



Skills Progression Map - to be used in conjunction with PE Hub Planning

Physical Education

EYFS

In the Early Years Foundation Stage (EYFS), Physical Education (P.E.) is taught through a combination of structured indoor and outdoor lessons as well as through carefully selected class based activities that follow the prime area of Physical Development (P.D.). P.E. and P.D. are both very highly regarded within the EYFS as they help to support the development of all other areas. Children will develop their fine and gross motor skills through activities such as riding bikes/scooters, climbing, throwing and catching, jumping and running in different directions and at varying speeds. Within P.E. these skills will be conditioned in the units of gymnastics, dance, body management, speed agility travel and manipulation and coordination. Safety within P.E. and P.D. is also taught through showing children how to transport and store equipment safely as well as demonstrating how to manage risks through make sensible choices when encountering new challenges. As part of the Health and Self Care area of P.D. children are encouraged to become increasingly independent when changing into and out of their P.E. kit/uniform, including the opening/closing of buttons and zips. An introduction into factors that contributing to a healthy lifestyle through exercise, healthy food choices, sleeping and hygiene are also worked on throughout the year. All of the skills in relation to physical movement as well as health and self-care come together to form a solid foundation for children to be built upon in Year 1.

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<p>Acquiring and developing skills</p> <p>Explore movement ideas and respond imaginatively to a range of stimuli.</p> <p>Move confidently and safely in their own and general space, using changes of speed, level and direction.</p> <p>Selecting and applying skills, tactics and compositional ideas</p> <p>Compose and link movement to make simple dances with clear beginnings, middles and ends</p> <p>Perform movement phrases using a range of body actions and body parts</p> <p>Knowledge and understanding of fitness and health</p> <p>Recognise how their body feels when still and exercising</p>	<p>Acquiring and developing skills</p> <p>Explore, remember, repeat and link a range of actions with co-ordination, control and an awareness of the expressive qualities of dance</p> <p>Selecting and applying skills, tactics and compositional ideas</p> <p>Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas</p> <p>Knowledge and understanding of fitness and health</p> <p>Recognise and describe how different dance activities make them feel</p> <p>Understand the importance of warming up and cooling down</p>	<p>Acquiring and developing skills</p> <p>Improvise freely on their own and with a partner, translating ideas from a stimulus into movement</p> <p>Selecting and applying skills, tactics and compositional ideas</p> <p>Create and link dance phrases using a simple dance structure or motif</p> <p>Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups</p> <p>Knowledge and understanding of fitness and health</p> <p>Keep up activity over a period of time and know they need to warm up and cool down for dance</p>	<p>Acquiring and developing skills</p> <p>Explore and create characters and narratives in response to a range of stimuli</p> <p>Selecting and applying skills, tactics and compositional ideas</p> <p>Use simple choreographic principles to create motifs and narrative</p> <p>Perform complex dance phrases and dances that communicate character and narrative</p> <p>Knowledge and understanding of fitness and health</p> <p>Know and describe what you need to do to warm up and cool down for dance</p>	<p>Acquiring and developing skills</p> <p>Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group</p> <p>Selecting and applying skills, tactics and compositional ideas</p> <p>Compose dances by using adapting and developing steps, formations and patterning from different dance styles</p> <p>Perform dances expressively, using a range of performance skills</p> <p>Knowledge and understanding of fitness and health</p> <p>Organise their own warm-up and cool-down activities to suit the dance</p> <p>Show an understanding of why it is important to warm up and cool down</p>	<p>Acquiring and developing skills</p> <p>Explore, improvise and combine movement ideas fluently and effectively</p> <p>Selecting and applying skills, tactics and compositional ideas</p> <p>Create and structure motifs, phrases, sections and whole dances</p> <p>Begin to use basic compositional principles when creating their dances</p> <p>Knowledge and understanding of fitness and health</p> <p>Understand why dance is good for their fitness, health and wellbeing</p> <p>Prepare effectively for dancing</p>

	Evaluating and improving performance	Evaluating and improving performance	Evaluating and improving performance	Evaluating and improving performance	Evaluating and improving performance	Evaluating and improving performance
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics: > Run, jump, throw	Running running in a restricted area e.g. lines on a running track following instructions – ready steady go knowing what is meant by start and finish changing speed Jumping Introduce 5 basic jumps: 2 - 2, 2 - 1, 1 - 2, 1 to same, 1 to other [link with gymnastics and dance] jumping two feet to two feet jumping with a run jumping from one spot to another jumping from one line to another Hopping hopping along a line Skipping increasing speed of	Running running creating speed running moving away from another person working in a team know to run through the finish line and not to slow down following instructions - ready steady go Jumping with height and distance/height from standing still and moving Throwing a ball using over arm pull action	Running sprinting- reaching for the line starting a race running longer distance Jumping increased height/distance Throwing faster release, whip through Working as a team relay/obstacle	Running starts and finishes reaction time pacing running bends Jumping triple jump and combined steps Throwing to include: vortex howler javelin darts and dart board [think about this as an indoor/classroom skill learning opportunity – link with maths] Working as a team relays obstacle using a baton in a shuttle relay	Running 600/60 tactical race buddy running difference between 600m running and 60m running Hurdling spring reach reaction body position Jumping combined steps using a take-off board or designated area Throwing shot vortex discus investigate techniques used in each throwing event (comparison of the three throwing techniques) Working as a team circular relays receiving baton from behind Officiating	Circular Relay relay change overs on the run Middle distance pacing strategies 800m tactical race Hurdling minimising space rhythm timing Throwing rotation for discus slide for shot Jumping jumping into sand pit Officiating long jump high jump

	skipping as move forward Cooperation working as a team taking turns					sprinting in lanes
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	Travelling changing pace: fast, slow changing direction: forward, backward, sideways consolidation of receptions skills and learning how to apply them in different situations jumping with some control climbing up and down ropes make sure hand cross over rather than slide [watch rope burn]	Travelling continuously moving from high to low, to high. exploring ways of changing level as they travel and know which are easy and which are hard. Introduction to flight Jumping and landing 5 basic jumps springboard jumps land with increased control link movements Balance - development of taking weight on different body parts. Points: knees, toes, hips, hands Patches: back, tummy, shoulders Stretching curling, tucking forward roll to straddle teddy bear roll	Travelling- Pathways under, over, round, through, on top, next to, beside, beneath, up link more complex movements collaborate with a partner repeat movements Stretching and curling Climbing ropes, wall bars, pulling stretching shapes, tension, core strength, suspension Hanging Pulling ropes, wall bars Rolling development of forward and backward rolls and to front support forward in to balance Flight on to and off apparatus moment of time with no contact on the ground	Travelling turning as travel spinning building up to 360 degree turns revisit levels onto, on along and off apparatus making use of mats and floor: floor is apparatus sequence of skills before on or on and off the other side speed in run ups and hurdle steps [this may be for the children who are being challenged. considerable control is needed] forward roll off box start low cartwheels over benches make use of apparatus partner	Travelling - building on Year 4 under over through round next to select and develop travelling skills e.g. forward rolls, cartwheels sliding in and out link in movement sequence develop accuracy and consistency Balance To move in to and out of balances on and off apparatus move with control and precision link movements work with a partner leading in to tension planks and dishes Matching and Mirroring with a partner in a group select skills [flight, balance, rolling etc.] and arrange in	Travelling Counterbalance counter tension large base small base working with partner working in group tumbling create movement sequence change in levels, direction, speed routine for an audience Stretching and curling cannon and synchronisation forward rolls backward rolls cartwheels handstand forward rolls turning on ropes climbing ropes

	<p>from curl in to stretch</p> <p>Taking weight</p> <p>taking weight on different parts of the body</p> <p>[back, bottom, tummy, side, hands]</p> <p>move, pause, move</p> <p>introduce handstand/inversion [upside down]</p> <p>bunny jumps more hip height</p> <p>beginnings of cartwheel</p> <p>developing muscle memory</p>	<p>shoulder stand</p> <p>forwards</p> <p>backwards</p> <p>with control</p> <p>slowly/quickly</p> <p>leading in to forward rolls, backward rolls</p> <p>caterpillar moves- arching curling [street dance]</p>	<p>body shape in the air</p> <p>landing from a height</p> <p>working with a partner</p> <p>linking moves together</p> <p>move with fluency</p> <p>Balance Movement skills</p> <p>developing ability to feel a balance on different body parts</p> <p>large parts</p> <p>small parts</p> <p>moment of stillness</p> <p>controlled movement</p> <p>static and dynamic balances</p>	<p>group</p> <p>Balance</p> <p>To move in to and out of balance</p> <p>on and off apparatus</p> <p>move with control and precision</p> <p>link movements</p> <p>work with a partner</p> <p>leading in to tension</p> <p>planks and dishes</p>	<p>sequence</p> <p>on and off apparatus</p> <p>show accuracy change direction/speed/levels</p> <p>Holes and Barriers</p> <p>under over through round next to</p> <p>select and develop skills e.g. forward rolls, cartwheels.</p> <p>bridges</p> <p>sliding in and out</p> <p>link in movement sequence</p> <p>develop accuracy and consistency</p> <p>Symmetry and Asymmetry</p> <p>with a partner in a group</p> <p>select skills [flight, balance, rolling etc.] and arrange in sequence</p> <p>on and off apparatus</p> <p>show accuracy</p> <p>change direction/speed/levels</p> <p>innovate</p>	
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Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Games:</p> <ul style="list-style-type: none"> ➤ Hit, catch, run ➤ Send and return ➤ Attack, defend, shoot 	<p>Acquiring and developing skills</p> <p>Be confident and safe in the spaces used to play games</p> <p>Explore and use skills, actions and ideas individually and in combination to suit the game they are playing</p> <p>Selecting and applying skills, tactics and compositional ideas</p> <p>Choose and use skills effectively for particular games</p> <p>Knowledge and understanding of fitness and health</p> <p>Know that being active is good for them and fun</p> <p>Evaluating and improving performance</p> <p>Watch, copy and describe what others are doing</p> <p>Describe what they are doing</p>	<p>Acquiring and developing skills</p> <p>Improve the way they coordinate and control their bodies and a range of equipment</p> <p>Remember, repeat and link combinations of skills</p> <p>Selecting and applying skills, tactics and compositional ideas</p> <p>Choose, use and vary simple tactics</p> <p>Knowledge and understanding of fitness and health</p> <p>Recognise and describe what their bodies feel like during different types of activity</p> <p>Evaluating and improving performance</p> <p>Recognise good quality in performance</p> <p>Use information to improve their work</p>	<p>Acquiring and developing skills</p> <p>Consolidate and improve the quality of their techniques and their ability to link movements</p> <p>Develop the range and consistency of their skills in all games</p> <p>Selecting and applying skills, tactics and compositional ideas</p> <p>Improve their ability to choose and use simple tactics and strategies</p> <p>Keep, adapt and make rules for striking and fielding and net games</p> <p>Knowledge and understanding of fitness and health</p> <p>Know and describe the short term effects of different exercise activities on the body</p> <p>Know how to improve stamina</p> <p>Begin to understand the importance of warming up</p> <p>Evaluating and improving performance</p> <p>Recognise good performance and identify the parts of a performance that need improving</p> <p>Use what they have learned to improve their work</p>	<p>Acquiring and developing skills</p> <p>Develop the range and consistency of their skills in all games</p> <p>Selecting and applying skills, tactics and compositional ideas</p> <p>Devise and use rules</p> <p>Keep, adapt and make rules for striking and fielding and net games</p> <p>Use and adapt tactics in different situations</p> <p>Knowledge and understanding of fitness and health</p> <p>Recognise which activities help their speed, strength and stamina and know when they are important in games</p> <p>Recognise how specific activities affect their bodies</p> <p>Evaluating and improving performance</p> <p>Explain their ideas and plans</p> <p>Recognise aspects of their work that need improving</p> <p>Suggest practices to improve their play</p>	<p>Acquiring and developing skills</p> <p>Develop a broader range of techniques and skills for attacking and defending</p> <p>Develop consistency in their skills</p> <p>Selecting and applying skills, tactics and compositional ideas</p> <p>Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations</p> <p>Choose and apply skills more consistently in all activities</p> <p>Knowledge and understanding of fitness and health</p> <p>Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance</p> <p>Understand why exercise is good for their fitness, health and wellbeing</p> <p>Evaluating and improving performance</p> <p>Understand why exercise is good for their fitness, health and wellbeing</p> <p>Choose and use information to evaluate their own and others' work</p>	<p>Acquiring and developing skills</p> <p>Choose, combine and perform skills more fluently and effectively in invasion, striking and net games</p> <p>Selecting and applying skills, tactics and compositional ideas</p> <p>Understand, choose and apply a range of tactics and strategies for defence and attack</p> <p>Use these tactics and strategies more consistently in similar games</p> <p>Knowledge and understanding of fitness and health</p> <p>Understand why exercise is good for their fitness, health and wellbeing</p> <p>Understand the need to prepare properly for games</p> <p>Evaluating and improving performance</p> <p>Develop their ability to evaluate their own and others' work, and to suggest ways to improve it</p> <p>Know why warming up and cooling down are important</p>

					Suggest improvements in own and others' performances	
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
OAA - Outdoor and Adventurous Activity			Acquiring and developing skills Describe their work and the strategies they use to solve problems Independently identify factors needed to complete a task Use acquired skills to create maps and directions Selecting and applying skills, tactics and compositional ideas Identify and use symbols on a map to navigate Play competitively and fairly implementing the rules Knowledge and understanding of fitness and health Perform with strength, stamina and endurance in more physical tasks Evaluating and improving performance Lead others and be led Can work with others to solve problems	Acquiring and developing skills Develop the range and consistency of their skills and work with others to solve challenges Selecting and applying skills, tactics and compositional ideas Choose and apply strategies and skills to meet the requirements of a task or challenge Knowledge and understanding of fitness and health Recognise the effect of different activities on the body and to prepare for them physically Work safely Evaluating and improving performance Describe and evaluate their own and others' performances, and identify areas that need improving	Acquiring and developing skills Recall and remember symbols, items and objects during task as an individual and team Play a role in problem solving Selecting and applying skills, tactics and compositional ideas Communicate using code Knowledge and understanding of fitness and health Work at a high intensity for sustained period whilst completing a task Evaluating and improving performance Compete against others and perform under pressure Explore and refine ways of communicating to best complete a set task Evidence results and keep score	Acquiring and developing skills Develop and refine orienteering and problem solving skills when working in groups and on their own Selecting and applying skills, tactics and compositional ideas Decide what approach to use to meet the challenge set Adapt their skills and understanding as they move from familiar to unfamiliar environments Knowledge and understanding of fitness and health Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing Evaluating and improving performance See the importance of a group or team plan, and the value of pooling ideas Improve their performance by changing or adapting their approaches as needed