



Subject: PE

Curriculum Skills and Progression Map

Skill Area	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics covered	Terms 1 & 2: Multi-skills Terms 3 & 4: Multi-skills Term 5 & 6: Athletics	Term 1 Multi-skills Cycling Term 2 Netball / Basketball Dance Term 3 Dance with yoga Gymnastics Term 4 Gymnastics Tri-golf Term 5 Athletics Tennis Term 6 Athletics Football	Term 1 Multi-skills (3 weeks) Cycling (3 weeks) Dance Term 2 Netball / Basketball Gymnastics Term 3 Swimming Gymnastics Term 4 Swimming Tri-golf Term 5 Cricket Athletics Term 6 Football Athletics	Term 1 Tag rugby Dance Term 2 Netball / Basketball Gymnastics Term 3 All-inclusive games Gymnastics Term 4 Football Tennis Term 5 Athletics Cricket Term 6 Athletics Rounders	Term 1 Tag rugby Tri-golf Term 2 Netball / Basketball Gymnastics Term 3 Dance Gymnastics Term 4 Football Tennis Term 5 Swimming Athletics Term 6 Swimming Rounders	Term 1 Tag rugby All-inclusive games Term 2 Dance Netball Term 3 Gymnastics Sports hall athletics Term 4 Football Basketball Term 5 Cricket Athletics Term 6 Athletics Rounders Outdoor Adventurous	Term 1 Swimming Tag rugby Term 2 Swimming Netball Term 3 Gymnastics Sports Hall Athletics Term 4 Basketball Dance Term 5 Cricket Athletics Term 6 Rounders Athletics Outdoor Adventurous

<p>Invasion Games</p>	<p>To be able to manage own basic hygiene and personal needs, getting dressed for PE.</p> <p>To begin to move energetically, running, jumping, hopping, skipping.</p> <p>To understand how to work cooperatively and take turns with others.</p> <p>To develop confidence to try new activities and show independence, resilience and perseverance.</p> <p>To begin to understand reasons for rules in games.</p>	<p>To begin to pass a ball in a range of ways – rolling, hitting, kicking, throwing, catching and bouncing.</p> <p>To begin to walk, jog and run with a ball.</p> <p>To understand concept of playing in small sided team.</p>	<p>To be able to pass a ball in a range of ways – rolling, hitting, kicking, throwing, catching and bouncing.</p> <p>Concept of defending and attacking.</p> <p>Understanding of opponents and teammates.</p> <p>To begin to walk, jog and run with a ball with increasing control.</p>	<p>Throw and catch with control to a stationary teammate.</p> <p>To understand concept of blocking or intercepting a pass.</p> <p>Develop skills to move with a ball and be able to change direction.</p> <p>To begin to understand the need to play in a zone or channel.</p>	<p>Throw and catch with control and accuracy to stationary and moving partner.</p> <p>To be able to intercept a pass and avoid interception when passing.</p> <p>To be able to maintain possession of the ball as an individual and a team.</p> <p>To be able to play in zone or channel.</p> <p>To begin to transfer patterns of play between sports.</p>	<p>To begin to apply techniques of throwing, catching and moving across a range of sports.</p> <p>To be able to play in an identified position.</p> <p>To be aware of teammates to improve chances of possession and success.</p> <p>To understand position within a team to effectively defend and attack.</p> <p>To be able to choose the most appropriate tactic.</p>	<p>To be able to combine a range of techniques of throwing, catching and moving across a range of sports.</p> <p>To be able to work independently and with teammates to gain possession or points.</p> <p>To understand position within a team to effectively defend and attack.</p> <p>To be able to choose the most appropriate tactic.</p>
<p>Striking and Fielding</p>	<p>To be able to negotiate space and obstacles safely with consideration for themselves and others</p> <p>To develop confidence to try new activities and show independence, resilience and perseverance.</p>	<p>To begin to throw (off the correct foot), roll and catch a larger ball or beanbag.</p> <p>To be able to position hands on a racquet or bat correctly.</p> <p>To begin to strike a ball with feet in a sideways position.</p> <p>To be able to strike a larger ball with a tennis racquet and cricket bat.</p> <p>To be able to strike a smaller ball off a batting tee.</p>	<p>To be able to throw (off the correct foot), roll and catch a range of larger balls.</p> <p>To strike a ball with feet in a sideways position.</p> <p>To be begin to strike smaller balls (tennis ball) with a tennis racquet and cricket bat.</p> <p>To begin to strike a bouncing ball.</p>	<p>To be able to throw a ball with accuracy to base/stump.</p> <p>When fielding, stop a travelling ball with the correct technique.</p> <p>To chase and retrieve a travelling ball.</p> <p>To be able to strike smaller balls (tennis ball) with a tennis racquet and cricket bat.</p> <p>To begin to strike a ball that is bowled at you from a short distance.</p> <p>To begin to bowl underarm with some accuracy.</p>	<p>To be able to throw a ball, underarm and overarm with accuracy to base/stump.</p> <p>When fielding to be able to stop and return a travelling ball with correct technique.</p> <p>To chase and retrieve a travelling ball with correct technique.</p> <p>To be able to strike the correct ball for the sport with a tennis racquet or cricket bat.</p> <p>To be able to strike a ball that is bowled, with varying bounce, from a short distance.</p> <p>To be able to bowl underarm with some accuracy.</p>	<p>To begin to use appropriate shots, forehand, backhand, volley.</p> <p>To be able to strike a ball that is in the air or off the ground with increasing control.</p> <p>To develop tactics to hit and avoid fielder/opponent.</p> <p>Develop ability to hit the ball with control in the air or on the ground.</p> <p>To begin to bowl overarm with a straight arm.</p> <p>To be able to bowl underarm with accuracy.</p>	<p>To be able to apply striking and fielding skills in tennis, rounders, Kwik cricket.</p>

<p>Gymnastics</p>	<p>To begin to negotiate obstacles safely with consideration for themselves and others.</p> <p>To develop strength, balance and coordination.</p> <p>To understand how to take turns cooperatively with others.</p> <p>To develop confidence to try new activities and show independence, resilience and perseverance.</p> <p>To begin to move energetically, jumping, hopping, skipping and climbing.</p>	<p>Copies and explores basic movement with some control and coordination.</p> <p>Can perform different body shapes.</p> <p>Performs at different levels of height.</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>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence.</p> <p>Link movement together to create a sequence.</p> <p>Work individually and with a partner.</p>	<p>Applies compositional ideas independently and with others to create a sequence.</p> <p>Copies, explores and remembers a variety of movement and uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Begin to notice similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Begin to show flexibility in movements.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Create sequences individually and with a partner.</p>	<p>Links skills with control, technique, coordination and fluency.</p> <p>Understands composition by performing more complex sentences.</p> <p>Begin to use gym vocabulary to describe how to improve and refine performance.</p>	<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision 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>Using more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develop, strength, technique, flexibility throughout performances.</p> <p>Links skills with control, technique, coordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Works in pairs and small groups to create and evaluate sequences focusing on different aspects.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Perform difficult actions, with emphasis on extension, clear body shape and change in direction.</p> <p>Adapt 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. Use complex vocabulary to describe how to improve performances.</p> <p>Develop strength, technique and flexibility in performances.</p> <p>Works in pairs and small groups to create and evaluate sequences focussing on different aspects.</p>
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<p>Dance</p>	<p>To be able to demonstrate strength, balance and co-ordination</p> <p>To begin to move energetically, jumping, dancing, hopping and skipping</p> <p>To develop confidence to try new activities and show independence, resilience and perseverance.</p>	<p>Copy and explore basic movements and body patterns, responds to range of stimuli.</p>	<p>Developing own way of moving with more control, varies levels and speed, responding imaginatively to stimuli.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Begin to respond appropriately to the mood of the music.</p> <p>Experiment with use of stillness as a form of expression.</p>	<p>Independently / with a partner improvise to create simple dance.</p> <p>More complex sequence of moves with own actions, working with partner.</p> <p>Uses simple dance vocabulary to compare and improve work.</p> <p>Begin to recognise pulse and timing of music and appropriate response.</p>	<p>Confidently improvises with a partner / by self.</p> <p>Beginning to create longer dance, cooperating with small group using spaces in different ways, moving with fluency.</p> <p>Uses simple dance vocabulary to compare and improve work.</p> <p>Listen and interpret music to sequence movements with pulse and timing.</p>	<p>Beginning to exaggerate dance movements and motifs – using expression when moving.</p> <p>Compose and improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Change levels and speed whilst changing direction, more complex fluent sequence of moves.</p> <p>Modifies parts of a sequence as result of peer and self-evaluation.</p> <p>Uses more complex dance vocab to compare and improve work.</p>	<p>Exaggerate dance movements and motifs.</p> <p>Perform with confidence using a range of movement patterns.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Modifies parts of a sequence as result of peer and self-evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p> <p>Display strong sense of musicality and interpretation.</p>
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<p>Athletics</p>	<p>To develop strength, balance and coordination when playing</p> <p>To begin to negotiate obstacles and space safely</p> <p>To develop strength, balance and coordination</p> <p>To begin to work and play cooperatively and take turns with others</p>	<p>Can run at different speeds.</p> <p>Can jump from a standing position.</p> <p>Performs a variety of throws with basic control.</p>	<p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and co-ordination.</p> <p>Preparation for shot put and javelin</p> <p>Can use equipment safely.</p>	<p>Beginning to run at speeds appropriate for the distance <i>e.g. sprinting and cross country.</i></p> <p>Can perform a running jump with some accuracy.</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component <i>e.g. hop skip jump (triple jump).</i></p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component <i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peer's performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component <i>e.g. hop skip jump (triple jump).</i></p> <p>Beginning to record peer's performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>
<p>Outdoor Adventurous</p>				<p>Develops listening skills.</p> <p>Creates simple body shapes.</p> <p>Uses a simple plan a</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 and POC simple routes</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 and applies to POC</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 following more challenging routes on POC</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with less support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>

<p>Health and Safety</p>	<p>To understand why we change for PE and why we need correct clothing for weather.</p>	<p>To understand jewellery needs to be removed or covered for safety.</p> <p>To begin to develop understanding of rules within different activities.</p>	<p>To understand jewellery needs to be removed or covered for safety.</p> <p>To understand why appropriate clothing is needed for PE inside and outside.</p> <p>To begin to develop understanding of different sports and rules for them.</p>	<p>To begin to develop understanding on why/how to warm up and cool down.</p> <p>To be able to follow rules of games in small or larger games.</p>	<p>To develop understanding on warm up and cool down activities.</p> <p>To be able to adjust to rules from small and large games.</p>	<p>To be able to explain why we warm up and cool down.</p> <p>To develop ideas how to warm up and cool down.</p> <p>To understand full rules of games and follow the rules.</p>	<p>To be able to show and explain how to warm up and cool down and reasons why it is important.</p> <p>To understand full rules and be able to play/ref/umpire games fairly.</p>
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