



	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Games	<p>Children can...</p> <ul style="list-style-type: none"> Compete in a small team competition and record the scores. Run in a relay race using a baton. Use a basic catching and throwing technique (two handed/overhand throw) with increasing accuracy. Throw and hit a ball in different ways (e.g. high, low, fast or slow). Sustain some control of the ball (e.g. bouncing) Choose and use simple tactics to suit different game situations. Work as a team more effectively. Bounce, dribble and control a ball whilst moving (e.g. in Basketball). 	<p>Children can...</p> <ul style="list-style-type: none"> keep possession of a ball, use accurate passing, dribbling and shooting technique in a game (e.g. football) demonstrating confident defence, attack and ability to score goals. (e.g. in football) keep score and demonstrate appropriate sporting behaviour (e.g. in Short Tennis) use hand-eye coordination to strike a moving and a stationary ball. serve the ball, strike using forehand and build up a rally. develop fielding skills and understand their importance when playing a game (e.g. in Kwik Cricket) Use hand-eye coordination to strike a moving. 	<p>Children can...</p> <ul style="list-style-type: none"> Develop skills in batting and fielding. Run between the wickets. Use all the skills learned by playing in a mini tournament, (e.g. in cricket). Run and catch with accuracy when fielding. Use a safe and effective overarm throw when fielding. Apply confident techniques for hitting a tennis ball such as groundstrokes, volleys and backhand. Use the scoring system and court for singles or doubles in tennis. Use an overhead serve and the correct selections of shots. Pivot on one foot, defend and attack (e.g. in Netball) 	<p>Children can...</p> <ul style="list-style-type: none"> Work as a team, using ball-handling skills. Use skills learned to play a match and keep a score (e.g. Rugby) Use fielding skills to stop the ball effectively. Use batting control. Play in a tournament and work as team, using tactics in order to beat another team (e.g. badminton) Demonstrate and use the correct grip of the racket the 'ready' position. Perform and understand the 'overhead clear' shot, drop shot and demonstrate an effort to aim. Play a singles or doubles game with some clear tactics Use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket. Understand how to serve the shuttle in order to start the game and know the difference between the low serve and the high serve
	<p>Children know...</p> <ul style="list-style-type: none"> Some of the basic rules of Basketball. Some of the basic rules of Rounders. 	<p>Children know...</p> <ul style="list-style-type: none"> some of the basic rules of Football. some of the basic rules of Short Tennis. some of the basic rules of Kwik Cricket. 	<p>Children know...</p> <ul style="list-style-type: none"> some of the basic rules of Cricket. some of the basic rules of Tennis 	<p>Children know...</p> <ul style="list-style-type: none"> some of the basic rules of Badminton. some of the basic rules of Tag Rugby. the role of backstop. most of the rules of Rounders confidently.
Dance	<p>Children can...</p> <ul style="list-style-type: none"> explore a genre of dance movements and adapt specific yet simple movements and create patterns of movement (e.g. African Dance) perform a dance with rhythm and expression. develop the precision of specific movements (foot/arm placement) (e.g. African Dance) 	<p>Children can...</p> <ul style="list-style-type: none"> identify and practise the patterns and actions of a specific style of dance and footwork style (e.g. line dance.) create an individual dance that reflects a specific style. create partnered dances that reflect the line dancing style and apply the key components of dance. 	<p>Children can...</p> <ul style="list-style-type: none"> identify and practise the patterns and actions, including specific arm movements and hand gestures for a specific style of dance (e.g. Bollywood dance style.) create and perform an individual and partnered dance with arm movements and hand gestures in a specific style (e.g. Bollywood dance style) perform a dance using a range of movement patterns, arm movements and hand gestures. 	<p>Children can...</p> <ul style="list-style-type: none"> identify and practise the patterns and actions, including complex footwork and arm sequences (e.g. in a street dance style.) demonstrate an awareness of the music's rhythm and phrasing when improvising. create a solo or group dance that represents a specific style (e.g. street dance style)
	<p>Children know...</p> <ul style="list-style-type: none"> to listen to the music to follow a rhythm. 	<p>Children know...</p> <ul style="list-style-type: none"> how to follow steps to keep in time with the music 	<p>Children know...</p> <ul style="list-style-type: none"> a basic sequence of movements including arm movements. 	<p>Children know...</p> <ul style="list-style-type: none"> how to sequence movements that include complex footwork and musicality.



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Gymnastics	<p>Children can...</p> <ul style="list-style-type: none"> work with a partner or a small group to create a sequence of movements that includes jumping. choose appropriate actions when creating a sequence of gymnastic movements to music. combine gymnastic techniques into a circuit. actively engage the core to perform a movements (e.g. sit up) 	<p>Children can...</p> <ul style="list-style-type: none"> use counterbalances and body shapes and incorporate them into a sequence of movements. control movements and actively engage the core with improved strength to perform a movement or sequence of movements. 	<p>Children can...</p> <ul style="list-style-type: none"> confidently apply symmetrical and asymmetrical body shapes and balances into a sequence of movements with a partner. develop skills for movement, including rolling, bridging and dynamic movement. 	<p>Children can...</p> <ul style="list-style-type: none"> perform complex gymnastic shapes and balances. perform complex symmetrical and asymmetrical body shapes. construct complex sequences using strong balancing and linking movements. perform movements in canon and in unison. plan and perform a complex circuit with accuracy which includes a range of gymnastics skills. actively engage the core to perform and control a movement with accuracy.
	<p>Children know...</p> <ul style="list-style-type: none"> how to include jumps in a gymnastic sequence. 	<p>Children know...</p> <ul style="list-style-type: none"> what a counterbalance is. how to engage the core muscles. 	<p>Children know...</p> <ul style="list-style-type: none"> what symmetrical and asymmetrical body shapes and balances are. 	<p>Children know...</p> <ul style="list-style-type: none"> the meaning of canon and unison.
Athletics	<p>Children can...</p> <ul style="list-style-type: none"> begin to know some basic warm ups and cool down movements. demonstrate coordination whilst moving an object [ball balanced on a bat]. demonstrate agility by being able to twist and turn and change direction [e.g.travel around cones]. complete a circuit of fitness activities skip confidently with a rope using 2 feet. begin to skip with a partner using a rope. develop an effective take-off and landing to perform a standing long jump. actively engage the core to perform and hold a movement. demonstrate emerging hand-eye coordination. 	<p>Children can...</p> <ul style="list-style-type: none"> perform basic warm up and cool down movements. consolidate and improve the quality of their techniques (jumps, coordination) use their bodies and a variety of equipment with greater control and coordination perform a fitness circuit with some developing accuracy. begin to throw with some power and accuracy (use overarm). develop and investigate different ways of throwing, and to know when each is appropriate. demonstrate good running technique in a competitive situation. 	<p>Children can...</p> <ul style="list-style-type: none"> carry out warm ups and cool downs safely and effectively. improve timing and step to the beat with some rhythm. count moves and perform in repetitions of eight, four, two and singles. show co-ordination and balance when moving in time to the music. develop the ability and appropriate speed to run for distance. throw with accuracy and power (overhand). select and explain which technique is most effective when jumping for distance. use skills to improve and judge the distance of a pull throw. 	<p>Children can...</p> <ul style="list-style-type: none"> explain why warming up and cooling down are important for good quality performance. sustain pace and stamina throughout a sequence of movements or exercises. use a range of agility, balance or coordination skills with consistent accuracy. perform a complex fitness circuit with accuracy using their bodies and a variety of equipment with secured, strong control and coordination. run at different speeds and vary running style (arm swing, knee drive, etc). consistently throw with power, accuracy and aim. demonstrate strong and thought-out running technique in a competitive situation.
	<p>Children know...</p> <ul style="list-style-type: none"> How to prepare the body for exercise. What fitness and heart rate means. 	<p>Children know...</p> <ul style="list-style-type: none"> which technique is most effective when jumping for distance. what an overarm throw is. 	<p>Children know...</p> <ul style="list-style-type: none"> why warming up and cooling down are important for good quality performance why exercise is good for health, fitness and wellbeing and how to become healthier themselves 	<p>Children know...</p> <ul style="list-style-type: none"> the impact of warming up and cooling down on the body. how to consolidate and improve the quality of their specific applied techniques which technique is most effective when jumping and throwing for distance.



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Outdoor Adventurous activities	Children can... <ul style="list-style-type: none"> follow a map and routes safely. use clues to follow a route. 	Children can... <ul style="list-style-type: none"> follow a map in a more (more demanding) familiar context. follow a route within a time limit. 	Children can... <ul style="list-style-type: none"> follow a map in an unknown location. use clues and a compass to navigate a route To change a route to overcome a problem use new information to change a route. 	Children can... <ul style="list-style-type: none"> plan a route a series of clues for others to follow. plan with others taking account of safety and danger.
	Children know... <ul style="list-style-type: none"> what a map looks like and begin to read some basic symbols. 	Children know... <ul style="list-style-type: none"> how to read a map and recognise most of the symbols. 	Children know... <ul style="list-style-type: none"> How to read maps with a developing confidence and identify most of the symbols confidently. 	Children know... <ul style="list-style-type: none"> How to read maps with high levels of confidence, recognising a range of symbols by sight.
Swimming	Children can... <ul style="list-style-type: none"> Enter and exit the water safely. swim competently over a distance of at least 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. Children know... <ul style="list-style-type: none"> safe self-rescue in different water-based situations How to be safe around water [open or indoor] 			
Evaluation	Children can... <ul style="list-style-type: none"> Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. be respectful toward others 	Children can... <ul style="list-style-type: none"> effectively communicate with others evaluate their personal performance both constructively and positively be fair and respect others play in a competitive situation, and to demonstrate sporting behaviour. 	Children can... <ul style="list-style-type: none"> effectively communicate with others evaluate a performance both positively and constructively. be fair and respect others. evaluate, refine and develop their own and others' work 	Children can... <ul style="list-style-type: none"> instinctively communicate with others instinctively evaluate their personal performance both constructively and positively be fair and respect others and support others to do the same in order show good sportsmanship.
	Children know... <ul style="list-style-type: none"> at least one thing that they could do to improve a specific skill, technique or performance. the meaning of fairness 	Children know... <ul style="list-style-type: none"> how to improve specific skills, technique or performance. 	Children know... <ul style="list-style-type: none"> how to have a more confident understanding of how to improve specific skills, technique or performance. 	Children know... <ul style="list-style-type: none"> instinctively how to improve specific skills, technique or performances.
Key Vocabulary	Standing long jump Underarm throw Overhand throw Dribbling/dribble bounce warm up/cool down	Overarm throw counterbalance rally forehand chest pass serve dribble (football) possession offside defense	Pivot Wickets Groundstrokes Pull throw Fielding Backstop Bridging Doubles Backhand Volleys	Cannon Unison Shuttle Drop shot Overhead clear shot Low serve High serve tactics



Sherwood Junior School

Physical Education

Progression Map