



Glenthorne Community Primary School

Physical Education Skills Progression Map



Key Stage 1

Attainment Overview

Children should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Children are taught to:

- 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.

Skills across Year 1 and 2- each area of PE

| Area | Year 1 | Year 2 |
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| Gymnastics | 1. Perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required 2. Manage the space safely, showing good awareness of each other, mats and apparatus 3. Make up and perform simple movement phrases in response to simple tasks 4. Know when their body is active and talk about the difference between tension and relaxation | 1. Perform a range of actions with control and coordination 2. Repeat accurately sequences of gymnastic actions 3. Move smoothly from a position of stillness to a travelling movement 4. Move smoothly and in a controlled way from one position of stillness to another |

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| | <p>5. Carry and place appropriate apparatus safely, with guidance</p> | <p>5. Say whether their heart is beating fast or slow, whether their breathing is normal or puffed, and whether they feel hot, warm or cool</p> <p>6. Recognise and avoid risks when handling and placing apparatus</p> <p>7. Describe their own or their partner's sequence accurately, commenting on what it contains and whether it is performed smoothly and with control</p> |
| | <p>1. Link and repeat basic gymnastic actions</p> <p>2. Perform movement phrases with control and accuracy</p> <p>3. Watch and describe accurately a short sequence of basic gymnastic actions, using appropriate language</p> <p>4. Copy a partner's sequence of movement</p> | <p>1. Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end</p> <p>2. Adapt the sequence to include apparatus or a partner</p> <p>3. Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency</p> <p>4. Choose one aspect of their sequence to improve, and say how to improve it</p> |
| Dance | <p>1. Respond to different stimuli with a range of Actions</p> <p>2. Copy and explore basic body actions demonstrated by the teacher</p> <p>3. Copy simple movement patterns from each other and explore the movement</p> <p>4. Know where their heart is and understand why it beats faster when exercising</p> <p>5. Use simple dance vocabulary to describe movement</p> | <p>1. Talk about different stimuli as the starting point for creating dance phrases and short dances</p> <p>2. Explore actions in response to stimuli</p> <p>3. Explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements</p> <p>4. Know that they need to warm up and cool down for dance</p> |
| | <p>1. Choose movements to make into their own phrases with beginnings, middles and ends</p> <p>2. Practise and repeat their movement phrases and perform them in a controlled way</p> <p>3. Talk about dance, linking movement to moods, ideas and feelings</p> | <p>1. Choose and link actions to make short dance phrases that express an idea, mood or feeling, and reflect rhythmic qualities</p> <p>2. Remember and repeat a short dance phrase, showing greater control, co-ordination and spatial awareness</p> <p>3. Perform dance phrases and short dances using rhythmic and dynamic qualities to express moods, ideas and feelings</p> <p>4. Describe dance phrases and expressive qualities</p> |
| Games | <p>1. Move fluently, changing direction and speed easily and avoiding collisions</p> <p>2. Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking</p> | <p>1. Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control</p> <p>2. Show a good awareness of others in running, chasing and</p> |

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| | <p>3. Explain why running and playing games is good for them</p> | <p>avoiding games, making simple decisions about when and where to run 3. Understand and describe changes to their heart rate when playing different games 4. Begin to anticipate what they will feel like after playing games</p> |
| | <p>1. Understand the concept of tracking, and get in line with the ball to receive it 2. Understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming 3. Describe what it feels like when they breathe faster during exercise 4. Describe what they have done or seen others doing</p> | <p>1. Choose and use tactics to suit different situations 2. React to situations in a way that helps their partners and makes it difficult for their opponents 3. Recognise what is successful</p> |
| | <p>1. Use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions 2. Recognise space in their games and use it to their advantage, planning where to stand to make it difficult for opponents</p> | <p>1. Know how to score and keep the rules of the games 2. Copy actions and ideas, and use the information they collect to improve their skills 3. Watch and describe performances accurately</p> |

Key Stage 2

Attainment Overview

Children should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Children are taught to:

- 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

Skills across Year 3, 4, 5 and 6- each area of PE

| Area | Year 3 | Year 4 | Year 5 | Year 6 |
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| Gymnastics | 1. Explore combinations of floor, mats and apparatus, and find different ways of using a shape, balance or travel 2. Practise an action or short sequence of movements, and improve the quality of the actions and transitions 3. Begin to show control, accuracy and fluency of | 1. Perform a range of actions and agilities with consistency, fluency and clarity of movement 2. Make similar or contrasting shapes on the floor and apparatus, working with a partner 3. Combine actions and maintain the quality of performance when performing at the same time as a partner | 1. Perform combinations of actions and agilities that show clear differences between levels, speeds and directions 2. Perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension 3. Take more responsibility for their own warm up | 1. Perform fluently and with control, even when performing difficult combinations 2. Work well with a partner or a small group to practise and refine their work 3. Understand what it is important to include in a warm up for gymnastic activity and understand the importance of a |

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| | <p>movement, whilst developing their flexibility, strength, technique, control and balance</p> <ol style="list-style-type: none"> Understand the importance of warming up Explain the differences between two performances | <ol style="list-style-type: none"> <i>Begin to combine actions to make sequences with changes of speed, level and direction, and clarity of shape</i> <i>Understand that strength and suppleness are key features of gymnastic performance</i> <i>Make simple assessments of performance based on a criterion given by the teacher</i> <i>Fluently combine actions to make sequences with changes of speed, level and direction, and clarity of shape</i> <i>Work with a partner or in small groups to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement</i> <i>Devise routines of stretching exercises that prepare them for their gymnastic work</i> | <ol style="list-style-type: none"> Know how muscles work, how to stretch, and how to carry out strengthening exercises safely Watch and comment on the quality of movements, shapes and balances, and the way apparatus is used Identify which aspects were performed consistently, accurately, fluently and clearly Repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction Adapt sequences to include a partner or a small group Suggest improvements to speed, direction and level in the composition | <p>cool down</p> <ol style="list-style-type: none"> Watch performances and use criteria to make judgements and suggest improvements Make up longer sequences and perform them with fluency and clarity of movement Vary direction, levels and pathways, to improve the look of a sequence Use planned variations and contrasts in actions and speed in their sequences Explain how a sequence is formed, using appropriate terminology to describe technique and composition when evaluating both their own and others' performances |
| Dance | <ol style="list-style-type: none"> Show an imaginative response to different stimuli through their use of language and choice of movement incorporate different qualities and dynamics into their movement Explore and develop new actions while working with a partner or a small group Describe what makes a good dance phrase In simple language, explain why they need to warm up and | <ol style="list-style-type: none"> Think about character and narrative ideas created by the stimulus, and respond through movement Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group Begin to use different compositional ideas to create motifs incorporating unison, canon, action and reaction, | <ol style="list-style-type: none"> Explore, improvise and choose appropriate material to create new motifs in a chosen dance style Perform specific skills and movement patterns for different dance styles with accuracy Warm up and cool down independently Use exercises that stretch and tone their bodies and help them prepare for their dance Use appropriate dance terminology to identify | <ol style="list-style-type: none"> Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns Explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship Identify what types of exercise they need to do to help their dancing Use appropriate language and terminology to describe, interpret and evaluate their own |

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| | <p>cool down</p> <p>6. Use a range of expressive language to describe dance</p> | <p>question and answer</p> <p>4. Show understanding of warming up and cooling down, and choose appropriate activities to do on their own</p> <p>5. Describe and interpret dance movements using appropriate vocabulary</p> <p>6. Remember, practise and combine longer, more complex dance phrases</p> <p>7. Communicate what they want through their dances and perform with fluency and control, showing sensitivity to the accompaniment and to others</p> <p>8. Suggest how dances and performances can be improved, so that they communicate more effectively</p> <p>9. Confidently use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer</p> | <p>and describe different styles in their own and others' dances</p> <p>6. Compose, develop and adapt motifs to make dance phrases and use these in longer dances</p> <p>7. Talk about the relationship between the dance and its accompaniment</p> <p>8. Suggest ways to develop their technique and composition</p> | <p>and others' work</p> <p>5. Select and use a range of compositional ideas to create motifs that demonstrate their dance idea</p> <p>6. Perform with clarity and sensitivity to an accompaniment, communicating a dance idea on their own, with a partner and in a group</p> <p>7. Comment on what works well and explain why</p> |
| <p>Invasion Games</p> | <p>1. Use a range of skills to help them keep possession and control of the ball</p> <p>2. Pass, receive and dribble the ball, keeping control and possession consistently</p> <p>3. Recognise and describe what happens to their breathing and heart when they play games, and begin to link this to how warm they feel</p> <p>4. Explain how to keep</p> | <p>1. Use a range of techniques when passing, e.g. high, low, bounced, fast, slow</p> <p>2. Keep and use rules they are given</p> <p>3. Use the knowledge they are learning in PE to make up suitable warm-up activities for the games they are playing</p> | <p>1. Perform skills with accuracy, confidence and control</p> <p>2. Respond consistently in the games they play, choosing and using skills which meet the needs of the situation</p> <p>3. Suggest ideas for warming up, explaining their choice</p> <p>4. Look for specific things in a game and explain how well they are being done</p> | <p>1. Combine and perform skills with control, adapting them to meet the needs of the situation</p> <p>2. Know the importance of being fit, and what types of fitness are most important for games</p> <p>3. Understand how playing games can contribute to a healthy lifestyle</p> <p>4. Recognise and describe the best points in an</p> |

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| | <p>possession and describe how they and others have achieved it</p> <p>5. Identify which games and activities have the biggest impact when trying to improve stamina</p> <p>6. Describe how some games use short bursts of speed</p> <p>7. Use a range of skills to keep possession and make progress towards a goal, on their own and with others</p> <p>8. Weigh up the options and often make good decisions about what to do</p> <p>9. Identify what they do best and what they find most difficult</p> | | | individual's and a team's performance |
| | <p>1. Apply skills effectively during game situations</p> <p>2. Discuss improvements which could be made to help improve their performance</p> <p>3. Be able to lead an appropriate warm up and cool down</p> | <p>1. Change direction and speed when dribbling the ball</p> <p>2. Suggest how rules could be changed to improve the game</p> <p>3. Know and explain the tactics and skills that they are confident with and use well in games</p> | <p>1. Know the difference between attacking skills and defending skills</p> <p>2. Choose positions in their teams and know how to help when attacking</p> <p>3. Recognise exercises and activities that help strength, speed and stamina</p> <p>4. Explain why a performance is good</p> | <p>1. Perform skills with greater speed</p> <p>2. Choose when to pass or dribble, so that they keep possession and make progress towards the goal</p> <p>3. Identify aspects of their own and others' performances that need improvement, and suggest how to improve them</p> |
| | | <p>1. Show growing consistency and control in games</p> <p>2. Adapt rules in agreement with others and, later, make rules for their own games, which they explain and teach to others</p> <p>3. Begin to use a range of tactics</p> | <p>1. Find and use space to help their team</p> <p>2. Use a variety of tactics to keep the ball, e.g. changing speed and direction</p> <p>3. Recognise parts of a performance that could be</p> | <p>1. Use attacking and defending skills appropriately in games</p> <p>2. Effectively and confidently use a variety of tactics to keep the ball, e.g. changing speed and direction</p> |

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| | | to keep possession of the ball and get into positions to shoot or score 4. Choose different ways of practising tactics and skills | improved, and identify practices that will help | |
| | | 1. Play with greater speed and flow 2. Effectively use a range of tactics to keep possession of the ball and get into positions to shoot or score 3. Have simple plans that they know they can make work 4. Describe the help they need to improve their play | 1. Know and find ways to get the ball towards their opponents' goal 2. Know how to mark and defend their goal(s) | 1. Choose and use different formations to suit the needs of the game 2. Effectively use a variety of skills to attack and defend their goal |
| Striking and Fielding | 1. Use a range of skills with increasing control 2. Begin to strike a ball with intent and throw it more accurately when bowling and/or fielding 3. Work well as a team to make it hard for the opposition 4. Are familiar with and use the rules set, and keep games going without disputes 5. Know the importance of warming up. 6. Intercept and stop the ball with consistency, and sometimes catch the ball 7. Choose and use batting or throwing skills to make the game hard for their opponents 8. Choose where to stand as a fielder to make it hard for the batter | 1. Strike a ball with intent and throw it more accurately when bowling and/or fielding 2. Work well as a team to make it hard for the batter 3. Know the demands that specific activities make on their bodies 4. identify parts of their performance that need improvement, and suggest how to achieve this | 1. Bowl underarm accurately 2. Field with increased accuracy 3. Recognise their own and others' strengths 4. Be able to make contact and hit the ball into space when batting | 1. Vary how they bowl 2. Bat effectively, using different types of shot 3. Throw overarm with accuracy and for a good distance 4. Identify what they need to improve in their performance and suggest how they could do this |
| | | 1. Return the ball quickly and accurately 2. Are familiar with and use the rules set, and keep games going without disputes 3. Apply appropriate tactics to games | 1. Use different ways of bowling 2. Decide when to run after hitting the ball 3. Use tactics which involve bowlers and fielders working together | 1. Direct the ball away from fielders, using different angles and speeds 2. Use tactics which involve bowlers and fielders working together |

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| | 9. Describe what is successful in their own and others' play | | | |
| Athletics | <ol style="list-style-type: none"> 1. Run consistently and smoothly at different speeds 2. Demonstrate different combinations of jumps, showing control, coordination and consistency 3. Throw a range of implements into a target area 4. Carry out stretching and warm-up activities safely 5. Watch and describe specific aspects of running, jumping and throwing styles | <ol style="list-style-type: none"> 1. Throw a range of implements into a target area with consistency and accuracy 2. Recognise that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment 3. Pace their effort well in different types of event so that they can keep going steadily and maintain the quality of their action 4. Recognise and record that their body works differently in different types of challenge and event 5. Suggest, with guidance, a target for improving distance or height | <ol style="list-style-type: none"> 1. Sustain their pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes 2. Throw with greater control, accuracy and efficiency 3. Perform a range of jumps showing power, control and consistency at both take-off and landing 4. Know and understand the basic principles of relay take-overs 5. Perform a range of warm-up activities 6. Explain how warming up can affect their performance 7. Watch a partner's athletic performance and identify the main strengths | <ol style="list-style-type: none"> 1. Sustain their pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes 2. Throw with greater control, accuracy and efficiency 3. Perform a range of jumps showing power, control and consistency at both take-off and landing 4. Say why some athletics activities can improve strength, power or stamina, and explain how these can help their performance in other types of activity 5. Identify parts of the performance that need to be practised and refined, and suggest improvements |
| Orienteering | | <ol style="list-style-type: none"> 1. Use skills with control in problem-solving activities 2. Meet the challenges effectively in teams 3. Prepare themselves effectively and follow safety Procedures 4. Use the repeated trials, courses and challenges to develop and change the approaches they use | <ol style="list-style-type: none"> 1. Read a variety of maps and plans accurately, recognising symbols and features 2. Use physical and teamwork skills well in a variety of different challenges 3. Know how to prepare physically and organisationally to be safe and efficient 4. are clear about what they have to achieve and recognise the importance of planning and thinking as they go | <ol style="list-style-type: none"> 1. Successfully apply their skills and understanding to new challenges and environments 2. Recognise similarities between challenges and choose efficient approaches to new ones 3. Identify what they have done well and adapt plans to be more efficient when facing similar challenges |

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| <p>Net and Wall Games</p> | <ol style="list-style-type: none"> 1. Perform the basic skills needed for the games with control and consistency 2. Keep a game going using a range of different ways of throwing 3. Choose good places to stand when receiving, and give reasons for their choice 4. Identify what activities and exercises they could use in a warm up 5. Recognise what happens to their bodies when playing the games 6. Know why warming up is important 7. Describe what is successful in their own and others' play | <ol style="list-style-type: none"> 1. Vary the speed and direction of the ball 2. Play games using a racket, getting their body into good positions, hitting the ball fed to them accurately, and increasingly keeping a rally going using a small range of shots 3. Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights 4. Use the rules and keep the game going without disputes 5. Identify aspects of their game that need improving, and say how and where they could go about improving them | <ol style="list-style-type: none"> 1. Direct the ball reasonably well towards their opponent's court or target area 2. Show good backswing, follow through and feet positioning 3. Hit the ball with purpose, varying the speed, height and direction 4. Position themselves well on court 5. Carry out warm-up activities carefully and thoroughly 6. Know why warming up is important to help them play better 7. Know what they are successful at and what they need to practise more <p>Try things out and ask for help to perform better</p> | <ol style="list-style-type: none"> 1. Play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game 2. Explain what they are trying to do and why it is a good idea 3. Spot the spaces in their opponent's court and try to hit the ball towards them 4. Give good explanations of how warm-up activities affect the body 5. Know the types of exercise they should concentrate on e.g. speed and flexibility 6. Work well with others, adapting their play to suit their own and others' strengths |
| <p>Swimming (completed in Y3)</p> | <ol style="list-style-type: none"> 1. Begin to swim short distances of between 5 and 20 metres, using aids and later without them 2. Use different arm and leg actions to propel themselves through the water, at first upright and then horizontal, using swimming aids and support 3. Stretch out and keep afloat on the surface, using a number of body shapes 4. Know and explain the rules and routines that keep them safe near water 5. Take care of themselves | | | |

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| | and are aware of others in and around the swimming pool | | | |
| | <p>1. Describe why swimming helps them to be fit and healthy</p> <p>2. Use a range of language to describe what they see and give concise explanations of what they do well</p> <p>3. Swim on their front and back, using arm and leg actions together with smooth coordination</p> <p>4. Use a variety of strokes and personal survival skills to suit the needs of a task</p> | | | |
| | <p>1. Control their breathing and are comfortable on the surface and under water, swimming fluently and with control when using back crawl, front crawl and breaststroke</p> <p>2. Plan how to meet set challenges on their own and in groups</p> <p>3. Explain why their body reacts differently to swimming different distances and times</p> <p>4. Identify aspects of their work that need improvement and suggest ways to practise</p> | | | |
| | <p>1. Use personal survival techniques, including floating, sculling and surface diving</p> <p>2. Recognise their own ability and the demands of different</p> | | | |

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| | <p>challenges, and choose safe and efficient ways to complete challenges successfully</p> <p>3. Describe how swimming affects their heart rate and breathing, and recognise that it is important to control their breathing when swimming</p> <p>4. Realise that smooth swimming demands concentration and good control of arms, legs and breathing</p> | | | |
| | <p>1. Be able to swim a distance of 50 metres using a variety of different strokes</p> <p>2. Be able to confidently perform safe self-rescue in different water-based situations</p> | | | |