

Thomas Whitehead Academy

Physical Education and Sport Skills Progression Map

Intent Statement

At Thomas Whitehead Academy, we strive to create a culture which aims to inspire an active generation to enjoy PE, encourage each other and achieve. We recognise the vital contribution of physical education (PE) to a child’s physical, cognitive, social and emotional development, as well as the role it can play in relation to a child’s spiritual, moral and cultural development. PE is an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teachers and children to consolidate and work on the values that underpin every aspect of school life.

We look to offer a dynamic, varied and stimulating program of activity to ensure that all children progress physically through an inspirational, unique and fully inclusive PE curriculum. We encourage all children to develop their understanding of the way in which they can use their body, equipment and apparatus safely yet imaginatively to achieve their personal goals. All children have the opportunity to enjoy being physically active, maintain a healthy lifestyle and using the medium of sport, increase their self-esteem. We aspire for children to adopt a positive mind-set and believe that anything can be achieved with determination and resilience.

The aim of Physical Education is to promote physical activity and healthy lifestyles. Our PE Curriculum works alongside PSHE and science and looks to teach children about the importance of healthy living and learning about the need for good nutrition. We aim for children to develop the necessary knowledge and skills which will have a positive impact on their future by becoming physically active citizens to benefit their long-term health and well-being. Children are also taught to observe and produce the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators. Thus, embedding life-long values such as co-operation, collaboration and equity of play.

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Negotiate with peers, working as part of a group – understanding and following rules, adapting their behaviours to different situations.	<p>Knowledge and understanding of fitness and health</p> <p>know how to carry and place equipment recognise how their body</p>	<p>Knowledge and understanding of fitness and health</p> <p>recognise and describe what their bodies feel like during different types of activity lift, move and place equipment safely</p>	<p>Knowledge and understanding of fitness and health</p> <p>recognise and describe the short-term effects of exercise on the body during different activities know the importance of</p>	<p>Knowledge and understanding of fitness and health</p> <p>describe how the body reacts during different types of activity and how this</p>	<p>Knowledge and understanding of fitness and health</p> <p>know and understand the basic principles of warming up and why it is</p>	<p>Knowledge and understanding of fitness and health</p> <p>understand why warming up and cooling down are important</p>

<p>Move with confidence in a range of ways, negotiating space and be able to use one handed equipment with control.</p> <p>Adjust speed and direction and be able to use precision to control and manipulate resources and small equipment.</p> <p>Show an awareness and understanding of the effect of physical activity and what they eat on the body.</p> <p>Show good control and coordination in large and small movements.</p> <p>Move confidently in a range of ways, safely negotiating space.</p>	feels when still and when exercising know that being active is good for them and fun		suppleness and strength begin to understand the importance of warming up	affects the way they perform recognise which activities help their speed, strength and stamina and know when they are important in games recognise how specific activities affect their bodies	important for good quality performance understand why physical activity is good for their health	understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves carry out warmups safely and effectively
	Team Games	Team Games	Team Games	Team Games	Team Games	Team Games
	I can throw underarm.	I can use hitting, kicking and/or rolling in a game.	I can throw and catch with control.	I can catch with one hand.	I can gain possession by working a team.	I can play to agreed rules.
	I can hit a ball with a bat.	I can decide the best space to be in during a game.	I am aware of space and use it to support teammates and to cause problems for the opposition.	I can throw and catch accurately.	I can pass in different ways.	I can explain rules.
	I can move and stop safely.	I can use one tactic in a game.	I know and use rules fairly.	I can hit a ball accurately with control.	I can use forehand and backhand with a racket.	I can umpire.
	I can throw and catch with both hands.	I can follow rules.		I can keep possession of the ball.	I can field.	I can make a team and communicate plan.
	I can throw and kick in different ways.			I can vary tactics and adapt skills depending on what is happening in a game.	I can choose a tactic for defending and attacking. I can use a number of techniques to pass, dribble and shoot.	I can lead others in a game situation.
	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics
	I can make my body curled, tense, stretched and relaxed.	I can plan and perform a sequence of movements.	I can adapt sequences to suit different types of apparatus and criteria.	I can work in a controlled way.	I can make complex extended sequences.	I can combine my own work with that of others.
	I can control my body when travelling and balancing.	I can improve my sequence based on feedback.	I can explain how strength and suppleness affect performance.	I can include change of speed and direction.	I can combine action, balance and shape.	I can link sequences to specific timings.

Handle equipment and tools effectively.	I can copy sequences and repeat them.	I can think of more than one way to create a sequence which follows some 'rules'.	I can compare and contrast gymnastic sequences.	I can include a range of shapes.	I can perform consistently to different audiences.		
	I can roll, curl, travel and balance in different ways.	I can work on my own and with a partner.		I can work with a partner to create, repeat and improve a sequence with at least three phases.			
	Dance	Dance	Dance	Dance	Dance		Dance
	I can move to music.	I can change rhythm, speed, level and direction in my dance.	I can improvise freely and translate ideas from a stimulus into movement.	I can take the lead when working with a partner or group.	I can compose my own dances in a creative way.		I can combine my own work with that of others.
	I can copy dance moves.	I can dance with control and coordination.	I can share and create phrases with a partner and small group.	I can use dance to communicate an idea.	I can perform to an accompaniment.		I can link sequences to specific timings.
	I can perform my own dance moves.	I can make a sequence by linking sections together.	I can repeat, remember and perform phrases.		My dance shows clarity, fluency, accuracy and consistency.		
	I can make up a short dance.	I can use dance to show a mood or feeling.					
I can move safely in a space.							
	General Skills	General Skills	Athletics	Athletics	Athletics	Athletics	
	I can copy actions.	I can copy and remember actions.	I can run at fast, medium and slow speeds; changing speed and direction.	I can run over a long distance.	I am controlled when taking off and landing.	I can demonstrate stamina.	
	I can repeat actions and skills.	I can talk about what is different from what I did and what someone else did.		I can sprint over a short distance.			I can throw with accuracy.
	I can move with control and care.		I can throw in different ways.	I can hit a target.	I can combine running and jumping.		
	I can use equipment safely.						I can jump in different ways.

			Outdoor and adventurous	Outdoor and adventurous	Outdoor and adventurous	Outdoor and adventurous
			I can follow a map in a familiar context.	I can follow a map in a (more demanding) familiar context.	I can follow a map in an unknown location.	I can plan a route and a series of clues for someone else.
			I can use clues to follow a route.	I can follow a route within a time limit.	I can use clues and a compass to navigate a route.	I can plan with others taking account of safety and danger.
			I can follow a route safely.		I can change my route to overcome a problem.	
				I can use new information to change my route.		
			Swimming	Swimming	Swimming	Swimming
			Can swim competently, confidently and proficiently	Can swim competently, confidently and proficiently	Can swim competently, confidently and proficiently	Can swim competently, confidently and proficiently over a distance of at least 25 metres
			Can use some strokes effectively [e.g., Front crawl, backstroke]	Can use some strokes effectively [e.g., front crawl, backstroke and breaststroke]	Can use a range of strokes effectively [e.g., front crawl, backstroke and breaststroke]	Can use a range of strokes effectively [e.g. front crawl, backstroke and breaststroke and butterfly]
			Can perform safe self-rescue in different water-based situations.	Can perform safe self-rescue in different water-based situations.	Can perform safe self-rescue in different water-based situations.	Can perform safe self-rescue in different water-based situations.

	Evaluating and improving performance	Evaluating and improving performance	Evaluating and improving performance	Evaluating and improving performance	Evaluating and improving performance	Evaluating and improving performance
	<ul style="list-style-type: none"> ✓ watch, copy and describe what they and others have done 	<ul style="list-style-type: none"> ✓ improve their work using information they have gained by watching, listening and investigating ✓ recognise good quality in performance ✓ use information to improve their work 	<ul style="list-style-type: none"> ✓ describe and evaluate the effectiveness and quality of a performance ✓ recognise how their own performance has improved ✓ recognise good performance and identify the parts of a performance that need improving 	<ul style="list-style-type: none"> ✓ describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved ✓ explain their ideas and plans ✓ recognise aspects of their work which need improving ✓ suggest practices to improve their play 	<ul style="list-style-type: none"> ✓ choose and use information and basic criteria to evaluate their own and others' work ✓ suggest improvements in their own and others' performances 	<ul style="list-style-type: none"> ✓ evaluate their own and others' work ✓ suggest ways of making improvements ✓ develop their ability to evaluate their own and others' work, and to suggest ways to improve it