

St Albert's P.E Progression Map 2020/21



At St Albert's we believe that sport plays an important part in a child's life, as it contributes to the health and wellbeing of our children. Sporting excellence and participation, alongside opportunities, go hand in hand with academic standards. As well as completing two hours of P.E per week, every child is given the opportunity to attend an after school sports club in order to increase their levels of physical activity. Children also compete against other schools in competitions in order to increase their understanding and enjoyment of sport.



EYFS Intent: The characteristics taught through games, gymnastics and dance will allow them to become resilient and mentally strong. They will transfer these skills taught into everyday life, allowing them to be ambitious, courageous and competitive in challenging situations. Each skill learnt will then be practised and revisited throughout the year. This will enable children to develop fundamental moving skills that allow them to be competent and confident to extend their agility, balance and coordination, individually and with others.

Physical Development in the EYFS includes two strands - Moving & handling and Health & Self-care. For the purpose of this document the main links to the PE curriculum will be highlighted via Moving and Handling. Links to Expressive Arts and Design are also included - Using and exploring media and materials and Being Imaginative

EYFS STAGE	Development matters	
F3/F2	<p><u>16-26 Months PD - Moving and handling</u></p> <ul style="list-style-type: none"> • Walk upstairs holding hand of adult. • Comes downstairs backwards on knees (crawling). • Make connections between their movement and the marks they make. <p><u>22-36 Months PD - Moving and handling</u></p> <ul style="list-style-type: none"> • Runs safely on whole foot. • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. • Can kick a large ball. • Walks upstairs or downstairs holding onto a rail two feet to a step. 	<p><u>30-50 Months PD - Moving and handling</u></p> <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball.

	<ul style="list-style-type: none"> • May be beginning to show preference for dominant hand. 	<ul style="list-style-type: none"> • Draws lines and circles using gross motor movements. <p><u>30-50 Months EAD - Using and exploring media and materials/Being Imaginative</u></p> <ul style="list-style-type: none"> • Beginning to move rhythmically. • Imitates movement in response to music. • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music.
Reception	<p><u>40-60 Months PD - Moving and handling</u></p> <ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. 	<p><u>ELGs Months PD - Moving and handling</u></p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.</p> <p>Early Learning Goal - EAD - Using and exploring media and materials Children sing songs, make music and dance, and experiment with ways of changing them.</p>

	<p><u>40-60 Months EAD - Using and exploring media and materials/Being Imaginative</u></p> <ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. 	<p>Early Learning Goal - EAD - Being Imaginative</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
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Athletics

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of activities to extend their agility, balance and coordination;		Become increasingly competent and confident, and access a broad range of opportunities to extend their agility, Balance and coordination		Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success	
Learning Outcomes:					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Be able to evaluate their performance using time; Know and understand quicker and slower ways of travelling; Develop fundamental movement skills. E.g. hopping, skipping,...; Engage in competitive and cooperative physical activities in a range of increasingly challenging situations;	Be able to attempt a variety of throwing techniques in order to improve accuracy; Know and understand how the position of the body affects throwing performance; Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of activities to extend their agility,	Run at fast, medium and slow speeds, changing speed and direction; Be able to run, jump and throw using a variety of techniques Know and understand how altering the movement of any parts of the body during performance affects end results Learn to use skills in different ways and	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	Understand and demonstrate the difference between sprinting and running for sustained periods; Know and demonstrate a range of throwing techniques; Throw with some accuracy and power into a target area; Perform a range of jumps, showing consistent technique	Choose the best pace for a running event, so that they can sustain their running and improve on a personal target; Show control at take-off in jumping activities; Show accuracy and good technique when throwing for distance;

	<p>balance and coordination;</p> <p>Engage in competitive and cooperative physical Activities in a range of increasingly challenging situations;</p> <p>Be able to perform 1:2, 2:2, 2:1 and 1:1 jumps</p> <p>Know and understand how different jumping techniques affect distance travelled;</p>	<p>link them to make actions</p> <p>Develop an understanding of how to improve in different physical activities</p>	<p>action for accuracy and distance;</p> <p>Recognize when their heart rate, temperature and breathing rate have changed</p>	<p>and sometimes using a short run-up;</p> <p>Play different roles in small groups;</p> <p>Relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up;</p> <p>Compare and contrast performances using appropriate language</p>	<p>Organise and manage an athletic event well;</p> <p>Understand how stamina and power help people to perform well in different athletic activities;</p> <p>Identify good athletic performance and explain why it is good, using agreed criteria</p>
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Dance

Learning Outcomes:					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Perform basic body actions;</p> <p>Use different parts of the body singly and in combination;</p> <p>Show some sense of dynamic, expressive and rhythmic qualities in their own dance;</p> <p>Choose appropriate movements for different dance ideas;</p> <p>Remember and repeat short dance phrases and simple dances;</p> <p>Move with control;</p> <p>Vary the way they use space;</p>	<p>Perform body actions with control and coordination;</p> <p>Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling;</p> <p>Link actions;</p> <p>Remember and repeat dance phrases;</p> <p>Perform short dances, showing an understanding of expressive qualities;</p> <p>Describe how dancing affects their body;</p>	<p>Improvise freely, translating ideas from a stimulus into movement;</p> <p>Create dance phrases that communicate ideas;</p> <p>Share and create dance phrases with a partner and in a small group;</p> <p>Repeat, remember and perform these phrases in a dance;</p> <p>Use dynamic, rhythmic and expressive qualities clearly and with control;</p>	<p>Respond imaginatively to a range of stimuli related to character and narrative;</p> <p>Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group;</p> <p>Refine, repeat and remember dance phrases and dances;</p> <p>Perform dances clearly and fluently;</p> <p>Show sensitivity to the dance idea and the accompaniment;</p> <p>Show a clear understanding of how</p>	<p>Compose motifs and plan dances creatively and collaboratively in groups;</p> <p>Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use;</p> <p>Perform different styles of dance clearly and fluently;</p> <p>Organise their own warm-up and cool-down exercises;</p> <p>Show an understanding of safe exercising;</p>	<p>Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances;</p> <p>Perform to an accompaniment expressively and sensitively;</p> <p>Perform dances fluently and with control;</p> <p>Warm up and cool down independently;</p> <p>Understand how dance helps to keep them healthy;</p>

Describe basic body actions and simple expressive and dynamic qualities of movement	<p>Know why it is important to be active;</p> <p>Suggest ways they could improve their work;</p> <p>Be able to link and perform a series of Movements based on imaginary characters</p>	<p>Understand the importance of warming up and cooling down;</p> <p>Recognise and talk about the movements used and the Expressive qualities of dance;</p> <p>Suggest improvements to their own and other people's dances</p>	<p>to warm up and cool down safely;</p> <p>Describe, interpret and evaluate dance,</p> <p>Using appropriate language</p>	<p>Recognise and comment on dances, showing an understanding of style;</p> <p>Suggest ways to improve their own and other people's work</p>	<p>Use appropriate criteria to evaluate and refine their own and others' work;</p> <p>Talk about dance with understanding, using appropriate Language and terminology</p>
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Gymnastics

Learning Outcomes:					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Show basic control and coordination when travelling and when remaining still;</p> <p>Choose and link 'like' actions;</p> <p>Remember and repeat these actions accurately and consistently;</p> <p>Find and use space safely, with an awareness of others;</p> <p>Identify and copy the basic actions of gymnasts;</p> <p>Use words such as rolling, travelling, balancing, climbing;</p>	<p>Plan and repeat simple sequences of actions; show contrasts in shape;</p> <p>Perform a sequence that shows clear change of speed;</p> <p>Perform the basic gymnastic actions with coordination, control and variety;</p> <p>Recognise and describe how they feel after exercise;</p> <p>Describe what their bodies feel like during gymnastic activity;</p> <p>Describe what they and others have done;</p>	<p>Use a greater number of their own ideas for movements in response to a task;</p> <p>Choose and plan sequences of contrasting actions;</p> <p>Adapt sequences to suit different types of apparatus and their partner's ability;</p> <p>Explain how strength and suppleness affect performance;</p> <p>Compare and contrast gymnastic sequences, commenting on Similarities and differences;</p>	<p>Perform actions, balances, body shapes and agilities with control;</p> <p>Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement;</p> <p>Adapt their own movements to include a partner in a sequence;</p> <p>Understand that strength and suppleness can be improved;</p> <p>Recognise criteria that lead to improvement, e.g. changing a level; watch, describe and</p>	<p>Create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed;</p> <p>Choose actions, body shapes and balances from a wider range of themes and ideas;</p> <p>Adapt their performance to the demands of a task, using their knowledge of composition;</p> <p>Use basic set criteria to make simple judgements about performances and Suggest ways they could be improved</p>	<p>Make up longer, more complex sequences, including changes of direction, level and speed;</p> <p>Develop their own solutions to a task by choosing and applying a range of compositional principles;</p> <p>Combine and perform gymnastic actions, shapes and balances;</p> <p>Show clarity, fluency, accuracy and consistency in their movements;</p> <p>Say, in simple terms, why activity is good for their health,</p>

<p>Make their body tense, relaxed, stretched and curled;</p> <p>Describe what they do in their movement phrases</p>	<p>Say why they think gymnastic actions are being performed well</p> <p>Be able to perform a sequence that flows;</p>	<p>With help, recognise how performances could be improved;</p> <p>Be able to perform a sequence in time with a partner;</p> <p>Know and understand to teach a sequence to a partner;</p> <p>Suggest warm-up activities;</p>	<p>suggest possible improvements to others' performances;</p> <p>Suggest improvements to their own performance</p> <p>Be able to perform a sequence following a pathway, in time with a partner;</p> <p>Know and understand how to sequence movements that move people together and apart</p> <p>lead a partner through short warm-up routines;</p>	<p>Be able to link and perform multiple sequential elements e.g. up to 8</p> <p>understand the need for warming up and working on body strength, tone and flexibility;</p> <p>Lead small groups in warm-up activities;</p>	<p>fitness and wellbeing;</p> <p>Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving</p> <p>Be able to link at 3 different levels;</p> <p>Know and understand how to perform at different levels;</p> <p>Be able to link and perform multiple sequential elements e.g. up to 10</p> <p>Be able to adapt an individual sequence to become a group sequence;</p> <p>Understand the importance of</p>
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					warming up and cooling down.
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Invasion Games

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Throw and catch with control to keep possession and score goals;</p> <p>Pass and dribble with control without opponent;</p> <p>Be able to bounce the ball in the direction of a target;</p> <p>Know and use rules fairly to keep games going;</p>	<p>Play games with some fluency and accuracy, using a range of throwing and catching techniques;</p> <p>Pass and dribble with control under pressure;</p> <p>Find ways of attacking successfully when using other skills;</p> <p>Use a variety of simple tactics for attacking well, keeping possession of the ball</p>	<p>Pass, dribble and shoot with control in games;</p> <p>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal;</p> <p>Identify tactics that present opportunities to score goals</p> <p>Mark opponents and help each other in defence;</p>	<p>Use different techniques for passing, controlling, dribbling and shooting the ball in games;</p> <p>Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defence;</p>

		<p>Say when a player has moved to help others;</p> <p>Apply this knowledge to their own play</p> <p>Suggest warm-up activities;</p>	<p>as a team, and getting into positions to score;</p> <p>Know the rules of the games;</p> <p>Understand that they need to defend as well as attack;</p> <p>Understand how strength, stamina and speed can be improved by playing invasion games;</p> <p>Watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better</p> <p>Be able to move to the correct position in order to attempt to score;</p>	<p>Pick out things that could be improved in Performances and suggest ideas and practices to make them better</p> <p>To develop their own game and to be able to agree and teach the rules of it;</p> <p>Know how to make games safe;</p> <p>Be able to attempt to intercept</p> <p>Be able to participate in small sided game e.g. 5 a-side</p> <p>Understand the need for warming up and working on body strength, tone and flexibility;</p> <p>Lead small groups in warm-up activities;</p>	<p>Play effectively as part of a team;</p> <p>Know what position they are playing in and how to contribute when attacking and defending;</p> <p>Recognise their own and others' strengths and weaknesses in games;</p> <p>Suggest ideas that will improve performance</p> <p>Be able to describe an attacking position and a defending position within a game situation;</p> <p>Know and understand positions that help attacking and defending</p>
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			Lead a partner through short warm-up routines;		positions within a game; Understand the importance of warming up and cooling down;
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Net and Wall Games

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Able to send an object with increased confidence using hand or bat;</p> <p>Moves towards a moving ball to return with hand or bat;</p> <p>Scores points against opposition over a line/net;</p> <p>Selects and applies skills to win points;</p> <p>Chases, stops and controls balls and other objects such as beanbags and hoops;</p> <p>Identifies space to send a ball;</p> <p>Be able to send an object in isolation;</p>	<p>Demonstrates basic sending skills in isolation and small games;</p> <p>Tracks the path of ball over a line/net and move towards it;</p> <p>Hits a ball using both hand and racquet with some consistency;</p> <p>Returns a ball coming towards them using hand or racquet;</p> <p>Plays in a modified game send and returning the ball over a line/barrier;</p> <p>Decides on and play with dominant hand;</p> <p>Be able to send a ball in small games with increased confidence;</p>	<p>Attempts to serve to begin a game. E.g. underarm;</p> <p>Plays a continuous game using: throwing and catching or some simple hitting;</p> <p>Keeps count/score of a game;</p> <p>Can play within boundaries;</p> <p>Uses a small range of basic racquet skills;</p> <p>Moves towards a ball to return over a line/net;</p> <p>Plays over a net;</p> <p>Suggest warm-up activities;</p>	<p>Explores shots on both sides of the body and attempt with confidence;</p> <p>introduction of forehand and backhand</p> <p>Uses a small range of racquet/hand skills;</p> <p>Works with a partner / small groups to return a served ball;</p> <p>Plays competitively with others and against others in modified games;</p> <p>Uses basic defensive tactics to defend the court i.e. moving to different positions on the court;</p>	<p>Plays a range of basic shots on both sides of the body, move feet to hit ball;</p> <p>Plays modified games sending and returning a ball;</p> <p>Plays with others with some flow to the game, keeping track of their own scores;</p> <p>Recognises where they should stand on the court when playing on their own and with others;</p> <p>Applies some control when returning the ball including foot placement, shot selection and aim;</p>	<p>Uses forehand, backhand and overhead shots with more confidence in games;</p> <p>Makes appropriate choices in games about the best shot to use;</p> <p>Starts games with the appropriate serve;</p> <p>Begins to use full scoring systems;</p> <p>Develops doubles play (team play for volleyball);</p> <p>Applies tactics in games effectively;</p> <p>Understand the importance of</p>

<p>Moves towards a moving ball to return it with hand or bat;</p> <p>Be able to demonstrate basic sending skills in isolation;</p>	<p>Tracks the path of a ball over a line/net and moves towards it;</p> <p>Be able to demonstrate sending skills in isolation and basic games;</p>		<p>Chooses ways to send the ball to make it difficult for opponent to return;</p> <p>Suggests and lead warm ups that prepare the body appropriately for net/wall activities;</p> <p>Enjoy communicating, collaborating and competing with each other;</p> <p>Lead a partner through short warm-up routines;</p>	<p>Be able to describe their scoring system; Understand the need for warming up and working on body strength, tone and flexibility;</p> <p>Lead small groups in warm-up activities;</p>	<p>warming up and cooling down;</p>
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Striking and Fielding Games

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy;</p> <p>Continue to develop fundamental movement skills and become increasingly competent and confident;</p> <p>To understand the need for tactics; To be able to pass and catch within pairs;</p> <p>Know and understand rules of the game;</p> <p>Set up small games;</p>	<p>Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with good control and accuracy;</p> <p>Choose and vary skills and tactics to suit the situation in a game;</p> <p>Carry out tactics successfully;</p> <p>To be able to pass and catch within a small team;</p> <p>Know rules and use them fairly to keep games going;</p>	<p>Strike a bowled ball with some accuracy; use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency;</p> <p>Work collaboratively in pairs, group activities and small-sided games;</p> <p>Use and apply the basic rules consistently and fairly;</p> <p>Recognise the activities and exercises that need including in a warm up;</p>	<p>Strike a bowled ball with precision ball; use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency;</p> <p>Continue to work collaboratively in pairs, group activities and small-sided games;</p> <p>Continue to use and apply the basic rules consistently and fairly;</p> <p>Understand and implement a range of tactics in games with success;</p>

		<p>Explain what they need to do to get ready to play games;</p> <p>Suggest what needs practising;</p> <p>Know and understand how hitting the ball further increases the chances of running further distances;</p> <p>Suggest warm-up activities;</p>	<p>Carry out warm ups with care and an awareness of what is happening to their bodies;</p> <p>Describe what they and others do that is successful;</p> <p>Be able to bat and run to distance bases;</p> <p>Lead a partner through short warm-up routines;</p>	<p>Identify their own strengths and suggest practices to help them improve;</p> <p>Know and understand how to score points;</p> <p>Start to develop an understanding of how to improve, and learn to evaluate and recognise their own success;</p> <p>Be able to score points by hitting a ball and running safely to the target;</p> <p>Know that it is advantageous to attempt to strike a batter 'out';</p> <p>Understand the need for warming up and working on body strength, tone and flexibility;</p>	<p>Deliver a specific warm up to a small group of peers;</p> <p>Identify their own and others strengths and suggest practices to help them improve;</p> <p>Understand the importance of warming up and cooling down;</p>
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				Lead small groups in warm-up activities;	
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