Physical Education Skills Progression Map

Outdoor Physical Education Curriculum Map

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|  | **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. |