



PE progression map

National Curriculum statement

We will give every pupil a fair opportunity to access the components of our PE curriculum in order to reach the following objectives:

- Children to leave Bromley Heath Junior School with a positive relationship to physical health, activity and personal wellbeing. Children will understand that a positive relationship to physical health, activity and personal wellbeing will result in increased opportunities and a longer & better standard of life.
- Use PE as another tool for whole school improvement linking sport with our core values of being respectful, resilient, positive, kind, courageous and responsible.
- Children to use physical education at Bromley Heath Junior School to develop their understanding of 'fair play', 'sportsmanship', 'team work', 'passion' and 'competition - winning and losing'.
- Children to have a sound knowledge of the skills needed to access specific sports and understand how these skills can transfer between a number of sporting activities.
- Children to use physical education at Bromley Heath Junior School to develop themselves as a whole person - mentally, personally, physically and socially.
- Children at Bromley Heath can demonstrate that they are 'next stage ready'

	Year 3	Year 4	Year 5	Year 6
Skills	<ul style="list-style-type: none"> - Improve freely - Create dance phases - to use a range of skills e.g. Throwing, striking etc. with some control and accuracy - To keep up a continuous game, using a range of throwing/catching skills - To use a small range of racket skills - To throw and catch, with control, to keep possession and score 'goals' - To perform simple actions with control and coordination. - To explore simple skills (copy, remember, repeat and explore) 	<ul style="list-style-type: none"> - respond imaginatively to a range of stimuli related to character and narrative - to use and structure simple movement phrases individually, in pairs and in groups - choose and vary tactics to suit the situation in a game - To carry out tactics successfully - To choose and use a range of simple tactics for sending the ball to make it difficult for an opponent - To use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into - positions to 'score' - To select and use skills, actions and ideas appropriately, applying them with coordination and control. 	<ul style="list-style-type: none"> - to compose motifs and plan dances creatively and collaboratively in groups - to perform different styles of dance clearly and fluently - to strike a bowled ball and use a range of fielding skills with consistency - To use the skills I prefer with competence and consistency - To mark opponents and help each other in defence - To pass, dribble and shoot with control - To perform showing precision, control and fluency, and that I understand tactics and composition. - To swim 25m unaided in shallow water, using one basic method to achieve the distance 	<ul style="list-style-type: none"> - to work creatively and imaginatively, independently and in groups/pairs - to perform expressively and sensitively - To identify personal strengths and suggest practices to aid improvement - To understand and explain the need for tactics and use them effectively - To use different techniques for passing, controlling, dribbling and shooting the ball in games - To apply basic principles of team play to keep possession of the ball - To select and combine my skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.

	- Year 3	- Year 4	- Year 5	- Year 6
Knowledge	<ul style="list-style-type: none"> - What is improvisation? - What are the movements involved in dance? - Do I know the rules of a game and how to play fairly? - Do I know how to hold a racket correctly? - Do I know how to keep possession with some success? - Do I know how to vary skills and actions and link these together? 	<ul style="list-style-type: none"> - What is a dance phase? - Why is important to warm up and warm down? - Do I know the importance of a warm up? - Do I know simple tactics within a game? - Do I understand the need for defence as well as attack? - Can I see how my work is similar to and different from others' work, and use this understanding to improve my own performance. 	<ul style="list-style-type: none"> - How is weight, space and rhythm used in dances? - How can you organise warm up and warm down exercises? - Can I consistently implement a range of tactics? - Do I know how to use forehand, backhand and overhead shots increasingly well in the games played? - Do I know how to use tactics to keep the ball and advance it? - Can I explain and apply basic safety procedures when doing gymnastics? - Do I know the strokes I can use to swim unaided? 	<ul style="list-style-type: none"> - How can dance improve your health? - What criteria can be used to evaluate dance? - Do I know what is needed to be successful in bowling and fielding? - Do I know how to use different shots to use them tactically? - Do I know how to mark, tackle and intercept to improve defence? - Do I know how to refine and modify skills and techniques to improve a performance?

	Year 3
Dance	<ul style="list-style-type: none"> - To improvise freely, translating ideas into movement - To create dance phrases that communicate ideas - To share and create dance phrases with a partner or in a small group - To repeat, remember and perform phrases in a dance - To use dynamic, rhythmic and expressive qualities clearly and with control - To understand the importance of warming up and cooling down - To recognise and talk about the movements involved in dance - To suggest improvements to personal and corporate dances
Striking and fielding	<ul style="list-style-type: none"> - To use a range of skills e.g. throwing, striking etc. with some control and accuracy - To choose and vary tactics to suit the situation in a game - To carry out tactics successfully - To set up small games - To know rules and use them fairly to keep games going - To explain how to get ready to play games - To carry out warm-ups with care and an awareness of the body - To vary the speed and direction of a ball. - To describe what is successful in their own and other's play. - To develop understanding of distance and power when striking.
Net and wall games	<ul style="list-style-type: none"> - To keep up a continuous game, using a range of throwing/catching skills - To use a small range of racket skills - To choose and use a range of simple tactics for sending the ball to make it difficult for an opponent - To choose and use a range of simple tactics to defend the court - To adopt and refine rules - To make up net games, and understand the point of the game - To keep rules fairly and effectively - To recognise how net games make the body work
Invasion	<ul style="list-style-type: none"> - To throw and catch, with control, to keep possession and score 'goals' - To be aware of space and use it to support team mates and cause problems for opponents - To know and use rules fairly to keep games going - To keep possession with some success when using equipment that is not used for throwing and catching skills - To explain why it is important to warm up and cool down - To say when a player has moved to help others

	<ul style="list-style-type: none"> - To apply knowledge to games play
Gymnastics	<ul style="list-style-type: none"> - To explore simple skills (copy, remember, repeat and explore) - To perform simple actions with control and coordination. - To vary skills, actions and ideas and link these in ways that suit the activities. - To begin to show some understanding of simple tactics and basic compositional ideas. - To talk about differences between my own and others' performance and suggest improvements. - To understand how to exercise safely, and describe how my body feels during different activities.
Skills revisited from Year 2:	<ul style="list-style-type: none"> - To use movement imaginatively in dance - To travel with, send and receive a ball and other equipment in different ways in games - To perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus in gymnastics

	Year 4
Dance	<ul style="list-style-type: none"> - To respond imaginatively to a range of stimuli related to character and narrative - To use and structure simple movement phrases individually, in pairs and in groups - To refine dance phrases and dances - To perform dances clearly and fluently - To show sensitivity to dance ideas - To describe, interpret and evaluate dance, using appropriate language - To be able to develop relationships – action and reaction. - To be able to demonstrate counterbalances and control.
Striking and fielding	<ul style="list-style-type: none"> - To throw an object with varying speed and accuracy. - To throw an object or ball overarm. - To choose appropriate positioning when fielding. - To be able to intercept an object or ball. - To work collaboratively in small teams. - To carry out warm-ups with care and an awareness of the body - To suggest what needs practicing
Net and wall	<ul style="list-style-type: none"> - To develop reaction time and agility. - To explore backhand hitting. - To attempt an overhand serve in tennis. - To develop knowledge of returning & rallying. - To attempt to 'Spike' in volleyball. - To talk about good performance and recognize aspects to be improved
Invasion	<ul style="list-style-type: none"> - To play games with some fluency and accuracy using a range of techniques - To find ways of attacking successfully when using other skills - To use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into - positions to 'score' - To know the rules of the games - To understand the need for defense as well as attack - To travel using change of direction and speed easily. - To understand how strength, stamina and speed can be improved by playing invasion games

	<ul style="list-style-type: none"> - To lead partners through simple warm up routines - To watch and describe others performances and suggest practices that will improve them
Gymnastics	<ul style="list-style-type: none"> - To select and use skills, actions and ideas appropriately, applying them with coordination and control. - To show that I understand tactics and composition by starting to vary how I respond. - To develop and demonstrate balance within a routine. - To know what 'canon' means and how to use it. - To know what 'unison' means and how to use it. - To see how my work is similar to and different from others' work, and use this understanding to improve my own performance. - To give reasons why warming up before an activity is important, and why physical activity is good for my health.
Skills revisited from Year 3:	<ul style="list-style-type: none"> - To repeat and remember dance phrases and dances - To show a clear understanding of how to warm-up and cool down safely - To use a range of skills e.g. throwing, striking etc. with some control and accuracy - To choose and vary tactics to suit the situation in a game and carry them out successfully - To know rules and use them fairly to keep games going - To use a small range of racket skills - To choose and use a range of simple tactics for sending the ball and defending the court - To keep rules fairly and effectively

	Year 5
Dance	<ul style="list-style-type: none"> - To compose motifs and plan dances creatively and collaboratively in groups - To adapt and refine the way weight, space and rhythm are used in dances - To perform different styles of dance clearly and fluently - To organise personal warmup and cool-down exercises - To show an understanding of safe exercising - To recognise and comment on dances, showing an understanding of style - To suggest ways in which work can be improved
Striking and fielding	<ul style="list-style-type: none"> - To strike a bowled ball - To use a range of fielding skills, with growing control and consistency - To work collaboratively in pairs, group activities and small sided games - To apply basic rules consistently and fairly - To understand and implement a range of tactics in games - To recognise the activities and exercises that need including in a warm up
Net and wall	<ul style="list-style-type: none"> - To use forehand, backhand and overhead shots increasingly well in the games played - To develop acceleration & speed. - To consolidate backhand and forehand strokes. - To explore the 'lobbing' technique in tennis. - To explore 'overarm serve' in volleyball. - To use the skills I prefer with competence and consistency - To play co-operatively with a partner - To identify appropriate exercises and activities for warming up and how the games make the body work
Invasion	<ul style="list-style-type: none"> - To pass, dribble and shoot with control in games - To identify and use tactics to help the team keep the ball and advance it - To mark opponents and help each other in defence - To further develop their understanding of space. - To recognise the importance of rules within games - To know and carry out warm up activities that use exercises useful for invasion games - To pick out parts of performance that could be improved, and suggest ideas and practices to make them better
Gymnastics	<ul style="list-style-type: none"> - To link skills, techniques and ideas and apply them accurately and appropriately. - To show precision, control and fluency - To compare and comment on skills, techniques and ideas used in my own and others' work, and use this understanding to improve my performance. - To explain and apply basic safety principles in preparing for exercise.

	<ul style="list-style-type: none"> - To describe what effects exercise has on my body, and how it is valuable to my fitness and health. - Demonstrate body tension and extension. - Adapt sequences to include a partner or a small group. - Vary direction, levels and pathways.
Swimming	<ul style="list-style-type: none"> - To swim 25m unaided in shallow water, using one basic method to achieve the distance - To use floats to swim longer distances with a more controlled leg-kick - To join in all swimming activities confidently - To explore how to move in and under water - To recognise how swimming affects breathing - To identify and describe differences between different leg and arm actions <p>Exceeding</p> <ul style="list-style-type: none"> - To swim between 25 and 100m and keep swimming for 45 – 90 seconds - To use three different strokes, swimming on both front and back - To control breathing - To swim confidently and fluently on the surface and under water - To solve specific problems and challenges as part of a group - To recognise how swimming affects the body and pace efforts to meet challenges - To suggest activities to improve personal performance
Skills revisiting from Year 4:	<ul style="list-style-type: none"> - To use basic rules consistently - To understand the need for tactics - To start to choose and use tactics effectively - To pick out good aspects of performance and suggest ideas for improvement - To understand tactics and composition.

	Year 6
Dance	<ul style="list-style-type: none"> - To work creatively and imaginatively, independently and in groups/pairs - To perform expressively and sensitively - To be able to express attitude and strong dynamics . - To be able to develop physical skill - strength in upper body. - To warm up/cool down independently - To be able to explore space - directions and formation. - To understand how dance can improve health - To use appropriate criteria to evaluate work – both independently and for others - To talk about dance with understanding, using appropriate language and terminology
Striking and fielding	<ul style="list-style-type: none"> - To retrieve, intercept and stop a ball when fielding. - To identify personal strengths and suggest practices to aid improvement - To field as a collaborative team unit. - To strike a ball or object 'cleanly' using different equipment. - To retrieve, intercept and stop a ball when fielding. - To strike a ball or object using both sides of the body. - Recognise their own and other's strengths
Net and Wall	<ul style="list-style-type: none"> - To develop aerobic fitness. - To develop overall volleyball skills: set, forearm, serve & spike. - To develop overall tennis skills: fore/backhand, service and lob. - To play competitively and evaluate performance. - To explain the need for tactics
Invasion	<ul style="list-style-type: none"> - To use different techniques for passing, controlling, dribbling and shooting the ball in games - To apply basic principles of team play to keep possession of the ball - To use marking, tackling and/or interception to improve defence - To play effectively as part of a team - To know what position to play in and how to contribute when attacking and defending - To plan practices and warm ups - To recognise personal strengths and weaknesses and those in others
Gymnastics	<ul style="list-style-type: none"> - To select and combine my skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.

	<ul style="list-style-type: none">- When performing, to draw on what I know about strategy, tactics and composition.- To analyse and comment on skills and techniques and how these are applied in my own and others' work.- To modify and refine skills and techniques to improve my performance.- To explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity.- To explain why regular, safe exercise is good for my fitness and health.
Skills revisited from Year 5:	<ul style="list-style-type: none">- To perform dances fluently and with control- To use a range of fielding skills, with growing control and consistency- To work collaboratively in pairs, group activities and small sided games- To use and apply basic rules consistently and fairly- To understand and implement a range of tactics in games- To use forehand, backhand and overhead shots accurately in the games played- To use the skills I prefer with competence and consistency- To choose and use tactics effectively- To pick out good aspects of my own performance the performance of others and suggest ideas for improvement