

# Southbourne Junior School - Physical Education Progression Map



## Invasion Games

Year Group	Knowledge Children will know...	Skills Children will be able to...
3	<ul style="list-style-type: none"> <li>❖ <b>Sending &amp; Receiving:</b> that pointing a hand/foot/stick to a target on release will help them to send a ball accurately.</li> <li>❖ <b>Dribbling:</b> that dribbling is an attacking skill which helps to move towards a goal or away from defenders.</li> <li>❖ <b>Space:</b> that by spreading out as a team moves the defenders away from each other.</li> <li>❖ <b>Attacking and Defending:</b> their role as an attacker and defender.</li> <li>❖ <b>Tactics:</b> that using simple tactics will help their team to achieve an outcome e.g. they will each mark a player to help them to gain possession.</li> <li>❖ <b>Rules:</b> the rules of the game.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Sending &amp; Receiving:</b> explore s&amp;r abiding by the rules of the game.</li> <li>❖ <b>Dribbling:</b> explore dribbling the ball abiding by the rules of the game under some pressure.</li> <li>❖ <b>Space:</b> show an awareness of using space as a team.</li> <li>❖ <b>Attacking:</b> develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.</li> <li>❖ <b>Defending:</b> develop tracking opponents to limit their scoring opportunities.</li> </ul>
4	<ul style="list-style-type: none"> <li>❖ <b>Sending &amp; Receiving:</b> that cushioning a ball will help to control it when receiving it.</li> <li>❖ <b>Dribbling:</b> that protecting the ball as they dribble will help them to maintain possession.</li> <li>❖ <b>Space:</b> that moving into space will help their team keep possession and score goals.</li> <li>❖ <b>Attacking:</b> to recognise when to pass and when to shoot.</li> <li>❖ <b>Defending:</b> when to mark and when to attempt to win the ball.</li> <li>❖ <b>Tactics:</b> that applying attacking tactics will help to maintain possession and score goals, applying defending tactics will help to deny space, gain possession and stop goals.</li> <li>❖ <b>Rules:</b> the rules to be able to manage their own game.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Sending &amp; Receiving:</b> develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success.</li> <li>❖ <b>Dribbling:</b> link dribbling the ball with other actions and change direction whilst dribbling with some control.</li> <li>❖ <b>Space:</b> develop moving into space to help my team.</li> <li>❖ <b>Attacking:</b> change direction to lose an opponent with some success.</li> <li>❖ <b>Defending:</b> develop defending one on one and begin to intercept.</li> </ul>
5	<ul style="list-style-type: none"> <li>❖ <b>Sending &amp; Receiving:</b> that not having a defender between them and a ball carrier enables them to s&amp;r with better control.</li> <li>❖ <b>Dribbling:</b> that dribbling in different directions will help to lose a defender.</li> <li>❖ <b>Space:</b> that by moving to space even if not receiving the ball will create space for a teammate.</li> <li>❖ <b>Tactics:</b> the need for tactics and identify when to use them in different situations.</li> <li>❖ <b>Rules:</b> how to apply rules in a variety of invasion games whilst playing and officiating.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Sending &amp; Receiving:</b> develop control when s&amp;r under pressure.</li> <li>❖ <b>Dribbling:</b> dribble with some control under pressure.</li> <li>❖ <b>Space:</b> explore moving to create space for themselves and others in their team.</li> <li>❖ <b>Attacking:</b> use a variety of techniques to lose an opponent e.g. change of direction or speed.</li> <li>❖ <b>Defending:</b> develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.</li> </ul>

6	<ul style="list-style-type: none"> <li>❖ <b>Sending &amp; Receiving:</b> how to make quick decisions about when, how and who to pass to.</li> <li>❖ <b>Dribbling:</b> how to choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.</li> <li>❖ <b>Space:</b> that transitioning quickly between attack and defence will help the team to maintain or gain possession.</li> <li>❖ <b>Tactics:</b> how to create and apply a tactic for a specific situation or outcome.</li> <li>❖ <b>Rules:</b> how to apply and use rules consistently in a variety of invasion games whilst playing and officiating.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Sending &amp; Receiving:</b> s&amp;r consistently using a range of techniques with increasing control under pressure.</li> <li>❖ <b>Dribbling:</b> dribble consistently using a range of techniques with increasing control under pressure.</li> <li>❖ <b>Space:</b> move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.</li> <li>❖ <b>Attacking:</b> confidently change direction to lose an opponent</li> <li>❖ <b>Defending:</b> use a variety of defending skills (tracking, interception, jockeying) in game situations.</li> </ul>
---	--	---

Year 3/4 Vocabulary	Year 5/6 Vocabulary
Possession - Space - Intercept - Teamwork	Positions - Regain - Counterattack - Feint

# Southbourne Junior School - Physical Education Progression Map



## OAA

Year Group	Knowledge Children will know...	Skills Children will be able to...
3	<ul style="list-style-type: none"> <li>❖ <b>Problem Solving:</b> that trying ideas before deciding on a solution will help them to come up with the best idea.</li> <li>❖ <b>Navigational Skills:</b> how to hold the map so that the items on the map match up to the items that have been placed out.</li> <li>❖ <b>Communication:</b> to take turns when giving ideas and not to interrupt each other.</li> <li>❖ <b>Reflection:</b> how to reflect on when and why they are successful at solving challenges.</li> <li>❖ <b>Rules:</b> that using the rules honestly will help to keep themselves and others safe.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Problem Solving:</b> discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task.</li> <li>❖ <b>Navigational Skills:</b> identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail.</li> <li>❖ <b>Communication:</b> follow and give instructions and accept other peoples' ideas.</li> </ul>
4	<ul style="list-style-type: none"> <li>❖ <b>Problem Solving:</b> that discussing the advantages and disadvantages of ideas will help to guide them to a conclusion about which idea to use.</li> <li>❖ <b>Navigational Skills:</b> how to use a key and use the cardinal points on a map to orientate it.</li> <li>❖ <b>Communication:</b> that there are different types of communication and that they can communicate without talking.</li> <li>❖ <b>Reflection:</b> how to critically reflect on when and why they are successful at solving challenges.</li> <li>❖ <b>Rules:</b> the importance of working with integrity.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Problem Solving:</b> plan independently and in small groups, implementing a strategy with increased success.</li> <li>❖ <b>Navigational Skills:</b> identify key symbols on a map and follow a route.</li> <li>❖ <b>Communication:</b> confidently communicate ideas and listen to others.</li> </ul>
5	<ul style="list-style-type: none"> <li>❖ <b>Problem Solving:</b> to recognise that there may be more than one way to solve a challenge and that trial and error may help to guide them to the best solution.</li> <li>❖ <b>Navigational Skills:</b> how to use a key to identify objects and locations.</li> <li>❖ <b>Communication:</b> to be descriptive but concise when giving instructions e.g. 'two steps to the left'.</li> <li>❖ <b>Reflection:</b> how to reflect on when they are successful at solving challenges and alter their methods in order to improve.</li> <li>❖ <b>Rules:</b> that abiding by rules will enable their classmates to complete the course e.g. not moving controls.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Problem Solving:</b> explore tactical planning within a team to overcome increasingly challenging tasks.</li> <li>❖ <b>Navigational Skills:</b> develop navigational skills and map reading in increasingly challenging tasks.</li> <li>❖ <b>Communication:</b> explore a variety of communication methods with increasing success.</li> </ul>
6	<ul style="list-style-type: none"> <li>❖ <b>Problem Solving:</b> that being able to solve problems is an important life skill.</li> <li>❖ <b>Navigational Skills:</b> why having good navigational skills are important.</li> <li>❖ <b>Communication:</b> that good communication skills are key to solving problems and working effectively as a team.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Problem Solving:</b> pool ideas within a group, selecting and applying the best method to solve a problem.</li> <li>❖ <b>Navigational Skills:</b> orientate a map efficiently to navigate around a course with multiple points.</li> </ul>

	<ul style="list-style-type: none"> <li>❖ <b>Reflection:</b> how to reflect on when and how they are successful at solving challenges and alter their methods in order to improve.</li> <li>❖ <b>Rules:</b> understand the rules and think creatively to solve the challenge whilst abiding by the rules.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Communication:</b> inclusively communicate with others, share job roles and lead when necessary.</li> </ul>
--	---	---

Year 3/4 Vocabulary	Year 5/6 Vocabulary
Coordination - Tactile - Scale - Orienteering	Compass - Ingenuity - Decipher - Orient

# Southbourne Junior School - Physical Education Progression Map



## Dance

Year Group	Knowledge Children will know...	Skills Children will be able to...
3	<ul style="list-style-type: none"> <li>❖ <b>Actions:</b> that sharing ideas with others enables their group to work collaboratively and try ideas before deciding on the best actions for our dance.</li> <li>❖ <b>Dynamics:</b> that all actions can be performed differently to help to show effect. Space: understand that they can use space to help my dance to flow.</li> <li>❖ <b>Relationships:</b> that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.</li> <li>❖ <b>Performance:</b> that they can use timing techniques such as canon and unison to create effect.</li> <li>❖ <b>Strategy:</b> that if they show sensitivity to the music, their performance will look more complete.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Actions:</b> create actions in response to a stimulus individually and in groups.</li> <li>❖ <b>Dynamics:</b> use dynamics effectively to express an idea.</li> <li>❖ <b>Space:</b> use direction to transition between formations.</li> <li>❖ <b>Relationships:</b> develop an understanding of formations.</li> <li>❖ <b>Performance:</b> perform short, self-choreographed phrases showing an awareness of timing.</li> </ul>
4	<ul style="list-style-type: none"> <li>❖ <b>Actions:</b> that some actions are better suited to a certain character, mood or idea than others.</li> <li>❖ <b>Dynamics:</b> that some dynamics are better suited to a certain character, mood or idea than others.</li> <li>❖ <b>Space:</b> that space can be used to express a certain character, mood or idea.</li> <li>❖ <b>Relationships:</b> that some relationships are better suited to a certain character, mood or idea than others.</li> <li>❖ <b>Performance:</b> that being aware of other performers in their group will help us to move in time.</li> <li>❖ <b>Strategy:</b> that they can select from a range of dance techniques to translate their idea.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Actions:</b> respond imaginatively to a range of stimuli related to character and narrative.</li> <li>❖ <b>Dynamics:</b> change dynamics confidently within a performance to express changes in character.</li> <li>❖ <b>Space:</b> confidently use changes in level, direction and pathway.</li> <li>❖ <b>Relationships:</b> use action and reaction to represent an idea.</li> <li>❖ <b>Performance:</b> perform complex dances that communicate narrative and character well, performing clearly and fluently.</li> </ul>
5	<ul style="list-style-type: none"> <li>❖ <b>Actions:</b> that different dance styles utilise selected actions to develop sequences in a specific style.</li> <li>❖ <b>Dynamics:</b> that different dance styles utilise selected dynamics to express mood.</li> <li>❖ <b>Space:</b> that space relates to where their body moves both on the floor and in the air.</li> <li>❖ <b>Relationships:</b> that different dance styles utilise selected relationships to express mood.</li> <li>❖ <b>Performance:</b> what makes a performance effective and know how to apply these principles to my own and others' work.</li> <li>❖ <b>Strategy:</b> that if they use dance principles it will help me to express an atmosphere or mood.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Actions:</b> choreograph dances by using, adapting and developing actions and steps from different dance styles.</li> <li>❖ <b>Dynamics:</b> confidently use dynamics to express different dance styles.</li> <li>❖ <b>Space:</b> confidently use direction and patterning to express different dance styles.</li> <li>❖ <b>Relationships:</b> confidently use formations, canon and unison to express a dance idea.</li> <li>❖ <b>Performance:</b> perform dances expressively, using a range of performance skills, showing accuracy and fluency.</li> </ul>

6	<ul style="list-style-type: none"> <li>❖ <b>Actions:</b> that actions can be improved with consideration to extension, shape and recognition of intent.</li> <li>❖ <b>Dynamics:</b> that selecting a variety of dynamics in their performance can help to take the audience on a journey through their dance idea.</li> <li>❖ <b>Space and Relationships:</b> that combining space and relationships with a prop can help them to express my dance idea.</li> <li>❖ <b>Performance:</b> how a leader can ensure their dance group performs together.</li> <li>❖ <b>Strategy:</b> that if they keep in character throughout, it will help them to express an atmosphere or mood that can be interpreted by the audience.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Actions:</b> show controlled movements which express emotion and feeling.</li> <li>❖ <b>Dynamics:</b> explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.</li> <li>❖ <b>Space and Relationships:</b> use a variety of compositional principles when creating my own dances.</li> <li>❖ <b>Performance:</b> demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</li> </ul>
---	--	--

Year 3/4 Vocabulary	Year 5/6 Vocabulary
Rhythm - Improvisation - Levels - Facial Expression	Choreographer - Formation - Gesture - Dynamics

# Southbourne Junior School - Physical Education Progression Map



## Athletics

Year Group	Knowledge Children will know...	Skills Children will be able to...
3	<ul style="list-style-type: none"> <li>❖ <b>Running:</b> that leaning slightly forwards helps to increase speed. Leaning their body in the opposite direction to travel helps to slow down.</li> <li>❖ <b>Jumping:</b> that if I jump and land in quickly it will help them to jump further.</li> <li>❖ <b>Throwing:</b> that the speed of the movement helps to create power.</li> <li>❖ <b>Rules:</b> the rules of the event and begin to apply them.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Running:</b> develop the sprinting technique and apply it to relay events.</li> <li>❖ <b>Jumping:</b> develop technique when jumping for distance in a range of approaches and take off positions.</li> <li>❖ <b>Throwing:</b> explore the technique for a pull throw.</li> </ul>
4	<ul style="list-style-type: none"> <li>❖ <b>Running:</b> that they need to pace themselves when running further or for a long period of time. Understand that a high knee drive, pumping their arms and running on the balls of my feet gives me power.</li> <li>❖ <b>Jumping:</b> that transferring weight will help them to jump further.</li> <li>❖ <b>Throwing:</b> that transferring weight will help them to throw further.</li> <li>❖ <b>Rules:</b> and understand the rules to be able to manage their own events.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Running:</b> develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.</li> <li>❖ <b>Jumping:</b> develop technique when jumping for distance.</li> <li>❖ <b>Throwing:</b> explore power and technique when throwing for distance in a pull and heave throw.</li> </ul>
5	<ul style="list-style-type: none"> <li>❖ <b>Running:</b> that taking big consistent strides will help to create a rhythm that allows them to run faster. Understand that keeping a steady breath will help them when running longer distances.</li> <li>❖ <b>Jumping:</b> that if they drive their knees high and fast they can build power and therefore distance in my jumps.</li> <li>❖ <b>Throwing:</b> how to transfer their weight in different throws to increase the distance.</li> <li>❖ <b>Rules:</b> and apply rules in a variety of events using official equipment.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Running:</b> apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event.</li> <li>❖ <b>Jumping:</b> explore technique and rhythm in the triple jump.</li> <li>❖ <b>Throwing:</b> Develop technique and power in javelin and shot put.</li> </ul>
6	<ul style="list-style-type: none"> <li>❖ <b>Running:</b> that they need to prepare their body for running and know the muscle groups they will need to use.</li> <li>❖ <b>Jumping:</b> that a run up builds speed and power and enables them to jump further.</li> <li>❖ <b>Throwing:</b> that they need to prepare their body for throwing and know the muscle groups they will need to use.</li> <li>❖ <b>Rules:</b> and apply rules in events that pose an increased risk.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Running:</b> demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.</li> <li>❖ <b>Jumping:</b> develop power, control and technique in the triple jump.</li> <li>❖ <b>Throwing:</b> develop power, control and technique when throwing discus and shot put.</li> </ul>

Year 3/4 Vocabulary

Year 5/6 Vocabulary

Power - Pace - Accelerate - Takeoff

Force - Sustain - Optimum - Trajectory

# Southbourne Junior School - Physical Education Progression Map



## Striking & Fielding

Year Group	Knowledge Children will know...	Skills Children will be able to...
3	<ul style="list-style-type: none"> <li>❖ <b>Striking:</b> that striking to space away from fielders will help them to score.</li> <li>❖ <b>Fielding:</b> to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball.</li> <li>❖ <b>Throwing:</b> that overarm throwing is used for long distances and underarm throwing for shorter distances.</li> <li>❖ <b>Catching:</b> to move their feet to the ball.</li> <li>❖ <b>Tactics:</b> that using simple tactics will help their team to achieve an outcome e.g. we will spread out to deny space.</li> <li>❖ <b>Rules:</b> the rules of the game and begin to apply them.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Striking:</b> begin to strike a bowled ball after a bounce with different equipment.</li> <li>❖ <b>Fielding:</b> explore bowling to a target and fielding skills to include a two-handed pick up.</li> <li>❖ <b>Throwing:</b> use overarm and underarm throwing in game situations.</li> <li>❖ <b>Catching:</b> catch with some consistency in game situations.</li> </ul>
4	<ul style="list-style-type: none"> <li>❖ <b>Striking:</b> that using the centre of the bat will provide the most control and accuracy.</li> <li>❖ <b>Fielding:</b> that it is easier to field a ball that is coming towards them rather than away so set up accordingly.</li> <li>❖ <b>Throwing:</b> that being balanced before throwing will help to improve the accuracy of the throw.</li> <li>❖ <b>Catching:</b> to track the ball as it is thrown to help to improve the consistency of catching.</li> <li>❖ <b>Tactics:</b> that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points.</li> <li>❖ <b>Rules:</b> and understand the rules to be able to manage our own game.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Striking:</b> develop batting technique with a range of equipment.</li> <li>❖ <b>Fielding:</b> develop bowling with some consistency, abiding by the rules of the game.</li> <li>❖ <b>Throwing:</b> use overarm and underarm throwing with increased consistency in game situations.</li> <li>❖ <b>Catching:</b> begin to catch with one and two hands with some consistency in game situations.</li> </ul>
5	<ul style="list-style-type: none"> <li>❖ <b>Striking:</b> that stance is important to allow them to be balanced as they hit.</li> <li>❖ <b>Fielding:</b> that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.</li> <li>❖ <b>Throwing:</b> where to throw the ball in relation to where a batter is.</li> <li>❖ <b>Catching:</b> when to use a close catch technique or deep catch technique.</li> <li>❖ <b>Tactics:</b> the need for tactics and identify when to use them in different situations.</li> <li>❖ <b>Rules:</b> and apply rules in a variety of striking and fielding games whilst playing and officiating.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Striking:</b> explore defensive and driving hitting techniques and directional batting.</li> <li>❖ <b>Fielding:</b> develop over and underarm bowling technique. Develop long and short barrier and two handed pick up.</li> <li>❖ <b>Throwing:</b> demonstrate good technique when using a variety of throws under pressure.</li> <li>❖ <b>Catching:</b> explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.</li> </ul>
6	<ul style="list-style-type: none"> <li>❖ <b>Striking:</b> that the momentum and power for striking a ball comes from legs as well as arms.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Striking:</b> strike a bowled ball with increasing accuracy and consistency.</li> <li>❖ <b>Fielding:</b> use a wider range of fielding skills with increasing control under</li> </ul>

	<ul style="list-style-type: none"> <li>❖ <b>Fielding:</b> which fielding action to apply for the situation.</li> <li>❖ <b>Throwing and Catching:</b> how to consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score.</li> <li>❖ <b>Tactics:</b> and apply some tactics in the game as a batter, bowler and fielder.</li> <li>❖ <b>Rules:</b> how to apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.</li> </ul>	<p>pressure.</p> <ul style="list-style-type: none"> <li>❖ <b>Throwing:</b> consistently demonstrate good technique in throwing skills under pressure.</li> <li>❖ <b>Catching:</b> consistently demonstrate good technique in catching skills under pressure.</li> </ul>
--	---	---

<p>Year 3/4 Vocabulary</p>	<p>Year 5/6 Vocabulary</p>
<p>Feed - Field - Collect - Retrieve</p>	<p>Accuracy - Stance - Innings - Pickup</p>