



## Webheath Physical Education Progression Map

	Year 1	Year 1 KPI	Year 2	Year 2 KPI
<b>Fundamentals</b>	<ul style="list-style-type: none"> <li>• Use rolling, hitting, jumping, catching and kicking skills in isolation.</li> <li>• Stretch and curl to develop flexibility.</li> <li>• Jump and land safely both on and off equipment.</li> <li>• Manipulate a variety of objects starting with bean bags moving towards other balls and objects using our own body.</li> <li>• Manipulate a variety of objects using a range of implements (e.g. using a hockey stick, tennis racquet etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>To know where our heart is and that when we exercise, it beats faster and exercise helps improve our heart health.</b></li> <li>• <b>To be able to run fluidly with opposite arm and leg going forwards.</b></li> <li>• <b>To be able to throw a bean bag at a target with some level of accuracy (within 1 metre).</b></li> <li>• <b>To catch an object such as a bean bag with 2 hands.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use rolling, hitting, jumping, catching and kicking skills in combination.</li> <li>• Stretch and curl to develop flexibility as part of a warm-up/cool down.</li> <li>• Jump in a variety of ways and land with increasing control and balance on and off a piece of equipment.</li> <li>• Manipulate a variety of objects using our own body with increasing confidence.</li> <li>• Manipulate a variety of objects using a range of implements with increasing confidence (e.g. hockey stick, tennis racquet etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>To understand that we need to exercise to have a healthy heart.</b></li> <li>• <b>To be able to run and skip fluidly and correctly with opposite arm and leg moving forward.</b></li> <li>• <b>To jump safely in the following formations: 1 foot – 1 foot 1 foot – 2 foot 2 foot – 2 foot</b></li> <li>• <b>To be able to throw an object including balls and bean bags at a target with accuracy (within 1 metre).</b></li> <li>• <b>To catch a bean bag with 2 hands and 1 hand.</b></li> <li>• <b>To catch a large ball with 2 hands.</b></li> </ul>

<b>Gymnastics and dance</b>	<ul style="list-style-type: none"> <li>• Copy and remember moves and positions with visual reminders.</li> <li>• Link two or more actions to make a sequence.</li> <li>• Link two or more actions to perform a sequence.</li> <li>• Copy and remember actions.</li> <li>• Move with some control and awareness of space.</li> <li>• Show contrasts (such as small/tall, straight/curved and wide/narrow).</li> <li>• Travel by rolling forwards, backwards and sideways.</li> <li>• Climb safely on equipment.</li> </ul>	N/A	<ul style="list-style-type: none"> <li>• Copy and remember moves and positions without visuals.</li> <li>• Link two or more actions to make a sequence including a jump and a balance.</li> <li>• Link two or more actions to perform a sequence that can be replicated.</li> <li>• Choose movements to communicate a mood, feeling or idea.</li> <li>• Move with some control and awareness of space.</li> <li>• Show contrasts (such as small/tall, straight/curved and wide/narrow) throughout a sequence.</li> <li>• Travel by rolling forwards, backwards and sideways.</li> <li>• Hold a position whilst balancing on different points of the body.</li> <li>• Climb safely on equipment.</li> </ul>	N/A
<b>Games</b>	<ul style="list-style-type: none"> <li>• Move with careful control.</li> <li>• Manipulate an object in aim to reach a given target/goal.</li> <li>• Listening to and following instructions.</li> </ul> <p><i>*Please note, games in Year 1 should begin once the fundamentals are secure and should take the form of more individual playground style games that involve developing the</i></p>	N/A	<ul style="list-style-type: none"> <li>• Use the terms ‘opponent’ and ‘teammate’.</li> <li>• Develop simple tactics.</li> <li>• Lead others when appropriate.</li> <li>• Move with careful control and coordination.</li> <li>• Move with some control and awareness of space.</li> <li>• Manipulate an object in aim to reach a given target/goal</li> </ul>	N/A

	<p><i>fundamentals further as opposed to invasion team games.</i></p>		<p>whilst working as part of a team.</p> <p><i>*Please note, games in Year 2 should be used to introduce the concepts 'opponent' and 'teammate' and should involve very small sided games. Where possible, try to ensure there is always a free player (e.g. 3 vs 2) to allow for easier movement.</i></p>	
<p><b>Outdoor adventurous activity (OAA)</b></p>	<ul style="list-style-type: none"> <li>• Have an awareness of how to dress suitably for different weather conditions.</li> <li>• Be able to listen to and follow safety instructions outdoors.</li> <li>• Have an awareness of directional language (e.g. forward, backward, up, down).</li> </ul> <p><i>*OAA is not part of the National Curriculum for KS1 therefore is not compulsory. However, at Webheath, we value the learning that can come from using the great outdoors in a safe way.</i></p>	<p>N/A</p>	<ul style="list-style-type: none"> <li>• Have an awareness of how to dress suitably for different weather conditions.</li> <li>• Be able to listen to and follow safety instructions outdoors.</li> <li>• Be able to work with a partner cooperatively.</li> <li>• Have an awareness of directional language (e.g. forward, backward, left and right).</li> </ul> <p><i>*OAA is not part of the National Curriculum for KS1 therefore is not compulsory. However, at Webheath, we value the learning that can come from using the great outdoors in a safe way.</i></p>	<p>N/A</p>

	Year 3	Year 3 KPI	Year 4	Year 4 KPI
<b>Fundamentals</b>	<ul style="list-style-type: none"> <li>• Suggest different stretches as part of a warm-up or cool down.</li> <li>• Throw and catch a variety of differently sized balls with control using 2 hands.</li> <li>• Throw with accuracy to hit a target or cover a distance.</li> <li>• Use a range of movement patterns (skipping, running, jumping, rolling) in combination confidently.</li> <li>• Have the strength to hold a balance.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>To understand what happens to our body and our health if we don't exercise.</b></li> <li>• <b>To be able to jump in the following combinations starting with both left or right and distinguish between the two: 1 foot – 1 foot 1 foot – 2 foot 2 foot – 2 foot</b></li> <li>• <b>To be able to accurately and effectively throw an object at a given target (e.g. a teammate/target on the floor).</b></li> <li>• <b>To catch a range of different balls (large and small) with 2 hands.</b></li> <li>• <b>To fluidly run, skip, jump and hop confidently.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Lead stretches in a small group as part of a warm-up or cool down.</li> <li>• Throw and catch a variety of differently sized balls with control and accuracy using 1 hand or 2 hands.</li> <li>• Throw with accuracy to hit a target using an underarm throw.</li> <li>• Throw to cover a distance using an overarm throw.</li> <li>• Use a range of movement patterns (skipping, running, jumping, rolling) in combination confidently.</li> <li>• Have the strength to hold a balance with a purpose (e.g. when defending an opponent, using raised arms and tiptoes).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>To have some understanding of how to make our body healthier and fitter.</b></li> <li>• <b>To be able to alter speed and power of movements to suit the needs of the game/environment.</b></li> <li>• <b>To throw any object accurately when under pressure of an opponent.</b></li> <li>• <b>To be able to catch any object using 2 hands and 1 hand.</b></li> </ul>

<b>Gymnastics and dance</b>	<ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Refine movements into sequences.</li> <li>• Show changes of direction, speed and level during a performance.</li> <li>• Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</li> <li>• Move in a clear manner.</li> <li>• Swing and hang from equipment safely.</li> <li>• Understand that the term 'motif' refers to a sequence of movements.</li> <li>• Use action, space, dynamics and relationships (ASDR) to edit a movement.</li> </ul>	N/A	<ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Refine movements into sequences.</li> <li>• Show changes of direction, speed and level during a performance.</li> <li>• Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances, experiment to find out how to get the centre of gravity successfully over base and organise body parts into an interesting shape).</li> <li>• Swing and hang from equipment safely as part of a sequence.</li> <li>• Understand that the term 'motif' refers to a sequence of movements.</li> <li>• Use action, space, dynamics and relationships (ASDR) to edit a movement and then a motif.</li> </ul>	N/A
<b>Games</b>	<ul style="list-style-type: none"> <li>• Strike a ball.</li> <li>• Move your body to catch a ball (e.g. When fielding).</li> <li>• Choose tactics to cause problems for the opposition.</li> </ul>	N/A	<ul style="list-style-type: none"> <li>• Strike a ball with some accuracy and control.</li> <li>• Move your body to catch a ball (e.g. when fielding).</li> </ul>	N/A

	<ul style="list-style-type: none"> <li>Follow the rules of the game and play fairly.</li> <li>Maintain possession of a ball (e.g. with feet, a hockey stick or hands).</li> <li>Pass to team-mates (using feet or hands depending on the ball being used).</li> <li>Lead others and act as a respectful team member.</li> </ul> <p><i>*Please note, games for Year 3 should remain small sided.</i></p>		<ul style="list-style-type: none"> <li>Choose appropriate tactics to cause problems for the opposition.</li> <li>Follow the rules of the game and play fairly.</li> <li>Maintain possession of a ball (e.g. with feet, a hockey stick or hands) when under pressure of an opponent.</li> <li>Pass to team-mates (using feet or hands depending on the ball being used) at appropriate times.</li> <li>Lead others and act as a respectful team member.</li> <li>Work as a team to create original team games with rules and deliver to others.</li> </ul>	
<b>Athletic style movements</b>	<ul style="list-style-type: none"> <li>Sprint over a short distance up to 60m.</li> <li>Run over a longer distance, conserving energy in order to sustain performance.</li> <li>Throw to cover a distance.</li> <li>Compete with others and aim to improve personal best performances.</li> </ul>	N/A	<ul style="list-style-type: none"> <li>Sprint over a short distance up to 60m.</li> <li>Refer to previous performances in order to improve your personal best.</li> <li>Run over a longer distance, conserving energy in order to sustain performance.</li> <li>Throw with increasing accuracy to cover a distance.</li> <li>Compete with others and aim to improve personal best performances.</li> </ul>	N/A
<b>Swimming</b>	<ul style="list-style-type: none"> <li>Swim at least 25 metres unaided.</li> </ul>	N/A	<ul style="list-style-type: none"> <li>Swim at least 25 metres unaided.</li> </ul>	N/A

	<ul style="list-style-type: none"> <li>• Use a range of strokes fluently (e.g. front crawl, breast stroke, back stroke).</li> <li>• Perform safe self-rescue.</li> </ul>		<ul style="list-style-type: none"> <li>• Use a range of strokes fluently (e.g. front crawl, breast stroke, back stroke).</li> <li>• Perform safe self-rescue.</li> </ul>	
<b>Outdoor adventurous activity (OAA)</b>	<ul style="list-style-type: none"> <li>• Arrive properly equipped for OAA.</li> <li>• Understand the need to show accomplishment in managing risks.</li> <li>• Show an ability to lead and form part of a team.</li> <li>• Support others and seek support if required when the situation dictates.</li> <li>• Show resilience when plans do not work and show initiative to try new ways of working.</li> <li>• Use maps, compasses and digital devices to orientate themselves.</li> </ul>	N/A	<ul style="list-style-type: none"> <li>• Arrive properly equipped for OAA.</li> <li>• Understand the need to show accomplishment in managing risks.</li> <li>• Show an ability to lead and form part of a team.</li> <li>• Support others and seek support if required when the situation dictates.</li> <li>• Show resilience when plans do not work and show initiative to try new ways of working.</li> <li>• Use maps, compasses and digital devices to orientate themselves.</li> <li>• Remain aware of changing conditions and change plans if necessary.</li> </ul>	N/A

	Year 5	Year 5 KPI	Year 6	Year 6 KPI
<b>Fundamentals</b>	<ul style="list-style-type: none"> <li>• Lead stretches to a group as part of a warm up and develop confidence naming the muscles.</li> <li>• Choose and combine techniques in a variety of situations (running, throwing, catching, passing, jumping and kicking etc.), altering speed and power.</li> <li>• Throw and catch a variety of balls fluently on the move.</li> <li>• Have the strength to hold a balance with a purpose (e.g. when defending an opponent, using raised arms and tiptoes).</li> <li>• Choose when it is appropriate to use either underarm or an overarm throw.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>To be able to demonstrate a good understanding of how to make healthy lifestyle choices (e.g. such as through scenario- based discussions).</b></li> <li>• <b>To be able to alter speed and power of movements in a variety of situations with effect.</b></li> <li>• <b>To take on a role within team games and work as a team.</b></li> <li>• <b>To understand how your position during play will alter depending on whether you are attacking or defending and begin demonstrating this during game situations.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Choose and combine techniques in a variety of situations (running, throwing, catching, passing, jumping and kicking etc.), altering speed and power with effect.</li> <li>• Choose when it is appropriate to use either underarm or an overarm throw with increasing accuracy and confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>To demonstrate a good knowledge and understanding of how to make healthy lifestyle choices and develop an awareness of how you will use this in the future to maintain a healthy lifestyle.</b></li> <li>• <b>To fluidly connect movements with effect.</b></li> <li>• <b>Work as a team, showing understanding of the rules of the game.</b></li> <li>• <b>To understand how your position during play will alter depending on whether you are attacking or defending and demonstrate this during game situations.</b></li> </ul>



<p><b>Gymnastics and dance</b></p>	<ul style="list-style-type: none"> <li>• Compose creative and imaginative dance sequences.</li> <li>• Understand that the term 'motif' refers to a sequence of movements.</li> <li>• Use action, space, dynamics and relationships (ASDR) to edit a motif.</li> <li>• Create and perform complex dance sequences.</li> <li>• Express an idea in original and imaginative ways.</li> <li>• Perform complex moves that combine strength and stamina gained through gymnastic activities (e.g. such as through handstands or cartwheels).</li> <li>• Create complex and well-executed sequences that include a full range of movements including: travelling, balancing, swinging, springing, flight, vaults, inversions, rotations, bending, stretching, twisting, gestures and linking skills.</li> <li>• Hold shapes that are strong.</li> <li>• Link movements within a sequence using other forms of travel.</li> <li>• Vary speed, direction, level and body rotation during floor performances.</li> </ul>	<p>N/A</p>	<ul style="list-style-type: none"> <li>• Compose creative and imaginative dance sequences incorporating a given theme.</li> <li>• Perform expressively and hold precise and strong posture.</li> <li>• Create and perform complex dance sequences.</li> <li>• Use action, space, dynamics and relationships (ASDR) to edit a motif.</li> <li>• Express an idea in original and imaginative ways.</li> <li>• Plan to perform with high energy/explosive, slow grace or other themes and maintain this throughout a piece.</li> <li>• Perform complex moves that combine strength and stamina gained through gymnastic activities (e.g. such as through handstands or cartwheels).</li> <li>• Create complex and well-executed sequences that include a full range of movements including: travelling, balancing, swinging, springing, flight, vaults, inversions, rotations, bending, stretching, twisting, gestures and linking skills.</li> <li>• Hold shapes that are strong, fluent and expressive.</li> <li>• Include set pieces in a sequence, choosing the most appropriate linking movements.</li> <li>• Vary speed, direction, level and body rotation during floor performances.</li> </ul>	<p>N/A</p>
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	<ul style="list-style-type: none"> <li>• Practise and refine the gymnastic techniques used in performances.</li> <li>• Demonstrate kinaesthetic awareness (placement and alignment of body parts usually good in well-rehearsed actions).</li> <li>• Use equipment to vault and to swing (remaining upright).</li> </ul>		<ul style="list-style-type: none"> <li>• Practise and refine the gymnastic techniques used in performances.</li> <li>• Demonstrate good kinaesthetic awareness (placement and alignment of body parts usually good in well-rehearsed actions).</li> <li>• Use equipment to vault and to swing (remaining upright).</li> </ul>	
<b>Games</b>	<ul style="list-style-type: none"> <li>• Choose and combine techniques in a game situation (running, throwing, catching, passing, jumping and kicking etc.).</li> <li>• Work alone, or with team mates, in order to gain points or possession.</li> <li>• Strike a bowled or volleyed ball with accuracy.</li> <li>• Use forehand and backhand when playing racquet games.</li> <li>• Field, defend and attack tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate tactics for the game.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Lead others when called upon and act as a good role model within a team.</li> </ul>	N/A	<ul style="list-style-type: none"> <li>• Choose and combine techniques in a game-situations (running, throwing, catching, passing, jumping and kicking etc.).</li> <li>• Work alone, or with team mates, in order to gain points or possession.</li> <li>• Strike a bowled or volleyed ball with accuracy.</li> <li>• Use forehand and backhand when playing racquet games, selecting for effect.</li> <li>• Field, defend and attack tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate tactics for the game.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations and encourage this in others.</li> <li>• Lead others when called upon and act as a good role model within a team.</li> </ul>	N/A

	<ul style="list-style-type: none"> <li>• Take part in a variety of traditional and alternative games, showing good understanding of the rules.</li> </ul>		<ul style="list-style-type: none"> <li>• Take part in a variety of traditional and alternative games, showing good understanding and reinforcement of the rules.</li> <li>• Be aware of key positions for some games and that position's impact on attacking and defending (e.g. such as showing some understanding of netball positions).</li> </ul>	
<b>Athletic style movements</b>	<ul style="list-style-type: none"> <li>• Combine sprinting with low hurdles over 60 metres.</li> <li>• Choose the best place for running over a variety of distances.</li> <li>• Throw accurately over a distance with clear direction.</li> <li>• Show control in take off and landings when jumping.</li> <li>• Compete with others and keep track of personal best performances, setting targets for improvement.</li> </ul>	N/A	<ul style="list-style-type: none"> <li>• Combine sprinting with low hurdles over 60 metres without touching them.</li> <li>• Choose the best place for running over a variety of distances.</li> <li>• Experiment with a range of running techniques to find a strategy that helps you run for longer distances (e.g. continuous, interval, fartlek).</li> <li>• Throw accurately over a distance with clear direction and refine performance by analysing technique and body shape.</li> <li>• Show control in take-off and landings when jumping.</li> <li>• Compete with others and keep track of personal best performances, setting targets for improvement.</li> </ul>	N/A
<b>Swimming</b>	<ul style="list-style-type: none"> <li>• Swim at least 25 metres unaided.</li> <li>• Use a range of strokes fluently (e.g. front crawl, breast stroke, back stroke).</li> <li>• Perform safe self-rescue.</li> </ul>	N/A	<ul style="list-style-type: none"> <li>• Swim at least 25 metres unaided.</li> <li>• Use a range of strokes fluently (e.g. front crawl, breast stroke, back stroke).</li> <li>• Perform safe self-rescue.</li> </ul>	N/A

<p><b>Outdoor adventurous activity (OAA)</b></p>	<ul style="list-style-type: none"> <li>• Select appropriate equipment for outdoor and adventurous activity.</li> <li>• Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</li> <li>• Embrace both leadership and team roles and gain the commitment and respect of a team.</li> <li>• Empathise with others and offer support without being asked. Seek support from the team and experts if in doubt.</li> <li>• Use a range of devices in order to orientate themselves.</li> <li>• Assess changing conditions and adapt plans to ensure safety comes first.</li> </ul>	<p>N/A</p>	<ul style="list-style-type: none"> <li>• Select appropriate equipment for outdoor and adventurous activity.</li> <li>• Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</li> <li>• Embrace both leadership and team roles and gain the commitment and respect of a team.</li> <li>• Empathise with others and offer support without being asked. Seek support from the team and experts if in doubt.</li> <li>• Remain positive even in the most challenging circumstances, rallying others if need be.</li> <li>• Use a range of devices in order to orientate themselves.</li> <li>• Quickly assess changing conditions and adapt plans to ensure safety comes first.</li> </ul>	<p>N/A</p>
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## Key Vocabulary

**KPI** – ‘key performance indicator’ refers to key assessment criteria that a child should meet in order to reach ‘age-related expectations’.

Partial criteria met = working towards age-related

All criteria met = working at age-related

All criteria met and many exceeded = working at greater depth

**In isolation** – performing that movement on its own with nothing else to focus on.

**In combination** – performing a sequence of movements where focus shifts between numerous actions.

**Manipulate** – handling an object and moving it freely and fluently around the body.

**‘With increasing confidence’** – being able to do something accurately most of the time with decreasing effort and concentration required.

**1 foot – 1 foot** – starting on 1 foot and landing on the same foot or starting on one foot and landing on the other.

**1 foot – 2 foot** – starting on one foot and landing on two feet. Both feet must connect with the surface at the same time.

**2 foot – 2 foot** – starting on two feet and landing on two feet. Both feet must leave a surface at the same time and land on a surface at the same time.

**Team** – a group consisting of three or more people.

**Motif** – a combination of at least two movements that can be replicated.

**Sequence** – in dance, a combination of motifs put together and replicated. In gymnastics, a combination of movements that can be replicated.

**Complex dance sequence** – an intricate combination of motifs to form a sequence that joins with other sequences seamlessly using challenging movements that involve awareness of multiple body movements at one time.

**ASDR** – Action (the movement itself), Space (high/low/wide etc used by the individual), Dynamics (how fast/slow a movement is performed), Relationships (solo/duet/group, considering the formation)

**'Perform expressively'** – Perform in a particular way to communicate an idea purposefully with effect.

**Continuous** – to perform the movement constantly at a suitable pace without stopping.

**Interval** – to perform the movement for specific sets of time then pausing for rest before continuing.

**Fartlek** – to perform a movement at varying speeds (e.g sprint, steady pace, rest, steady, sprint).

**Traditional sport** – sports which have been commonly taught in schools for many years (e.g. football, netball, hockey, rounders).

**Alternative sport** – sports which may be fairly new or have previously been under-represented within the PE curriculum (e.g. baseball could be an alternative for rounders, boccia, squash, skittleball, ultimate frisbee, to name just a few). Please consider teacher's strengths and children's interests when selecting sporting activities and be imaginative with the use of equipment.

**Kinaesthetic awareness** – to have an understanding of how the body moves and how to alter body parts to navigate a movement successfully, being able to peer or self-assess particular movements and analyse success, giving points to improve.

**Slow grace** – moving in a fluent graceful manner with effect. This movement is the opposite of 'explosive'.

**Explosive movement** – moving in a powerful way with effect. This movement is the opposite of 'slow grace'.