



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



PE  
PROGRESSION MAP

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

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

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

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