



Physical Education Progression Map

	Year 3	Year 4	Year 5	Year 6		
Vocabulary	Gymnastics: Sequence Roll Balance Jump	Gymnastics: Sequence Roll Balance Jump Tuck Mirrored	Gymnastics: Sequence Roll Balance	Jump Tuck Mirrored Progressive	Gymnastics: Sequence Roll Balance Jump	Tuck Mirrored Progressive Symmetry Asymmetry
	Dance: Pathways Bounce Swing	Dance: Pathways Bounce Swing Direction Reordering	Dance: Pathways Bounce Swing	Direction Reordering Dynamics Formation	Dance: Pathways Bounce Swing Direction	Reordering Dynamics Formation Unison Canon
				Swimming: Front crawl Backstroke Breaststroke Propulsion		
Gymnastics	<ul style="list-style-type: none"> - Understand the success criteria for log, tuck and circle rolls. - Work effectively in a partnership. - Attempt to perform a linking sequence with a partner. - Begin to understand how to link actions into rolls. - Continue to develop positive partner working relationships. - Attempt to perform a linking sequence with fluency. - Attempt to explain the success criteria for balances. - Know the difference between a matching and mirrored balance. - Begin to understand the key components for the gymnastic jumps. - Explore different ways of using the apparatus to develop gym balance. 	<ul style="list-style-type: none"> - Identify the success criteria for log, tuck and circle rolls. - Work effectively in a partnership. - Confidently perform a linking sequence with a partner. - Know how to link actions into rolls. - Continue to develop positive partner working relationships. - Perform a linking sequence with fluency. - Can explain the success criteria for balances. - Identify the difference between a matching and mirrored balance. - Understand the key components for the gymnastic jumps. - Explore different ways of using the apparatus to develop gym balance. 	<ul style="list-style-type: none"> - Develop the log, tuck and circle rolls with linking sequences. - Define the difference between symmetry and asymmetry. - Develop gym skills to enhance body control. - Show creativity when designing a sequence. - Analyse own or partners skills. - Explore a range of progressive partner balances. - Understand how to work safely with gymnastic apparatus. - Explain what makes a successful jump. - Understand the key elements of a warm-up. - Create, perform and review a sequence. - Work collaboratively as a group. - Create perform and review a sequence incorporating apparatus. 	<ul style="list-style-type: none"> - Develop the log, tuck and circle rolls with linking sequences with fluency and control. - Explain the difference between symmetry and asymmetry. - Develop gym skills to enhance body control. - Sequences must show creativity. - Analyse own or partners skills. - Demonstrate a range of progressive partner balances. - Know how to work safely with gymnastic apparatus. - Know the success criteria for different gymnastic jumps. - Lead own warm up which includes key elements of a warm-up. - Create, perform and review a sequence with fluent linking sequence and good control. - Work collaboratively as a group. - Create and perform a fluent linking sequence in a small group using apparatus. 		



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Dance	<ul style="list-style-type: none"> -Begin to understand and attempt to perform some of the basic jive steps. -Demonstrate dynamic bounce and swing. -Explore trust with partner work in dance. -Know and understand the term pathways. -Begin to identify different pathways. -Develop a phrase of dance using changes of direction. -To know and understand the term re-ordering. -Know and understand the term formation. -Begin to perform a dance showing co-ordination, timing and style. -Evaluate own and peers performance. 	<ul style="list-style-type: none"> -To know and perform some basic steps. -Demonstrate dynamic bounce and swing. -Explore trust with partner work in dance. -Know and understand the term pathways. -Identify different pathways. -Develop a phrase of dance using changes of direction. -To know and understand the term re-ordering in dance. -Develop a phrase using re-ordering. -Demonstrate the use of formation in dance. -Perform a dance showing co-ordination, timing and style. -Evaluate own and peers performance. 	<ul style="list-style-type: none"> -Learn a technical phrase with accuracy and precision. -select and apply appropriate dynamics. -To know and understand the term re-ordering and attempt to demonstrate. -Attempt to evaluate own and peers phrase focusing on fluidity and performance qualities. -Know and understand the term formation, begin to demonstrate. -Select and apply a variety of formations. -Select and apply actions that represent a stimulus. -Perform actions with control, accuracy and extension. -Demonstrate the use of unison and cannon. -Give valuable feedback to peers on choice of actions and performance. 	<ul style="list-style-type: none"> -Perform a technical phrase with control and extension. -select and apply appropriate dynamics. -To know and understand the term re-ordering, demonstrate with fluidity. -Evaluate own and peers phrase focusing on fluidity and performance qualities. -Know and understand the term formation, demonstrate confidently. -Select and apply a variety of formations. -Select and apply actions that represent a stimulus. -Perform actions with control, accuracy and extension. -Confidently demonstrate the use of unison and cannon. -Give valuable feedback to peers on choice of actions and performance.
Swimming (Lessons in Y5)	<ul style="list-style-type: none"> - Swim competently, confidently and proficiently over a distance of at least 25 metres unaided, - Swim front crawl, backstroke and breaststroke to show effective propulsion. - Perform a safe self-rescue in different water based situations. - Choose, use and adapt skills for a range of swimming tasks. - Swim for a prolonged period of time e.g. five minutes maintaining good technique across a range of strokes. - Identify strengths and weaknesses of own performance. 			