



Sparsholt C of E Primary School PE Skills Progression Map



YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Knowledge & understanding of fitness and health <ul style="list-style-type: none"> Show awareness and understanding of the effect of physical activity on the body Handle equipment and tools effectively 	Knowledge & understanding of fitness and health <ul style="list-style-type: none"> Know how to carry and place equipment Recognise how their body feels when still and when exercising Know that being active is good for them and fun 	Knowledge & understanding of fitness and health <ul style="list-style-type: none"> Recognise and describe what their bodies feel like during different types of activity Lift, move and place equipment safely 	Knowledge & understanding of fitness and health <ul style="list-style-type: none"> Recognise and describe the short term effects of exercise on the body during different activities Know the importance of suppleness and strength Begin to understand the importance of warming up 	Knowledge & understanding of fitness and health <ul style="list-style-type: none"> Describe how the body reacts during different types of activity and how this affects the way they perform Recognise which activities help their speed, strength and stamina and know when they are important in games Recognise how specific activities affect their bodies 	Knowledge & understanding of fitness and health <ul style="list-style-type: none"> Know and understand the basic principles of warming up and why it is important for good quality performance Understand why physical activity is good for their health 	Knowledge & understanding of fitness and health <ul style="list-style-type: none"> Understand why warming up and cooling down are important Understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves Carry out warm ups safely and effectively
TEAM GAMES	TEAM GAMES	TEAM GAMES	TEAM GAMES	TEAM GAMES	TEAM GAMES	TEAM GAMES
<ul style="list-style-type: none"> Negotiate with peers, working as part of a group understanding and following rules, adapting their behaviours to different situations 	<ul style="list-style-type: none"> Throw underarm. Hit a ball with a bat. Move and stop safely. Throw and catch with both hands. Throw and kick in different ways. 	<ul style="list-style-type: none"> Use hitting, kicking and/or rolling in a game Decide the best space to be in during a game. Use one tactic in a game. Follow rules. 	<ul style="list-style-type: none"> Throw and catch with control. Show an awareness of space and use it to support teammates and to cause problems for the opposition. Know and use rules fairly. 	<ul style="list-style-type: none"> Catch with one hand. Throw and catch accurately. Hit a ball accurately with control. Keep possession of the ball. Vary tactics and adapt skills depending on what is happening in a game. 	<ul style="list-style-type: none"> Gain possession by working a team. Pass in different ways. Use forehand and backhand with a racket. Field. Choose a tactic for defending and attacking. Use a number of techniques to pass, dribble and shoot. 	<ul style="list-style-type: none"> Play to agreed rules. Explain rules. Umpire. Make a team plan and communicate Lead others in a game situation.
GYMNASTICS	GYMNASTICS	GYMNASTICS	GYMNASTICS	GYMNASTICS	GYMNASTICS	GYMNASTICS
<ul style="list-style-type: none"> Move confidently in a range of ways, safely negotiating space 	<ul style="list-style-type: none"> Make the body curled, tense, stretched and relaxed. Control the body when travelling and balancing. Copy sequences and repeat them. Roll, curl, travel and balance in different ways. 	<ul style="list-style-type: none"> Plan and perform a sequence of movements. Improve a sequence based on feedback Think of more than one way to create a sequence which follows some 'rules'. Work on their own and with a partner. 	<ul style="list-style-type: none"> Adapt sequences to suit different types of apparatus and criteria. Explain how strength and suppleness affect performance. Compare and contrast gymnastic sequences. 	<ul style="list-style-type: none"> Work in a controlled way. Include change of speed and direction. Include a range of shapes. Work with a partner to create, repeat and improve a sequence with at least three phases. 	<ul style="list-style-type: none"> Make complex extended sequences. Combine action, balance and shape. Perform consistently to different audiences. 	<ul style="list-style-type: none"> Combine their own work with that of others. Link sequences to specific timings.
DANCE	DANCE	DANCE	DANCE	DANCE	DANCE	DANCE
<ul style="list-style-type: none"> Move confidently in a range of ways, safely negotiating space 	<ul style="list-style-type: none"> Move to music. Copy dance moves. Perform their own dance moves. Make up a short dance. Move safely in a space. 	<ul style="list-style-type: none"> Change rhythm, speed, level and direction in a dance. Dance with control and coordination. Make a sequence by linking sections together. Use dance to show a mood or feeling. 	<ul style="list-style-type: none"> Improvise freely and translate ideas from a stimulus into movement. Share and create phrases with a partner and small group. Repeat, remember and perform phrases. 	<ul style="list-style-type: none"> Take the lead when working with a partner or group. Use dance to communicate an idea. 	<ul style="list-style-type: none"> Compose their own dances in a creative way. Perform to an accompaniment. Their own dance shows clarity, fluency, accuracy and consistency. 	<ul style="list-style-type: none"> Combine their own work with that of others. Link sequences to specific timings.

YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
ABC/GENERAL SKILLS	ABC/GENERAL SKILLS	ABC/GENERAL SKILLS	ATHLETICS	ATHLETICS	ATHLETICS	ATHLETICS
<ul style="list-style-type: none"> • Move with confidence in a range of ways, negotiating space and be able to use one handed equipment with control • Adjust speed and direction and be able to use precision to control and manipulate resources and small equipment 	<ul style="list-style-type: none"> • Copy actions. • Repeat actions and skills. • Move with control and care. • Use equipment safely. 	<ul style="list-style-type: none"> • Copy and remember actions. • Talk about what is different from what I did and what someone else did. 	<ul style="list-style-type: none"> • Run at fast, medium and slow speeds; changing speed and direction. • Take part in a relay, remembering when to run and what to do. 	<ul style="list-style-type: none"> • Run over a long distance. • Sprint over a short distance. • Throw in different ways. • Hit a target. • Jump in different ways 	<ul style="list-style-type: none"> • Demonstrate control when taking off and landing. • Throw with accuracy. • Combine running and jumping. 	<ul style="list-style-type: none"> • Demonstrate stamina
			Outdoor and adventurous	Outdoor and adventurous	Outdoor and adventurous	Outdoor and adventurous
			<ul style="list-style-type: none"> • Follow a map in a familiar context. • Use clues to follow a route. • Follow a route safely. 	<ul style="list-style-type: none"> • Follow a map in a (more demanding) familiar context. • Follow a route within a time limit. 	<ul style="list-style-type: none"> • Follow a map in an unknown location. • Use clues and a compass to navigate a route. • Change a route to overcome a problem. • Use new information to change a route. 	<ul style="list-style-type: none"> • Plan a route and a series of clues for someone else. • Plan with others taking account of safety and danger.
			SWIMMING	SWIMMING	SWIMMING	SWIMMING
			<ul style="list-style-type: none"> • Can swim competently, confidently and proficiently • Can use some strokes effectively [for example, front crawl, backstroke • Can perform safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> • Can swim competently, confidently and proficiently • Can use some strokes effectively [for example, front crawl, backstroke • Can perform safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> • Can swim competently, confidently and proficiently • Can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Can perform safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> • Can swim competently, confidently and proficiently over a distance of at least 25 metres • Can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke and butterfly] • Can perform safe self-rescue in different water-based situations.
Evaluating and improving performance	Evaluating and improving performance	Evaluating and improving performance	Evaluating and improving performance	Evaluating and improving performance	Evaluating and improving performance	Evaluating and improving performance
<ul style="list-style-type: none"> • Watch and copy what they and others have done. 	<ul style="list-style-type: none"> • Watch, copy and describe what they and others have done 	<ul style="list-style-type: none"> • Improve their work using information they have gained by watching, listening and investigating. • recognise good quality in performance • use information to improve their work 	<ul style="list-style-type: none"> • Describe and evaluate the effectiveness and quality of a performance • recognise how their own performance has improved • Recognise good performance and identify the parts of a performance that need improving 	<ul style="list-style-type: none"> • Describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved • explain their ideas and plans • Recognise aspects of their work which need improving • practice to improve their play 	<ul style="list-style-type: none"> • Choose and use information and basic criteria to evaluate their own and others' work • Suggest improvements in their own and others' performances 	<ul style="list-style-type: none"> • Evaluate their own and others' work • Suggest ways of making improvements develop their ability to evaluate their own and others' work, and to suggest ways to improve it