

P.E.	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression Map	GYMNASTICS						
	<p>Climbs using hands and feet and able to use equipment that requires pulling and pushing. (M&H 31 –36 months)</p> <p>Uses pincer grip in play to hold small objects, cards and when eating food. (W 31-36 months)</p>	Perform basic travelling rolling and jumping actions.	Show a variety of gymnastic skills with improving body control.	Show control and creativity when travelling using a variety of body parts.	Show control and creativity when travelling using a variety of body parts.	Show control, flow and good transition when travelling.	Show control, flow and good transition when travelling.
	<p>Walks up steps using alternating feet, one foot to each step. Is able to use resources that require twisting, turning and rotating. (M&H 37-42 months)</p>	Link basic skills together to create a small sequence.	Perform skills and sequences with the inclusion of different levels.	Select different body parts to travel over, under or along apparatus.	Create different ways to pass over, under and through apparatus.	Perform basic skills whilst using a ball.	Create a variety of counter balances with a partner.
	<p>Uses cross-lateral movement to move forwards and negotiate space, moving through tunnels, dens or when on a wheeled vehicle (M&H 43- 48 months)</p> <p>Constructs with a purpose in mind using a variety of resources to create a model, dance or composition. (E & U M & M 43-48 months)</p>	Show good balance and coordination on low apparatus.	Can use a variety of transitions to link skills together.	Link gymnastic skills together when using apparatus.	Link gymnastic skills together when using apparatus.	Roll with knees and ankles together with control and balance.	Create shapes pushing and pulling away from apparatus..
	<p>Moves with confidence in a range of ways, negotiating Space and is able to use one handed equipment (M&H 49 -54 months)</p> <p>Uses simple tools and techniques competently and appropriately to create something new. (E & U M&M 49-54 months)</p>	Hold a variety of balances still and stretched.	Create small sequences with a partner.	Support body weight using different body parts.	Support body weight using different body parts.	Perform spins with control and smooth flow.	Receive body weight on hands. Hold and support body weight on small body parts.
	<p>Is able to adjust speed and direction and is able to use precision to control and manipulate resources and small equipment. (M&H 55- 60 months)</p> <p>Shows an awareness and understanding of the effect of physical activity and what they eat on the body. (H & SC 55-60 months)</p>	Show good awareness of space.	Can follow and create small and large pathways.	Perform a variety of skills and travels whilst using a ribbon	Identify and perform jumps and springs in appropriate places when using apparatus.	Mirror partners movements and skills.	Hold a counter tension shape still for three seconds.

	<p>Selects appropriate resources and adapts work where necessary to create and change a piece of music, art, a picture or model. (E & U M & M 55-60 months)</p>						
	<p>Shows good control and coordination in large and small movements. Moves confidently in a range of ways, safely negotiating space. Handles equipment and tools effectively (M&H 61- 66 months ELG)</p> <p>Knows the importance of good health and physical exercise, and a healthy diet, and talks about ways to keep healthy and safe.(H & SC 61-66 months ELG)</p> <p>Sing songs, makes music and dances, experiments with ways of changing them. Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (E & U M & M 61-66 months ELG)</p> <p>Uses what they have learned about media and materials in original ways, thinking about uses and purposes. They can represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. (BI 61-66 months ELG)</p>			<p>Perform a forward roll.</p>	<p>Work effectively as a small group to create a sequence</p>	<p>Work effectively as a small group to create a sequence. Identify well performed skills when watching other groups.</p>	<p>Work effectively as a small group to create a sequence. Identify and explain well performed gymnastic skills.</p>
DANCE							
		<p>Copy basic actions . Use movements with imagination. Remember and repeat actions</p>	<p>Copy basic actions. Use movements with imagination. Remember and repeat actions</p>	<p>Copy basic actions. Use movements with imagination. Remember and repeat actions</p>	<p>Copy basic actions. Use movements with imagination. Remember and repeat actions</p>	<p>Copy basic actions. Use movements with imagination. Remember and repeat actions</p>	<p>Copy basic actions. Use movements with imagination. Remember and repeat actions</p>

	Hops and skips when playing games or in time to music. Manipulates paper and pens when writing and drawing. Graphics are legible showing good control and coordination.(M & H 67+ EXC)	Respond to a range of stimuli.	Respond to a range of stimuli.	Respond to a range of stimuli and accompaniments.	Respond to a range of stimuli and accompaniments.	Respond to a range of stimuli and accompaniments.	Respond to a range of stimuli and accompaniments.
	Knows about and can make healthy choices in relation to healthy eating and exercise. (H & SC 67+ EXC)						
		Sequence actions to include being still, making a shape, jumping, turning and gesturing.	Sequence actions to include being still, making a shape, jumping, turning and gesturing.	Link actions to make dance motifs and phrases. Then develop and adapt actions	Link actions to make dance motifs and phrases. Then develop and adapt actions	Link actions to make dance motifs and phrases. Then develop and adapt actions	Link actions to make dance motifs and phrases. Then develop and adapt actions
		Understand change of levels, speed, rythmn and directions	Understand change of levels, speed, rythmn and directions	Understand change of levels, speeds, rhythm and directions	Understand change of levels, speeds, rhythm and directions	Understand change of levels, speeds, rhythm and directions	Understand change of levels, speeds, rhythm and directions
		Create and perform dances	Create and perform dances	Create and perform dances using a range of movement patterns including those from different times, places and cultures.	Create and perform dances using a range of movement patterns including those from different times, places and cultures.	Create and perform dances using a range of movement patterns including those from different times, places and cultures.	Create and perform dances using a range of movement patterns including those from different times, places and cultures.
		Express and communicate ideas.	Express and communicate ideas.	Express and communicate ideas with use of dance terminology.	Express and communicate ideas with use of dance terminology.	Express and communicate ideas with use of dance terminology.	Express and communicate ideas with use of dance terminology.
		Explore and improvise to create original movements	Explore and improvise to create original movements	Explore and improvise to create original movements	Explore and improvise to create original movements	Explore and improvise to create original movements	Explore and improvise to create original movements
GAMES							
	Show control when dribbling with the ball.	Show control when dribbling with the ball.	Show control and change direction with the ball.	Show control and change direction with the ball.	Show control and change direction with the ball.	Show control and change direction with the ball.	Show control and change direction with the ball.

	Show a change of speed when travelling with the ball.	Show a change of speed when travelling with the ball.	Show a change of speed when travelling with the ball.	Show a change of speed when travelling with the ball.	Show a change of speed when travelling with the ball.	Show a change of speed when travelling with the ball.
	Look forward and turn on command when dribbling.	Look forward and turn on command when dribbling.	Use different parts of the foot to dribble and pass.	Use different parts of the foot when dribbling and passing.	Dribble with head up and awareness of opposition.	Dribble with head up and awareness of opposition.
	Pass to a selected target.	Pass to a selected target.	Show control when turning with the ball.	Show close control when turning with the ball.	Select the right pass for the appropriate distance.	Select the right pass for the appropriate distance whilst under small pressure from opposition.
	Can recognise space during lessons.	Can recognise space during lessons.	Can find space during games.	Can find space during games.	Show a change of speed to get away from opposition.	Show a change of speed to get away from opposition.
	Complete and demonstrate technical parts of the lesson.	Complete and demonstrate technical parts of the lesson.	Complete and demonstrate technical parts of the lesson.	Complete and demonstrate technical parts of the lesson.	Complete and demonstrate technical parts of the lesson.	Complete and demonstrate technical parts of the lesson.
	Follow the rules of the game.	Follow the rules of the game.	Follow the rules of the game.	Follow the rules of the game.	Follow the rules of the game.	Follow the rules of the game.
			Show understanding of tactics and strategies.	Show understanding of tactics and strategies.	Show understanding of tactics and strategies.	Show understanding of tactics and strategies.
	Dribble using the inside and outside of the stick.	Dribble using the inside and outside of the stick.	Hold the stick with one hand at the top and one hand in the middle.	Hold the stick with one hand at the top and one hand in the middle.	Hold the stick with one hand at the top and one hand in the middle. Play a push pass and a slap pass.	Hold the stick with one hand at the top and one hand in the middle. Play a push pass and a slap pass.
	Can catch a beanbag over a selected distance.	Can catch a beanbag over a selected distance.	Catch the ball more than 40% of the time.	Catch the ball more than 40% of the time.	Catch the ball more than 50% of the time.	Catch the ball more than 50% of the time.
	Can throw and aim a ball to a selected target.	Can throw and aim a ball to a selected target.	Demonstrate a chest pass and a shoulder pass.	Demonstrate different passes.	Pass with one hand or two.	Pass with one hand or two.

SAQ						
	Travel on the balls of their feet though SAQ equipment	Travel on the balls of their feet though SAQ equipment	Travel through equipment on the balls of their feet	Travel through equipment on the balls of their feet	Travel through equipment on the balls of their feet	Travel through equipment on the balls of their feet
	Change direction with good balance	Change direction with good balance	Change direction at a good speed.	Change direction at a good speed.	Change direction at a good speed.	Change direction at a good speed.
	Complete equipment without slowing or stopping	Complete equipment without slowing or stopping	Perform good body motion when travelling through equipment.	Perform good body motion when travelling through equipment.	Perform good body motion when travelling through equipment.	Perform good body motion when travelling through equipment.
	Complete most SAQ ladder drills.	Complete most SAQ ladder drills.	Complete most SAQ ladder drills.	Complete most SAQ ladder drills.	Complete most SAQ ladder drills.	Complete most SAQ ladder drills.
	Show own ideas travelling through SAQ ladders	Show own ideas travelling through SAQ ladders	Show own ideas travelling through SAQ ladders	Explain benefits of SAQ	Explain benefits of SAQ and the effects on other sports.	Explain benefits of SAQ and the effects on other sports.
SWIMMING						
			Swim competently, confidently and proficiently over a distance of at least 25 metres			
			Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]			
			Perform safe self-rescue in different water-based situations			

These objectives are taught continuously throughout the year