



# Woodside Primary Academy Progression Map



## Subject: Physical Education

The Physical Education at Woodside provides all children with high quality sport provision and understanding of long term healthy and active lifestyles. All children participate in daily physical activity, which equips them with skills for life and learning. It is our vision that every pupil succeeds and achieves their potential as well as learning the importance of leading physically active lifestyles. We strive to inspire our pupils through fun and engaging PE lessons that are enjoyable, challenging and accessible to all.

Through our teaching of PE, we provide opportunities for pupils to develop values and transferable life skills based around key areas of development including personal, social, cognitive, creative, physical, health and fitness skills. Weaved throughout are various opportunities to take part in healthy competition with the local community.

Autumn	EYFS	Key Stage 1		Key Stage 2			
	Nursery 2-3 Nursery 3-4 Year R Taught across the term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge</b>	<p><u>Nursery 2-3</u> To know how to participate in outdoor play.</p> <p><u>Nursery 3-4</u> Children know how to access the outdoors effectively and are beginning to be able to use the equipment.</p> <p><u>Year R</u> Can follow instructions, practice safely and work on simple tasks by themselves.</p> <p>Enjoy working on simple tasks with help.</p> <p>Can work sensibly with others, taking turns and sharing.</p> <p>Can play with others</p>	<p>Children demonstrate the ability to try several times if at first they don't succeed they try again and then ask for help when appropriate.</p> <p>Children can follow instructions, practice safely and work on simple tasks by themselves.</p> <p>Children enjoy working on simple tasks with assistance.</p> <p>Children can help praise and encourage others in their learning. They can work sensibly with others, taking turns and sharing.</p> <p>Children can play with others and take turns and share with help.</p>	<p>Children know where they are with their learning and have begun to challenge themselves.</p> <p>Children try several times if at first they don't succeed and ask for help when appropriate.</p> <p>Children are able to follow instructions, practice skills safely and work on simple tasks accordingly.</p> <p>Children show patience and support others, listening well to others about their work.</p> <p>Children are happy to show and share ideas.</p> <p>Children are able to offer praise to others and give encouragement where possible.</p>	<p>Children cope well and react positively when things become difficult.</p> <p>Children can persevere with a task and can improve their performance through regular practice.</p> <p>Children are able to identify where they are with their learning and begin to challenge themselves.</p> <p>Children try several times and if they don't succeed, children understand to ask for help when appropriate.</p> <p>Children cooperate well with others and give helpful feedback.</p> <p>They are able to</p>	<p>Children demonstrate the ability to cope well and react positively when things become difficult. They can persevere with a task and so can improve performance through regular practice.</p> <p>They know where they are with learning and and begin to challenge themselves.</p> <p>Children try several times but at first, they don't succeed, and they then ask for help when appropriate.</p> <p>Children are able to cooperate well with others and give helpful feedback.</p> <p>They are able to help organise roles and can guide a small group</p>	<p>Children can review, analyse and evaluate their own and others' strengths and weaknesses and they can read and react to different game situations as they develop.</p> <p>They have a clear idea of how to develop their own and others' work.</p> <p>They can recognise and suggest patterns of play which will increase chances of success and can develop methods to outwit opponents.</p> <p>Children understand ways (criteria) to judge performance and are able identify specific parts to continue to work upon.</p> <p>Children can use their</p>	<p>Children have the skills to review, analyse as well as evaluate theirs and other performances highlighting both the strengths and weaknesses.</p> <p>Children can react to different game situations as well as react to what unfolds as games progress.</p> <p>Children have a clear understanding on how to enhance and develop both their own and others' work.</p> <p>Children can identify patterns of play that increase chances of success and can develop methods that engage and outwit an opponent.</p> <p>Children understand skill</p>

	and take turns and share with help.		Children can work sensibly with others, taking turns and sharing.	organise roles and responsibilities as well as guiding small groups through a task.  Children show patience and support others, listening well to them about their work. They are happy to show and share ideas with peers.  Children assist with praising and encouraging others with their learning.	through a task.  Children show patience and support others, listening well to them about their work.  Children are happy to show and tell classmates ideas.  Each child can help praise and encourage others in their learning.	awareness of space and others to make good decisions.  Children can effectively disguise what they are about to do next and are able to use variety and creativity to engage an audience.  Children can respond imaginatively to different situations, adapting and adjusting their skills, movements or tactics so they are different from or in contrast to others.  Children can link actions and develop sequences of movements that express their own ideas. They can change tactics, rules or tasks to make activities more fun or challenging.	specific criteria to judge performance which enables the ability to identify specific parts to improve upon. They in turn can use awareness of space and game awareness to develop a clear plan of action within a specific sport.  Children can effectively mask what they are about to do next and so are able to effectively engage an opponent.  Children can identify the appropriate responses to different situations, adapting and adjusting their skills, movements or tactics so they are different from or in contrast to others.  Children are able to link movements and develop sequences of movements that express their own ideas. In turn, children can change tactics, rules or tasks to make activities to develop their own learning in a specific sport.
<b>Skills</b>	<u>Nursery 2-3</u> Fine Motor Gross Motor  <u>Nursery 3-4</u> Fine Motor Gross Motor  <u>Year R</u> Personal Cog  Coordination Footwork (funs station 10) Exploring movements  Static balance	Personal Cog  Coordination Footwork (funs station 10) birthday bike surprise  Static balance One leg (funs station 1) pirate planks  Social Cog  Dynamic balance to agility Jumping and landing (Funs station 6)	Personal Cog  Coordination Footwork (funs station 10) Yellow challenge section  Static balance One leg (funs station 1) Yellow challenge section  Social Cog  Dynamic balance to agility Jumping and landing (Funs station 6) Yellow	Personal Cog  Coordination Footwork (funs station 10) Green challenge section  Static balance One leg (funs station 1) Green challenge section Social Cog  Dynamic balance to agility Jumping and landing (Funs station 6) Green	Personal Cog  Coordination Footwork (funs station 10) Red challenge card  Static balance One leg (funs station 1) Red challenge card  Social Cog  Dynamic balance to agility Jumping and landing (Funs station 6) Red challenge card	Cognitive cog  Coordination Ball skills (funs station 9) Blue challenge  Agility Reaction/response (funs station 12) Blue challenge  Creative Cog  Static balance Seated (Funs station 2) Blue challenge	Cognitive cog  Coordination Ball skills (funs station 9) Pink and Black challenge  Agility Reaction/response (funs station 12) Pink and Black challenge  Creative Cog  Static balance Seated (Funs station 2) Pink and Black challenge



Spring	EYFS	Key Stage 1		Key Stage 2			
	Nursery 2-3 Nursery 3-4 Year R Taught across the term	Year 1	Year 2	Year 3	Year 4	Year 5 I	Year 6 I
<b>Knowledge</b>	<p><u>Nursery 2-3</u> Children continue to develop their gross and fine motor skills – through engaging in outdoor environments.</p> <p><u>Nursery 3-4</u> Children begin to understand and follow simple rules and can name some things they are good at.</p> <p><u>Year R</u> Children can understand and follow simple rules and can name some things they are good at.</p> <p>Able to follow simple instructions.</p> <p>Children can explore and describe different movements.</p> <p>Children are able to observe and copy others.</p>	<p>Children can begin to order instructions, movements and skills. With help, they can recognise similarities and differences in performance and can explain why someone is working or performing well.</p> <p>Children can understand and follow simple rules and can name some things that they are good at.</p> <p>Children are able to follow simple instructions.</p> <p>Children can begin to compare movements and skills with those of others.</p> <p>They can select and link movements together to fit a theme.</p> <p>They are able to demonstrate that they can explore and describe different movements.</p> <p>Children can observe and copy others.</p>	<p>Children can understand the simple tactics of attacking and defending.</p> <p>They can explain what they are doing well and have begun to identify areas for improvement.</p> <p>They can begin to order instructions, movements and skills.</p> <p>With help, they can recognise similarities and differences in performance and then they can explain why someone is working or performing well.</p> <p>Children can make up their own rules and versions of activities.</p> <p>They can respond differently to a variety of tasks or music and can recognise similarities and differences in movements and expression.</p> <p>Children can begin to compare movements and skills with those of others. They can select</p>	<p>Children can understand ways (criteria) to judge performance and can identify specific parts to continue to work upon. They can use their awareness of space and others to make good decisions.</p> <p>They can understand the simple tactics of attacking and defending.</p> <p>Children can explain what they are doing well and have begun to identify areas for improvement.</p> <p>They can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and can explain why someone is working or performing well.</p> <p>They can link actions and develop sequences of movements that express their own ideas. They can</p>	<p>Children can understand ways (criteria) to judge performance and can identify specific parts to continue to work upon.</p> <p>They can use their awareness of space and others to make good decisions.</p> <p>They can understand the simple tactics of attacking and defending.</p> <p>Children can explain what they are doing well and begin to identify areas for improvement.</p> <p>They can begin to order instructions, movements and skills. With help, they can recognise similarities and differences in performance, and I can explain why someone is working or performing well.</p> <p>Children can link actions and develop sequences of movements that express their own ideas.</p> <p>They can change tactics, rules or tasks to make activities more fun or challenging.</p>	<p>Children can involve others and motivate those around them to perform better</p> <p>They can give and receive sensitive feedback to improve and can negotiate and collaborate appropriately.</p> <p>They can cooperate well with others and give helpful feedback.</p> <p>Children can help organise roles and responsibilities and can guide a small group through a task.</p> <p>They can effectively transfer skills and movements across a range of activities and sports.</p> <p>Children can perform a variety of skills consistently and effectively in challenging or competitive situations.</p> <p>They can use combinations of skills confidently in sport specific contexts.</p>	<p>Children can involve others and motivate those around them to perform better.</p> <p>They can give and receive sensitive feedback to improve themselves and others and can negotiate and collaborate appropriately.</p> <p>They can cooperate well with others and give helpful feedback.</p> <p>Children can help organise roles and responsibilities and can guide a small group through a task.</p> <p>They can effectively transfer skills and movements across a range of activities and sports.</p> <p>Children can perform a variety of skills consistently and effectively in challenging or competitive situations.</p> <p>They can use combinations of skills confidently in sport</p>

			<p>and link movements together to fit a theme.</p> <p>Children can explore and describe different movements.</p>	<p>change tactics, rules or tasks to make activities more fun or challenging</p> <p>Children can make up their own rules and versions of activities.</p> <p>They can respond differently to a variety of tasks or music and can recognise similarities and differences in movements and expression.</p> <p>Children can begin to compare movements and skills with those of others.</p> <p>They can select and link movements together to fit a theme.</p>	<p>They can make up their own rules and versions of activities.</p> <p>Children can respond differently to a variety of tasks or music and can recognise similarities and differences in movements and expression.</p> <p>They can begin to compare movements and skills with those of others.</p> <p>They can select and link movements together to fit a theme.</p>	<p>Children can perform a range of skills fluently and accurately in practice situations</p> <p>They can perform a variety of movements and skills with good body tension.</p> <p>Children can link actions together so that they flow in running, jumping and throwing activities</p>	<p>specific contexts.</p> <p>Children can perform a range of skills fluently and accurately in practice situations</p> <p>They can perform a variety of movements and skills with good body tension.</p> <p>Children can link actions together so that they flow in running, jumping and throwing activities</p>
<b>Skills</b>	<p><u>Nursery 2-3</u> Fine Motor Gross Motor</p> <p><u>Nursery 3-4</u> Fine Motor Gross Motor</p> <p><u>Year R</u> Cognitive</p> <p>Dynamic balance On a line (funs station 5) exploring movements</p> <p>Static balance Stance (funs station 4) exploring</p>	<p>Cognitive</p> <p>Dynamic balance On a line (funs station 5) Tilly the trains big day</p> <p>Static balance Stance (funs station 4) thembi walks the tightrope</p> <p>Creative –</p> <p>Coordination Ball skills (funs station 9) clowning around</p> <p>Counterbalance</p>	<p>Cognitive</p> <p>Dynamic balance On a line (funs station 5) Yellow challenges</p> <p>Static balance Stance (funs station 4) Yellow challenges</p> <p>Creative –</p> <p>Coordination Ball skills (funs station 9) Yellow challenges</p> <p>Counterbalance With a partner (funs station 7) Yellow</p>	<p>Cognitive</p> <p>Dynamic balance On a line (funs station 5) Green challenges</p> <p>Static balance Stance (funs station 4) Green challenges</p> <p>Creative –</p> <p>Coordination Ball skills (funs station 9) Green challenges</p> <p>Counterbalance</p>	<p>Cognitive</p> <p>Dynamic balance On a line (funs station 5) Red challenges</p> <p>Static balance Stance (funs station 4) Red challenges Creative –</p> <p>Coordination Ball skills (funs station 9) Red challenges</p> <p>Counterbalance With a partner (funs station 7) Red challenges</p>	<p>Social</p> <p>Dynamic balance – On a line (Funs station 5) Blue challenge</p> <p>Counterbalance – With a partner (funs station 7) Blue challenge</p> <p>Applying physical- Static balance – One leg (Funs station 1) Blue challenge</p> <p>Dynamic balance to agility-</p>	<p>Social</p> <p>Dynamic balance – On a line (Funs station 5) Pink and Black challenge</p> <p>Counterbalance – With a partner (funs station 7) Pink and Black challenge</p> <p>Applying physical- Static balance – One leg (Funs station 1) Pink and Black challenge</p>



Summer	EYFS	Key Stage 1		Key Stage 2			
	Nursery 2-3 Nursery 3-4 Year R Taught across the term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge</b>	<p><u>Nursery 2-3</u> For children to begin to be able to know how to perform a single skill with movement with limited control.</p> <p><u>Nursery 3-4</u> Children know how to perform a single skill or movement with some control.</p> <p>Children can perform a small range of skills and link two movements together.</p>	<p>Children can perform a range of skills with some control and consistency.</p> <p>They can perform a sequence of movements with some changes in level, direction or speed.</p> <p>They Can perform a single skill or movement with some control.</p> <p>They can perform a small range of skills</p>	<p>Children are able to perform and repeat longer sequences with clear shapes and controlled movement.</p> <p>They can select and apply a range of skills with good control and consistency.</p> <p>Children can perform a range of skills with some control and consistency.</p> <p>They can perform a sequence of movements with some changes in level, direction or speed.</p>	<p>Children can perform a variety of movements and skills with good body tension.</p> <p>They can link actions together so that they flow in running, jumping and throwing activities</p> <p>They can perform and repeat longer sequences with clear shapes and controlled movement.</p> <p>Children can select</p>	<p>Children can perform a variety of movements and skills with good body tension.</p> <p>They can link actions together so that they flow in running, jumping and throwing activities</p> <p>They can perform and repeat longer sequences with clear shapes and controlled movement.</p> <p>Children can select and apply a range of skills with good control and consistency</p>	<p>Children can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event.</p> <p>They can plan and follow my own basic fitness programme</p> <p>Children can self-select and perform appropriate warm up and cool down activities.</p> <p>They can identify possible dangers when</p>	<p>Children can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event.</p> <p>They can plan and follow my own basic fitness programme</p> <p>Children can self-select and perform appropriate warm up and cool down activities.</p> <p>They can identify possible dangers when</p>

	<p>Children can move confidently in different ways.</p> <p>Children begin to be aware of why exercise is important for good health.</p> <p>Children are aware of the changes to the way they feel when exercising.</p> <p><u>Year R</u></p> <p>Children can perform a single skill or movement with some control.</p> <p>Children can perform a small range of skills and link two movements together.</p> <p>Children can move confidently in different ways.</p> <p>Children are aware of why exercise is important for good health.</p> <p>Children are aware of the changes to the way they feel when exercising.</p>	<p>and link two movements together.</p> <p>They can move confidently in different ways.</p> <p>Children can say how their body feels before, during and after exercise.</p> <p>They are able to use equipment appropriately and move and land safely.</p> <p>They are aware of why exercise is important for good health.</p> <p>Children are aware of the changes in the way they feel when exercising.</p>	<p>Children can perform a single skill or movement with some control.</p> <p>They can perform a small range of skills and link two movements together.</p> <p>Children can describe how and why their body feels during and after exercise.</p> <p>They are able to explain why they need to warm up and cool down.</p> <p>Children can say how their body feels before, during and after exercise.</p> <p>Children can use equipment appropriately and move and land safely.</p> <p>Children are aware of why exercise is important for good health.</p>	<p>and apply a range of skills with good control and consistency.</p> <p>They can perform a range of skills with some control and consistency.</p> <p>They can perform a sequence of movements with some changes in level, direction or speed</p> <p>Children can describe the basic fitness components and explain how often and how long they should exercise to be healthy.</p> <p>They can record and monitor how hard they are working</p> <p>Children can describe how and why their body feels during and after exercise.</p> <p>They can explain why we need to warm up and cool down</p> <p>Children can say how their body feels before, during and after exercise.</p> <p>They can use equipment appropriately and move and land safely.</p>	<p>They can perform a range of skills with some control and consistency.</p> <p>They can perform a sequence of movements with some changes in level, direction or speed</p> <p>Children can describe the basic fitness components and explain how often and how long they should exercise to be healthy.</p> <p>They can record and monitor how hard they are working.</p> <p>Children can describe how and why their body feels during and after exercise.</p> <p>They can explain why we need to warm up and cool down</p> <p>Children can say how their body feels before, during and after exercise.</p> <p>They use equipment appropriately and move and land safely.</p>	<p>planning an activity.</p> <p>Children can describe the basic fitness components and explain how often and how long they should exercise to be healthy.</p> <p>They can record and monitor how hard they are working</p> <p>Children can create their own learning plan and revise that plan when necessary.</p> <p>They can accept critical feedback and make changes.</p> <p>Children can see all new challenges as opportunities to learn and develop.</p> <p>They can recognise their strengths and weaknesses and can set themselves appropriate targets</p> <p>cope well and react positively when things become difficult.</p> <p>They can persevere with a task and can improve their performance through regular practice</p>	<p>planning an activity.</p> <p>Children can describe the basic fitness components and explain how often and how long they should exercise to be healthy.</p> <p>They can record and monitor how hard they are working</p> <p>Children can create their own learning plan and revise that plan when necessary.</p> <p>They can accept critical feedback and make changes.</p> <p>see all new challenges as opportunities to learn and develop.</p> <p>They can recognise their strengths and weaknesses and can set themselves appropriate targets</p> <p>They cope well and react positively when things become difficult.</p> <p>They can persevere with a task and can improve their performance through regular practice</p>
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<b>Skills</b>	<p><u>Nursery 2-3</u> Fine Motor Gross Motor</p> <p><u>Nursery 3-4</u> Fine Motor Gross Motor</p> <p><u>Year R</u> Applying Physical</p> <p>Coordination Sending and receiving (Funs station 8) exploring movements</p> <p>Agility Reaction/response (funs station 12) exploring movements</p> <p>Health and fitness- Agility Ball chasing (funs station 11) exploring movements</p> <p>Static balance Floor work (Funs station 3) exploring movements</p>	<p>Applying Physical</p> <p>Coordination Sending and receiving (Funs station 8) john and jasmine learn to juggle</p> <p>Agility Reaction/response (funs station 12) Ringo to the rescue</p> <p>Health and fitness- Agility Ball chasing (funs station 11) Sammy squirrel and his rolling nuts Static balance Floor work (Funs station 3) Casper the very clever cat.</p>	<p>Applying Physical</p> <p>Coordination Sending and receiving (Funs station 8) Yellow challenges</p> <p>Agility Reaction/response (funs station 12) Yellow challenges</p> <p>Health and fitness- Agility Ball chasing (funs station 11) Yellow challenges Static balance Floor work (Funs station 3) Yellow challenges</p>	<p>Applying Physical</p> <p>Coordination Sending and receiving (Funs station 8) Green challenges</p> <p>Agility Reaction/response (funs station 12) Green challenges Health and fitness- Agility Ball chasing (funs station 11) Green challenges Static balance Floor work (Funs station 3) Green challenges</p>	<p>Applying Physical</p> <p>Coordination Sending and receiving (Funs station 8) Red challenges</p> <p>Agility Reaction/response (funs station 12) Red challenges</p> <p>Health and fitness- Agility Ball chasing (funs station 11) Red challenges Static balance Floor work (Funs station 3) Red challenges</p>	<p>Health and fitness cog</p> <p>Static balance – One leg (funs station 1) Blue challenge</p> <p>Dynamic balance to agility – Jumping and landing (funs station 6) Blue challenge</p> <p>Personal Cog</p> <p>Agility – Ball chasing (funs station 11) Blue challenge</p> <p>Coordination- Sending and receiving (Funs station 8) Blue challenge</p>	<p>Health and fitness cog</p> <p>Static balance – One leg (funs station 1) Pink and Black challenge</p> <p>Dynamic balance to agility – Jumping and landing (funs station 6) Pink and Black challenge</p> <p>Personal Cog</p> <p>Agility – Ball chasing (funs station 11) Pink and Black challenge</p> <p>Coordination- Sending and receiving (Funs station 8) Pink and Black challenge</p>
<b>Vocabulary</b>	<p><u>Nursery 2-3</u> Jump Skip Run Hop Time</p> <p><u>Nursery 3-4</u> Jump Skip Run Hop Time</p>	<p>Sending and receiving Coordination Balance Exercise Ball work</p>	<p>Sending and receiving Coordination Balance Exercise Ball work</p>	<p>Sending and receiving Coordination Balance Exercise Ball work</p>	<p>Sending and receiving Coordination Balance Exercise Ball work</p>	<p>Sending and receiving Coordination Balance Exercise Ball work</p>	<p>Sending and receiving Coordination Balance Exercise Ball work</p>

	<p>Year R</p> <p>Sending and receiving</p> <p>Coordination</p> <p>Balance</p> <p>Exercise</p> <p>Ball work</p>						
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Impact (End Points)						
EYFS	Key Stage 1		Key Stage 2			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children are able to Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Children are able to establish positive routines which create ambition. This enables a clear and personalized outcome which in turn allows for early success.</p>	<p>Children are able to describe the way in which exercise affects the body, the factors that affect poor health and the factors that develop a healthy balanced lifestyle. Children are able to demonstrate a variety of ways to travel around space and use a variety of body parts in doing so.</p>	<p>Children are beginning to sequence events together that lead towards a specific skill, children develop hop skip and jump sequences that enable them to demonstrate both triple and standing long jump. Children begin to give more detailed feedback to partners which is incorporated into the lessons and development.</p>	<p>Children are able to sequence a series of short events and demonstrate them to peers, they in turn then can take feedback on board and develop and enhance said sequence. Children are able to establish a positive learning environment in which they are able to effectively lead peers in warmups, short activities and cool downs.</p>	<p>Children begin to focus upon building skills through physical fitness. Children spend more time focusing upon creative and cognitive cogs enabling pupils to create sequences of movement through a variety of forms, a big focus on dance and gymnastics gives pupils the much-needed skills for secondary education.</p>	<p>Pupils are able to demonstrate a variety of skills that have developed through the use of the cogs over the course of the year. These skills enable the pupils to develop accordingly, creating a well-rounded approach to sport. The skills provided equip pupils to move onto secondary school with the appropriate skill set that allows for competition. Pupils are equipped with the ability to give and receive feedback that allows for self-improvement of a specific sport related skill.</p>