

# Progression Map - PE



		Implementation	Intent
Subject	Year Group	Knowledge - Declarative (Factual information) and Procedural (Skill/application of skills)	Applied Learning and Skills - Used for assessment and retrieval
PE - 1. General	Y3	Declarative: To know what <b>co-operation</b> is Declarative: To know the benefits of <b>warms ups</b> Declarative: To know what <b>effective feedback</b> is Procedural: To be able to produce an effective <b>warm up</b> linked to the activity Procedural: To know how to show key sporting values whilst participating Procedural: To use a range of feedback techniques to support progress eg iPads	To be able to co-operate and give feedback
PE - 1. General	Y4	Procedural: To know how to <b>record results</b> during exercise Procedural: To know that different exercises use different <b>muscle groups</b> and how they affect the body in different ways Procedural: To know how to give clear and concise instructions and how to adapt them Procedural: To know ways to <b>analyse performance</b> for self and others and provide constructive feedback (including peer feedback) Procedural: To understand how to change instructions, rules and tactics to make activities less challenging Procedural: To understand how to change instructions, rules and tactics to make activities more challenging Procedural: To use a range of feedback techniques to support progress eg iPads	To be able to understand, record and monitor how my body changes during exercise
PE - 1. General	Y5	Declarative: To know warm up stretches and their impact Procedural: To know how to lead small groups in warm up activities Procedural: To know how to analyse a performance and provide constructive feedback to aid improvement Procedural: To use a range of feedback techniques to support progress eg iPads Procedural: To know how to organise <b>roles</b> and <b>responsibilities</b> within a team Procedural: To know how to choose <b>tactics</b> for defending and attacking	To be able to organise a team sport or event
PE - 1. General	Y6	Procedural: To know how to <b>negotiate, collaborate</b> and provide <b>feedback</b> to others Procedural: To know that individuals need different components of <b>fitness</b> to be effective in their activity, role or event Procedural: To understand which components of fitness effect overall performance Procedural: To use a range of feedback techniques to support progress eg iPads	To be able to provide feedback on performance and fitness

PE 2 - Athletics	Y3	<p>School Focus: Athletics</p> <p>Declarative: To know what happens to our bodies after exercise</p> <p>Procedural: To know how to run at fast (<b>sprint</b>), medium and slow speeds (<b>long distance</b>), changing speed and direction</p> <p>Procedural: To know how to link running and jumping activities with <u>some</u> fluency, control and consistency (hurdles and long jump)</p> <p>Procedural: To know how to take part in a <b>relay</b> activity</p> <p>Procedural: To know how to make up and repeat a short sequence of linked jumps (triple jump)</p>	To be able to run, jump and throw in different ways
PE 2 - Athletics	Y4	<p>School Focus: Athletics</p> <p>Declarative: To know what the different throwing techniques are including the importance of <b>trajectory</b></p> <p>Declarative: To know what actions are required to jump and throw effectively</p> <p>Declarative: To know the different methods of travelling actions in order to run effectively</p> <p>Declarative: To know what <b>power, pace</b> and <b>stamina</b> is</p> <p>Procedural: To know how to demonstrate a range of throwing techniques</p> <p>Procedural: To know how to throw with some accuracy and power into a target area</p> <p>Procedural: To know how to perform a range of jumping actions showing <b>consistent techniques</b> and sometimes using a short run up.</p> <p>Procedural: To know how to control speed and <b>pace</b> in order to perform sprints, middle and long distance running</p> <p>Procedural: To know how to improve own <b>score, distance</b> or <b>time</b></p>	To be able to improve running, jumping and throwing techniques
PE 2 - Athletics	Y5	<p>School Focus: Athletics</p> <p>Declarative: To know what impact <b>pace, power</b> and <b>stamina</b> has on performance</p> <p>Declarative: To know what impact <b>agility</b> has on performance</p> <p>Procedural: To know how to chose and perform skills and strategies effectively in a variety of athletic disciplines</p> <p>Procedural: to know how to control <b>take offs</b> and <b>landings</b></p> <p>Procedural: To know how to evaluate performance and make improvements to technique</p> <p>Procedural: To know how to throw with accuracy and power with consistently</p>	To be able to adapt running, jumping and throwing skills to suit different athletic events
PE 2 - Athletics	Y6	<p>School Focus: Athletics</p> <p>Declarative: To know what is required to organise and manage an athletic event</p> <p>Procedural: To know how <b>stamina, speed, agility</b> and <b>power</b> affect performance and apply this in their performance</p> <p>Procedural: To know how to adapt <b>technique</b> to run, jump and throw effectively and apply this in their performance</p> <p>Procedural: To know how to teach <b>technique</b> to others</p> <p>Procedural: To know how to plan, organise and manage an atheltic event (sports day)</p>	To be able to use assessment of performance to improve quality of movement and technique

PE 3 - Dance	Y3	<p>School Focus: Dance</p> <p>Declarative: To know what <b>improvisation</b> is</p> <p>Declarative: To know what <b>rhythm</b> is</p> <p>Procedural: To know how to move <b>rhythmically</b> in time to a beat</p> <p>Procedural: To know how to <b>improvise</b> freely translating ideas from a <b>stimulus</b></p> <p>Procedural: To know how to share and create dance sequences with a partner/group</p> <p>Procedural: To know how to use <b>jumps, spins, pause</b> and <b>gesture</b> (small and large) to link movements</p> <p>Procedural: To know how to perform safely within the space with a <b>partner</b> or <b>group</b></p> <p>Procedural: To know how to identify areas for improvement on your own and on other peoples dance</p>	To be able to improvise freely, translating ideas from a stimulus into movement with a partner or small group
PE 3 - Dance	Y4	<p>School Focus: Dance</p> <p>Declarative: To know what <b>unison</b> is</p> <p>Declarative: To know what <b>cannon</b> is</p> <p>Declarative: To know what <b>repetition</b> is</p> <p>Procedural: To know how to respond imaginatively in relation to different stimuli, character and narrative</p> <p>Procedural: To know how to perform dances clearly and fluently and <b>modify/improve</b> movements</p> <p>Procedural: To know how to <b>lead</b> a <b>partner</b> or <b>small group</b> in a dance sequence</p> <p>Procedural: To know how to perform on varying <b>directions, levels</b> and at different <b>speeds</b></p>	To be able to use dance to communicate an idea
PE 3 - Dance	Y5	<p>School Focus: Dance</p> <p>Declarative: To know <b>key movements</b> that suit the <b>style of music/dance</b></p> <p>Procedural: To know how to build and perform dance creative sequences with <b>refined</b> movements considering <b>body shape, pathways, unison and cannon.</b></p> <p>Procedural: To know how to <b>compose</b> and plan creative dances in groups taking into account <b>self expression</b> in the style of dance being used</p> <p>Procedural: To know how to adapt and refine the way weight, space and rhythm in children's dances</p>	To be able to compose dance sequences to portray a mood or style
PE 3 - Dance	Y6	<p>School Focus: Dance</p> <p>Declarative: To know what a <b>polished performance is</b></p> <p>Declarative: To know how to talk about dance with understanding, using appropriate language and terminology.</p> <p>Procedural: To know how to <b>improvise</b> and <b>combine</b> dance <b>motifs</b></p> <p>Proceduar!: To know how to performances dances <b>fluently</b> and <b>control</b> to an audience</p>	To be able to compose a dance sequence choosing my own music and style

PE 4 - Games	Y3	<p>School Focus: Variety of games</p> <p>Declarative: Stricking and fielding Games - To know what <b>control, accuracy, target,</b> is</p> <p>Declarative: Invasion Games - To know what <b>goal, interception, opposition, competitive</b> is</p> <p>Declarative: Net games - To know how to hold a bat or racket</p> <p>Procedural: Stricking and fielding - To know how to <b>throw, catch</b></p> <p>Procedural: Invasion - <b>kick</b> and <b>dribble</b> with <b>control</b> and <b>accuracy</b></p> <p>Procedural: Net Games - To know how to hold a bat or racket effectively</p> <p>Procedural: To know how to create <b>rules</b> for a game and run own game</p> <p>Procedural: To know how to use <b>space</b> as a <b>tactics</b></p>	To be able to take part in team game situations, knowing and following rules fairly
PE 4 - Games	Y4	<p>School Focus: Variety of games</p> <p>Declarative: Stricking and fielding: To know how to hold a racket/bat <u>correctly</u></p> <p>Declarative: Stricking and fielding: To know the importance of retrieving a ball during games</p> <p>Declarative: Invasion: To know what <b>possession, tackle, dodge, block , attack, defend</b> are</p> <p>Declarative: Net Games - To know the terms <b>rally</b> and <b>position</b> and how they influence the game</p> <p>Declarative: Invasion - To know how <b>strength, stamina and speed</b> and how it can be improved by playing invasion games</p> <p>Declarative: To know the rules of the games</p> <p>Procedural: Stricking and fielding- To know how to strike from a <b>self-feed</b>, varying direction and length</p> <p>Procedural: Stricking and fielding - To know how to <b>retrieve, field</b> and catch a ball</p> <p>Procedural: Invasion - To know how to make a tackle, gain/keep possession, dodge an opponent/ball, how to use possession to attack/defend</p> <p>Procedural: Net Games - To know where to stand to create an effective rally</p>	To be able to vary tactics and adapt skills depending on what is happening in a game

PE 4 - Games	Y5	<p>School Focus: Cricket, Rounders, tennis, team games</p> <p>Declarative: Stricking and Fielding - To know what interception is in fielding</p> <p>Declarative: Stricking and Fielding - To what is required to bowl succesfully</p> <p>Declarative: Stricking and Fiedling - To know what is required to strike and defend a bowled ball</p> <p>Declarative: Invasion Games - To know what <b>interception</b> is in games</p> <p>Declarative: Invasion Games - To know the importance of tactics to help a team maintain possession</p> <p>Declarative: Net Games - To know what a <b>forehand</b> is</p> <p>Declarative: Net Games - To know what a <b>backhand</b> is</p> <p>Declarative: Net Games - To know what an over head shot is</p> <p>Declarative: Net Games - To know the <b>markings</b> of a court and how these are related to the rules of the game</p> <p>Procedural: Stricking and Fielding - To know how to strike a bowled ball</p> <p>Procedural: Stricking and fielding - To know how to perform a range of fielding skills eg catching, throwing, <b>bowling, intercepting</b> with growing control and consistency</p> <p>Procedural: Invasion - To know how to gain possession</p> <p>Procedural: Invasion Games - To know how to chose the most appropriate technique to pass, dribble or shoot with control in game situations</p> <p>Procedural: Net Games - To know how to perform a forehand, backhand and overhead shot increasingly well in games</p> <p>Procedural: Net Games - To know how to follow rules consistently and fairly including the use of line markings on a court</p>	To be able to participate in team games understanding rules, tactics and techniques
PE 4 - Games	Y6	<p>School Focus: All games</p> <p>Declarative: Stricking and Fielding - To know what an <b>umpire</b> is</p> <p>Declarative: Invasion Games - To know what a <b>referee</b> is</p> <p>Declarative: Invasion/Net Games - To know what <b>team formations</b> are</p> <p>Declarative: Net Games - To know what an umpire is</p> <p>Procedural: Invasion/Stricking and Fielding - To know how to communicate a game plan to team mates</p> <p>Procedural: All - To know how to explain <b>rules</b> to others</p> <p>Procedural: All - To know how to lead others in a game situation</p> <p>Procedural: All - To know how to play to <b>agreed rules</b></p> <p>Procedural: All - To know how to <b>analyse performance</b> and use it to give <b>constructive feedback</b> to others</p> <p>Procedural: All - To know how to <b>participate</b> and work as part of a team and demonstrate <b>fair play qualities.</b></p>	To be able to adapt performance , lead others and collaborate to create an effective team in a game situation

<p>PE 5 - Gymnastics</p>	<p>Y3</p>	<p>School Focus: Rawmarsh:  Declarative: To know what a sequence is and how to plan it into a routine  Declarative: To know how strength and suppleness affect performance  Declarative: To know what different muscle groups are used in gymnastic activity  Procedural: To know how to give feedback using gymnastic vocabulary  Procedural: To know how to travel in different ways on low apparatus  Procedural: To know how to link rolls, balances and travelling steps  Procedural: To know how to improve a sequence based on feedback  Procedural: To know how to chose, plan and perform sequences of movement  Procedure: To know how to adapt a sequence of movement to suit different types of low aparatus and the partners ability</p>	<p>To be able to perform sequences of travelling, rolls and balances on floor and apparatus</p>
<p>PE 5 - Gymnastics</p>	<p>Y4</p>	<p>School Focus:  Declarative: To know stretches that can be used to warm up  Declarative: To know what flexibility is  Declarative: To know what mirroring is  Declarative: To know what starting and end positions are and point balances  Procedural: To know how to use apparatus/equipment to sequence a range of movements  Procedural: To know how to half turn jump, full turn jump, pike and straddle jump with control  Procedural: To know how to travel to, from and onto apparatus, incorporating different levels  Procedural: To know how to change speed and direction  Procedural: To know how to improve a specific part of a sequence based on feedback with a partner  Procedural: To know how to perform controlled balances with a partner  Procedural: To know how to improve specific parts of a sequences from given feedback</p>	<p>To be able to work with a partner to create, repeat and improve a sequence including travelling, jumping, balancing and rolling</p>

<p>PE 5 - Gymnastics</p>	<p>Y5</p>	<p>School Focus: Gymnastic  Declarative: To know what symmetrical and a-symmetrical means  Declarative: To know what planning and preparation is required to produce an effective routine  Declarative: To know the importance of safely setting up apparatus and the safe use of the equipment</p> <p>Procedural: To know how to create, practice and refine longer, more complex sequences for performance, including changing in level, direction and speed  Procedural: To know how to travel between high and low apparatus  Procedural: To know how to combine action, balance and shape using a wide range of themes and ideas  Procedural: To know how to safely enter and exit balances with a partner  Procedural: To know how to safely enter and exit group balances  Procedural: To know how to adapt performance to the demands of a task, using the knowledge of composition</p>	<p>To be able to make complex extended sequences with changes of speed and level, balance and shape on own, with a partner or in a group</p>
<p>PE 5 - Gymnastics</p>	<p>Y6</p>	<p>School Focus: Gymnastics  Declarative: To know what precision is  Declarative: To know what contrast is  Declarative: To know what acceleration and deceleration are  Declarative: To know what simultaneous actions are  Declarative: To know what parallel actions are  Procedural: To know how to create longer, more complex sequences using a full range of apparatus, including changes in direction, level and speed  Procedural: To know how to choose and apply a range of compositional principles  Procedural: To know how to work in small groups to prepare a sequence to be performed to an audience</p>	<p>To be able to combine work with that of others, developing sequences to specific timings</p>

<p>PE 6 - Outdoor and Adventurous</p>	<p>Y3</p>	<p>School Focus: Outdoor adventerous activities  Declarative: To know the importance of simple plans and diagrams (maps) in order to solve a orienteering problem  Declarative: To know the importance of working together safely  Declarative: To know the importance of simple maps/diagrams and the value of symbols to identify key features  Declarative: To know what a compass is used for  Proceduaklr: To know how to locate north, south, east and west on a compass  Procedural: To know how to respond to a challenge or problem in a safe way  Procedural: To know how to give simple instructions in order to solve a problem  Procedural: To know how to follow a route safely following instructions (verbal/writtten)  Procedural: To know how to reflect on tackling the task.</p>	<p>To be able to orientate or follow a map or diagram in a familiar context</p>
<p>PE 6 - Outdoor and Adventurous</p>	<p>Y4</p>	<p>School Focus: Outdoor adventerous activities  Declarative: To know what impact changing condtions can have on a planned route  Declarative: To know what benefits a map and compass has when travelling to a set location  Declarative: To know what the key symplons on a map are and the impact they have on a planned route/course.  Procedural: To know how to use maps and diagrams to orientate and travel around a simple course  Procedural: To know how to respond to challenges (as a group or individual) such as weather, terraine where the challenge increases  Procedural: To know how to give clear and usable instructions to a partner  Procedural: To know how to identify key symbols on a map and use these to navigate</p>	<p>To be able to take part in outdoor and adventurous activity challenges both individually and within a team</p>

<p>PE 6 - Outdoor and Adventurous</p>	<p>Y5</p>	<p>School Focus: Outdoor adventerous activities  Declarative: To know what grid references are  Declarative: To know what co-ordinates are  Procedural: To know how to orientate a map and use it to navigate a course  Procedural: To know how to use grid references on a map  Procedural: To know how to use co-ordinates to find a location on a map  Procedural: To know how to work increasingly well in a group/team where roles and resposibilites are understood  Procedural: To know how to predict and overcome unexpected challanges taking into account group safety</p>	<p>To be able to use clues and a compass to navigate a route on a map to an unknown location</p>
<p>PE 6 - Outdoor and Adventurous</p>	<p>Y6</p>	<p>School Focus: Outdoor adventerous activities  Procedural: To know how to plan, implement the strategies used and suggest ways to improve</p>	<p>To be able to plan a route and a series of clues taking account of safety and danger</p>

PE 7 – Swimming	Y3	No Swimming	
PE 7 - Swimming	Y4	<p><b>Swimming sessions are taught at standard and so children will begin with the basics and move through as they are able.</b></p> <p><b>A mixture of school staff and trained coaches are used.</b></p> <p>Declarative: To know water survival techniques are and how they can be used effectively</p> <p>Declarative: To know what breathing techniques are</p> <p>Procedural: To know how to demonstrate a good technique in breast stroke, back stroke, butterfly and/or front crawl</p> <p>Procedural: To know how to use arms and legs to move effectively across short distances in shallow water</p> <p>Procedural: To know how to float on front and back for a short period of time</p> <p>Procedural: To know how to float on front and back in different shapes</p> <p>Procedural: To know how to scull and tread water to stay safe</p> <p>Procedural: To know how to co-ordinate the correct body parts in at least one stroke - breast stroke, back stroke, butterfly or front crawl</p> <p>Procedural: To know how to use an effective stroke to swim a minimum of 25 metres</p> <p><b>Children who have achieved the above, move on to Life Saving when available and taught by coaches.</b></p>	<p>To be able to perform more than one swimming stroke with good technique</p> <p>To be able to perform safe self-rescue in different water-based situations working towards swimming competency</p> <p>To be able to swim at least 25 metres</p>
PE 7 - Swimming	Y5		
PE 7 - Swimming	Y6	<p>Only those children who cannot swim 25 metres, swim in Y6.</p> <p>Declarative and procedural will be repeated as above.</p>	