



SKILLS PROGRESSION MAP FOR: PE

<p>Subject content from the National Curriculum</p>	<p>Physical Development: Moving and Handling (see 'Development Matters' document for EYFS.)</p> <p>Fundamental movement skills taught through a variety of activities in order for children to familiarise themselves with the ABC's (Agility, Balance, Co-ordination) used in PE.</p> <p>Children can then progress to be taught fundamental skills that are used in sports (e.g. Throwing and catching Skills, Striking and fielding, Running and Jumping skills & Net/Wall activities.)</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances, using simple movement patterns 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performance with previous ones and demonstrate improvement to achieve their personal best
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SKILL	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Dance	<p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Develop the overall body strength, co-ordination, balance and agility</p>	<p>Copies and explores basic movements and body patterns</p> <p>Remembers simple movements and dance steps</p> <p>Links movements to sounds and music</p> <p>Responds to a range of stimuli</p>	<p>Copies and explores basic movements with clear control</p> <p>Varies levels and speed in sequence</p> <p>Can vary the size of their body shapes</p> <p>Add a change of direction to a sequence</p> <p>Uses space well and negotiates space clearly</p> <p>Can describe a short dance using appropriate vocabulary</p> <p>Responds imaginatively to stimuli.</p>	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance</p> <p>Translates ideas from stimuli into a movement with support</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Confidently improvises with a partner or on their own</p> <p>Beginning to create longer dance sequences in a larger group</p> <p>Demonstrating precision and some control in response to stimuli</p> <p>Beginning to vary dynamics and develop actions and motifs</p> <p>Demonstrates rhythm and spatial awareness</p> <p>Modifies parts of a sequence as a result of self-evaluation</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Beginning to exaggerate dance movements and motifs</p> <p>Demonstrates strong movements throughout a dance sequence</p> <p>Combines flexibility, techniques and movements to create a fluent sequence</p> <p>Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs</p> <p>Beginning to show a change of pace and timing in their movements</p> <p>Uses the space provided to his maximum potential</p> <p>Improvises with confidence, still demonstrating fluency across their sequence</p>	<p>Exaggerate dance movements and motifs</p> <p>Performs with confidence, using a range of movement patterns</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs</p> <p>Demonstrates strong movements throughout a dance sequence</p> <p>Combines flexibility, techniques and movements to create a fluent sequence</p> <p>Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs</p> <p>Beginning to show a change of pace and timing in their movements</p>

						<p>Modifies parts of a sequence as a result of self and peer evaluation</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>	<p>Is able to move to the beat accurately in dance sequences</p> <p>Improvises with confidence, still demonstrating fluency across their sequence</p> <p>Dances with fluency, linking all movements and ensuring they flow</p> <p>Demonstrates consistent precision when performing dance sequences</p> <p>Modifies parts of a sequence as a result of self and peer evaluation</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>
Key dance vocabulary	move, dance, balance	beat, gesture, dance	flow, independent, methods, movements, performance, travel	direction, formation, pivot, tempo, timing, unison	agility, balance, co-ordination, dynamics, emotions, expression, improvise, rhythm, sequence, space, timing	posture, collaboration, control, fluency, sections, variation	canon, choreograph, match, mirror, pose, routine
Gymnastics	<p>Combine different movements with ease and fluency</p> <p>Confidently and safely use a range of large and small</p>	<p>Copies and explores basic movements with some control and coordination</p> <p>Can perform different body shapes</p>	<p>Explores and creates different pathways and patterns</p> <p>Uses equipment in a variety of ways to create a sequence</p>	<p>Applies compositional ideas independently and with others to create a sequence</p> <p>Copies, explores and remembers a variety</p>	<p>Links skills with control, technique, coordination and fluency</p> <p>Understands composition by</p>	<p>Select and combine their skills, techniques and ideas</p> <p>Apply combined skills accurately and appropriately,</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including</p>

	<p>apparatus indoors and outside, alone and in a group</p> <p>Develop the overall body strength, co-ordination, balance and agility</p>	<p>Performs at different levels</p> <p>Can perform 2 footed jump</p> <p>Can use equipment safely</p> <p>Balances with some control</p> <p>Can link 2-3 simple movements</p>	<p>Link movements together to create a sequence</p>	<p>of movements and uses these to create their own sequence</p> <p>Describes their own work using simple gym vocabulary</p> <p>Beginning to notice similarities and differences between sequences</p> <p>Uses turns whilst travelling in a variety of ways</p> <p>Beginning to show flexibility in movements</p> <p>Beginning to develop good technique when travelling, balancing, using equipment, etc</p>	<p>performing more complex sequences</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances</p> <p>Develops strength, technique and flexibility throughout performances</p> <p>Creates sequences using various body shapes and equipment</p> <p>Combines equipment with movement to create sequences.</p>	<p>consistently showing precision, control and fluency</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances</p> <p>Develops strength, technique and flexibility throughout performances</p> <p>Links skills with control, technique, coordination and fluency</p> <p>Understands composition by performing more complex sequences.</p>	<p>variations in speed, levels and directions</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction</p> <p>Adapts sequences to include a partner or a small group</p> <p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work</p> <p>Uses more complex gym vocabulary to describe how to</p>
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							improve and refine performances Develops strength, technique and flexibility throughout performances.
Key gymnastics vocabulary	shape, roll, balance, body parts, travel, jump, balance	travel, twist, spin, land, balance, twist, forward, backward, squat, stretch	control, rhythm, stationary, symmetrical, tuck, tumble, arch, tumble	analyse, shapes, tension, rotate, extend, sequence, co-operation	Posture, counterbalance, combine, towards, level, wide, straight	bridging, dynamic, dish, evaluate, extend, tension, unison, mirroring, asymmetrical	elements, refine, technique, parallel, twist, extension, timing, straddle, pike, combination
Games	<p>Develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p>	<p>Can travel in a variety of ways including running and jumping</p> <p>Beginning to perform a range of throws</p> <p>Receives a ball with basic control</p> <p>Beginning to develop hand-eye coordination</p> <p>Participates in simple games</p>	<p>Confident to send the ball to others in a range of ways</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial awareness</p> <p>Beginning to develop own games with peers</p> <p>Understand the importance of rules in games</p> <p>Develop simple tactics and use them appropriately</p> <p>Beginning to develop an understanding of attacking/ defending</p>	<p>Understands tactics and composition by starting to vary how they respond</p> <p>Vary skills, actions and ideas and link these in ways that suit the activity of the game</p> <p>Beginning to communicate with others during game situations</p> <p>Uses skills with co-ordination and control</p> <p>Develops own rules for new games</p> <p>Makes imaginative pathways using the equipment</p> <p>Works well in a group to develop various games</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game</p> <p>Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking</p> <p>Uses skills with co-ordination, control and fluency</p> <p>Takes part in competitive games with a strong understanding of tactics and composition</p> <p>Can create their own games using knowledge and skills</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game</p> <p>Shows confidence in using ball skills in various ways, and can link these together</p> <p>Uses skills with coordination, control and fluency</p> <p>Takes part in competitive games with a strong understanding of tactics and composition</p> <p>Can create their own games using knowledge and skills</p> <p>Can make suggestions as to what resources can</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking</p> <p>Keeps possession of balls during games situations</p> <p>Consistently uses skills with coordination, control and fluency</p> <p>Takes part in competitive games with a strong understanding of tactics and composition</p>

				<p>Beginning to understand how to compete with each other in a controlled manner</p> <p>Beginning to select resources independently to carry out different skills</p>	<p>Works well in a group to develop various games</p> <p>Compares and comments on skills to support the creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game</p> <p>Apply basic skills for attacking and defending</p> <p>Uses running, jumping, throwing and catching in isolation and combination</p>	<p>be used to differentiate a game</p> <p>Apply basic skills for attacking and defending</p> <p>Uses running, jumping, throwing and catching in isolation and combination</p>	<p>Can create their own games using knowledge and skills</p> <p>Modifies competitive games. Compares and comments on skills to support the creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and in combination.</p>
Key games vocabulary	throwing, catching, kicking, passing, batting, aiming, scoring	running, jumping, rolling, striking, throwing, bouncing, catching, space, speed, direction, passing, controlling, shooting, scoring	avoiding, accuracy, rolling, striking, overarm throw, chest pass, bounce pass, bouncing, catching, free space, opposite team, rebound, follow, aiming, speed, direction, passing, shooting scoring, participate, co-ordination, technique, rules, tactics	defending, attacking, travel, bouncing, control, possession, co-ordination, scoring, batting, space, pass, dribble, points, goals, rules, tactics, fielding, bowler, wicket, innings, rounder, backstop, court, target, net, striking, pitch	possession, scoring, space, pass/send/receive, dribble, travel, striking, bowling, throwing, fielding, combinations, co – ordination, fluency, co – operation, competition, technique, partner, points, rules, tactics, batting, fielding, bowler, wicket, tee, base, boundary, innings, rounder, backstop, court, target, defending, hitting, stance, offside, forehand, backhand, volley, overhead, rally	possession, range of techniques, combinations, tactics, create, control, decisions, passing, dribbling, shooting, shield, support, marking, attackers, defenders, batting, fielding, bowler, wicket, tee, base, boundary, innings, rounder, backstop, court, target, defending, hitting, stance, offside, forehand, backhand, volley, overhead, rally	effective use of space, control, accuracy, technique, combinations, tactics, composition, fluency, create, rules, keeping possession, passing range, decisions, dribbling, shooting, shield, width, depth, support, marking, covering, transition, marking, batting fielding, bowler, wicket, tee base, boundary, innings, rounder, backstop, court, target,

					hitting, stance, offside		defending, hitting, stance, offside, forehand, backhand, volley, overhead, singles, doubles, rally
Outdoor Adventurous Activities				<p>Develops listening skills</p> <p>Creates simple body shapes</p> <p>Listens to instructions from a partner/ adult</p> <p>Beginning to think activities through and problem solve</p> <p>Discuss and work with others in a group</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills</p> <p>Uses simple maps</p> <p>Beginning to think activities through and problem solve</p> <p>Choose and apply strategies to solve problems with support</p> <p>Discuss and work with others in a group</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills</p> <p>Uses and interprets simple maps</p> <p>Think activities through and problem solve using general knowledge</p> <p>Choose and apply strategies to solve problems with support</p> <p>Discuss and work with others in a group</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills</p> <p>Uses and interprets simple maps</p> <p>Think activities through and problem solve using general knowledge</p> <p>Choose and apply strategies to solve problems with support</p> <p>Discuss and work with others in a group</p> <p>Demonstrates an understanding of how to stay safe.</p>
Swimming						<p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke</p> <p>Performs safe self-rescue in different</p>	

						water-based situations.	
Evaluation	<p>Can comment on own and others performance</p> <p>Can give praise to others</p>	<p>Can comment on own and others performance</p> <p>Can give comments on how to improve performance</p> <p>Use appropriate vocabulary when giving feedback.</p>	<p>Can comment on own and others performance</p> <p>Can give comments on how to improve performance</p> <p>Use appropriate vocabulary when giving feedback.</p>	<p>Watches and describes performances accurately</p> <p>Beginning to think about how they can improve their own work</p> <p>Work with a partner or small group to improve their skills</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences</p>	<p>Watches and describes performances accurately</p> <p>Beginning to think about how they can improve their own work</p> <p>Work with a partner or small group to improve their skills</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences</p>	<p>Watches and describes performances accurately</p> <p>Learn from others how they can improve their skills</p> <p>Comment on tactics and techniques to help improve performances</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences</p>	<p>Watches and describes performances accurately</p> <p>Learn from others how they can improve their skills</p> <p>Comment on tactics and techniques to help improve performances</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences</p>
Healthy lifestyles	<p>Can describe the effect exercise has on the body</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle</p> <p>Understands the need to warm up and cool down</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle</p> <p>Understands the need to warm up and cool down</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle</p> <p>Understands the need to warm up and cool down.</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle</p> <p>Understands the need to warm up and cool down.</p>