

## Langley Park Primary Academy PE Progression Map

PE	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Nursery</b>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>"Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm."</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>"Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks."</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>"Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand."</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>"Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm."</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>"Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks."</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>"Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand."</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>"Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm."</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>"Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks."</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>"Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand."</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>"Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm."</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>"Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks."</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>"Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand."</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>"Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm."</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>"Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks."</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>"Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand."</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>"Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm."</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>"Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks."</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>"Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand."</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>
<b>Reception</b>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>• lining up and queuing</li> <li>• mealtimesDevelop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> </ul> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>• lining up and queuing</li> <li>• mealtimesDevelop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> </ul> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <ul style="list-style-type: none"> <li>• lining up and queuing</li> <li>• mealtimesDevelop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> </ul> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <ul style="list-style-type: none"> <li>• mealtimesDevelop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> </ul> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <ul style="list-style-type: none"> <li>• mealtimesDevelop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> </ul> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>

<p><b>Year 1</b></p>	<p>Multi Skills Basic movements and Spatial awareness. Movement with a ball.</p> <p>Dance Explore and perform basic body actions. Use different parts of the body singly and in combination. Show some sense of dynamic, expressive and rhythmic qualities in their own</p>	<p>Multi Skills Sending: Rolling, Throwing, catching</p> <p>Benchball</p>	<p>Multi Skills Sending, receiving, controlling</p> <p>Dodgeball</p>	<p>Multi Skills Aiming, Striking</p> <p>Volleyball</p>	<p>Striking and Fielding Throw underarm accurately Hit a ball with a bat.</p>	<p>Athletics Throwing, Jumping, Running</p>
<p><b>Year 2</b></p>	<p>Football Passing Controlling Moving with the ball</p> <p>Dance Perform body actions with control and coordination. Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling. Link actions</p>	<p>Rugby Passing Moving Direction</p>	<p>Netball Different types of pass: Shoulder Bounce Chest</p> <p>Dodgeball</p>	<p>Cricket Use hitting, kicking and/or rolling in a game</p>	<p>Rounders Use hitting, kicking and/or rolling in a game</p>	<p>Athletics Throwing, Jumping,Running</p>
<p><b>Year 3</b></p>	<p>Football Passing in a straight line Controlling the ball Moving with the ball under control Keep possession with some success when under pressure</p> <p>Dance Improvise freely, translating ideas from a stimulus into movement. Create dance phrases that communicate ideas. Share and create phrases with a partner and in small groups</p>	<p>Rugby Passing Technique Movement</p> <p>Gymnastics Use a number of ideas for movement in response to a task. Adapt sequences to suit different types of apparatus and their partner's ability. Explain how strength and suppleness affect performances. Compare and contrast gymnastic sequences, commenting on similarities and differences.</p> <p>Benchball</p>	<p>Netball Throw and catch under pressure. support team-mates and cause problems for the opposition. Know and use rules fairly to keep games going.</p> <p>Dodgeball</p>	<p>Rounders Throw and catch with control when under limited pressure.</p> <p>Volleyball</p>	<p>Cricket Throw and catch with control when under limited pressure.</p>	<p>Athletics Run at fast, medium and slow speeds, changing speed and direction. Link running and jumping activities with some fluency, control and consistency Make up and repeat a short sequence of linked jumps. Take part in a relay activity, remembering when to run and what to do. Throw a variety of objects, changing their action for accuracy and distance.</p>

<p><b>Year 4</b></p>	<p>Football          Passing the ball over different distances          Controlling the ball with different parts of the foot.          Moving and changing direction with the ball.</p> <p>Dance          Respond imaginatively to a range of stimuli related to character and narrative.          Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group.          Refine, repeat and remember dance phrases and dances.</p>	<p>Rugby          Throw and catch accurately          Introduction of Belts          Ball Skills</p> <p>Benchball</p>	<p>Netball          Throw and catch accurately.          Keep possession of the ball</p> <p>Dodgeball</p>	<p>Rounders          Catch with one hand.          Throw and catch accurately.          Hit a ball accurately and with control.</p> <p>Volleyball</p>	<p>Cricket          Catch with one hand.          Throw and catch accurately.          Hit a ball accurately and with control.</p>	<p>Athletics          Run over a long distance.          Spring over a short distance.          Throw in different ways.          Hit a target.          Jump in different ways.</p>
<p><b>Year 5</b></p>	<p>Dance          Plan and perform dances confidently.          Compose motifs and plan dances creatively and collaboratively in groups.          Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use          Perform different styles of dance clearly.</p> <p>Football          Passing the ball using different parts of the foot.          Shooting accurately          Moving with the ball and changing direction with awareness of space.</p>	<p>Rugby          Speed of play          Positioning</p> <p>Dodgeball</p>	<p>Netball          Choose the best tactics for attacking and defending.          Use a number of techniques to pass, dribble and shoot.</p> <p>Benchball</p>	<p>Tennis          Use forehand and backhand with a racquet.          Can field.</p>	<p>Cricket          Use forehand and backhand with a racquet.          Can field</p>	<p>Athletics          Control taking off and landing in a jump throw with accuracy.          Combine running and jumping.          Follow specific rules.</p>
<p><b>Year 6</b></p>	<p>Dance          Work creatively and imaginatively on their own, with a partner to compose motifs and structure simple dances.          Perform to an accompaniment expressively and sensitively.          Perform dances fluently and with control.</p> <p>Football          Play in game situations Demonstrate an understanding of the rules and basic tactics/positioning</p>	<p>Rugby          Play in game situations Demonstrate an understanding of the rules and basic tactics/positioning</p> <p>Gymnastics          Combine their own work with that of others.          Link their sequences to specific timings.</p>	<p>Hockey          Play in game situations          Demonstrate an understanding of the rules and basic tactics/positioning</p> <p>Volleyball</p>	<p>Netball          Play in game situations Demonstrate an understanding of the rules and basic tactics/positioning</p> <p>Fitness Circuits          Create, demonstrate and monitor fitness circuits          Explain how the body reacts to different kinds of exercise.          Choose appropriate warm ups and cool downs.          Explain why we need regular and safe exercise.</p>	<p>Cricket/Tennis          Play in game situations.          Demonstrate an understanding of the rules and basic tactics/positioning.          Explain complicated rules.</p>	<p>Athletics          Explain about athletic performance.          Demonstrate good technique and power when jumping, throwing and running.          Demonstrate stamina.          Use their skills in different situations.</p>