



Bury and Whitefield

JEWISH PRIMARY SCHOOL

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Progression Map

This knowledge should be used to recap and revisit learning from previous years, during 'Flashback' time. This will enable stronger schema to be built, allowing our children to remember key facts.

Our Curriculum Celebrates

Resilience

Creativity

Critical Thinking

Curiosity

Challenge

Culture

Gymnastics			
EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> • To climb confidently and begin to pull themselves up on nursery play climbing equipment. • To move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • To mount blocks or climbing equipment using alternate feet. • To stand momentarily on one foot when shown. • To jump off an object and land appropriately. • To travel with confidence and skill around, under, over and through balancing and climbing equipment. 	<ul style="list-style-type: none"> • To travel at different heights, different speeds and different directions. • To balance confidently on different body parts. • To link movements to create a sequence. • To perform a limited range of skills with a partner. • To turn, spin and twist different body parts with control and co-ordination. 	<ul style="list-style-type: none"> • To understand and use change of front and direction. • To travel and jump fluently and hold balanced positions demonstrating a variety of stretched and curled shapes (transferring and receiving body weight safely) • To move into and from a range of travelling, jumping and turning movements with control and accuracy. • To understand and identify asymmetry and symmetry. • To identify and use flexible and direct pathways using appropriate movements. • To identify and use different body parts to balance on and know which combinations produce the most stable basis. • To understand how different body parts are capable of transferring and receiving body weight. • To rotate and roll on different body parts and roll in different directions showing different shapes, speeds and sizes. • To move into and from a range of skills with control and accuracy. 	<ul style="list-style-type: none"> • To be able to balance on different body parts to create the bridge shapes both as individuals and with a partner. • To understand and demonstrate five basic jumps showing different shapes and directions in the air and show flight from feet to hands to feet. • To identify and use spinning, rotation and rolling around three different axes. • To adapt, refine and improve specific skills. • To transfer flight safely onto apparatus • To understand that all gymnastic skills use various combinations of pushing, pulling, swinging and gripping. • To be able to match and mirror the movements of their partner. • To be able to synchronise and canon the movements of their partner. • To balance on different body parts using different levels and shapes. • To use a variety of clear body shapes when jumping. • To use counter balance and counter tension with a partner.

Dance

EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> To move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. 	<ul style="list-style-type: none"> To demonstrate change and vary their movements to convey emotions. To copy and perform simple movements/rhythmic patterns and respond to stimuli. To use different levels of speed, direction and levels. 	<ul style="list-style-type: none"> To perform dance actions with greater control, fluency and coordination. To improvise using a stimulus to create ideas To shape movements into a whole dance with simple structure. To perform with an awareness of rhythm, dynamic and expressive qualities. To be able to develop simple motifs To perform dances expressing the mood clearly and fluently To remember, refine and repeat dance phrases To structure a dance with a partner. 	<ul style="list-style-type: none"> To be able to translate narrative ideas to movement. To show clear changes in mood and dynamics when performing To remember and perform the whole dance To use a variety of rhythm To work creatively and imaginatively, on their own and with a partner. To perform expressively and sensitively to accompaniment. To perform set patterns and dances fluently and with control. To create and structure motifs, phrases, sections and whole dances.

Games			
EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> To kick a large ball. To catch a large ball. To use one-handed tools and equipment, e.g. balance a ball on a racquet. To handle tools, objects, (equipment) safely and with increasing control. To show increasing control over an object in pushing, patting, 	<ul style="list-style-type: none"> To throw, catch and bounce balls when standing still and moving. To develop and apply skills relevant to specific games. To remember, repeat and link combinations of skills in a game. To use and vary simple tactics. To improve the co-ordination, control and consistency of their actions. 	<ul style="list-style-type: none"> To improve the ability to apply a range of simple tactics. To use appropriate skills. To develop the range of skills used. To consolidate skills and improve the control and quality of them. To vary skills and employ them appropriately. To use, adapt and transfer appropriate principles of play and tactics. To develop the range and consistency of skills in the games played. 	<ul style="list-style-type: none"> To combine and perform skills more fluently. To use skills appropriately in a game situation. To show consistency and accuracy in skills. To use attacking and defending strategies more consistently. To apply a range of tactics for attack and defence. To play small sided and modified versions of games.

throwing, catching or kicking it.		<ul style="list-style-type: none"> To play in small games using a variety of formations. 	
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Athletics			
EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> To run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. To squat with steadiness to rest or play with object on the ground, and rise to feet without using hands. To catch a large ball. 	<ul style="list-style-type: none"> To demonstrate a range of take-offs and landings and combine some of them into patterns of jumping. To show the difference between running at speed and jogging and be able to maintain a steady rhythm. To take part in a relay activity. To throw with increasing accuracy using a variety of games equipment. To use different techniques for running, jumping and throwing. 	<ul style="list-style-type: none"> To run at different speeds smoothly and with consistency. To demonstrate different combinations of jumps, showing control, co-ordination and consistency. To throw a range of objects in to a target area using a range of techniques with some accuracy and power. To confidently take part in a range of relay activities. 	<ul style="list-style-type: none"> To throw with greater control, accuracy and efficiency. To sustain pace over longer distances. To perform a range of jumps showing power, control and consistency at both take off and landing. <p>To demonstrate the basic principles of running (including relays)</p>

Creativity and Thinking			
EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> To begin to recognise danger E.g. balancing at height and seeks support of significant adults for help. 	<ul style="list-style-type: none"> To compare and evaluate their own performances. To compare and evaluate the performance of others. 	<ul style="list-style-type: none"> To compare and evaluate their own performances. To compare and evaluate the performance of others. 	<ul style="list-style-type: none"> To compare and evaluate their own performances. To compare and evaluate the performance of others.

<ul style="list-style-type: none"> • To understand that equipment and tools have to be used safely. • To show understanding of the need for safety when tackling new challenges, and consider and manage some risks. • To show understanding of how to transport and store equipment safely. • To express own preferences and interests. • To select and use activities and resources with help. • To welcome and value praise for what they have done. 	<ul style="list-style-type: none"> • To know what they need to do to improve their performance. • To know and understands the fundamentals of the skills and rules required. • To understand how to apply known skills. 	<ul style="list-style-type: none"> • To know what they need to do to improve their performance. • To know and understands the fundamentals of the skills and rules required. • To understand how to apply known skills. 	<ul style="list-style-type: none"> • To know what they need to do to improve their performance. • To know and understand the fundamentals of the skills and rules required. • To understand how to apply known skills.
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Social, Emotional and Health			
EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> • To show a preference for a dominant hand. (it's important to practise both) • To be able to tell adults when tired or when they want to rest or play. • To observe the effects of activity on their bodies. • To eat a healthy range of foodstuffs and understands need for variety in food. • To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • To enjoy responsibility of carrying out small tasks. 	<ul style="list-style-type: none"> • To demonstrate the ability to communicate with others. • To demonstrate the ability to work with other children (collaborate). • To demonstrate the ability to compete with other children whilst showing good sporting values. 	<ul style="list-style-type: none"> • To demonstrate the ability to communicate with others. • To demonstrate the ability to work with other children (collaborate). • To demonstrate the ability to compete with other children whilst showing good sporting values. 	<ul style="list-style-type: none"> • To demonstrate the ability to communicate with others. • To demonstrate the ability to work with other children (collaborate). • To demonstrate the ability to compete with other children whilst showing good sporting values.

<ul style="list-style-type: none">• To be more outgoing towards unfamiliar people and more confident in new social situations.• To be confident to talk to other children when playing, and will communicate freely about own home and community.• To show confidence in asking adults for help.• To be confident to speak to others about own needs, wants, interests and opinions.• To describe self in positive terms and talk about abilities.• To be aware that some actions can hurt or harm others.• To show understanding and cooperates with some boundaries and routines.• To be able to inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.• To begin to accept the needs of others and can take turns and share resources, sometimes with support from others.• To usually adapt behaviour/environment to different events, social situations and changes in routine.• To be aware of the boundaries set, and of behavioural expectations in the setting.• To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their ball.			
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