



Federation of St. Cuthbert's and St. Sebastian's Catholic Primary Schools



**PE
PROGRESSION MAP**

| Year 5 | | | |
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| | AUTUMN TERM | SPRING TERM | SUMMER TERM |
| | Games (Invasion Games) Indoor Athletics Gymnastics (Flight/Spinning / Turning) | Games (Striking & Fielding) Gym (Bridges) Dance | Games (Net, Court & Wall) Outdoor Athletics Dance |
| Domain | Progression Statement | | |
| Gymnastics | <ul style="list-style-type: none"> Understand that spinning occurs around a body part in contact with the floor and show a variety of shapes/speeds when spinning on different body parts Identify and show a variety of rotations around a long axis Know and understand that rotation around the side-to-side axis involves mostly rocking and forward and backwards rolling Understand and showing turning around the front and back axis e.g. sideways shoulder roll and cartwheel Select a spin and three rotations around different axis and link them with travelling and balance to form a sequence showing variation in speed/shape/direction Link the above to apparatus | <ul style="list-style-type: none"> Identify and show a range of bridge shapes with back, front or side of the body towards the floor or apparatus Understand and demonstrate a variety of high and low bridges and join together with a rolling movement Travel in different directions showing a variety of bridge shapes Understand how to move smoothly into and from a variety of bridge shapes individually and with a partner and create a sequence using variations in levels, speeds and directions Understand the range of movements necessary to create a balanced sequence and be able to recognise when one is absent Link the above to apparatus | |
| Dance | | <ul style="list-style-type: none"> Translate stimuli and images into movement Explore and improvise ideas, working on your own, with a partner or a group | <ul style="list-style-type: none"> Perform sections of a dance showing clear changes in mood and feeling Develop movement phrases and simple motifs |

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| | | <ul style="list-style-type: none"> • Practise the dance in order to refine quality • Identify and suggest ways of improving the performance • Demonstrate competence in actions and dynamics | <ul style="list-style-type: none"> • Performance with an awareness of partner / group / prop • Begin to use basic compositional principles |
| Games | <ul style="list-style-type: none"> • Choose and use skills which meet the specific needs of the kicking and implement invasion games • Understand and show how a team can retain possession and find ways of progressing towards an opponent's goal; how to mark an opponent effectively and defend a goal • Demonstrate a range of skills using feet or implement for passing and receiving; dribble the ball in a controlled manner whilst moving • Find and use space to help their team and use a variety of tactics to keep the ball, work as a team in various small sided kicking and implement invasion games and be able to transfer common principles of play and basic attacking strategies across the games | <ul style="list-style-type: none"> • To develop their range of bowling, striking and fielding skills • To experience all roles in small sided striking / fielding games • To play to rules and adapt basic tactics to use them in a range of games. • To recognise strengths and weaknesses in their own performance. | <ul style="list-style-type: none"> • Play shots on both sides of the body and from above the head with reasonable control • Understand how to position their bodies to receive a ball coming from different heights and angles • Recognise where there are spaces on the opponents court and try to hit into them • Recognise which skills they need to practise more • Understand and apply net/court/wall principles to a range of small sided games |
| Indoor Athletics | <ul style="list-style-type: none"> • Sustain pace over longer distances and run more rhythmically • Throw over-arm with greater control • Perform a range of jumps showing control and consistency • Know and understand the basic principles of relay takeover the "upsweep" method and take part in relays • Understand and perform a range of warm-up activities • Say why some activities can improve strength, stamina and suppleness | | |

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| | <ul style="list-style-type: none"> • Watch a partner's performance. Identify good points and suggest ways of improving. | | |
| Outdoor Athletics | | | <ul style="list-style-type: none"> • Sustain their pace over longer distances • Throw with greater control and accuracy • Perform a range of jumps showing control and consistency at both take off and landing • Understand the principles of takeover and apply them at speed • Understand and perform a range of warm-up activities • Say why some activities can improve strength, stamina and suppleness • Watch a partner's performance. Identify good points and suggest ways of improving. |

Year group long-term overview (with statutory requirements) and subject progression map (above) to be used together to inform medium term planning.