

# Physical Education

## Key Skills Progression Map

Year Group	Autumn		Spring		Summer	
<b>1</b>	<p><b><u>Travelling</u></b></p> <ul style="list-style-type: none"> <li>Show basic control and coordination when travelling.</li> <li>Use space and apparatus safely.</li> <li>Travel by rolling forwards, backwards and sideways.</li> <li>Describe a sequence help remember it</li> <li>Use words such as rolling and travelling.</li> <li>Enjoy repeating the same sequence exactly.</li> </ul>	<p><b><u>Travelling with the ball</u></b></p> <ul style="list-style-type: none"> <li>Understand what will happen when I move into a space and I am aware of others when I move.</li> <li>Catch a bean bag and a medium sized ball.</li> <li>Move in line with the ball when tracking it.</li> <li>Intercept, retrieve, stop and catch a bean bag and a medium sized ball.</li> <li>Know why being active is good for the heart.</li> </ul>	<p><b><u>Creating Games</u></b></p> <ul style="list-style-type: none"> <li>Describe basic rules, how to score and decide what skills to use to outwit an opponent.</li> <li>How to play simple versions of games with a partner.</li> <li>Perform ways of sending a ball by hitting, throwing, rolling or striking it.</li> <li>Say what I and others are doing.</li> </ul>	<p><b><u>Taking weight on different parts.</u></b></p> <ul style="list-style-type: none"> <li>To copy the basic actions of gymnasts.</li> <li>Show basic control when keeping still.</li> <li>Make their body tense, relaxed, stretched and curled.</li> <li>Hold a position whilst balancing on different parts of the body.</li> <li>To link at least two or more elements with start and finish shape.</li> <li>Choose and link 2 'like' actions.</li> </ul>	<p><b><u>Receiving</u></b></p> <ul style="list-style-type: none"> <li>Make decisions early in games and show awareness of others in space.</li> <li>Perform ways of sending a ball.</li> <li>Remember what tactics I used in my game.</li> <li>Catch a medium sized ball with consistency.</li> <li>Describe basic rules, how to score and decide what skills to use to outwit an opponent.</li> <li>Describe ways to make my day more active.</li> </ul>	<p><b><u>Telling a story through Dance yr 1 unit 4</u></b></p> <ul style="list-style-type: none"> <li>Remember basic actions and can move with control.</li> <li>Choose my own movements for my dance.</li> <li>Combine movements using different parts of my body.</li> <li>Develop a dance with a clear beginning middle and ending.</li> <li>Show some sense of dynamic and rhythmic qualities in my dance.</li> <li>Say what I see using simple dance vocabulary, thinking about body actions and simple expressive and dynamic qualities of movement.</li> </ul>

2

**Dribbling**

- Perform basic skills with control and accuracy - when dribbling the ball with hands and feet.
- Show awareness of others in space.
- Make simple decisions in simple competitive games.
- Choose and use games skills when playing simple competitive games.
- Describe how their bodies feel when they play different games.

**Throwing and catching**

- Perform basic skills with control and accuracy - when throwing and catching.
- To have good coordination of their body and equipment.
- Apply my games skills when playing simple competitive games.
- Score and keep the rules of the games that I am taught.
- Recognise and describe successful performances.
- How to share and use the space, apparatus and equipment safely.

**Parts high and Low**

- Perform the basic gymnastic actions with control, coordination and variety.
- To move smoothly between shapes and actions.
- Show contrast in shape.
- Create and perform a sequence of at least 4 elements, with a clear starting position.
- Describe what they and others have done.

**Jumping and landing**

- Create a sequence with 4 elements and be able to repeat the sequence.
- Jump in a variety of ways and land with increasing control and balance.
- Be able to say why they think gymnastic actions are being performed well.
- Recognise how they feel after exercise.
- Describe what their bodies feel like during gymnastic activity.
- Climb safely on equipment.

**Performing a style of dance**

- Learn a style of dance - the Salsa
- Use dance vocabulary to describe dance performances and suggest improvements.
- Explore ideas, moods and feelings by improvising and experimenting with actions dynamics, directions and levels.
- Perform a short dance, linking actions with fluency, control and expression.
- Create and perform a dance phrase that expresses an idea, mood or feeling.
- Describe how to work well with a partner.

**Running, Jumping and hopping**

- Perform basic skills with control and accuracy - running, jumping and hopping.
- Recognise and describe successful performances.
- Improve the way they coordinate their bodies.
- Show awareness of others and make simple decisions in simple competitive games.

# 3

## Outdoor and Adventurous Activities

- Identify where I am by using simple plans and diagrams of familiar environments.
- Use simple plans and diagrams to help me follow a trail and go from one place to another.
- Work increasingly cooperatively with others, discussing how to follow trails and solve problems.
- Comment on how I tackle tasks.
- Describe how to work and behave safely, when working on my own and in groups.

## Invasion games – 'passing'

- Throw and catch with control to keep possession and score goals.
- Create space and use it to support team mates, causing problems for the opposition.
- Throw a ball for distance.
- Suggest what needs practising and what we are doing well when playing invasion games.
- Explain why it is important to warm up and cool down.
- Play fairly and abide by rules to keep games going.

## Stretching and curling

- Refine movements into sequences.
- Choose and plan sequences of contrasting actions.
- With help, recognise how performances could be improved.
- Compare and contrast gymnastic sequences, commenting on similarities and differences.
- Identify some muscle groups used in gymnastic activities.
- Show a kinaesthetic sense in order to improve the placement and alignment of body parts.

## Net/wall games – Directing the ball

- Keep possession with some success when using equipment that is not used in throwing and catching games.
- Select simple tactics to outwit opponents and explain why they work.
- Hit a bowled ball with intent.
- Suggest what needs practising and what we are doing well when playing invasion games.

## Tennis – sending and receiving

- Use a small range of racket skills.
- Select some simple tactics to outwit opponents and explain how they work.
- Suggest what needs practising and what we are doing well when playing invasion games.
- Understand and describe why it is important to warm up and cool down.
- Understand how to lead small groups in warm up activities.

## Athletics 'Running, throwing and jumping'

- Link running and jumping activities with some fluency, control and consistency.
- Make up and teach others a short sequence of linked jumps.
- Run at fast, medium and slow speeds, changing speed and direction.
- Take part in a relay activity, remembering when to run and what to do.
- Throw a variety of objects, changing their action for accuracy and distance.
- Describe how to warm up and cool down safely for running, jumping and throwing.

# 4

## Outdoor and Adventurous Activities

- Use maps and diagrams to orientate myself and travel around a simple course.
- Respond when the task or environment changes and the challenge increases.
- Identify strengths and weaknesses in the way challenges were approached; suggest alternative solutions.
- Show initiative when working in a group.
- Describe how to respond to problems in a well thought out and planned way.
- Describe how to work with others sensibly.

## Invasion Games – Support play and formations.

- Play games with some fluency and accuracy, using a range of throwing and catching techniques.
- Use a variety of simple tactics for attacking well, keeping possession of a ball as a team.
- Understand how to defend as well as attack.
- Watch and describe others performances, as well as their own and suggest practices that will help me and others play better.
- Describe how strength, speed and stamina can be improved by playing invasion games.

## Balance

- Suggest warm up activities.
- Plan, perform and repeat longer sequences that include changes of speed, level and quality of movement.
- Adapt their own movements to include a partner in a sequence.
- Recognise criteria that lead to improvement. E.g changing a level.
- Suggest improvements to their own performance.

## Bridges

- Lead a partner through short warm up activities.
- Create and perform a sequence of at least six elements with control.
- Watch, describe and suggest possible improvements to others' performances.
- Understand that strength and suppleness can be improved.

## Tennis – sending and receiving

- Develop the range of basic racket skills with some consistency.
- Select and practice a range of simple tactics for sending the ball in different ways to make it difficult for my opponent.
- Identify strengths and weaknesses in my own and others play and suggest ways to improve it.
- Describe why the heart beats faster when exercising.

## Athletics Developing good running, throwing and jumping techniques

- Understand and demonstrate the difference between sprinting and running for sustained periods;
- Know and demonstrate a range of throwing techniques;
- Throw with some accuracy and power into a target area;
- Perform a range of jumps, showing consistent technique and sometimes using a short run-up;
- Play different roles in small groups;
- Relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up;
- Compare and contrast performances using appropriate language.

# 5

## Dance - 'Formations in historical dance'

- Perform different styles of dance clearly, rhythmically and fluently.
- Recognise and comment, using appropriate vocabulary.
- Adapt and refine the way I use weight, space and rhythm in my dance to express myself.
- Make imaginative suggestions in how to improve their own and other people's work.
- Respond to the phrasing of music.
- To compose motifs and plan dances creatively in groups.

## Gymnastics - Flight

- Lead small groups for warm ups.
- Create and perform a partner sequence with at least eight elements.
- Choose actions, body shapes and balances from a wider range of themes and ideas.
- Practise and refine the sequences to include changes in level, speed and direction.
- Adapt their performance to the demands of a task, using their knowledge of composition.

## Outdoor and Adventurous Activities

- Choose and perform skills and strategies effectively.
- Find solutions to problems and challenges.
- Plan, implement and refine the strategies the use and adapt the strategies as necessary.
- Identify what they do well, as an individual and as a group and suggest ways to improve.
- Describe how to prepare physically and organisationally for challenges they are set, taking into account the group safety.
- Describe how to work as a team where roles and responsibilities are understood.

## Invasion games - shooting and keeping

- Pass, dribble and shoot with control in games.
- Identify and use tactics to help my team keep the ball and take it towards the opposition's goal.
- Mark opponents and help each other in defence.
- Pick out things that could be improved in performances and suggest ideas and practices to make them better.
- Describe how to carry out warm up exercises that are helpful for invasion games.

## Tennis - sending and receiving

- Use forehand, backhand and overhead shots increasingly well in games they play.
- Use the volley in games where it is important.
- Use the skills they prefer with competence and consistency.
- Play the full game of short tennis.
- Understand the need for different tactics.
- Choose and use the tactics effectively.
- Choose appropriate warm up exercises and lead a small group.

## Athletics

### 'Set targets and improve performance in running, jumping and throwing activities'

- Choose the best pace for a running event, so that they can sustain their running and improve on a personal target.
- Show control at take-off in jumping activities.
- Show accuracy and good technique when throwing for distance.
- Organise and manage an athletic event well;
- Understand how stamina and power help people to perform well in different athletic activities.
- Identify good athletic performance and explain why it is good using agreed criteria.

# 6

## Counter Balance and tension

- Create complex and well executed sequences that include a full range of movements.
- Vary speed, direction, level and body rotation during floor performances.
- Demonstrate a good kinaesthetic awareness.
- Practise and refine actions shapes and balances.
- Use own criteria to judge performances and suggest ideas to improve other people's work.

## Dance - 'Strictly dance'

- Perform dances fluently with control.
- Use compositional devices of canon, unison, question and answer, contrast and complimentary movements to create a dance phrase.
- Work creatively and imaginatively individually, with a partner and as part of a group to compose motifs and structure simple dances with attention to dynamics.
- Use appropriate criteria to evaluate and refine my own and others work.
- Talk about dance with understanding, using appropriate language and terminology and as awareness of artistic intention.

## Invasion Games - Team work and formations

- Use different techniques for passing controlling dribbling and shooting in ball games.
- Play effectively as part of a team; know what position I am playing in and how to contribute when attacking and defending.
- Understand strengths and weaknesses in games and suggest ways to improve performance.
- Apply basic principles of team play to keep possession of the ball; use marking, tackling and or interception to improve my defence.
- Describe how to warm up and get ready for playing games safely.

## Outdoor and Adventurous Activities

- Apply techniques and skills with consistency and quality in familiar environments and with some success in unfamiliar ones.
- Be clear about the nature of the task set and show some initiative in responding to it.
- Identify and describe elements of performance and technique which are effective.
- Explain what needs to be practised and improved
- Describe how to help others to improve by giving effective, focused and positive feedback.

## Tennis - sending and receiving

- Choose and use a combination of skills with confidence, accuracy and consistent quality.
- Use a sound understanding of the principles of play when planning my approach to the game.
- Work effectively to choose and put into practice tactics for attacking and defending.
- Identify the main aspects of a good performance, recognise weaknesses and suggest how a performance could be improved.
- Describe how to prepare for games, devising effective routines.
- Explain the importance of cooling down.

## Athletics 'Set targets and improve performance in running, jumping and throwing activities'

- Use refined techniques in a wide range of running, jumping and throwing events and activities.
- Demonstrate a good understanding of the principles of effective athletic performance.
- Focus my efforts on specific aspects of my technique.
- Organise themselves in small groups safely and take part in different roles.
- Recognise alternative approaches and respond quickly to challenges.
- Organise themselves safely and take turns in different roles.

