



PE Coverage and Progression Map

	Year 3	Year 4	Year 5	Year 6
Football	Children learn how to outwit their opponents and score when playing invasion games. They develop skills in finding and using space to keep the ball. They play with the same basic court set-up and rules, but use a range of equipment and skills, including throwing, catching, kicking and striking skills.*	Children learn simple attacking tactics using a range of equipment and skills, and start to think about how to organise themselves to defend their goals. They start by playing small, uneven-sided games, and move on to even-sided games.*	Children develop skillful attacking and team play. They learn how to work well as a team when attacking, and explore a range of ways to defend.*	Children improve their defending and attacking play. They start to play even-sided mini-versions of invasion games.*
Netball	Children develop the ability to find and use space. They use a range of equipment to develop their throwing, catching and movement skills. Children learn to outwit their opponents through applying simple choices and decisions.*	Children develop movement and ball handling skills. They learn simple attacking tactics as part of a small team, and start to think about how to organise themselves to defend their goal. They play with a basic court set-up and rules for High 5 Netball.*	Children develop skillful attacking and team play. They explore different ways to defend. Children have a good understanding of the High 5 Netball rules and begin to apply tactics to outwit their opponents.*	Children improve their attacking and defending play. They are able to play High 5 Netball and can apply tactics and strategies to be successful in a team performance.*
Tag Rugby	Children learn how to successfully and consistently demonstrate the four core skills of tag rugby (running, catching, passing and tackling) within a match scenario.*	Children learn how to successfully and consistently demonstrate the four core skills of tag rugby (running, catching, passing and tackling) in both isolation and together within a match scenario.*	Children learn how to successfully and consistently demonstrate the four core skills of tag rugby (running, catching, passing and tackling) within accuracy and precision in both an individual and team based scenario.*	
Hockey	Children learn how to outwit their opponents and score when playing invasion games. They develop skills in finding and using space to keep the ball. They play with the same basic court set-up and rules but use a range of equipment and skills, including throwing, catching, kicking and striking.*	Children learn simple attacking tactics using a range of equipment and skills, and start to think about how to organise themselves to defend their goals. They start by playing small, uneven-sided games, and move on to even sided games.*	Children develop skillful attacking and team play. They learn how to work well as a team when attacking, and exploring a range of ways to defend.*	children improve their defending and attacking play. They start to play even sided mini versions of invasion games.*
Basketball	Children learn how to outwit their opponents and score when playing invasion games. They develop skills in	Children learn simple attacking tactics using a range of equipment and skills, and start to think about	Children develop skillful attacking and team play. They learn how to work well as a team when attacking, and explore a range of ways to defend.	

	finding space and using space to keep the ball. They play with the same basic court set-up and rules, but use a range of equipment and skills, including throwing, catching, kicking and striking skills.*	how to organise themselves to defend their goals. They start by playing small, uneven-sided games, and move on to even-sided games.*		
Gym 1/2	Children focus on improving the quality of their movement, eg. by stretching fingers and pointing toes, to help them produce tension and extension. They plan and perform sequences of contrasting actions, and develop flow by linking actions smoothly and planning variations in speed.	Children create sequences that include changes of level and speed, and focus on using different body shapes clearly. They work mostly with a partner or in a small group, additionally incorporating hand apparatus.*	Children create longer sequences to perform for an audience. They learn a wider range of actions and explore more difficult ways to perform.*	Children use their knowledge of compositional principles, eg. how to use variations in speed, level and direction, how to combine and link actions, how to relate to partners and apparatus, to develop sequences that show an awareness of their audience.*
Dance 1/2	In this unit children perform dances, focusing on creating, adapting and linking a range of dance actions. They will begin to demonstrate an awareness of the expressive qualities of dance. These are inspired by a range of stimuli. They work individually, in pairs, small groups and as a whole class. They will develop an awareness of the historical and cultural origins of different dances through a choice of themes.*	In this unit children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli. Children will use movement to explore and communicate ideas and issues, and their own feelings and thoughts. They work individually, in pairs, small groups and as a whole class. They will develop an awareness of the historical and cultural origins of different dances through a choice of themes.*	In this unit children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles. Children will use movement to explore and communicate ideas and issues, and their own feelings and thoughts. They work individually, in pairs, small groups and as a whole class. They will develop an understanding of the historical and cultural origins of different dances through a choice of themes.*	In this unit children will focus on using different visual images and stimuli to compose, perform and evaluate a range of dances. Children will use movement to communicate and demonstrate ideas and issues, and their own feelings and thoughts. They work individually, in pairs, small groups and as a whole class. They will develop further understanding of the historical and cultural origins of different dances through a choice of themes.*
Athletics	Children concentrate on developing good basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.*		Children focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities.*	
Tennis	Children focus on developing the skills they need for net games and on how to use these skills to make the game difficult for their opponent. They learn to direct the ball towards the target area and away from their opponent.*		Children develop the range and quality of their skills when playing tennis. They also learn specific tactics and skills for tennis.*	
Rounders	Children learn how to send or strike the ball into spaces, so that they can score runs in different ways. When fielding they learn how to work together to keep the batters' scores down.*		Children develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, backstop, fielder and batter.*	
Cricket	Children learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters' scores down.*		Children develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, wicket-keeper, backstop, fielder and batter.*	
Swimming	Not applicable	To be able to swim 25 m	Booster - to enable children to be able to swim 25m if they cannot already do so.	