Physical Education Skills Progression Map

Indoor Phyiscal Education Curriculum Map

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|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Gymnastics** |  | |  | | --- | | * Explore gymnastic actions and shapes. * Move in different ways, showing changes in speed, direction and level. * Create and perform sequences/routines by linking actions together. * Understand how they feel before, during and after exercise. * Move apparatus safely. * Copy and describe how others perform. * To develop technique and control in the barrel, straight and forward roll. | | |  |  | | --- | --- | | * Link combinations of different actions and balances together. * Develop different ways of creating a sequence – similar actions shapes or different actions /shapes.  |  | | --- | | * Describe how their bodies feel during different types of exercise – high intensity, low intensity, continuous and stop/start. * Lift and move equipment safely. * Improve their performance by listening to advice and watching others. * To demonstrate different take off and landings when performing jumps. | | | |  | | --- | | * Improve the range and quality of the actions, shapes and movements they perform. * Apply their range of skills on the floor and on apparatus. * Choose appropriate actions that link well together. * Describe a performance and comment on its quality and effectiveness. * Discuss how and why they have improved. * Demonstrate the importance of strength and flexibility in gymnastics. | | * Talk about the effects that exercise has on their bodies. * To develop the straight, barrel, and forward roll. * To develop the straight, tuck and star jump. | | |  | | --- | | * Develop a wider range of actions shapes such as inverted movements. * Create a sequence that follows guidelines set out by the teacher. * Adapt and change a sequence using apparatus, space, speed and direction. * Describe how their performance is affected by changes to the body during a lesson. * Talk about the performance of others and themselves and suggest how they can be improved. | | * To develop the straight barrel, forward and straddle roll. * To develop the shoulder stand. | |  | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | * Perform shapes, actions and movements consistently. * Link shapes, actions and movements together fluently. * Use mirroring and matching when working with a partner. * Adapt a sequence to suit a change in equipment and apparatus. * Understand the key elements of a warm up and talk about how a warm up has an impact on performance. * Understand and explain why regular physical activity is good for general health. * Use knowledge of how to perform to evaluate their own and others’ performances. * To develop the straight, barrel, forward, straddle and backward roll.  |  | | --- | | * To be able to perform the shoulder stand and show progressions of a handstand. | |  |  |  |  | | |  |  | | --- | --- | | * Link actions shapes and movements more fluently. * Select effectively from a wider range of shapes, actions and movements. * Use their knowledge of how to develop a sequence to produce a more complex performance. * Understand the importance of an effective warm up and cool down. * Develop and lead effective warm up routines. * Talk about the benefits of leading an active lifestyle. * Use appropriate and relevant language to describe how others are performing. * Give advice and make suggestions to help others improve. * To develop the straddle, forward and backward roll.  |  | | --- | | * To be able to perform the progressions   of a handstand and a and a  cartwheel. | | |
| **Dance** |  | |  | | --- | | * Explore different ways of moving using a range of body parts, and respond imaginatively to a variety of stimuli. * Move expressively, confidently and safely in space. * Use speed, level and direction when creating movements. * Create and repeat short dances with a clear start, middle and end. * Perform short routines which include a range of actions. * Recognise simple changes to their body during exercise, specifically breathing and heart beat. * Copy other children’s actions, describe the movements used by others and talk about how they could be more expressive   in dance. | | * Explore and perform a range of actions with control and coordination, responding imaginatively to a variety of stimuli. * Remember, repeat and link a variety of actions. * Create movement phrases which communicate a theme, idea, feeling or mood. * Select and vary basic compositional ideas. * Describe how they feel when taking part in dance. * Give reasons for warming-up and cooling down. * Describe others dances and actions they have used, and take steps to improve their own work. | * Explore and perform a range of actions individually or with a partner, showing good body control and fluency. * Respond imaginatively to a stimulus to create original movements. * Create short movement phrases which have a simple structure. * Perform with expression and rhythm on their own and with others. * Prepare for and recover from dance activity. * Use a range of descriptive language to describe and evaluate dance. * Suggest ways of improving their own performance and movements. * To understand and begin to use canon and unison. * To understand and use formations. | * Explore, create and use a range of actions, responding to a range of stimuli. * Use simple compositional ideas to create and develop movement phrases. * Perform more complex actions and phrases which convey a theme, mood, feeling or character. * Know and describe the importance of warming up and cooling down. * Describe key aspects of their own and others dances suggesting ways to improve further. * To use canon and unison and use it to represent an idea. * To use formations and timings to represent stimuli. | * Explore, perform and combine actions and ideas in a variety of different dance styles. * Create dances using compositional ideas on their own and with others. * Perform confidently and expressively using a variety of performance skills. * Plan and deliver their own warm-up and cool down activities. * Know and explain the importance of preparing for and recovering from activity. * Describe, analyse and evaluate their own and others routines. * To use unison and canon when creating and linking poses. * To appropriately select the use of formations and timing to represent the stimuli. | * Explore, combine and perform a range of actions with fluency and control. * Create, link and structure sections and whole dance routines. * Select and use basic compositional ideas when creating and adapting their dances. * Leads and takes part in an effective dance specific warm-up. * Understand how taking part in dance is good for health and well being. * Evaluate and refine the standard of their own and others work. * To use canon and unison to improve the impact of a dance. * To effectively select the use of formations and timing to represent the stimuli. |  |
| **Sending and receiving**  **Dodgeball / Volleyball (KS2)** |  | * 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. | * I understand the aim of the game. * I am learning the rules of the game and I am beginning to use them. * I can throw with some accuracy and catch with some consistency. * I can begin to return to the ready position to defend myself. * I can use simple tactics. * I can identify when I was successful. | * I understand the aim of the game. * I am learning the rules of the game and I am beginning to use them. * I can throw with some accuracy and catch with some consistency. * I can begin to return to the ready position to defend myself. * I can use simple tactics. * I can identify when I was successful. | * I am developing a range of skills and I am beginning to use these under some pressure. * I understand the need for tactics. * 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 range of skills in a game situation. * I can select the appropriate action for the situation. * I can use the rules of the game consistently. * I understand the need for tactics and when would be appropriate to apply them. * I can lead a small group through a short warm up routine. * I can identify my own and other’s strengths and areas for development and can suggest ways to improve. |  |
| **Ball Skills**  **Handball (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. | * 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. | * 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 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. |  |
| **Athletics & OAA**  **(Indoor and Outdoor)** |  | * 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.   **OAA**   * I can follow instructions. * I can listen to others. * I can work co-operatively with a partner. * I can communicate simple instructions. * I can suggest ideas to solve tasks. * I can show fair play. | * 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.   **OAA**   * I can follow instructions. * I can work with a partner and am beginning to work in a small group. * I can share my ideas and help to solve tasks. * I can listen to others. * I can reflect on when I was successful at solving challenges. | * Explore running, jumping and throwing activities as well as developing balance, agility and co-ordination. * 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.   **OAA**   * I can follow and give instructions. * I can communicate ideas and listen to others. * I can work with a partner and small group. * I can plan and attempt to apply strategies to solve problems. * I can reflect on when and why I was successful at solving challenges. * I am developing map reading skills. | * 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.   **OAA**   * I can accurately follow and give instructions. * I can reflect on when and why I was successful at solving challenges. * I can work effectively with a partner and a small group. * I can identify key symbols on a map and use a key to help navigate around a grid. * I can plan and apply strategies to solve problems. | * 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.   **OAA**   * I can reflect on when and how I was successful at solving challenges, and alter my methods in order to improve. * I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. * I can use critical thinking to approach a task. * I can orientate and map. * I can navigate around a course using a map. | * 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.   **OAA**   * I can work effectively with a partner and a group. * I can use critical thinking to form ideas. * I can pool ideas within a group, selecting and   applying the best  method to solve a  problem.   * I can reflect on when and how I successful at solving challenges, and alter my methods in order to improve. * I can orientate and map efficiently to navigate around a course. |  |
| **Striking and fielding**  **Cricket / Rounders (KS2)** |  | * I can roll a ball towards a target. * I can stop a medium-sized ball with some consistency. * I can sometimes catch a beanbag and a medium-sized ball. * I can track a ball. * I know how to score points. * I can push a ball using my hand and an object. * I can recognise changes in my body when I do exercise. | * I can roll a ball to hit a target. * I am developing underarm and overarm throwing skills. * I can sometimes hit a ball using a racket. * I know how to score points and can remember the score. * I can track a ball and stop it. * I can apply these skills in a variety of simple games. * I can use some simple tactics. * I can describe how my body feels during exercise. | Cricket -   * To develop throwing a ball over arm. * To develop a range of throwing and striking skills. * To develop bowling a ball. * To choose simple tactics when playing a game. * To recognize and identify the parts of performance that needs improving. | * To send a ball towards a target. * To send a ball towards a target using equipment with some consistency and control. * To understand the correct club for the distance to target. * To show good game management whilst attempting a task. | Cricket -   * To bowl a ball with increasing accuracy to a partner. * To evaluate their own and others performance. * To hit the ball accurately into space. * To use basic principles of batting and fielding when playing a game. * To develop fielding skills of retrieving, stopping and throwing a ball. | * To send a ball towards a target using equipment. * To send a ball toward a target using increased consistency and control. * To show good game management whilst attempting a task. |  |