

Dovecote Primary Physical Education Progression Map

Substantive Knowledge, Procedural Knowledge, Key Vocabulary.



EYFS	Nursery	Reception
<p>Substantive knowledge</p> <p>Procedural Knowledge</p> <p>Key Vocab</p>	<p>PSED</p> <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule <p>PD</p> <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips <p>EAD</p> <ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings. Enjoy moving their body to music 	<p>PSED</p> <ul style="list-style-type: none"> Manage their own personal needs, including dressing independently Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly Work and play cooperatively and take turns with others. <p>PD</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> Rolling, running, crawling, hopping, walking, skipping, jumping, climbing Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Develop overall body strength, balance, coordination and agility. Know and talk about the different factors that support overall health and wellbeing: regular physical activity Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, <p>EAD</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.

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		<ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in a group • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
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Long-term PE timetable (2023/24)

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Games	Gymnastics	Dance	Games	Games	Athletics
2	Games	Gymnastics	Dance	Games	Games	Athletics
3	Swimming Games – ball skills	Swimming Gymnastics	Dance	Games Football	Athletics	Striking & Fielding
4	Games Basketball	Gymnastics	Dance	Games Hockey	Athletics	Striking & Fielding
5	Games Football	Gymnastics	Dance	Games Tag-rugby	Athletics	Striking & Fielding
6	Games Basketball	Gymnastics	Dance	OAA Orienteering	Athletics	Striking & Fielding

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games						
Substantive knowledge	To know how to perform basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	To know how to perform basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	<ul style="list-style-type: none"> To know running, jumping, throwing and catching in isolation and in combination To know how to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> To know running, jumping, throwing and catching in isolation and in combination To know how to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending To know how to compare their performance with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> To know running, jumping, throwing and catching in isolation and in combination To know how to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders, tennis, table tennis], and apply basic principles suitable for attacking and defending To know how to compare their performance with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> To know running, jumping, throwing and catching in isolation and in combination To know how to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders, tennis, table tennis], and apply basic principles suitable for attacking and defending To know how to compare their performance with previous ones and demonstrate improvement to achieve their personal best
Procedural Knowledge	To know how to perform basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	To know how to perform basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	<ul style="list-style-type: none"> To know how to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> To know how to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> To know how to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders, tennis, table tennis], and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> To know how to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders, tennis, table tennis], and apply basic principles suitable for attacking and defending
Key Vocab	<ul style="list-style-type: none"> I can practise different skills associated with simple games (e.g. co-ordinating throwing and catching). I can Work co-operatively in teams. Small/large balls <p>catch, share, take turns, walk, jog, run, slow, fast, faster, throw, catch, under/over arm, jump, bounce, control, roll, travel, warm-up, cool</p>	<ul style="list-style-type: none"> I can practise different skills associated with simple games (e.g. co-ordinating throwing and catching). I can work co-operatively in teams. Small/large balls <p>I can develop simple tactics for attacking and defending.</p> <p>Roll, throw, catch, retrieve, share, take turns, walk, jog, run, slow, fast, faster, throw, catch, under/over arm, jump,</p>	<ul style="list-style-type: none"> To know how to compare their performance with previous ones and demonstrate improvement to achieve their personal best <p>I can catch with control to keep possession and score goals.</p>	<ul style="list-style-type: none"> To know how to compare their performance with previous ones and demonstrate improvement to achieve their personal best <p>I can play games with some fluency and accuracy, using a range of throwing and catching techniques. I can pass and dribble with control under pressure. I can find ways of attacking successfully when using other skills. I can use a variety of simple tactics for attacking well, keeping</p>	<ul style="list-style-type: none"> To know how to compare their performance with previous ones and demonstrate improvement to achieve their personal best <p>I can pass, dribble and shoot with control in games. I can identify and use tactics to help their team keep the ball and take it towards the opposition's goal. I can mark opponents and help each other in defence.</p>	<ul style="list-style-type: none"> To know how to compare their performance with previous ones and demonstrate improvement to achieve their personal best <p>I can different techniques for passing, controlling for passing a ball. I can apply basic principles of team play to keep possession of a ball, use marking, tackling and/or</p>

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	<p>down, stretch, heart, lungs – breathing, cold, hot, travel, directional language – forwards, backwards, side wards, left, right. Positional language – in front, behind, next to, space,</p>	<p>bounce, control, roll, travel, warm-up, cool down, stretch, heart, lungs – breathing, cold, hot, travel, directional language – forwards, backwards, side wards, left, right. Positional language – in front, behind, next to, space, attack and defend.</p>	<p>I can pass and dribble with control without opponent. I can bounce a ball in the direction of a target. I can and use rules fairly to keep games going. I can say when a player has moved to help others. I can apply this knowledge in my own play. I can suggest warm-up activities.</p> <p>Roll, throw, catch, retrieve, share, take turns, walk, jog, run, slow, fast, faster, throw, catch, under/over arm, jump, bounce, control, roll, travel, warm-up, cool down, stretch, heart, lungs – breathing, cold, hot, travel, directional language – forwards, backwards, side wards, left, right. Positional language – in front, behind, next to, space, attack and defend, skills, tactics and strategies, observe and improve.</p>	<p>possession of the ball as a team, and getting into positions to score. I know basic rules of the game. I can develop and Understand that I need to defend as well as attack. I can understand how strength, stamina and speed can be improved by playing invasion games. I can watch and describe others’ performances, as well as their own, and suggest practices that will help them and others to improve performances. I can lead a partner through a short warm-up routine. Roll, throw, catch, retrieve, share, take turns, walk, jog, run, slow, fast, faster, throw, catch, under/over arm, jump, bounce, control, roll, travel, warm-up, cool down, stretch, heart, lungs – breathing, cold, hot, travel, directional language – forwards, backwards, side wards, left, right. Positional language – in front, behind, next to, space, attack and defend, skills, tactics and strategies, observe and improve. Tactics</p>	<p>I can identify what could be improved in performances and suggest ideas and practices to make them better. I can develop my own game and to be able to agree and teach the rules of it. I know how to make games safe. I can participate in small sided games. Understand the I can understand the importance of warming-up and working on body strength and flexibility. I can begin to lead small groups in warm-up activities. Roll, throw, catch, retrieve, share, take turns, walk, jog, run, slow, fast, faster, throw, catch, under/over arm, jump, bounce, control, roll, travel, warm-up, cool down, stretch, heart, lungs – breathing, cold, hot, travel, directional language – forwards, backwards, side wards, left, right. Positional language – in front, behind, next to, space, attack and defend, skills, tactics and strategies, observe and improve, tactical awareness,</p>	<p>interception to improve defence. I can play effectively as part of a team know what position they are playing in and how to contribute when attacking and defending. I can recognise my own and others’ strengths and weaknesses in games. I can suggest ideas that will improve performance. I can describe an attacking position and defending position within a game. I can understand the importance of warming up and cooling down. Roll, throw, catch, retrieve, share, take turns, walk, jog, run, slow, fast, faster, throw, catch, under/over arm, jump, bounce, control, roll, travel, warm-up, cool down, stretch, heart, lungs – breathing, cold, hot, travel, directional language – forwards, backwards, side wards, left, right. Positional language – in front, behind, next to, space, attack and defend, skills, tactics and strategies, observe and improve, tactical awareness, spatial awareness</p>
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Substantive Knowledge, Procedural Knowledge, Key Vocabulary.



Gymnastics	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive knowledge	To know how to perform basic movements including jumping, rolls as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	To know how to perform basic movements including jumping, rolls as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	To know the benefits of developing flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	To know the benefits of developing flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	To know how to develop my flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	To know how develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
Procedural Knowledge	<p>When sequencing: I can perform gymnastic sequence with a balance, a travelling action, a jump and a roll I can teach a sequence to a partner and perform together</p> <p>When balancing: I can stand and sit "like a gymnast" I can explore the 5 basic shapes: straight/tucked/star/straddle/pike I can balance in these shapes on large body parts: back, front, side, bottom • I can explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</p>	<p>When sequencing: • I can create a sequence of up to 8 elements (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; matching shapes and balances) • I can create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling</p> <p>When balancing: • I can perform balances with control,</p>	<p>To know how to compare my performance with previous ones and demonstrate improvement to achieve my personal best</p> <p>When sequencing: • I can perform gymnastic sequence with a balance, • I can use a travelling action, a jump and a roll • I can teach a sequence to a partner and perform together</p> <p>When balancing:</p>	<p>To know how to compare my performance with previous ones and demonstrate improvement to achieve my personal best</p> <p>When sequencing: Continue to develop a broader range of skills, learning how to use them in different ways and link them to make sequences of movement • I can perform gymnastic sequence with a balance, • travelling action, a jump and a roll • I can teach a sequence to a partner and perform together • I can perform actions, balances and agilities with control • I can plan, perform and repeat longer</p>	<p>To know how to perform dances using a range of movement patterns</p> <p>To know how to compare my performance with previous ones and demonstrate improvement to achieve my personal best</p> <p>When sequencing: • I can create a sequence of up to 8 elements (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; matching shapes and balances)</p> <p>When balancing:</p>	<p>To know how to perform dances using a range of movement patterns</p> <p>To know how to compare my performance with previous ones verbally and demonstrate improvement to achieve their personal best</p> <p>When sequencing: I can create a sequence of up to 8 elements (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; matching shapes and balances)</p> <p>• I can create a longer more complex sequence of up to 10</p>
Key Vocab						

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	<ul style="list-style-type: none"> • I can develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet • I can change balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes • I can develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively) <p>When traveling:</p> <ul style="list-style-type: none"> • I can begin to travel on hands and feet (hands flat on floor and fully extend arms) • I can monkey walk (bent legs and extended arms) • I can caterpillar walk (hips raised so legs as well as arms) 	<p>showing good body tension</p> <ul style="list-style-type: none"> • I can mirror and match partner’s balance i.e. making same shape on a different level or in a different place • I can explore symmetrical and asymmetrical balances on own and with a partner • I can explore and develop control in taking some/all of a partner’s weight using counter balance (pushing against) and counter tension (pulling away from) • I can perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus • I can perform group balances at the beginning, middle or end of a sequence. I can consider how to move in and out of these balances with fluency and control • I can begin to take more weight on hands when progressing bunny hop into hand stand <p>When traveling:</p>	<ul style="list-style-type: none"> • I can explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes • I can balance on floor and apparatus exploring which body parts are the safest to use • I can explore balancing with a partner: facing, beside, behind and on different levels • I can move in and out of balance fluently <p>When traveling:</p> <ul style="list-style-type: none"> • I can use a variety of rolling actions to travel on the floor and along apparatus 	<p>sequences that include changes of speed and level, clear shapes and quality of movement.</p> <p>When balancing:</p> <ul style="list-style-type: none"> • I can explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes • I can explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand • I can balance on floor and apparatus exploring which body parts are the safest to use • I can explore balancing with a partner: facing, besides, behind and on different levels • I can move in and out of balance fluently <p>When traveling:</p> <ul style="list-style-type: none"> • I can use a variety of rolling actions to travel on the floor and along apparatus 	<ul style="list-style-type: none"> • I can perform balances with control, showing good body tension • I can mirror and match partner’s balance i.e. making same shape on a different level or in a different place • I can explore and develop control in taking some/all of a partner’s weight using counter balance (pushing against) and counter balance (pulling away from) • I can perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control <p>When traveling:</p> <ul style="list-style-type: none"> • I can travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor • I can travel in time with a partner, move away from and back to a partner <p>When jumping:</p>	<p>elements e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling</p> <p>When balancing:</p> <ul style="list-style-type: none"> • I can perform balances with control, showing good body tension • I can mirror and match partner’s balance i.e. making same shape on a different level or in a different place • I can explore symmetrical and asymmetrical balances on own and with a partner • I can explore and develop control in taking some/all of a partner’s weight using counter balance (pushing against) and counter tension (pulling away from) • I can perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus • I can perform group balances at the beginning, middle or
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	<p>can be fully extended. I can keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position) I can bunny hop (transfer weight to hands)</p> <p>When jumping:</p> <ul style="list-style-type: none"> • I can explore shape in the air when jumping and landing with control (e.g. star shape) <p>When rolling:</p> <ul style="list-style-type: none"> • I can continue to develop control in different rolls • I can perform a pencil roll – from back to front keeping body and limbs in straight shape • I can perform an egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. • I can perform dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control 	<ul style="list-style-type: none"> • I can travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor • I can increase the variety of pathways, levels and speeds at which you travel • I can travel in time with a partner, move away from and back to a partner <p>When jumping:</p> <ul style="list-style-type: none"> • I can make symmetrical and asymmetrical shapes in the air • I can jump along, over and off apparatus of varying height with control in the air and on landing <p>When rolling:</p> <ul style="list-style-type: none"> • I can explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet 	<ul style="list-style-type: none"> • I can travel with a partner; move away from and together on the floor and on apparatus • I can travel at different speeds e.g. move slowly into a balance, travel quickly before jumping <p>When jumping:</p> <ul style="list-style-type: none"> • I can explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and <p>I can travel along a bench controlling take-off and landing)</p> <ul style="list-style-type: none"> • I can add a quarter or half turn into a jump before landing <p>Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action</p> <p>When rolling:</p>	<ul style="list-style-type: none"> • I can travel with a partner; move away from and together on the floor and on apparatus • I can travel at different speeds e.g. move slowly into a balance, travel quickly before jumping • I can travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus <p>When jumping:</p> <ul style="list-style-type: none"> • I can explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing) • I can add a quarter, half turn including full-turn into a jump before landing <p>I can make a twisted shape in the air and control landing by keeping body upright throughout the twisting action</p> <p>When rolling:</p>	<ul style="list-style-type: none"> • I can make symmetrical and asymmetrical shapes in the air • I can jump along, over and off apparatus of varying height with control in the air and on landing <p>When rolling:</p> <ul style="list-style-type: none"> • I can explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet <p>Jump, roll, slide, still, fast, slow, control, tuck, pike, star, straddle, dish, arch, tight, balance, toes pointed, legs, arms straight, twist, turn, long, crouch, v-sit, fast, slow, together, feet together, feet apart, high, tall, low, warm up, stretch, body parts, effect of exercise on the body language – heart pumping, hot, cold, out of breath. Observe, feedback, improve.</p>	<p>end of a sequence. Consider how to move in and out of these balances with fluency and control</p> <ul style="list-style-type: none"> • I can begin to take more weight on hands when progressing bunny hop into hand stand <p>When traveling:</p> <ul style="list-style-type: none"> • I can travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor • I can increase the variety of pathways, levels and speeds at which you travel • I can travel in time with a partner, move away from and back to a partner <p>When jumping:</p> <ul style="list-style-type: none"> • I can make symmetrical and asymmetrical shapes in the air • I can jump along, over and off apparatus of varying height with control in the air and on landing <p>When rolling:</p>
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	<ul style="list-style-type: none"> • I can begin to learn a forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position <p>Jump, roll, slide, still, fast, slow, control, tuck, pike, star, straddle, dish, arch, tight, balance, toes pointed, legs, arms straight, twist, turn, long, crouch, v-sit, fast, slow, together, feet together, feet apart, high, tall, low, warm up, stretch, body parts, effect of exercise on the body language – heart pumping, hot, cold, out of breath.</p>	<ul style="list-style-type: none"> • I can explore symmetry and asymmetry throughout the rolling actions <p>Jump, roll, slide, still, fast, slow, control, tuck, pike, star, straddle, dish, arch, tight, balance, toes pointed, legs, arms straight, twist, turn, long, crouch, v-sit, fast, slow, together, feet together, feet apart, high, tall, low, warm up, stretch, body parts, effect of exercise on the body language – heart pumping, hot, cold, out of breath. Observe, feedback, improve.</p>	<ul style="list-style-type: none"> • I can develop control in rolling actions on the floor, off and along apparatus or in time with a partner. • I can combine the phases of earlier rolling actions to perform the full forward roll • I can begin to show control when rocking backwards and forwards. <p>Jump, roll, slide, still, fast, slow, control, tuck, pike, star, straddle, dish, arch, tight, balance, toes pointed, legs, arms straight, twist, turn, long, squat, v-sit, fast, slow, together, feet together, feet apart, high, tall, low, warm up, stretch, body parts, effect of exercise on the body language – heart pumping, hot, cold, out of breath.</p>	<ul style="list-style-type: none"> • I can continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner. • I can combine the phases of earlier rolling actions to perform the full forward roll • I can begin to develop skills needed to perform a backwards roll. <p>Jump, roll, slide, still, fast, slow, control, tuck, pike, star, straddle, dish, arch, tight, balance, toes pointed, legs, arms straight, twist, turn, long, crouch, v-sit, fast, slow, together, feet together, feet apart, high, tall, low, warm up, stretch, body parts, effect of exercise on the body language – heart pumping, hot, cold, out of breath. Observe, feedback, improve.</p>		<ul style="list-style-type: none"> • I can explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet • I can explore symmetry and asymmetry throughout the rolling actions <p>Jump, roll, slide, still, fast, slow, control, tuck, pike, star, straddle, dish, arch, tight, balance, toes pointed, legs, arms straight, twist, turn, long, crouch, v-sit, fast, slow, together, feet together, feet apart, high, tall, low, warm up, stretch, body parts, effect of exercise on the body language – heart pumping, hot, cold, out of breath. Observe, feedback, improve.</p>
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			Observe, feedback, improve.			
Dance	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>To know how to perform basic dances, using simple movement patterns.</p> <p>When composing:</p> <ul style="list-style-type: none"> • I can copy some moves <p>Develop control of movement using:</p> <ul style="list-style-type: none"> • Actions (WHAT) – I can travel, stretch, twist, turn, jump • Space (WHERE) – I can move forwards, backwards, sideways, high, low, safely showing an awareness of others • Relationships (WHO) – I can perform on own and with a partner by teaching each other 2 movements to create a dance with 4 actions • Dynamics (HOW) – I can move slowly, quickly, with appropriate expression • I can use own ideas to sequence dance • I can sequence and remember a short dance 	<p>To know how to perform dances, using simple movement patterns.</p> <p>When composing:</p> <ul style="list-style-type: none"> • I can copy some moves <p>Develop control of movement using:</p> <ul style="list-style-type: none"> • Actions (WHAT) – I can travel, stretch, twist, turn, jump • Space (WHERE) – I can move forwards, backwards, sideways, high, low, safely showing an awareness of others • Relationships (WHO) – I can perform on own and with a partner by teaching each other 2 movements to create a dance with 4 actions • Dynamics (HOW) – I can move slowly, quickly, with appropriate expression • I can use own ideas to sequence dance • I can sequence and remember a short dance 	<p>To know how to perform dances using a range of movement patterns</p> <p>To know how to compare my performance with previous ones and demonstrate improvement to achieve their personal best</p> <p>When composing:</p> <ul style="list-style-type: none"> • I can copy a dance phrase/dance to communicate an idea <p>Develop movement using;</p> <ul style="list-style-type: none"> • Actions (WHAT); I can travel, turn, gesture, jump, stillness • Space (WHERE); I can use formation, direction and levels • Relationships (WHO); whole group/duo/solo, • Choreographic I can use devices; motif development and repetition • I can structure a dance phrase, connecting different 	<p>To know how to perform dances using a range of movement patterns</p> <p>To know how to compare my performance with previous ones and demonstrate improvement to achieve their personal best</p> <p>When composing:</p> <ul style="list-style-type: none"> • I can create a dance phrases/dances to communicate an idea • Develop movement using; • Actions (WHAT); I can travel, turn, gesture, jump, stillness • Space (WHERE); I can use formation, direction and levels • Relationships (WHO); I can use whole group/duo/solo, unison/canon • Dynamics (HOW); I can explore speed, energy • Choreographic I can use devices; motif, 	<p>To know how to perform dances using a range of more complexed movement patterns</p> <p>To know how to know how to compare my performance with previous ones and demonstrate improvement to achieve my personal best</p> <p>When composing:</p> <ul style="list-style-type: none"> • I can create longer, challenging dance phrases/dances • I can select appropriate movement material to express ideas/thoughts/feelings <p>Develop movement using;</p> <ul style="list-style-type: none"> • Actions (WHAT); I can travel, turn, gesture, jump, stillness • Space (WHERE); I can use formation, direction, level, pathways • Relationships (WHO); I can perform 	<p>To know how to perform dances using a range of more complexed movement patterns</p> <p>To know how to compare my performance with previous ones and demonstrate improvement to achieve my personal best</p> <p>When composing:</p> <ul style="list-style-type: none"> • I can create longer, challenging dance phrases/dances motifs and structure • I can select appropriate movement material to express ideas/thoughts/feelings <p>Develop movement using;</p> <ul style="list-style-type: none"> • Actions (WHAT); I can travel, turn, gesture, jump, stillness • Space (WHERE); I can use formation, direction, level, pathways • Relationships (WHO); I can perform

Dovecote Primary Physical Education Progression Map

Substantive Knowledge, Procedural Knowledge, Key Vocabulary.



	<p>When performing:</p> <ul style="list-style-type: none"> • I can move spontaneously showing some control and co-ordination • I can move with confidence when walking, hopping, jumping, landing • Move with rhythm in the above actions • I can demonstrate good balance • I can move in time with music • I can co-ordinate arm and leg actions (e.g. march and clap) • I can interact with a partner (e.g. holding hands, swapping places, meeting and parting) <p>When appreciating:</p> <ul style="list-style-type: none"> • I can respond to my own work and that of others when exploring ideas, feelings and preferences • I can recognise the changes in the body when dancing and how this can contribute to keeping healthy <p>Beat, rhythm, motif, dance, pose, music, evaluate, improve, perform, space, warm</p>	<p>When performing:</p> <ul style="list-style-type: none"> • I can move spontaneously showing some control and co-ordination • I can move with confidence when walking, hopping, jumping, landing • I can move with rhythm in the above actions • I can demonstrate good balance • I can move in time with music • I can co-ordinate arm and leg actions (e.g. march and clap) • I can interact with a partner (e.g. holding hands, swapping places, meeting and parting) <p>When appreciating:</p> <ul style="list-style-type: none"> • I can respond to own work and that of others when exploring ideas, feelings and preferences • I can recognise the changes in the body when dancing and how this can contribute to keeping healthy <p>Beat, rhythm, motif, dance, pose, music, evaluate, improve, perform, space, warm up, slow, fast, spin,</p>	<p>ideas, showing a clear beginning, middle and end</p> <ul style="list-style-type: none"> • I can link phrases to music <p>When performing:</p> <ul style="list-style-type: none"> • I can perform dance to an audience showing confidence • I can show co-ordination, control and strength (Technical Skills) • I can demonstrate different dance actions – travel, turn, gesture, jump and stillness • I can demonstrate dynamic qualities – speed, energy and continuity • I can demonstrate use of space – levels, directions, pathways and body shape • I can demonstrate different relationships – mirroring, unison, canon, complementary & contrasting <p>When appreciating:</p> <ul style="list-style-type: none"> • I can show an awareness of 	<p>motif development and repetition</p> <ul style="list-style-type: none"> • I can structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end • I can link phrases to music <p>When performing:</p> <ul style="list-style-type: none"> • I can perform dance to an audience showing confidence • I can show co-ordination, control and strength (Technical Skills) • I can show focus, projection and musicality (Expressive Skills) • I can demonstrate different dance actions – travel, turn, gesture, jump and stillness • I can demonstrate dynamic qualities – speed, energy and continuity • I can demonstrate use of space – levels, directions, pathways and body shape • I can demonstrate different relationships – mirroring, unison, canon, complementary & contrasting <p>When appreciating:</p>	<p>solo/duo/trio, unison/canon/contrast</p> <ul style="list-style-type: none"> • Dynamics (HOW) I can explore speed, energy (e.g. heavy/light, flowing/sudden) • Choreographic devices; I can use motif, motif development, repetition, retrograde (performing motifs in reverse) • I can link phrases to music <p>When performing:</p> <p>I can perform dance to an audience showing confidence and clarity of actions</p> <p>I can show co-ordination, control, alignment, flow of energy and strength (Technical Skills)</p> <p>Show focus, projection, sense of style and musicality (Expressive Skills)</p> <p>I can demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness</p> <p>I can demonstrate dynamic qualities – speed, energy, continuity, rhythm</p>	<p>solo/duo/trio, unison/canon/contrast</p> <ul style="list-style-type: none"> • Dynamics (HOW) I can explore speed, energy (e.g. heavy/light, flowing/sudden) • Choreographic devices; I can use motif, motif development, repetition, retrograde (performing motifs in reverse) • I can link phrases to music <p>When performing:</p> <p>I can perform dance to an audience showing confidence and clarity of actions</p> <p>I can show co-ordination, control, alignment, flow of energy and strength (Technical Skills)</p> <p>Show focus, projection, sense of style and musicality (Expressive Skills)</p> <p>I can demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness</p> <p>I can demonstrate dynamic qualities – speed, energy, continuity, rhythm</p>
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Dovecote Primary Physical Education Progression Map

Substantive Knowledge, Procedural Knowledge, Key Vocabulary.



	<p>up, slow, fast, spin, low, high, wide, twist, turn, tall, wide, body parts, move, recap, stop, freeze, statue, express, follow, copy, repeat, formation, group, body parts, effect of exercise on the body language – heart pumping, hot, cold, out of breath. Emotions and feelings, observe, feedback, improve.</p>	<p>low, high, wide, twist, turn, tall, wide, body parts, move, recap, stop, freeze, statue, express, follow, copy, repeat, formation, group, body parts, effect of exercise on the body language – heart pumping, hot, cold, out of breath. Emotions and feelings, observe, feedback, improve.</p>	<p>different dance styles and traditions</p> <ul style="list-style-type: none"> • I can understand and use simple dance vocabulary • I can understand why safety is important in the studio <p>Compare and comment on their own and other’s work -strengths and areas for improvement</p> <p>Beat, rhythm, motif, dance, pose, music, evaluate, improve, perform, space, warm up, slow, fast, spin, low, high, wide, twist, turn,tall, wide, body parts, move, recap, stop, freeze, statue, express, follow, copy, repeat, formation, group,</p> <p>body parts, effect of exercise on the body language – heart pumping, hot, cold, out of breath. Emotions and feelings, observe, feedback, improve.</p>	<ul style="list-style-type: none"> • I can show an awareness of different dance styles and traditions • I can understand and use simple dance vocabulary • I can understand why safety is important in the studio <p>Compare and comment on their own and other’s work -strengths and areas for improvement</p> <p>Beat, rhythm, motif, dance, pose, music, evaluate, improve, perform, space, warm up, slow, fast, spin, low, high, wide, twist, turn,tall, wide, body parts, move, recap, stop, freeze, statue, express, follow, copy, repeat, formation, group, body parts, effect of exercise on the body language – heart pumping, hot, cold, out of breath. Emotions and feelings, observe, feedback, improve.</p>	<p>I can demonstrate use of space – levels, directions, pathways, size and body shape</p> <p>I can demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact</p> <p>When appreciating:</p> <ul style="list-style-type: none"> • I can show an awareness of different dance styles, traditions and aspects of their historical/social context • I can understand and use dance vocabulary • I can understand why safety is important in the studio <p>Compare and evaluate their own and others’ work</p> <p>Beat, rhythm, motif, dance, pose, music, evaluate, improve, perform, space, warm up, slow, fast, spin, low, high, wide, twist, turn,tall, wide, body parts, move, recap, stop, freeze, statue, express, follow, copy, repeat, formation, group,</p>	<p>I can demonstrate use of space – levels, directions, pathways, size and body shape</p> <p>I can demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact</p> <p>When appreciating:</p> <ul style="list-style-type: none"> • I can show an awareness of different dance styles, traditions and aspects of their historical/social context • I can understand and use dance vocabulary • I can understand why safety is important in the hall <p>Compare and evaluate their own and others’ work</p> <p>Beat, rhythm, motif, dance, pose, music, evaluate, improve, perform, space, warm up, slow, fast, spin, low, high, wide, twist, turn,tall, wide, body parts, move, recap, stop, freeze, statue, express, follow, copy, repeat, formation, group, body parts, effect of exercise on the body language – heart</p>
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Dovecote Primary Physical Education Progression Map

Substantive Knowledge, Procedural Knowledge, Key Vocabulary.



					body parts, effect of exercise on the body language – heart pumping, hot, cold, out of breath. Emotions and feelings, observe, feedback, improve.	pumping, hot, cold, out of breath. Emotions and feelings, observe, feedback, improve.
Athletics	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>To know how to perform basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>When running:</p> <ul style="list-style-type: none"> • I can run for 1 minute • I can show differences in running at speed and jogging • I can use different techniques to meet challenges • I can describe different ways of running <p>When jumping:</p> <ul style="list-style-type: none"> • I can perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) • I can perform combinations of the above 	<p>To Know basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>When running:</p> <ul style="list-style-type: none"> • I can run for 2 minutes • I can show differences in running at speed and jogging • I can use different techniques to meet challenges • I can describe different ways of running <p>When jumping:</p> <ul style="list-style-type: none"> • I can perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) 	<p>To know running, jumping, throwing and catching in isolation and in combination</p> <ul style="list-style-type: none"> • To know developing flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • To know how to compare my performance with previous ones and demonstrate improvement to achieve my personal best <p>When running:</p> <ul style="list-style-type: none"> • I can run at different speeds • I can pace and sustain my effort over longer distances 	<p>To know running, jumping, throwing and catching in isolation and in combination</p> <ul style="list-style-type: none"> • To know developing flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • To know how to compare my performance with previous ones and demonstrate improvement to achieve my personal best <p>When running:</p> <ul style="list-style-type: none"> • I can run smoothly at different speeds • I can choose different styles of running of different distances • I can pace and sustain their effort over longer distances I can Watch and describe specific 	<p>To know that running, jumping, throwing and catching in isolation and in combination</p> <ul style="list-style-type: none"> • To know to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • To know that comparing my performance with my previous ones and demonstrate improvement to achieve my personal best <p>When running:</p> <ul style="list-style-type: none"> • I can sustain pace over longer distance – 2 minutes • I can perform relay change-overs • I can identify the main strengths of a performance of self and others • I can identify parts of the performance that need to be improved 	<p>To know that running, jumping, throwing and catching in isolation and in combination</p> <ul style="list-style-type: none"> • To know to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • To know that comparing my performance with my previous ones and demonstrate improvement to achieve my personal best <p>When running:</p> <ul style="list-style-type: none"> • I can sustain pace over longer distance – 2 minutes • I can perform relay change-overs • I can identify the main strengths of a performance of self and others • I can identify parts of the performance that need to be improved

Dovecote Primary Physical Education Progression Map

Substantive Knowledge, Procedural Knowledge, Key Vocabulary.



	<ul style="list-style-type: none"> • I can show control at take-off and landing • I can describe different ways of jumping • I can explain what is successful or how to improve <p>When throwing:</p> <ul style="list-style-type: none"> • I can throw into targets • I can perform a range of throwing actions e.g. rolling underarm, overarm • I can describe different ways of throwing • I can explain what is successful or how to improve <p>Warm-up, stretch, walk, jog, run, sprint, speed, challenge, slow, quick, fast, hop, step, jump, one/two explosive energy, feet together, control, improve, under/over arm, accuracy, observe, improve</p>	<ul style="list-style-type: none"> • I can perform combinations of the above • I can show control at take-off and landing • I can describe different ways of jumping using technical language • I can explain what is successful or how to improve my performance <p>When throwing:</p> <ul style="list-style-type: none"> • I can throw into targets • I can perform a range of throwing actions e.g. rolling underarm, overarm • I can describe different ways of throwing • I can explain what is successful or how to improve <p>Warm-up, stretch, walk, jog, run, sprint, speed, challenge, slow, quick, fast, hop, step, jump, one/two explosive energy, feet together, control, improve, under/over arm, accuracy, observe, improve.</p>	<ul style="list-style-type: none"> • I can carry out stretching and warm-up safely • I can set realistic targets of times to achieve over a short and longer distance (with guidance) <p>When jumping:</p> <ul style="list-style-type: none"> • I can begin to perform combinations of jumps e.g. hop, step, jump showing some control and consistency • I can watch and describe certain aspects of jumping e.g. what arms and legs are doing <p>When throwing:</p> <ul style="list-style-type: none"> • I can explore different styles of throwing, e.g. pushing and slinging (to prepare for javelin, shot and discus) • I can throw with some control • I can watch and describe specific aspects of throwing (e.g. what arms and legs are doing) 	<p>aspects/techniques of running (e.g. what arms and legs are doing)</p> <ul style="list-style-type: none"> • I can recognise and record how the body works in different types of challenges over different distances • I can carry out stretching and warm-up safely • I can set realistic targets of times to achieve over a short and longer distance (with guidance) <p>When jumping:</p> <ul style="list-style-type: none"> • I can perform combinations of jumps e.g. hop, step, jump showing control and consistency • I can choose different styles of jumping • I can watch and describe specific aspects of jumping e.g. what arms and legs are doing • I can set realistic targets when jumping for distance for or height (with guidance) <p>When throwing:</p> <ul style="list-style-type: none"> • I can explore different styles of throwing, e.g. pulling, 	<ul style="list-style-type: none"> • I can perform a range of warm-up exercises specific to running for short and longer distances • I can explain how warming up affects performance • I can explain why athletics can improve stamina and strength • I can set realistic targets for self, of times to achieve over a short and longer distance <p>When jumping:</p> <ul style="list-style-type: none"> • I can demonstrate a range of jumps showing power and control and consistency at both take-off and landing • I set realistic targets for self, when jumping for distance or height <p>When throwing:</p> <ul style="list-style-type: none"> • I can throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus • I can organise small groups to SAFELY take turns when throwing and retrieving implements 	<ul style="list-style-type: none"> • I can perform a range of warm-up exercises specific to running for short and longer distances • I can explain how warming up affects performance • I can explain why athletics can improve stamina and strength • I can set realistic targets for self, of times to achieve over a short and longer distance <p>When jumping:</p> <ul style="list-style-type: none"> • I can demonstrate a range of jumps showing power and control and consistency at both take-off and landing • I can set realistic targets for self, when jumping for distance or height <p>When throwing:</p> <ul style="list-style-type: none"> • I can throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus • I can organise small groups to SAFELY take turns when throwing
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Dovecote Primary Physical Education Progression Map

Substantive Knowledge, Procedural Knowledge, Key Vocabulary.



			<p>Warm-up, stretch, walk, jog, run, sprint, speed, challenge, slow, quick, fast, hop, step, jump, one/two explosive energy, feet together, control, improve, under/over arm, accuracy, observe, improve. Techniques, efficiency</p>	<p>pushing and slinging (to prepare for javelin, shot and discus)</p> <ul style="list-style-type: none"> • I can throw with greater control • I can consistently hit a target with a range of implements • I can watch and describe specific aspects of throwing (e.g. what arms and legs are doing) • I can set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance) <p>Warm-up, stretch, walk, jog, run, sprint, speed, challenge, slow, quick, fast, hop, step, jump, one/two explosive energy, feet together, control, improve, under/over arm, accuracy, observe, improve. Techniques, efficiency</p>	<ul style="list-style-type: none"> • I can set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others <p>Warm-up, stretch, walk, jog, run, sprint, speed, challenge, slow, quick, fast, hop, step, jump, one/two explosive energy, feet together, control, improve, accuracy, observe, improve, accuracy, metres, kilometre, miles, cooperating, safety, anaerobic and aerobic. Analysis of movement, observe, improve, adapt,</p>	<p>and retrieving implements</p> <ul style="list-style-type: none"> • I can set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others <p>Warm-up, stretch, walk, jog, run, sprint, speed, challenge, slow, quick, fast, hop, step, jump, one/two explosive energy, feet together, control, improve, under/over arm, accuracy, observe, improve, accuracy, metres, kilometre, miles, cooperating, safety, anaerobic and aerobic. Analysis of movement, observe, improve, adapt,</p>
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Dovecote Primary Physical Education Progression Map

Substantive Knowledge, Procedural Knowledge, **Key Vocabulary.**



Swimming		Year 3		Swimming revisited in Year 6
		<p>To know how to swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) To know how to perform safe self-rescue in different water-based situations</p> <p>I can swim 5 metres using a recognised stroke.</p> <p>I can swim 10 metres using a recognised stroke.</p> <p>I can swim 25 metres using a variety of strokes.</p> <p>I can talk about and demonstrate how to perform safe self-rescue in different water-based situations.</p> <p>Swim, swimming, float, front crawl, back stroke, breaststroke, breathing, blow, tread water, relax, efficiency of stroke, life-saving, safe, self-rescue</p>		<ul style="list-style-type: none"> • To Know how to swim competently, confidently and proficiently over a distance of at least 25 metres • To know how to use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) • To know how to perform safe self-rescue in different water-based situations <p>I can swim 5 metres using a recognised stroke.</p> <p>I can swim 10 metres using a recognised stroke.</p> <p>I can swim 25 metres using a variety of strokes.</p> <p>I can talk about and demonstrate how to perform safe self-rescue in different water-based situations.</p> <p>Swim, swimming, float, front crawl, back stroke, breaststroke, breathing, blow, tread water, relax, efficiency of stroke, life-saving, safe, self-rescue</p>

Dovecote Primary Physical Education Progression Map

Substantive Knowledge, Procedural Knowledge, **Key Vocabulary.**



Outdoor and Adventurous Activities	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<p>To know how to take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>I can identify where they are by using simple plans and diagrams of familiar environments. I can use simple plans and diagrams to help them follow a short trail and go from one place to another. I can respond to a challenge or problem that are set Begin to work and follow safety rules. I can work increasingly with others discussing how to follow trails and solve problems. I can recognise that different tasks make my body work in different ways. I can comment on how I went about tackling tasks. I can devise different methods of communication. I can comment on how I went about tackling</p>	<p>To know how to take part in outdoor and adventurous activity challenges both individually and within a team To know how to compare my performance with previous ones and demonstrate improvement to achieve their personal best</p> <p>Orientation</p> <ul style="list-style-type: none"> • I can draw maps and plans and set trails for others to follow • I can use maps to orientate themselves to travel around a simple course. • I can use the eight points of the compass to orientate • I can plan an orienteering challenge <p>Communication</p> <ul style="list-style-type: none"> • I can plan and share roles within the group based on each other's strengths • I can understand individuals' roles and responsibilities 	<p>To know how to take part in outdoor and adventurous activity challenges both individually and within a team To know how to compare my performance with previous ones and demonstrate improvement to achieve their personal best To know how to plan an efficient route through obstacles.</p> <p>Orientation</p> <ul style="list-style-type: none"> • I can draw maps and plans and set trails for others to follow • I can use maps to orientate themselves to travel around a simple course. • I can use the eight points of the compass to orientate • I can plan an orienteering challenge <p>Communication</p> <ul style="list-style-type: none"> • I can plan and share roles within the group based on each other's strengths

Dovecote Primary Physical Education Progression Map

Substantive Knowledge, Procedural Knowledge, **Key Vocabulary.**



				<p>tasks and how to improve them.</p>	<ul style="list-style-type: none"> • I can identify roles or ideas if they are not working • I can recognise and talk about the dangers of tasks • I can recognise how to keep myself and others safe • I can respond to feedback on how to go about working differently. <p>Problem Solving</p> <ul style="list-style-type: none"> • I can plan strategies to solve problems/plan routes/follow trails/build shelters etc. • I can recognise some of the physical demands that activities make on them. • I can work on a task independently and overcome any problems showing resilience. 	<ul style="list-style-type: none"> • I can understand individuals' roles and responsibilities • I can identify roles or ideas if they are not working • I can recognise and talk about the dangers of tasks • I can recognise how to keep myself and others safe • I can respond to feedback on how to go about working differently. <p>Problem Solving</p> <ul style="list-style-type: none"> • I can plan strategies to solve problems/plan routes/follow trails/build shelters etc. • I can recognise some of the physical demands that activities make on them. • I can work on a task independently and overcome any problems showing resilience.
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