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** |  |

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| * 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.
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| * Link combinations of different actions and balances together.
* Develop different ways of creating a sequence – similar actions shapes or different actions /shapes.

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| * 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.
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| * 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.
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| * 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.
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| * 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.
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| * To develop the straight barrel, forward and straddle roll.
* To develop the shoulder stand.
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| * 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.

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| * To be able to perform the shoulder stand and show progressions of a handstand.
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| * 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.

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| * To be able to perform the progressions

of a handstand and a and a cartwheel.  |

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| **Dance** |  |

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| * 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.
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| **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.
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| **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.
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| **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.
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