Physical Education Skills Progression Map

Outdoor Physical Education Curriculum Map

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5**  | **Year 6** |
| **Ball Skills** Basketball/ Netball (KS2) | Further develop and refine a range of ball skills including;Throwing, catching, kicking, passing, batting and aiming.To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.To develop the overall body strength, coordination, balance and agility needed to engage successfully with future PE sessions in the physical discipline of sport (ball games). | * I can throw an object towards a target.
* I can track a ball in a controlled and balanced movement.
* I can co-ordinate my body to send and receive a ball.
* I am beginning to dribble a ball with my hands and feet.
 | * I can roll a ball to hit a target.
* I can co-ordinate my body to track a ball and stop it.
* I can sometimes dribble a ball with my hands and feet.
* I can send and receive a ball using both kicking and throwing skills.
 | * Improve and consolidate the standard of skills and techniques.
* Improve the ability to link movements together.
* Choose and use basic tactics and strategies.
* Know and describe the short term effects that different types of exercise have on the body.
* Known what stamina is and suggest ways of improving it.
* Describe key movements and evaluate how effective performance is.
* Use their ability to evaluate others to improve their own work.
* To develop the bounce and chest pass and begin to recognise when to use them.
* To be able to perform a jump stop and pivot.
 | * Develop the range and consistency of skills and techniques.
* Devise, use and adapt rules when playing and making their own games.
* Use and adapt tactics in different situations.
* Know and explain their tactical ideas and plans.
* Know which parts of their performance need to improve.
* Recognise which activities develop speed, strength and stamina.
* Know when speed, strength and stamina are important in games.
* To develop passing and moving and be able to play within the footwork rule.
 | * Develop a broader range of techniques and skills for attacking and defending.
* Know and apply the basic strategic and tactical principles of attack, and adapt them to different situations.
* Choose and apply skills more consistently in activities.
* Choose and use information to evaluate their own and others’ work.
* Know and understand the basic principles of warming up, and understand why it is important for a good quality performance.
* Demonstrate that they understand the principles of warming up by choosing appropriate activities for the games they are going to play.
* To be able to perform a set shot and jump shot.
 | * Choose, combine and perform skills more fluently and effectively.
* Understand, choose and apply a range of tactics and strategies more consistently.
* Use these tactics and strategies more consistently in similar games.
* Understand why exercise is good for their fitness, health and well-being.
* Understand the need to prepare properly for games.
* Develop their ability to evaluate their own and others work and suggest ways to improve it.
* To consistently demonstrate passing and moving and be able to play within the footwork rule.
 |
| **Sending and Receiving**  |  | * I can roll a ball towards a target.
* I can stop a rolling ball.
* I am beginning to send and receive a ball with my hands.
* I can catch a ball after one bounce.
* I am beginning to send and receive a ball with my feet.
* I can recognise changes in my body when I do exercise.
 | * I can roll a ball to hit a target.
* I can track a ball and stop it.
* I can pass a ball to a partner using my hands.
* I can pass a ball to a partner using my feet.
* I can catch a ball passed to me, without a bounce.
* I can describe how my body feels during exercise.
 | * Improve and consolidate the standard of skills and techniques.
* Improve the ability to link movements together.
* Choose and use basic tactics and strategies.
* Know and describe the short term effects that different types of exercise have on the body.
* Known what stamina is and suggest ways of improving it.
* Describe key movements and evaluate the effectiveness of a performance.
* Use their ability to evaluate others to improve their own work.
 | * Develop the range and consistency of skills and techniques.
* Devise, use and adapt rules when playing and making their own games.
* Use and adapt tactics in different situations.
* Know and explain their tactical ideas and plans.
* Know which parts of their performance need to improve.
* Recognise which activities develop speed, strength and stamina.
* Know when speed, strength and stamina are important in games.
 | * Develop and consolidate a broader range of techniques and skills for attacking and defending.
* Know and apply the basic strategic and tactical

principles of attack, and adapt them to different situations.* Choose and apply skills more consistently in activities.
* Choose and use information to evaluate their own and others’ work.
* Know and understand the basic principles of warming up, and understand why it is important for a good quality performance.
* Demonstrate that they understand the principles of warming up by choosing appropriate activities for the games they are going to play.
 | * Choose, combine and perform skills more fluently and effectively.
* Understand, choose and apply a range of tactics and strategies more consistently.
* Use these tactics and strategies more consistently in similar games.
* Understand why exercise is good for their fitness, health and well-being.
* Understand the need to prepare properly for games.
* Develop their ability to evaluate their own and others work and suggest ways to improve it.
 |
| **Invasion Games** |  | * I am beginning to dribble a ball with my hands and feet.
* I know who is on my team.
* I can send and receive a ball.
* I can stay with another player when defending.
* I can dodge.
* I can help my team to score.
* I can find space.
* I know how to score points.
 | * I can sometimes dribble a ball with my hands and feet.
* I know who is on my team and I can attempt to send the ball to them.
* I can move with a ball towards goal.
* I can dodge and find space away from the other team.
* I can stay with another player to try and prevent them from getting the ball.
* I know how to score points and can remember the score.
 | * Improve and consolidate the standard of skills and techniques.
* Improve the ability to link movements together.
* Choose and use basic tactics and strategies.
* Know and describe the short term effects that different types of exercise have on the body.
* Know what agility is and suggest ways of improving it.
* Describe key movements and evaluate how effective performance is.
* Use their ability to evaluate others to improve their own work.
* I can pass and receive the ball with some control.
* I can move with a ball towards goal with increasing control.
 | * Develop the range and consistency of skills and techniques.
* Devise, use and adapt rules when playing and making their own games.
* Use and adapt tactics in different situations.
* Know and explain their tactical ideas and plans.
* Know which parts of their performance need to improve.
* Recognise which activities develop speed, strength and stamina.
* Know when speed, strength and stamina are important in games.
* I can pass and receive the ball with increasing control.
* I can keep possession and score tries/goals.
* I can delay and help prevent the other team from scoring.
 | * Choose and apply skills more consistently in activities.
* Develop a broader range of techniques and skills for attacking and defending.
* Know and apply the basic strategic and tactical principles of attack, and adapt them to different situations.
* Choose and use information to evaluate their own/others’ work.
* Know and understand the basic principles of warming up, and understand why it is important for a good quality performance.
* Demonstrate that they understand the principles of warming up by choosing appropriate activities for the games they are going to play.
* I can pass and receive the ball with increasing control under pressure.
* I know what position I am playing in and how to contribute when attacking and defending.
 | * Choose, combine and perform skills more fluently and effectively.
* Understand, choose and apply a range of tactics and strategies more consistently.
* Use these tactics and strategies more consistently in similar games.
* Understand why exercise is good for fitness, health and well-being.
* Understand the need to prepare properly for games.
* Develop their ability to evaluate their own and others work and suggest ways to improve it.
* I can pass and receive the ball with increasing control under pressure.
 |
| **Ball Skills** Football (KS2) |  | * I can throw an object towards a target.
* I can track a ball in a controlled and balanced movement.
* I can coordinate my body to send and receive a ball.
* I am beginning to dribble a ball with my hands and feet.
* I can recognise changes in my body when I do exercise.
 | * I can roll a ball to hit a target.
* I can co-ordinate my body to track a ball and stop it.
* I can sometimes dribble a ball with my hands and feet.
* I can send and receive a ball using both kicking and throwing skills.
* I can describe how my body feels during exercise.
 | * I can dribble, pass, receive and shoot the ball with some control.
* I am learning the rules of the game and I am beginning to use them.
* I can move with a ball towards goal with increasing control.
* I understand my role as an attacker and as a defender.
* I can move into space to help my team.
* I can defend an opponent.
* I understand why it is important to warm up.
* I can identify when I was successful.
 | * I can dribble, pass, receive and shoot the ball with increasing control.
* I understand the rules of the game and I can use them often.
* I can help my team keep possession and score goals when I play in attack.
* I can delay and help prevent the other team from scoring when I play in defence.
* I can use simple tactics to help my team score or gain possession.
* I can explain what happens in my body when I warm up.
* I can identify when I was successful and what I need to do to improve.
 | * I can dribble, pass, receive and shoot the ball with some control under pressure.
* I understand the rules of the game and I can use them most of the time.
* I understand there are different skills for different situations and I am beginning to use this.
* I can move into space to help my team.
* I know what position I am playing and how to contribute when attacking and defending.
* I recognise my own and others strengths and areas for development and can suggest ways to improve.
* I can lead a partner through a short warm up routines.
 | * I can dribble, pass, receive and shoot the ball with increasing control under pressure.
* I can select appropriate action for the situation.
* I can use the rules of the game consistently.
* I can create and use a variety of tactics to help my team.
* I can create and use space to help my team.
* I can select and apply different movement skills to lose a defender.
* I can lead a small group through a short warm up routine.
* I can identify my own and others’ strengths and areas for development and can suggest ways to improve.
* I can use marking, tackling and/or interception to improve my defence.
 |
| **Athletics & OAA** |  | * Move more confidently when performing different types of travel.
* Practise fundamental skills in a range of individual and team activities.
* Choose skills that are suited to the practise.
* Describe what others are doing.
* Describe the skill they have been practising.
 | * Refine and link fundamental skills consistently.
* Explore different ways of travelling.
* Choose speed and distance and vary them depending on the task.
* Recognise and describe how their bodies feel before, during and after exercise.
* Identify skills and tactics that are performed well.
* Use what they have seen to improve their own performance.
 | * Explore running, jumping and throwing activities as well as developing balance, agility and coordination.
* Use their bodies and a variety of equipment with greater control and co-ordination.
* Experiment with different ways of travelling, throwing, and jumping to increase awareness of speed and distance.
* Recognise and describe what their bodies feel like during different types of activities.
* Choose skills and equipment to help them meet the challenges set.
* Use their ability to evaluate others to improve their own work.
 | * Develop the range and consistency of skills and techniques required for running, jumping and throwing.
* Use and adapt techniques and equipment to develop performance.
* Know and explain their ideas.
* Know which parts of their performance needs to be improved.
* Know when and why speed, strength and stamina are important in athletics.
 | * Develop a broader range of techniques for running, jumping and throwing.
* Know how to apply the correct technique to different pieces of equipment.
* Choose and apply skills more consistently in activities.
* Apply their knowledge to evaluate their own and others work.
* Know and understand the key principles of a warm up and how it can affect the quality of performance.
* Demonstrate that they understand the principles of a warm up by choosing appropriate activities for the events that are going to participate in.
 | * Choose, combine and perform skills for running, jumping and throwing more fluently, effectively and consistently.
* Understand and apply techniques to different pieces of equipment with more consistency.
* Understand the need to prepare properly for athletic activities.
* Understand why exercise is good for health, fitness and well-being.
* Develop their ability to evaluate their own and others work and suggest ways to improve it.
 |
| **Net and Wall** Tennis / Badminton (KS2) |  | * I can throw and push a ball in a variety of ways.
* I can sometimes catch a beanbag and a medium – sized ball.
* I can track balls and other equipment send to me.
* I can throw and hit a ball in a variety of ways.
 | * I can show awareness of opponents when playing games.
* I can roll and hit a ball.
* I can apply these skills in a variety of simple games.
* I can work with a partner to improve my skill.
* I know how to score points and can remember the score.
 | * I can return a ball to a partner.
* I can use basic racket skills.
* I understand the aim of the game.
* I am learning the rules of the game and I am beginning to use them.
* I understand why it is important to warm up.
* I can identify when I was successful.
 | * I can sometimes play a continuous game.
* I can use a range of basic racket skills.
* I can return to the ready position to defend my own court.
* I understand the rules of the game and I can use them often.
* I can explain what happens in my body when I warm up.
* I can identify when I was successful and what I need to do to improve.
 | * I am developing a wider range of skills and I am beginning to use these under some pressure.
* I can use the skills I prefer with increasing consistency.
* I understand the need for tactics and can sometimes apply them.
* I can play cooperatively with a partner.
* I understand the rules of the game and I can use them to play fairly.
* I understand there are different skills for different situations and I am beginning to use this.
* I recognise my own and others strengths and areas for development and can suggest ways to improve.
* I can lead a partner through short warm up routines.
 | * I can use a wider range of skills in game situations.
* I can play cooperatively with a partner.
* I can select the appropriate action for situation.
* I can use the rules of the game consistently.
* I can create and sometimes use a variety of tactics.
* I can lead a small group through a short warm up routine.
* I can identify my own and others strengths and areas for development and can suggest ways to improve.
 |