><b>Shape:</b> Refine dish, arch, front support and back support.</p> <p>Perform on floor and Apparatus.</p> <p><b>Flight:</b> Perform all jumps taught in KS1 with good position and presentation – on floor.</p> <p>Introduce running (taking a few steps) up to apparatus then jumping on.</p> <p>Perform jumps off apparatus straight, tuck, star straddle and pike.</p> <p>Introduce ½ turns and full turns on the floor.</p> <p><b>Balance:</b> Perform one point balances – be creative -one leg out to front, side, back etc. Perform balances in partners and be creative and refining.</p>

	<p>jump. Link 2 movements in different areas e.g. show a star shape on the bench then straight jump off.</p>	<p>Forward rolls. Begin to perform on the floor but end in sitting positions.</p> <p><b>Routines:</b> Use skills taught in shape, flight, balance and rolls to link at least 3 movements together – in the same area of gym e.g show star, then tuck then straight jump.</p> <p>Link 3 movements in different areas e.g jump onto the bench, show a shape, then a balance.</p>	<p>forwards in tuck shape and stand up – feet, knees together, no hands.</p> <p>Recap teddy bear rolls.</p> <p>Forward rolls on floor–be able to stand up at end.</p> <p><b>Routine:</b> Use skills taught in shape, flight, balance and rolls to link at least 3 movements together – in different areas of gym.</p> <p>Focus on refining skills taught in KS1- remembering all the teaching points in the different areas e.g jump onto a bench show a shape then a balance.</p>	<p>positions e.g. straddle, pike</p> <p><b>Routine:</b> Use skills taught in shape, flight, balance and rolls to link at least 3 movements together – in different areas of gym.</p> <p>Perform routines in partners.</p>	<p>Use apparatus to perform balances.</p> <p><b>Rolls:</b> Refining Forward rolls and applying them into routines.</p> <p>Performing rolls on Apparatus.</p> <p><b>Routines:</b> Use skills taught in shape, flight, balance and rolls to link at least 3 movements together – in different areas of gym.</p> <p>Perform routines in partners/groups.</p> <p>Practise and rehearse same routine to refine.</p>
	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>
<b>DANCE</b>	<p><b>Space:</b> Beginning to think about personal space.</p> <p>Look at simple pathways e.g. forwards, backwards, side to side and zig zag.</p> <p>Getting bigger and smaller.</p> <p><b>Relationship:</b> Copy movements and actions from the teacher remembering some of the steps and begin to work in small groups and make up some actions with the support of an adult.</p>	<p><b>Space:</b> Personal space, using different levels – e.g low, medium and high. Building on different pathways that could be used.</p> <p><b>Relationship:</b> Solo, duet and unison.</p> <p><b>Acquiring skills:</b> Creating movements based on the stimulus.</p>	<p><b>Space:</b> Starting from different points in the space e.g. from the corner or back of the stage.</p> <p>Consider the formations of small groups. Do they start in a straight line, curve, V, or line?</p> <p><b>Relationship:</b> Canon, small groups and mirroring.</p> <p><b>Acquiring skills:</b></p>	<p><b>Space:</b> Children begin to perform in a range of different spaces.</p> <p>Contrast of space used by the dancer (one person performs the motif using big actions and the other uses small actions).</p> <p><b>Relationship:</b> 2v2, work on opposite sides of the stage.</p> <p>Accumulation.</p> <p><b>Acquiring skills:</b></p>	<p><b>Space:</b> Build on all the space that has been used in previous years. Personal space, using a range of levels, starting from different points of the space, different group formations, perform in a range of different spaces and begin to use contact.</p> <p><b>Relationship:</b> 1v3, question and answer and begin to use simple contact work.</p>

	<p><b>Acquiring skills:</b> Moving in time with the music.</p> <p>Creating own movements.</p>		<p>Creating movements based on a stimulus but following music.</p>	<p>Creating linked transitional Movements.</p> <p>Developing and improving their choreography.</p>	<p><b>Acquiring skills:</b> Creating linked transitional movements.</p> <p>Developing and improving their choreography by changing dynamics, levels and actions.</p>
	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>
<b>ATHLETICS</b>	<p>Run at different speeds.</p> <p>Jump from a standing Position.</p> <p>Performs a variety of throws with basic control.</p>	<p>Use varying speeds when running.</p> <p>Explore footwork patterns (hop and skip in isolation).</p> <p>Explore arm mobility (ready for catching).</p> <p>Explore different methods of throwing.</p> <p>Practise short distance Running.</p>	<p>Run with agility and Confidence.</p> <p>Learn the best jumping techniques for distance.</p> <p>Throw different objects in a variety of ways.</p> <p>Hurdle an obstacle and maintain effective running style.</p> <p>Run for distance.</p> <p>Complete an obstacle course with control and agility.</p>	<p>Run in different directions and at different speeds, using a good technique.</p> <p>Improve throwing techniques.</p> <p>Reinforce jumping Techniques.</p> <p>Understand the relay and passing the baton.</p> <p>Choose and understand appropriate running techniques.</p> <p>To compete in a mini competition, recording scores.</p>	<p>Select and maintain a running pace for different distances.</p> <p>Practise throwing with power and accuracy.</p> <p>Throw safely and with understanding.</p> <p>Demonstrate good running technique in a competitive situation.</p> <p>Explore different footwork patterns (triple jump).</p> <p>Understand which technique is most effective when jumping for distance.</p> <p>To utilise all the skills learned in this unit in a competitive situation.</p>
<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>EYFS</b>
<b>INVASION GAMES</b>	<p>Stop a ball with basic control (larger balls, e.g. dodgeball, netball).</p> <p>Send a ball in the direction of another person (football, netball).</p>	<p>Stop the ball with control (netball, football, basketball).</p> <p>Send a ball in the direction of another person (football, netball, basketball).</p>	<p>Stop the ball with control and accuracy (netball, football, basketball.)</p> <p>Catch the ball with control and accuracy (netball, basketball, rugby).</p>	<p>Control the ball with accuracy whilst moving.</p> <p>Strike the ball with accuracy whilst moving.</p>	<p>Control the ball keeping possession whilst moving.</p> <p>Strike the ball keeping possession (in teams) with accuracy.</p>
<p><b>Football</b></p> <p><b>Tag Rugby</b></p> <p><b>Netball</b></p> <p><b>Basketball</b></p> <p><b>Dodgeball</b></p>					

<p><b>Hockey</b></p>	<p>Control a ball (batting the ball, basketball, football).</p> <p>Move around a space with a ball (football, netball).</p>	<p>Collect a ball (football, netball, basketball).</p> <p>Send the ball (netball/basketball, football).</p> <p>Retrieve the ball with a Partner (netball/basketball, football).</p> <p>Discuss short term effects of exercise.</p>	<p>Strike the ball with control and accuracy (rugby and football).</p> <p>Pass the ball (football, rugby, netball, basketball and hockey).</p> <p>Receive the ball whilst moving (football, rugby, netball, basketball and hockey).</p> <p>Take part in conditioned games (5v5) etc.</p>	<p>Catch the ball with accuracy whilst moving.</p> <p>Accurately pass to someone with some spacial awareness.</p> <p>Accurately attack to gain possession.</p> <p>Accurately defend in a game situation.</p> <p>Take part in a game following the rules.</p> <p>Discuss warm up/cool down.</p>	<p>Catch the ball with accuracy whilst moving and keeping possession (in teams).</p> <p>Use space carefully when passing.</p> <p>Attack using space in game situations.</p> <p>Defend and intercept Accurately.</p> <p>Take part in a game following the rules and picking out what others do well.</p> <p>Discuss warm up/cool down.</p> <p>Devise own warm up and cool down activities.</p>
	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>
<p><b>NET &amp; WALL GAMES</b></p> <p><b>Tennis</b></p> <p><b>Badminton</b></p>	<p>Send the ball in a direction (roll with tennis ball).</p> <p>Control the ball by balance the ball on the racquet.</p> <p>Roll the ball with control and in the space.</p>	<p>Strike the ball with basic control.</p> <p>Send the ball to another person.</p> <p>Send the ball with basic control with opponent retrieving it.</p>	<p>Strike a ball using forehand.</p> <p>Catch the ball after being struck.</p> <p>Strike the ball to a partner.</p> <p>Take part in small rallies.</p>	<p>Strike a ball using forehand with control.</p> <p>Strike the ball to an opponent allowing it to bounce and using the space.</p> <p>Strike a shuttlecock with control.</p> <p>Take part in a rally with control (using rules).</p>	<p>Strike the ball using forehand and backhand with control and accuracy.</p> <p>Strike the ball (forehand and backhand) to an opponent allowing it to bounce and using the space.</p> <p>Strike a shuttlecock with control and accuracy.</p> <p>Take part in a rally with control and accuracy (using the court rules).</p>
	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>

<p><b>STRIKING &amp; FIELDING</b></p> <p><b>Kwik Cricket Rounders</b></p>	<p>Stop the ball from rolling with a bat.</p> <p>Knock a ball from the stand.</p> <p>Retrieve the ball in a game.</p>	<p>Stop the ball with hands/foot after being struck.</p> <p>Send a ball with a cricket bat from stand/or from rolling.</p> <p>Send a ball into a field (game).</p> <p>Receive the ball.</p>	<p>Stop the ball by bending/cupping hands.</p> <p>Catch the ball with accuracy (tennis ball and rounders ball).</p> <p>Strike the ball with a cricket ball with control and accuracy (moving onto rounders bat).</p> <p>Receive a moving ball with control.</p> <p>Take part in a games situation e.g. (4 v 4).</p>	<p>Strike the ball with a Rounders bat using the techniques.</p> <p>Catch the ball accurately after being struck .</p> <p>Throw the ball around the field accurately.</p> <p>Develop game tactics, e.g. where to stand in the rounders field.</p> <p>Move around the field with control.</p>	<p>Strike the ball using control and accuracy.</p> <p>Catch the ball accurately and control it after.</p> <p>Pass the ball around the field tactically.</p> <p>Practise game techniques, passing through fielding Accurately.</p> <p>Develop game tactics with standing in the correct places.</p>