

Freeman Physical Education (P.E.) Topic and Progression Map

School Values		Curious	Achieve	Resilient	Independent	Nurturing	Gracious	
What do these values look like in P.E.?		Asking questions. Enjoys learning new knowledge and skills. Desire to learn more and improve.	Recognise and celebrate own success. Sets clear goals and challenges. Make expected or better progress.	Have a strong sense of self-belief. Respond to challenge positively. Show determination to succeed.	Attempt new skills and challenges positively. Take ownership of learning. Make decisions. Consistently retrieve/remember key skills and knowledge.	Be supportive to peers. Show encouragement as part of a team.	Cope with success and difficulty positively. Show great sportsmanship.	
Topics / Skills		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance Themes		Wiggle and Jiggle At the sea side, Fireworks, at the farm	Weather/Pirates	Secret garden/Circus/Rainforest/	Machines/Trip	The Spy/Carnival	Rock and roll/Ancient Maya	Stamp clap/Bhangra
Games Themes	Invasion Games	Fundamentals Games Unit	Fundamentals Invasion games	Fundamentals Invasion games	Fundamentals Hockey Tag Rugby	Basketball Netball Football Dodgeball	Rugby, Hockey, Handball, Basket Ball	Football; Netball Dodgeball
	Striking and Fielding	Ball skills	Sending and receiving Striking and fielding	Sending and receiving Striking and fielding		Cricket Rounders		Rounders Cricket
	Net/wall Games		Target games Ball skills	Target games Ball skills	Hand ball Ball skills	Tennis	Tennis	
Gymnastics Themes		Animals	Travelling, shapes, balances, performing	Shapes, control, balances, using apparatus	Patch and point balances, rolls	Partner balances, rotation jumps, rolls	Symmetrical and asymmetrical balances, rolls in a sequence, canon and synchronisation	Forwards and backwards rolls, counter balance and tension balance, performance tools
Other Themes		Introduction to PE Athletics	Athletics Fitness Yoga Team building	Athletics Fitness Yoga Team building	Athletics; Yoga O.A.A.- Orienteering; Swimming.	Athletics; OAA, fitness	Athletics; O.A.A.- Orienteering; Swimming. Yoga	Athletics, Yoga O.A.A.- Residential Trip; orienteering etc. Fitness and wellbeing.
		Skills Progression						

Dance	<i>Acquiring and developing skills</i>	Know and talk about the different factors that support overall health and wellbeing: - regular physical activity Progress towards a more fluent style of moving, with developing control and grace. Watch and talk about dance and performance art, expressing their feelings and responses Explore and engage in music making and dance, performing solo or in groups.	To use counts of 8 to move in time and make my dance look interesting. To explore pathways in my dance. To create my own dance using, actions, pathways and counts. To explore speeds and actions in our pirate inspired dance. To copy, remember and repeat actions that represent the theme. To copy, repeat, create and perform actions that represent the theme.	To remember, repeat and link actions to tell the story of my dance. To develop an understanding of dynamics and how they can show an idea. Use counts of 8 to help you stay in time with the music. To copy, remember and repeat actions using facial expressions to show different characters. To explore pathways and levels. To remember and rehearse our circus dance showing expression and character.	To create actions in response to a stimulus and move in unison with a partner. To create actions to move in contact with a partner or interact with a partner. To select and link appropriate actions and dynamics to show our dance idea. To remember, repeat and create actions to represent an idea. To share ideas of actions and dynamics to create a dance that shows a location. To use choreographing ideas to develop our dance.	To copy and create actions in response to an idea and be able to adapt this using changes of space. To choose actions which relate to the theme. To develop a dance using matching and mirroring. To learn and create dance moves in the theme of carnival. To develop a carnival dance using formations, canon and unison. To develop a dance phrase and perform as part of a class performance.	To copy and repeat movements in the style of rock 'n' roll. To work with a partner to copy and repeat actions in time with the music. To work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll. To develop set choreography inspired by a Mayan god. To choose actions to create a motif in a given character with consideration of dynamics, space and relationships. To use structure to choreograph a dance performance.	To copy and repeat a dance phrase showing confidence in movements. To work with others to explore and develop the dance idea. To use changes in dynamics in response to the stimulus. To demonstrate a sense of rhythm and energy when performing bhangra style motifs. To perform a bhangra dance, showing an awareness of timing, formations and direction. To select, order, structure and perform movements in a bhangra style, showing various group formations.
	<i>Selecting and applying skills, tactics and compositional ideas</i>	Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing	Perform a sequence with a partner Perform to an audience Practice and repeat their movement phrases and perform them in a controlled way.	Compose and perform dance phrases and short dances that express communicate moods, ideas and feelings. Remember and repeat a short dance phrase, showing greater control, co-ordination and spatial awareness.	Apply basic compositional ideas to create dance which convey feelings and emotions. Link actions to make dance phrases, working with a partner and in a small group. Perform short dances with expression, showing an awareness of others when moving. Describe what makes a good dance phrase.	Begin to design their own movement phrases that respond to the stimuli or emotion. Use a range of movement and dance phrases within different ways (unison, canon) with a partner or group. Remember, perform and evaluate short dance phrase, showing an understanding and an awareness of others.	Create and perform dances using a range of movement patterns in response to a range of stimuli. Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer. Remember, practise and combine longer, more complex dance phrases.	Extend compositional skills incorporating a wider range of dance styles and forms. Compose, develop and adapt motifs to make dance phrases and use these in longer dance. Select and use a range of compositional ideas to create motifs that demonstrate their dance idea.
Games	<i>Acquiring and developing skills</i>	Negotiate space and obstacles safely, with consideration for	Throw and catch a ball with a partner. Move fluently, changing direction and	Pass a ball accurately to a partner over a variety of distances.	Travel whilst bouncing a ball showing control. Use a range of skills to help them keep	Travel with a ball showing increasing control using both hands and feet.	Travel with a ball showing changes of speed and directions	Show precision and accuracy when sending and receiving.

		themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	speed easily and avoiding collisions. Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking.	Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control. Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run.	possession and control of the ball. Perform the basic skills needed for the games with control and consistency. Use a range of skills with increasing control.	Know and use a range of skills that allow them to keep hold of the ball, before passing to a member of their team. Perform an advancing range of skills with accuracy and control, repeatedly in a range of situations. Use a range of different skills with increasing control and skill.	using either foot or hand. Use a range of techniques when passing, eg high, low, bounced, fast, slow. Keep a game going using a range of different ways of throwing. Strike a ball with intent and throw it more accurately when bowling and/or fielding.	Perform skills with accuracy, confidence and control. Combine and perform skills with control, adapting them to meet the needs of the situation. Play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game. Adapt their play for the needs of the game, perform a range of skills with accuracy, adapting to allow them to keep hold of the play within their team.
	Selecting and applying skills, tactics and compositional ideas		Choose and use skills effectively for particular games understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming. Use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions.	They vary skills and show some understanding of simple tactics. Choose and use tactics to suit different situations. React to situations in a way that helps their partners and makes it difficult for their opponents.	In pairs, make up a game and play a simple rallying game. Use a range of skills to keep possession and make progress towards a goal, on their own and with others. Choose good places to stand when receiving, and give reasons for their choice. Choose and use batting or throwing skills to make the game hard for their opponents.	In small groups make up a game with simple rules. Use a range of learnt techniques to ensure fair play and that they know how to score goals and win the game. Choose where they should position themselves to be a defender and an attacker. Choose the best skills to use to play the different sides within a game, knowing the skills that they should use to be successful.	Effectively play a competitive net/wall game. Keep and use rules they are given. Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights. Judge how far they can run to score points.	Can bowl and pass the ball with an increasing range of technique and skill. They play, choosing and using skills which meet the needs of the situation. Choose when to pass or dribble, so that they keep possession and make progress towards the goal. Hit the ball with purpose, varying the speed, height and direction. Hit the ball from both sides of the body.

Gymnastics	<i>Acquiring and developing skills</i>	Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Perform basic gymnastic actions like travelling, rolling and jumping. Manage the space safely, showing good awareness of each other, mats and apparatus.	Perform a variety of actions with increasing control and repeat accurately. Complete sequences of gymnastic actions. Move smoothly from a position of stillness to a travelling movement. Move smoothly and in a controlled way from one position of stillness to another.	Perform a competent forward roll, rug roll, shoulder roll. Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel. Practise an action or short sequence of movements, and improve the quality of the actions and transitions. Show control, accuracy and fluency of movement when performing actions on their own and with a partner.	Perform a range of rolls with control and accuracy. Explore different combinations of apparatus to look at shape, balance and travel. Know how to utilize this equipment to enhance their movements, practise and refine an action or short sequence showing quality movement phrases, combining different actions for effect. Begin to perform with a partner or group.	Perform a range of rolls including backwards roll consistently. Perform a range of actions and agilities with consistency, fluency and clarity of movement. Make similar or contrasting shapes on the floor and apparatus, working with a partner combine actions and maintain the quality of performance when performing at the same time as a partner.	Perform a range of rolls showing different entrances and exits. Perform combinations of actions and agilities that show clear differences between levels, speeds and directions, with fluency and accuracy. Perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension.
	<i>Selecting and applying skills, tactics and compositional ideas</i>	Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group Develop overall body strength, balance, coordination and agility.	Make up simple movement phrases in response to simple tasks. Link & repeat basic gymnastic actions. Perform movement phrases with control and accuracy.	Choose, use and vary simple compositional ideas to create and perform a sequence. Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end. Adapt the sequence to include apparatus or a partner. Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency.	Plan and perform a movement sequence showing contrasts in speed, level and direction. Devise and perform a gymnastic sequence, showing a clear beginning, middle and end. Adapt a sequence to include different levels, speeds or directions. Work well on their own and contribute to pair sequences.	Begin to develop a longer and more varied movement phrase with smooth, planned links between actions. Perform a sequence where the children combine speed, level, direction and a variety of shapes. Work within different groups to contribute to a variety of different sequences.	Develop a longer and more varied movement sequence demonstrating smooth transitions between actions combine actions to make a sequence. Sequences with changes of speed, level and direction, and clarity of shape. Gradually increase the length of sequences. Work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body. Shape and changes in direction and adapt sequences to include a partner or a small group.

Outdoor Adventurous Activities (O.A.A.)	Can use and explore the classroom independently Work and play cooperatively and take turns with others.	n/a	n/a	Use maps and diagrams to orientate themselves around a course. Respond appropriately when task/environment changes, plan responses.	Use a map with confidence to navigate around a route. Adapt and respond to changes in the environment to allow them to complete the task.	Move confidently through familiar and less familiar environments, prepare self. Adapt skills and strategies as situation demands.	Work confidently in changing environments, adapt quickly. Devise and put into practice a range of solutions and challenges.
Athletics	Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing	To move at different speeds over varying distances. To develop balance. To develop changing direction quickly. To explore hopping, jumping and leaping for distance. To develop throwing for distance. To develop throwing for accuracy.	To develop the sprinting action. To develop jumping for distance. To develop technique when jumping for height. To develop throwing for distance. To develop throwing for accuracy. To select and apply knowledge and technique in an athletics carousel.	To develop the sprinting technique and improve on your personal best. To develop changeover technique in relay events. To develop jumping technique in a range of approaches and take off positions. To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw. To develop officiating and performing skills.	To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop technique when jumping for distance. To develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills.	To understand pace and apply different speeds over varying distances. To develop fluency and co-ordination when running for speed. To develop technique in relay changeovers. To build momentum and power in the triple jump. To develop throwing with force for longer distances. To develop throwing with greater control and technique.	To develop my own and others sprinting technique. To identify a suitable pace for the event. To develop power, control and technique for the triple jump. To develop power, control and technique when throwing for distance. To develop throwing with force and accuracy for longer distances. To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.
Evaluating and improving performance	Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.	Describe and comment on their own and others actions. Can describe what they have done. Can watch others and say what they are doing.	They can talk about differences between their own and others' performance and suggest improvements.	Describe and comment on their own performance and that of others and make simple suggestions to improve quality.	Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see. Be confident to analyse and comment on what they see.	From observation of others begin to describe constructively how to refine improve and modify performance. Refine own performance in response to comments of others' and self-analysis.	Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding.

Knowledge and understanding of Fitness and health	Manage their own needs. - personal hygiene Know and talk about the different factors that support overall health and wellbeing: - regular physical activity	Can describe how their bodies feel when still and when exercising. Can talk about how to exercise safely.	They can understand how to exercise and describe how their bodies feel during different activities.	Children suggest appropriate warm up ideas. Children dress appropriately for PE. Children work in a responsible and safe manner. Children recognize changes in body temperature, heart rate and breathing.	Children begin to think about warm up activities that prepare them for exercise. They can talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy. Demonstrate activities for specific aspects of warm up- stretching, joint mobility, raising heart and breathing rates. Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.	Demonstrate activities for specific aspects of warm up- stretching, joint mobility, raising heart and breathing rates. Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.	Can show responsibility for personal warm up programme specific to the activity. Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within accepted rules and conventions.
Swimming				10-20 metres unaided (Using arms and legs). Have one basic method of swimming. Swim underwater confidently. Choose their most confident stroke to swim across the pool.		Swim 25-50 metres unaided. Starting to use 3 different strokes. Able to control breathing.	