



# Read St John's CE Physical Education Skills Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing Skills	<ul style="list-style-type: none"> <li>Beginning to develop skill in movement, avoiding obstacles and moving in a range of ways.</li> <li>Beginning to move with rhythm and control.</li> </ul>	<ul style="list-style-type: none"> <li>Perform fundamental movement skills at a developing level in: <i>Travelling skills.</i> <i>Apply a simple tactic in a 1V1 or 2V2 net type game.</i></li> <li>Engage in simple competitive and cooperative activities.</li> </ul>	<ul style="list-style-type: none"> <li>Perform fundamental movement skills at a developing level and start to master some basic movements in: <i>Travelling skills.</i> <i>Sending skills.</i> <i>Receiving skills.</i></li> <li>Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities.</li> </ul>	<ul style="list-style-type: none"> <li>Master most fundamental skills and start to develop sport specific skills. Develop throwing and catching skills using different sports and activities.</li> <li>Perform using a number of sending and receiving skills with some accuracy.</li> <li>Travelling - change direction easily.</li> <li>Perform travelling, rolling, jumping and balancing skills.</li> <li>Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control.</li> <li>Plan routes around obstacles (e.g. PE apparatus, table / chairs in classroom).</li> <li>Begin to work cooperatively with others to solve challenges</li> </ul>	<ul style="list-style-type: none"> <li>Master fundamental movement skills and start to develop sport specific skills. Develop a broader range of skills using different sports and activities.</li> <li>Perform using a number of sending and receiving skills with consistency and accuracy. Travel with an object i.e. running or dribbling a ball with / without equipment.</li> <li>Perform movements, shapes and balances that are matched and / or mirrored.</li> <li>Perform dances clearly and fluently, show sensitivity to the dance idea and the accompaniment.</li> <li>Orienteate a map consistently and accurately. Follow a simple star orienteering course and simple point to point orienteering course on school grounds recording controls.</li> <li>Work cooperatively with others to solve challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop sport specific skills applying them with coordination and control. Perform a number of skills, i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control.</li> <li>Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance.</li> <li>Perform symmetrical and asymmetrical actions and counter balance and counter tension with a partner.</li> <li>Follow a simple course using eight points of the compass and mark on a map the position of a ground.</li> <li>Work cooperatively with a partner and small group.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop sport specific skills, applying them with control and precision.</li> <li>Perform a number of travelling skills, i.e. with and without equipment, sending and receiving skills with consistency, accuracy, confidence, control and speed.</li> <li>Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively.</li> <li>Follow a simple route on an OS map and keep it set and identify different features and successfully complete a timed orienteering course (competition).</li> <li>Accept responsibility when working in a team.</li> </ul>
Examples of Skills	<ul style="list-style-type: none"> <li>Developing movement through dance. Increasing control over objects: patting, pushing, kicking, bouncing, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of FMS may include: Travelling skills - running, hopping, skipping.</li> <li>Sending skills – rolling, kicking, and throwing.</li> <li>Receiving skills - catching.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of FMS may include:</li> <li>Travelling skills - running, galloping, dodging.</li> <li>Sending skills - throwing, kicking, bouncing and striking a ball.</li> <li>Receiving skills - trapping and catching an object.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of developing sport specific skills may include:</li> <li>Chest pass, bounce pass, swing pass, catching.</li> <li>Dodging and swerving.</li> <li>Underarm bowl.</li> <li>Throwing overarm.</li> <li>Strike a ball with implement.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of developing sport specific skills may include:</li> <li>Chest bounce pass, swing pass, catching.</li> <li>Bouncing a ball, running with a ball.</li> <li>Underarm bowl.</li> <li>Throwing overarm.</li> <li>Strike a ball with implement.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of sport specific skills may include:</li> <li>Chest bounce, shoulder pass, catching, push pass, kicking, shooting.</li> <li>Bowl underarm / overarm.</li> <li>Strike a ball (rounders' / cricket).</li> <li>Catch a small ball.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of developing sport specific skills may include:</li> <li>Chest bounce, shoulder, swing pass, dribbling a ball, running with a ball.</li> <li>Bowl, underarm / overarm.</li> <li>Catch a small ball.</li> </ul>

				<ul style="list-style-type: none"> <li>Travelling on hands and feet, balance on large and small body parts</li> </ul>	<ul style="list-style-type: none"> <li>Matched and mirrored balances.</li> </ul>	<ul style="list-style-type: none"> <li>Counter balance with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>Counter balance and counter tension with a group.</li> </ul>
<b>Application of skills: Attacking and Defending Strategies</b>	<ul style="list-style-type: none"> <li>Beginning to apply simple skills in team games.</li> </ul>	<ul style="list-style-type: none"> <li>Apply a simple tactic in a 1V1 or 2V2 net type game.</li> <li>Engage in simple competitive and cooperative activities.</li> </ul>	<ul style="list-style-type: none"> <li>Apply simple tactics in a 3V1 game.</li> <li>Engage in simple competitive and cooperative activities.</li> </ul>	<ul style="list-style-type: none"> <li>Develop simple attacking skills in a 3V1 invasion game.</li> <li>Apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities.</li> </ul>	<ul style="list-style-type: none"> <li>Develop attacking skills in a 4V2 invasion game.</li> <li>Apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate as a team and develop defending skills through modified versions of 5V3 or 5V4 invasion games.</li> <li>Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate as a team and apply attacking and defending skills through modified versions of 4V4 or 5V5 invasion games.</li> <li>Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities</li> </ul>
<b>Application of Skills; Linking Actions and Sequences of Movement</b>	<ul style="list-style-type: none"> <li>Combine movements or actions to complete simple activities.</li> </ul>	<ul style="list-style-type: none"> <li>Create and link simple combinations of 2 or 3 actions in ways that suit the physical activity (for example gymnastic activities).</li> <li>Choose appropriate movements for different dance ideas and repeat short dance phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Create and link simple combinations of 3 or 4 actions in ways that suit the physical activity (for example gymnastic activities).</li> <li>Link body actions and remember and repeat dance phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Create and perform sequences of actions (4-6) smoothly in a range of activities such as gymnastic activities and dance.</li> <li>Share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance.</li> </ul>	<ul style="list-style-type: none"> <li>Create and perform sequences of actions (6) with control and precision in a range of activities such as gymnastic activities.</li> <li>Use simple motifs and movement patterns to structure dance phrases on their own and with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>Create and perform longer sequences of actions (6-8) with a partner in a range of activities such as gymnastic activities.</li> <li>Compose motifs and plan dances creatively and collaboratively in groups.</li> </ul>	<ul style="list-style-type: none"> <li>Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience in a range of activities such as gymnastic activities.</li> <li>Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances and dance.</li> </ul>
<b>Evaluating Success</b>	<ul style="list-style-type: none"> <li>Discuss and comment on what they did well and can improve on.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what they have done or seen others doing.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what they have done or seen others doing.</li> <li>Comment on a skill or combination of skills and say how it could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>Identify what they do best and what they find difficult.</li> <li>Make simple assessments of performance based on simple criteria given by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what is successful in their own performances.</li> <li>Identify aspects of their game that needs improving and say how they could go about improving them</li> </ul>	<ul style="list-style-type: none"> <li>Recognise their own and others strengths and explain why a performance is good using appropriate terminology when evaluating both their own and others performances.</li> </ul>	<ul style="list-style-type: none"> <li>Identify aspects of their own and others' performances that need improvement and suggest how to improve them, i.e. which aspects were performed consistently, accurately, fluently and clearly.</li> <li>Watch performances and games and use criteria to make judgements and suggest improvements.</li> </ul>