

Meon Junior School P.E Progression Map

P.E Area	Year 3	Year 4	Year 5	Year 6
REAL P.E	<p>Apply different skills to game situations, for example: Throwing and catching when fielding in rounders.</p> <p>Throw with accuracy over a range of distances to a team mate.</p> <p>Catch objects, such as a tennis ball, with a degree of confidence.</p> <p>Throw and catch with control and accuracy.</p> <p>Strike a ball and field with control.</p> <p>Choose appropriate tactics to cause problems for the opposition.</p> <p>Follow the rules of the game and play fairly.</p>	<p>Apply different skills to game situations, for example: Throwing and catching when fielding in rounders.</p> <p>Apply skills when under pressure from an opponent.</p> <p>Throw with accuracy over a range of distances to a team mate – tennis ball, netball.</p> <p>Catch objects, such as a tennis ball and a rounders ball, with confidence.</p> <p>Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</p> <p>Pass to team mates at appropriate times.</p> <p>Lead others and act as a respectful team member.</p>	<p>Children should have strong skills: running, jumping, throwing and catching.</p> <p>Children to throw and catch a range of objects with confidence and use this in game situations.</p> <p>Children should run over different distances, choosing which pace to run at.</p> <p>Children to change direction with speed and confidence.</p> <p>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <p>Work alone, or with team mates in order to gain points or possession.</p> <p>Strike a bowled or volleyed ball with accuracy.</p>	<p>Children should have strong skills: running, jumping, throwing and catching.</p> <p>Children to throw and catch a range of objects with confidence and use this in game situations.</p> <p>Children should run over different distances, choosing which pace to run at.</p> <p>Children to change direction with speed and confidence.</p> <p>Use forehand and backhand when playing racket games.</p> <p>Field, defend and attack tactically by anticipating the direction of play.</p> <p>Choose the most appropriate tactics for a game.</p> <p>Uphold the spirit of fair play and respect in all competitive situations.</p> <p>Lead others when called</p>

				upon and act as a good role model within a team.
Personal	Take Control: I know where I am with my learning and I have begun to challenge myself.	Consistently try to improve: I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.	Embrace Challenge: I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set appropriate targets	Take responsibility for my learning: I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.
Social	Work well with others: I show patience and support others, listening carefully to them about our work.	Organise and guide others: I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.	Improve others: I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.	Lead others: I can involve others and motivate those around me to perform better.
Applying Physical	Perform with control: I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.	Link with quality: I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.	Combine with fluency: I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.	Apply with consistency: I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.
Cognitive	Explain why: I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.	Describe how to improve: I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space	Make good decisions: I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop	Analyse performance: I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.

		and others to make good decisions.	methods to outwit opponents.	
Creative	Recognise and respond: I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.	Refine and change: I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.	Express, adapt and adjust: I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.	Variety and disguise: I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.
Health & Fitness	Explain why: I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.	Explain how to exercise: I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.	Prepare myself for activity: I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.	Plan my own fitness: I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness.
GYMNASTICS	I can make my body tense, relaxed, curled and stretched. I can copy sequences and repeat them. I can roll in different ways. I can stretch in different ways. I can curl in different ways	I can make my body tense, relaxed, curled and stretched. I can control my body when travelling. I can control my body when balancing. I can climb safely. I can plan and show a sequence of movements. I can make different shapes with my body.	I can use contrast in my sequences. My movements are controlled. I can think of more than one way to create a sequence which follows a set of 'rules'. I can work on my own and with a partner to create a sequence. I can link my different body shapes to form a sequence.	

DANCE	<p>I can move to music. I can copy dance moves. I can perform some dance moves</p>	<p>I can copy dance moves. I can make up a short dance. I can dance imaginatively. I can change rhythm, speed, level and direction</p>	<p>I can change rhythm, speed, level and direction. I can dance with control and coordination. I can make a sequence by linking sections together. I can link some movement to show a mood or feeling.</p>	<p>Pupils should be taught to perform dances using simple movements and patterns. Use movement imaginatively, responding to stimuli, including music and performing basic skills</p> <ul style="list-style-type: none"> ● Change rhythm, speed, level and direction of their movements. ● Create and perform dances using simple movement patterns, including those from different times and cultures. ● Express and communicate ideas and feeling
ATHLETICS	<p>Autumn:N/A Spring:N/A Summer: ✓</p> <p>Running</p> <p>Run smoothly at different speeds. Watch and describe specific aspects of running e.g. what arms and legs are doing. Carry out warm up and stretching safely. With guidance, set realistic targets of times to achieve</p>	<p>Autumn:N/A Spring:N/A Summer: ✓</p> <p>Running</p> <p>Choose different styles of running at different distances. Pace and sustain effort over longer distances. Recognise and record how the body works in different types of challenges over different distances.</p>	<p>Autumn:N/A Spring:N/A Summer: ✓</p> <p>Running</p> <p>Sustain pace over a long distance - 2 minutes. Relay change-overs. Set realistic targets for self, of time to achieve over a short and longer distance. Perform a range of warm up exercises specific to running over short and long distances.</p>	<p>Autumn:N/A Spring:N/A Summer: ✓</p> <p>Running</p> <p>Identify the main strengths of a performance of self and others. Identify parts of the performance that need to be improved. Explain how warming up affects performance. Explain why athletics can help stamina and strength</p>

	<p>over short and long distances.</p> <p>Jumping</p> <p>Choose and perform different styles of jumping separately. Watch and describe specific aspects of jumping e.g. what arms and legs are doing With guidance, set realistic targets when jumping for distance or height.</p> <p>Throwing</p> <p>Explore different styles of throwing e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus). Throw with greater control. Watch and describe specific aspects of throwing e.g. what arms and legs are doing With guidance, set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others.</p>	<p>Jumping</p> <p>Perform combinations of jumps e.g. hop, step, jump showing control and consistency</p> <p>Throwing</p> <p>Consistently hit a target with a range of implements</p>	<p>Jumping</p> <p>Demonstrate a range of jumps showing power and control and consistency at both take-off and landing. Set realistic targets for self, when jumping for distance or for height.</p> <p>Throwing</p> <p>Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus Organise small groups to SAFELY take turns when throwing and retrieving implements</p>	<p>Jumping</p> <p>Refine jumping technique to improve on personal best and achieve the targets set.</p> <p>Throwing</p> <p>Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others</p>
INVASION GAMES	<p>Autumn: N/A Spring: TAG RUGBY Summer: N/A</p> <p>-Children will learn what the fundamental aims are within</p>	<p>Autumn: N/A Spring: FOOTBALL Summer: N/A</p> <p>-Explore how possession can be intercepted if you are on</p>	<p>Autumn: N/A Spring: BASKETBALL Summer: N/A</p> <p>-Show ways to keep the ball away from defenders.</p>	<p>Autumn: N/A Spring: HOCKEY Summer: N/A</p> <p>-Explore different ways to attack and defend using</p>

	<p>invasion games.</p> <ul style="list-style-type: none"> -Explore different ways of passing to a partner using a number of different sending and receiving techniques. -Remain in control of the ball whilst travelling. -Find space to receive and support, keeping possession of the ball. 	<p>the defending team.</p> <ul style="list-style-type: none"> -Improve accuracy of passes and use space to keep possession better. -Choose and adapt their techniques to keep possession and give their team a chance to shoot. -Plan ideas and tactics similar across invasion games. -Know what rules are needed to make games fair. -Understand simple patterns of play. 	<ul style="list-style-type: none"> -How to shield the ball. -Change speed, direction with ball to get away from defender. -Shoot accurately in a variety of ways. -Mark an opponent. -Watch and evaluate the success of the games they play in, identifying strengths and areas for improvement. 	<p>positioning carefully.</p> <ul style="list-style-type: none"> -Choose right formations and tactics for attack and defend. -Know how to support other players in defence and attack.
<p>STRIKING GAMES</p>	<p>Autumn: N/A Spring: N/A Summer: TRI GOLF/ROUNDERS</p> <p>Children will learn what the fundamental aims are within striking games.</p> <ul style="list-style-type: none"> • To develop and investigate different ways of throwing, and to know when each is appropriate. • To use ABC (agility, balance, coordination) to field a ball well. • To use ABC (agility, balance, coordination) to move into good positions for catching 	<p>Autumn: N/A Spring: N/A Summer: N/A</p>	<p>Autumn: N/A Spring: N/A Summer: KWIK CRICKET/ROUNDERS</p> <ul style="list-style-type: none"> - To develop skills in batting and fielding. - To choose correct fielding techniques in different situations. - To develop judgement of when to run between the wickets. - To run, throw and catch in a fluid sequence of movements. - To develop a safe and effective overarm throw. 	<p>Autumn: N/A Spring: N/A Summer: N/A</p>

	<p>and apply it in a game situation.</p> <ul style="list-style-type: none"> • To use hand-eye co-ordination to strike a stationary ball (develop to moving). • To develop fielding skills and understand their importance when playing a game. <p>To play in a competitive situation, and to demonstrate sporting behaviour.</p>		<ul style="list-style-type: none"> - To learn batting control for more tactical striking. - To use all the skills learned by playing in a mini tournament. - To throw and catch under pressure. - To use fielding skills to stop the ball effectively. - To learn the role of backstop. - To play in a tournament and work as team, using tactics in order to beat another team. - To play in a tournament and work as team, using tactics in order to beat another team. 	
NETWALL GAMES	<p>Autumn: N/A Spring: N/A Summer: N/A</p>	<p>Autumn: N/A Spring: N/A Summer: TENNIS/BADMINTON</p> <ul style="list-style-type: none"> -Children will learn what the fundamental aims are within net wall games. -Practise throwing and catching with a variety of different balls and using different types of throwing. -Hit the ball with a racket using a forehand and backhand swing. -Learn how to stand when receiving. 	<p>Autumn:N/A Spring: N/A Summer: N/A</p>	<p>Autumn: N/A Spring: N/A Summer: TENNIS/BADMINTON</p> <ul style="list-style-type: none"> -Hold and swing racket accurately to produce different shots. -Know where to stand on the court when hitting, catching and receiving. -Hit the ball on both sides of the body and above head. -Use different types of shots during a game. -Improve accuracy. -Hit the ball in the court away from opponent, how to

		<p>-Vary the strength, length and direction of strikes and throws.</p> <p>-Know how can they make it difficult for opponent to receive ball.</p>		<p>outwit them using speed height and direction of ball.</p> <p>-Know where to stand when attacking and defending.</p>
SWIMMING	N/A	N/A	<p>I can swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>I can perform safe self-rescue in different water-based situations.</p>	N/A
OUTDOOR ACTIVITY	<p>Autumn: TRANSITION TEAM BUILDING</p> <p>Spring:</p> <p>Summer:</p> <p>ORIENTEERING</p> <p>Table top maps</p> <p>Using maps in classroom/hall</p> <p>Introduction to maps</p> <p>Orienteering maps</p> <p>Location points following routes</p> <p>Lead Healthy Active Lives</p> <p>The short term and beneficial effects of different OAA activities on the body</p> <p>To warm up and prepare</p>	<p>Autumn:</p> <p>Spring:</p> <p>Summer: Portsmouth Outdoor Centre?</p> <p>ORIENTEERING</p> <p>Developing map work and orientation of the school site</p> <p>Simple star orienteering (School field/ playground)</p> <p>Simple short courses on school field/ playground (few controls) Setting up routes for each other using simple plans</p> <p>Lead Healthy Active Lives</p> <p>The short term and beneficial</p>	<p>Autumn:</p> <p>Spring:</p> <p>Summer: RESIDENTIAL TRIP</p> <p>ORIENTEERING</p> <p>Consolidation of map work and orientation Star orienteering Variations of short courses (more controls) Setting up courses for others using star orienteering and school plans/maps Ground to map interpretation Introduction to compass work</p> <p>Lead Healthy Active Lives</p> <p>The short term and beneficial</p>	<p>Autumn:</p> <p>Spring:</p> <p>Summer: RESIDENTIAL TRIP</p> <p>ORIENTEERING</p> <p>Using off-site locations where possible Continue familiarisation with different maps and locations</p> <p>Star orienteering off-site</p> <p>Timed short courses</p> <p>Score orienteering and competition</p> <p>Lead Healthy Active Lives</p> <p>The short term and beneficial effects of different OAA activities on the body</p>

	<p>appropriately for different OAA activities</p> <p>COLLABORATION AND TEAMWORK</p> <p>Simple trust activities</p> <p>Physical challenges using climbing frames</p> <p>Locating points, following routes</p> <p>Planning for an extend day trip</p>	<p>effects of different OAA activities to the body.</p> <p>To warm up and prepare appropriately for different OAA activities.</p> <p>Why wearing appropriate clothing is important for health and safety.</p> <p>COLLABORATION AND TEAMWORK Cooperative activities</p> <p>Group problem solving tasks</p> <p>Residential visit planning OAA PLTS</p> <p>JOURNEYING</p> <p>Working as a group constructing a range of simple shelters</p> <p>Supervised open fires</p> <p>Going on short residential experiences OAA</p>	<p>effects of different OAA activities o the body To warm up and prepare appropriately for different OAA activities Why wearing appropriate clothing is important for health and safety</p> <p>COLLABORATION AND TEAMWORK Cooperative activities</p> <p>Group problem solving tasks</p> <p>Residential visit planning OAA PLTS JOURNEYING Working as a group constructing a range of simple shelters</p> <p>Supervised open fires Going on short residential experiences OAA</p>	<p>To warm up and prepare appropriately for different OAA activities</p> <p>Why wearing appropriate clothing is important for health and safety</p> <p>JOURNEYING</p> <p>Pitching and working with a variety of Tents Planning a Journey on-site</p> <p>Helping to plan a residential visit</p> <p>Longer residential experience</p> <p>OTHER ACTIVITIES</p> <p>Night walks, challenge walks</p> <p>Stream surveys</p> <p>Village studies</p> <p>Care of equipment</p> <p>Safety rules</p> <p>Cycling</p> <p>Setting up/organising orienteering competitions for other classes</p> <p>Shelter building</p> <p>Blindfold activities</p>
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