

2019

Curriculum Skills and Progression Map Physical Education



Nebula
where stars are born

The Nebula Federation

White Woman Lane School

Skills Map – Physical Education	
Year 3 – Physical Education	
Physical Skills	Thinking Skills
<ul style="list-style-type: none"> • Master fundamental movement skills with a good level of consistency when moving and standing still (specifically master basic movements including running, jumping, throwing and catching) • Throw and catch with control when under limited pressure to keep possession and score goals • Show an awareness of opponents and team mates during games • Select running speed for appropriate activity • Make up and repeat a short sequence of linked jumps • Adapt a gymnastic sequence to include different levels, speeds or directions • Use more detailed plans and diagrams that take them from familiar to less familiar areas • Develop gymnastic techniques and transitions <p>GYMNASTICS AND DANCE</p> <ul style="list-style-type: none"> • Move across a room in different ways and with an awareness of space • Make increasingly clear and fluent movements • Show contrast in shape and movement • Understand different uses of tense, relax, stretch, curl in movement • Improvise with ideas and movements 	<ul style="list-style-type: none"> • Show good awareness of space and the actions of others • Use simple rules fairly and extend them to devise their own games • Recognise good performances in themselves and others and use what they have learned improve their own work • Take part in relay activities remembering when to run and what to do <p>EVALUATING AND IMPROVING</p> <ul style="list-style-type: none"> • Talk about differences between their own and others’ actions • Comment on the skills and techniques used in their own and others’ work • Refine movement after evaluation from others • Understand the importance of practice • Describe what effects exercise has on their bodies Understand the importance of warming up and cooling down

<ul style="list-style-type: none"> • Copy, remember, repeat, explore simple actions and movements with control and co ordination • Begin to sequence moves and link actions • Begin to choose movement to show ideas <p>PLAYING GAMES</p> <ul style="list-style-type: none"> • Move a ball with control and accuracy • Show increasing confidence when rolling, hitting, kicking a ball • Understand the importance of rules and fairness • Follow rules in games • Understand the concept of both team and opponent • Develop and use simple tactics in team games 	
<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Throw a variety of objects, changing their action for accuracy and distance • Perform combinations of gymnastic actions using floor, mats and apparatus 	<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Use ideas they have learned in one task and apply them in another • Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding, team and net games • Explain how others can perform a movement or skill using age-appropriate vocabulary
<p style="text-align: center;">Personal Skills</p>	<p style="text-align: center;">Health Skills</p>
<ul style="list-style-type: none"> • Begin to understand the importance of warming up • Identify that playing extended games improves their stamina • Compete fairly showing good sportsmanship individually and with others • Develop competence and confidence • Recognise when their body is warmer or cooler and when their heart beats faster and slower • Get changed to and from PE kit independently in 3 minutes 	<ul style="list-style-type: none"> • Recognise that strength and suppleness are important parts of fitness • Develop calming techniques and self-regulate emotions with an adult.
<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Know and describe the effects of different exercise activities on the body and how to improve stamina 	<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Describes the concept of fitness and provides examples of physical activity to enhance fitness

	<ul style="list-style-type: none"> Identifies foods that are beneficial for before and after physical activity
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Skills Map – Physical Education	
Year 4 – Physical Education	
Physical Skills	Thinking Skills
<ul style="list-style-type: none"> Throw and catch with control when under limited pressure to keep possession and score goals Change pace, length and direction to outwit their opponent Show some control when using a range of basic running, jumping and throwing actions with some accuracy and power into a target area Perform a range of gymnastic actions with increased consistency and fluency Perform a range of jumps showing contrasting techniques and sometimes using a short run up Work with a partner to show similar and contrasting actions on the floor and apparatus Combine actions and show clarity of shape in longer sequences, alone or with a partner Perform dances using a range of movement patterns <p>GYMNASTICS AND DANCE</p> <ul style="list-style-type: none"> Move in an increasingly coordinated way Control take-off and landing when jumping Show increasing control in balance and agility Uses movements to communicate an idea, using expression and conveying emotion Refine movements into increasingly complex sequences 	<ul style="list-style-type: none"> Describe their own and others’ performance, making simple judgements about the quality of performances and suggesting ways they could be improved Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others Work in cooperative groups to use different techniques, speeds and effort to meet challenges Handle apparatus safely and recognise risks involved <p>EVALUATING AND IMPROVING</p> <ul style="list-style-type: none"> Analyse and comment on skills and techniques Understand how performances can be improved, through practice and reflection Explain and apply basic safety principles in preparing for exercise Explain how the body reacts during different types of exercise Warm up and cool down appropriately

<ul style="list-style-type: none"> • Cooperate with others to form sequences • Use different parts of the body for different effects <p>PLAYING GAMES</p> <ul style="list-style-type: none"> • Throw, catch, strike, field, stop a ball with increasing control and accuracy • Be increasingly accurate in throwing for distance • Decide the best way to move a ball for different purposes and needs • Choose an appropriate speed to move a ball • Decide on the best position in team games • Begin to make use of space • Vary skills, actions and ideas within simple games 	
<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Choose and use a range of ball skills with a good degree of accuracy • Use a variety of techniques and tactics to attack, keep possession and score • To use a range of throwing and catching styles to beat an opponent 	<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Relate different athletic activities to changes in heart rate, breathing and temperature • Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding, team and net games • Develop calming techniques and self-regulate emotions • Coach peers with assistance from resources • Suggest suitable ways to increase the challenge in a task
<p style="text-align: center;">Personal Skills</p>	<p style="text-align: center;">Health Skills</p>
<ul style="list-style-type: none"> • Work and compete individually and with others • Develop competence • Develop confidence • Understand how strength, stamina and speed can be improved by playing games • Compete in small sided games fairly showing good sportsmanship • Recognise when their body is warmer or cooler and when their heart beats faster and slower • Recognise that strength and suppleness are important parts of fitness 	<ul style="list-style-type: none"> • Examines the health benefits of participating in physical activity

<ul style="list-style-type: none"> Get changed to and from PE kit independently in 3 minutes 	
<p>Greater Depth</p> <ul style="list-style-type: none"> Lead activities and teach to other children 	<p>Greater Depth</p> <ul style="list-style-type: none"> Discusses the importance of hydration and rehydration

Skills Map – Physical Education	
Year 5 – Physical Education	
Physical Skills	Thinking Skills
<ul style="list-style-type: none"> Use a large range of sending, receiving and travelling techniques in games, with varied control Demonstrate a range of throwing actions using modified equipment with some accuracy and control Understand and demonstrate the differences between sprinting and distance running Demonstrate agility and full-body-control whilst changing direction in a confined space Show control in take-off activities Work cooperatively to put strategies and solutions into action Develop and refine orienteering and problem-solving skills when working in groups and on their own Perform dances using a range of movement patterns Perform combinations of gymnastic actions with different levels, speeds and directions <p>GYMNASTICS AND DANCE</p> <ul style="list-style-type: none"> Show control / coordination in travel and balance Perform a range of jumps, showing control Show increasing clarity and fluency in movements Make good use of creativity and imagination when composing sequences in dance or gym Use movement expressively, to convey an idea, mood or feeling 	<ul style="list-style-type: none"> Know and apply the basic strategic and tactical principles of a some games and adapt them to different situations Show good awareness of space and the actions of others Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others Identify good performances and suggest ideas for practices that will improve their play Work in cooperative groups to use different techniques, speeds and effort to meet challenges Predict how different activities will affect heart rate, temperature and performance Evaluate a performance and suggest improvements to speed, direction and level, applying some basic criteria <p>EVALUATING AND IMPROVING</p> <ul style="list-style-type: none"> Modify and refine skills and techniques to improve any performance Show a willingness to practise to develop and improve Conserve energy over longer distances Independently prepare for exercise, and use cooling down techniques

<ul style="list-style-type: none"> • Combine changes of shape, speed and level in sequence • Apply skills, and actions and ideas with increasing coordination and control <p>PLAYING GAMES</p> <ul style="list-style-type: none"> • Use a range of throwing techniques, with increasing power and accuracy • Apply a broad range of skills to different situations • Use a range of fielding skills and throw with accuracy to hit a target • Plan different approaches to attacking and defending • Choose the best pace to use in athletics or games • Show growing awareness of space in team games • Work to keep or gain possession 	
<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Develop a broad range of techniques and skills for attacking and defending, using them with consistent accuracy, confidence and control • Perform actions, shapes and balances with good body tension and extension 	<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • With help, devise warm up and cool down activities and justify their choices • Know and apply the strategic and tactical principles of various games and adapt them to different situations • Develop strategies for coaching skills and techniques in others
<p style="text-align: center;">Personal Skills</p>	<p style="text-align: center;">Health Skills</p>
<ul style="list-style-type: none"> • Work and compete individually and with others • Develop competence • Develop confidence • Compete in small sided games fairly showing good sportsmanship • Recognise that strength and suppleness are important parts of fitness • Recognise when their body is warmer or cooler and when their heart beats faster and slower • Get changed to and from PE kit independently in 3 minutes 	<ul style="list-style-type: none"> • Understand fully why exercise is good for fitness, health and wellbeing • Develop calming techniques and self-regulate emotions

Greater Depth <ul style="list-style-type: none"> • Design and lead activities and teach to other children 	Greater Depth <ul style="list-style-type: none"> • Designs a fitness plan to address ways to use physical activity to enhance fitness
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Skills Map – Physical Education	
Year 6 – Physical Education	
Physical Skills	Thinking Skills
<ul style="list-style-type: none"> • Use a large range of sending, receiving and travelling techniques in games, with varied control • Perform skills with greater speed, fluency and accuracy in invasion, striking and net games • Choose appropriate techniques for specific events • Choose the best pace for a running event, in order to sustain running and improve their personal target • Show control and power in take-off and landing activities • Show accuracy and good technique when throwing for distance • Find appropriate solutions to problems and challenges • Perform dances using a range of movement patterns • Work with a partner or small group to practice and refine a sequence <p>GYMNASTICS AND DANCE</p> <ul style="list-style-type: none"> • Demonstrate precision, control and fluency Sustain movements over a longer period of time • Convey expression and emotion in performance • Use changes in and combinations of direction, level and speed within increasingly complex sequences • Begin to improvise, based on previous skills • Plan, perform and repeat sequences, including • changes in speed and level 	<ul style="list-style-type: none"> • Understand, choose and apply a range of tactics and strategies for defence and attack • With help, devise warm up and cool down activities and justify their choices • Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others • Develop their ability to evaluate their own and others’ work, and to suggest ways to improve it using appropriate terminology • Develop strategies for coaching skills and techniques in others <p>EVALUATING AND IMPROVING</p> <ul style="list-style-type: none"> • Use a range of criteria to judge own and others’ work • Monitor their own heart rate and breathing • Understand how heart rate and breathing slows after exercise • Know and use the relationship between power and stamina

<p>PLAYING GAMES</p> <ul style="list-style-type: none"> • Throw with accuracy and power • Combine, vary and choose appropriate strategies and tactics • Choose and use the most appropriate skills, tactics and actions to cause problems • Know how to keep possession • Work within a team, with less focus on self • Understand that a winning team has not always been the best one 	
<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Prepare physically and organisationally for challenges they are set, taking into account group safety and adapt their skills and understanding as they move from familiar to unfamiliar environment • Combine and perform actions, shapes and balances with fluency in increasingly difficult combinations 	<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Organise and judge events and challenges well • Know and apply strategic and tactical principles of a various games and adapt them to different situations • Apply coaching skills across various games/situations
<p style="text-align: center;">Personal Skills</p>	<p style="text-align: center;">Health Skills</p>
<ul style="list-style-type: none"> • Work and compete individually and with others • Develop competence • Develop confidence • Compete in small sided games fairly showing good sportsmanship • Compete in a range of team events • Get changed to and from PE kit independently in 2 minutes 	<ul style="list-style-type: none"> • Understand fully why exercise is good for fitness, health and wellbeing • Identify activities that help develop stamina or power and suggest how some can be used in other types of activities
<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Know the importance and types of fitness and how playing games contributes to a healthy lifestyle 	<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Designs a fitness plan to address ways to use physical activity to enhance fitness • Analyses the impact of food choices relative to physical activity, youth sports & personal health

Skills Map – Swimming		
Swimming		
Working Towards	Expected	Greater Depth
<ul style="list-style-type: none"> • Can they swim between 15 metres unaided? • Can they keep swimming for 30 to 45 seconds, using swimming aids and support? • Can they use a variety of basic arm and leg actions when on their front and on their back? • Can they swim on the surface and lower themselves under water? • Can they take part in group problem-solving activities on personal survival? • Do they recognise how their body reacts and feels when swimming? • Can they recognise and concentrate on what they need to improve? 	<ul style="list-style-type: none"> • Can they swim 25 metres keep swimming for 45 to 90 seconds? • Do they use 3 different strokes, swimming on their front and back? • Can they control their breathing? • Can they swim confidently and fluently on the surface and under water? • Do they work well in groups to solve specific problems and challenges, sharing out the work fairly? • Do they recognise how swimming affects their body, and pace their efforts to meet different challenges? • Can they suggest activities and practices to help improve their own performance? 	<ul style="list-style-type: none"> • Can they swim further than 50 metres? • Can they swim fluently and confidently for over 90 seconds? • Do they use all 3 strokes with control? • Can they swim short distances using butterfly? • Do they breathe so that the pattern of their swimming is not interrupted? • Can they perform a wide range of personal survival techniques confidently? • Do they know what the different tasks demand of their body, and pace their efforts well to meet challenges? Can they describe good swimming technique and show and explain it to others?

Key Vocabulary

Athletics	Dance	Games	Gymnastics
Accuracy Distance Hurdle Heart-rate Take-off Pacing	Travel Stretch Turn Forwards Backwards Slowly Quickly Twist Sideways Expression Perform Motif Dance phrase Direction Levels Duo Solo Unison Canon Choreographic Gesture Stillness Energy Speed Repetition Formation Energy Pathways Contrast Flowing Sudden	Sending Receiving Rules Striking Racquet Balance Tactic Attack Defence Possession Agility Co-ordination Mark Rally Opponent Technique Invasion Strategy	Actions (WHAT) – TRAVEL, STRETCH, TWIST, TURN, JUMP, SPIN, STRAIGHT, STAR, TUCKED, STRADDLE, PIKE Space – (WHERE) – DIRECTION FORWARDS, BACKWARDS, SIDEWAYS, HIGH, LOW Dynamics (HOW) – Speed quickly/slowly/flow Composition Combination Body shape Balance Control Precision Arch Dish Tension Extension Core Repeat Link sequence Co-ordination Control Symmetrical Asymmetrical Counterbalance Unison Canon

			<p>Accurately Appropriately Fluency Flexibility Strength Mental focus Bridging Dynamic Counter-balance Counter-tension</p>
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Over the course of years 3-6 in Games lessons, skills are learnt through the following:

OAA, footskills, handskills, Korfbal, Hockey, Tag Rugby, Football, Basketball, Tennis, Cricket, Rounders

Cross Curricular link:

Dance – possible opportunities to link the music used in dance to history topics taught

-Egyptian (yr3)

-Celtic (yr 4)

-Mayan (yr 5)

-Vikings (yr 6)

Tracking Gym progression screen shots

Expected: **YEAR 3** **YEAR 4** **YEAR 5** **YEAR 6**

Hands Head Heart

	Plans own sequences of contrasting actions -	Can perform with some fluency and control	Can explain how strength and suppleness affect their work	Identify some muscle groups used in gym activities	Can suggest some simple warm up activities	Accepts advice and uses it to improve	Talk about similarities and differences in performances	Plan, perform, repeat and refine longer sequences on	Perform actions, balances and shapes with control and	Include changes of speed and level	Say why it is important to warm up	Understand that strength and suppleness can be improved	Lead partner through warm up routines	Adapt own actions to include a partner	Suggest possible improvements to own and	Describe similarities and differences in performances
Name																

Adapt sequences from one situation to another - partner to group	Create, practise and refine longer, more complex sequences	Develop changes in level, direction and speed	Transfer smoothly between movements - flow	Say which joints are affected by specific stretches	Say why we need to work on body strength, tone and flexibility	Lead small groups in warm up activities	Perform to an audience	Judge/comment on performances to set criteria	Make up longer, more complex sequences - group	Change direction, level and speed	Develop clear, fluent, accurate and consistent movements	Say why it is important to warm up and cool down	Say why activity is good for their health and well-being	Identify muscles and joints used in gym movements	Lead class warm up activities	Judge a performance using own criteria	Suggest aspects of a performance that need improving

Expected: **YEAR 3** **YEAR 4** **YEAR 5** **YEAR 6**

Floor Skills

ROLLS

	Log roll	Rock backwards and forwards in tuck	Forward roll	Teddy bear roll	Rock backwards/forwards in pike/straddle	Rock back/forwards tucked to stand	Teddy bear roll - back to back with partner	Backward roll	Forward roll straight legs	Forward roll straddle	Backward roll straddle	Link chinese handstand and forward roll	Dive forward roll	Handstand into forward roll
Name														

JUMPS

5 basic jumps	From front support jump in and up - burpy	Hop, step, jump	Run, hurdle step and 2 footed rebound step	Cat leaps - 2 times each leg	Partner assisted flight

