



Mickley Village Primary School

P.E Skills Progression Map

<i>UNDERSTANDING GAMES – Children can...</i>			
<i>Foundation Stage</i>	<i>Year 1</i>	<i>Year 2</i>	
<ul style="list-style-type: none"> • Work individually and with others. • Engage in cooperative physical activities • Participate in team games. • Understand how to use equipment successfully. 	<ul style="list-style-type: none"> • Begin to apply the basic movements in a range of activities. • Work individually and with others. • Engage in cooperative physical activities. • Engage in competitive physical activities (both against self and against others). • Participate in team games. • Understand how to use equipment safely. 	<ul style="list-style-type: none"> • Engage in competitive physical activities (both against self and against others). • Participate in team games. • Develop simple tactics for attacking and defending. • Able to reflect on and develop skills to improve. • Understand how to use equipment safely. 	
<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<ul style="list-style-type: none"> • Become familiar with basic rules of games and begin to apply them in basic situations. • Identify when they are successful and the next steps in their learning. • Identify the sporting spirit values. • Understand how to use equipment safely. 	<ul style="list-style-type: none"> • Become familiar with basic rules of games and begin to apply them in basic situations. • Identify when they are successful and the next steps in their learning. • Identify the sporting spirit values. • Understand how to use equipment safely. 	<ul style="list-style-type: none"> • Show a good understanding of a variety of games. • Adapt rules of a game for an intended purpose. • Assess their own performance and the performance of others to identify areas for development. • Consistently demonstrate the sporting values in a range of games situations • Understand how to use equipment safely. 	<ul style="list-style-type: none"> • Show a good understanding of a variety of games. • Adapt rules of a game for an intended purpose. • Assess their own performance and the performance of others to identify areas for development. • Consistently demonstrate the sporting values in a range of games situations • Understand how to use equipment safely.

<i>INVASION GAMES – Children can...</i>				
<i>Foundation Stage</i>	<i>Year 1</i>		<i>Year 2</i>	
<ul style="list-style-type: none"> • Move and stop confidently, negotiating the space around them effectively. • Show good control over their bodies when exploring different skills. • Start showing an ability to use their dominant hand to work with a partner in different activities. • Roll a ball or hoop. • Throw a ball underarm. • Explore balancing. 	<ul style="list-style-type: none"> • Confidently keep themselves safe in the space in which an activity/game is being played. • Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. • Show ability to work with a partner in throwing and catching games. • Throw a ball accurately to a target using increasing control. • Explore throwing and catching in different ways. • Explore kicking in different ways with increasing control. 		<ul style="list-style-type: none"> • Improve the way they co-ordinate and control their bodies in various activities. • Repeat and link combinations of skills where necessary. • Develop basic tactics in simple team games and use them appropriately. • Choose, use a variety simple tactics. • Catch and control a ball in movement working with a partner or in a small group. • Take part in games where there is an opposition. • Decide where to stand during a team game, to support the game. • Begin to lead others in a simple team game. • Stop the ball and pass to a teammate accurately. • Understand how to intercept a moving ball. • Understand the role of an attacker and defender. 	
<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>		<i>Year 6</i>
<ul style="list-style-type: none"> • Move with a ball towards goals with increasing control. • Understand their role as an attacker and a defender. • Move into space to help support a team/teammate. • Defend against an opponent and try to win the ball. 	<ul style="list-style-type: none"> • Pass, receive and shoot the ball with increasing control. • Work as part of a team to keep possession and score goals when attacking. • Defend one on one and know when and how to win the ball. • Use simple tactics to help a team score or gain possession. 	<ul style="list-style-type: none"> • Understand that there are different skills for different situations and begin to use these. • Move into space effectively to help my team attack. • Play in a range of positions and know how to contribute when attacking and defending. • Pass, receive and shoot the ball with some control under some pressure. 		<ul style="list-style-type: none"> • Pass, receive and shoot the ball with increasing control under pressure. • Select the appropriate action for the appropriate situation. • Create and use a variety of different tactics to help the team. • Select and apply different movement skills to lose a defender. • Use marking, and/or interception to improve defending.

STRIKING GAMES – Children can...				
<u>Foundation Stage</u>		<u>Year 1</u>		<u>Year 2</u>
<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> Confidently keep themselves safe in the space in which an activity/game is being played. Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. Show ability to work with a partner in throwing and catching games. Throw the ball accurately underarm to a target using increasing control. Show increasing control when rolling an object. Hit a ball with control using an appropriate object. Explore throwing and catching in different ways. Hit a ball back to a partner. Move around the court using a variety of movement patterns. 		<ul style="list-style-type: none"> Improve the way they co-ordinate and control their bodies in various activities. Repeat and link combinations of skills where necessary. Choose, use a variety simple tactics. Catch and control a ball in movement working with a partner or in a small group. Take part in games where there is an opposition. Decide where to stand during a team game, to support the game. Begin to lead others in a simple team game. Hit a ball accurately using a piece of equipment. Develop hand eye co-ordination to be able to receive and send balls using equipment. Play a continuous game. Use a range of basic racket skills and begin to have a range of shots. Demonstrate good footwork on the court.
<u>Year 3</u>		<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> Use overarm and underarm throwing and catching skills. Begin to strike a ball after a bounce. Bowl a ball towards a target. Develop an understanding of tactics and begin to use them in game situations. 		<ul style="list-style-type: none"> Use overarm and underarm throwing and catching skills with increasing accuracy. Strike a ball after one bounce. Bowl a ball with some accuracy and consistency. Choose and use simple tactics for different situations. 	<ul style="list-style-type: none"> Sometimes strike a bowled ball. Begin to use a wider range of skills and use these under some pressure. Use tactics effectively in a competitive situation. 	<ul style="list-style-type: none"> Strike a bowled ball with increasing consistency. Use some tactics in a same as a batter, bowler and fielder. Select an appropriate action for the situation.

DANCE – Children can...			
<u>Foundation Stage</u>	<u>Year 1</u>	<u>Year 2</u>	
<ul style="list-style-type: none"> Explore and copy basic body actions and rhythms. Negotiate space confidently, using appropriate strategies. Use my body to imitate motifs from stories and topics such as animals, trees, etc... Begin to respond with their bodies to different types of music. 	<ul style="list-style-type: none"> Explore movement ideas and respond to a range of stimuli. Move confidently and safely in their own general space using changes of speed, level and directions. Compose and link movements to make simple beginnings, middles and ends. Perform movement phrases using a range of body actions and body parts. 	<ul style="list-style-type: none"> Explore, remember, repeat and link a range of actions with co-ordination, control and awareness of the expressive qualities of dance. Explore the change of rhythm, speed, level and direction. Compose and perform short dances that express and communicate moods, ideas and feelings choosing and carrying simple compositional ideas. 	
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> Create dance phrases that communicate ideas. Create dance phrases with a partner and in a small group using canon and unison. Repeat, remember and perform these phrases in a dance. Use dynamic and expressive qualities in relation to an idea. Use counts to keep in time with a group and the music. 	<ul style="list-style-type: none"> Respond imaginatively to a range of stimuli related to character and narrative. Use simple motifs and movement patterns to structure dance phrases independently, in pairs and in groups. Use formation, canon and unison to develop a dance. Refine, repeat and remember dance phrases and dances. Perform dances clearly and fluently. Describe, interpret and evaluate dance, using appropriate language. 	<ul style="list-style-type: none"> Adapt and refine actions, dynamics and relationships in a dance. Perform different styles of dance clearly and fluently. Recognise and comment on dances, showing an understanding of style. Suggest ways to improve their own and other people's work. 	<ul style="list-style-type: none"> Work creatively and imaginatively individually, with a partner and in a group to choreograph motifs and structure simple dances. Adapt and refine actions, dynamics and relationships to improve a dance. Choreograph a dance using props. Perform dances fluently and with control. Use appropriate language to evaluate and refine their own and others' work.

<u>GYMNASTICS – Children can...</u>				
<u>Foundation Stage</u>	<u>Year 1</u>	<u>Year 2</u>		
<ul style="list-style-type: none"> • Move confidently and safely in their own general space. • Negotiate space effectively – under, round, over equipment and obstacles. • Move and stop, recognising both the commands and acting upon them immediately. • Show contrast with their bodies including tall/short, wide/thin, straight/curved). • Copy simple movements and simple sequences. • Make shapes with their bodies according to commands. • Jump off an object and land appropriately. 	<ul style="list-style-type: none"> • Explore and perform gymnastic actions (pencil/straight, tuck, star, pike, dish and arch) and still shapes. • Move confidently and safely in their own and general space, using change of speed and direction. • Copy, create and link movement phrases with beginnings, middles and ends. • Perform movement phrases using a range of body actions and body parts. • Explore making their body tense, relaxed, stretched and curled. • Explore different ways of stretching, balancing, rolling and travelling. 	<ul style="list-style-type: none"> • Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precisions. • Choose, use and vary simple compositional ideas in the sequence they create and perform, with moderate control. • Create routines which have a clear beginning and ending. • Work with a partner sharing ideas and creating a simple sequence. 		
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	
<ul style="list-style-type: none"> • Use a greater number of their own ideas for movements in response to a task. • Choose and plan sequences of contrasting actions. • Complete actions with increasing balance and control. • Move in unison with a partner. • Choose actions that flow well into the one another. • Adapt sequences to suit different types of apparatus. • With help, recognise how performances could be improved. 	<ul style="list-style-type: none"> • Safely perform balances individually and with a partner. • Plan and perform sequences with a partner that include a change of level and shape. • Understand how body tension can improve the control and quality of their movements. • Watch, describe and suggest possible improvements to a performance. 	<ul style="list-style-type: none"> • Create and perform sequences using apparatus, individually and with a partner. • Use set criteria to make simple judgements about performances and suggest ways they could be improved. • Use canon and synchronisation and matching and mirroring when performing with a partner and a group and say how it affects the performance. • Use strength and flexibility to improve the quality of a performance. 	<ul style="list-style-type: none"> • Understand what counterbalance and counter tension is and show examples with a partner. • Combine and perform gymnastic actions, shapes and balances with control and fluency. • Create a perform sequences using compositional devices to improve the quality. • Suggest changes and use feedback to improve a sequence. 	

<i>ATHLETICS – Children can...</i>			
<i>Foundation Stage</i>	<i>Year 1</i>	<i>Year 2</i>	
<ul style="list-style-type: none"> • Learn the skills of running, jumping and throwing with a range of equipment. • Vary speed or running based on commands given. • Use comparative language i.e faster, longer, and be able to physically demonstrate this. 	<ul style="list-style-type: none"> • Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and co-ordination. • Develop the following skills with increasing accuracy and velocity: <ul style="list-style-type: none"> ○ Explore and throw a variety of objects with one hand. ○ Jump from a stationary position with control. ○ Change speed and direction whilst running. 		
<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<ul style="list-style-type: none"> • Run at fast, medium and slow speeds. • Use different take off and landings when jumping. • Develop jumping for distance and height. • Take part in a relay activity remembering when to run and what to do. • Throw a variety of objects, changing my action for accuracy and distance. • Record my distances, numbers and times. 	<ul style="list-style-type: none"> • Demonstrate the difference between sprinting and running over varying distances. • Demonstrate different throwing techniques. • Jump for distance and height with control and balance. • Throw with some accuracy and power into a target. 	<ul style="list-style-type: none"> • Choose the best pace for a running event. • Perform a range of jumps showing some technique. • Show control at take-off in some jumping activities. • Show accuracy and good technique when throwing for distance. • Understand how stamina and power help people to perform well in different athletic activities. • Lead a partner through short warm-up routines. 	<ul style="list-style-type: none"> • Select and apply the best pace for the running event. • Exchange a baton with success. • Perform jumps for height and distance using good techniques. • Show accuracy and good throwing for distance. • Lead a small group through a short warm-up routine.

<u>OAA – Children can...</u>			
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> • Accurately follow and give instructions • Communicate ideas and listen to others. • Work effectively with a partner and a small group. • Develop basic map reading skills. • Identify key symbols on a map and use a key to help navigate around a grid. • Plan and apply strategies to solve problems. • Reflect on when and why I was successful at solving challenges. 		<ul style="list-style-type: none"> • Work effectively with a partner and a group. • Use critical thinking to form ideas. • Pool ideas within a group, selecting and applying the best method to solve a problem. • Reflect on why and how they are successful at solving challenges and adapt methods in order to improve. • Orientate a map efficiently to navigate around a course. 	
<i>Playground course</i>		<i>Playground, field and forest schools courses</i>	

<u>SWIMMING – Children can...</u>
<u>Year 5</u>
<p>A programme of swimming study delivered by local swimming coaches. An opportunity for all pupils to develop water confidence through a range of exercises, games and drills. Pupils will be taught about water safety and safe self-rescue. They will develop kicking, arm pull and breathing techniques as well as correct body position to improve buoyancy and stroke efficiency</p> <p><u>Targets</u></p> <ul style="list-style-type: none"> • Swim confidently and proficiently over a distance of at least 25m. • Use all 3 strokes effectively (front crawl, breast stroke and back stroke) • Perform safe-self rescue in different water-based situations