

Skills and Progression Map

Physical Education

'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.'



Nebula Spirituality Statement



EYFS Statutory Framework	Statutory National Curriculum	
EYFS	Key Stage One	Key Stage Two
<p>Physical Development Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> <p>ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. 	<p>Pupils 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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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. <p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ swim competently, confidently and proficiently over a distance of at least 25 metres ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ♣ perform safe self-rescue in different water-based situations. 	<p>Pupils 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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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 ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.

key vocabulary

Skills Map – Physical Education		
Reception		
Compete, Perform and Evaluate		
<ul style="list-style-type: none"> • Control their body when performing a sequence of movements • Participate in simple games • Talk about what they have done • Talk about what others have done 		
Health and Fitness	Tactics and Rules	Dance
<ul style="list-style-type: none"> • Describe how the body feels when still and when exercising. 	<ul style="list-style-type: none"> • Follow simple rules. 	<ul style="list-style-type: none"> • Join a range of different movements together. • Change the speed of their actions. • Change the style of their movements. • Create a short movement phrase which demonstrates their own ideas.
Athletics		
Running	Jumping	Throwing
<ul style="list-style-type: none"> • Run in different ways for a variety of purposes. 	<ul style="list-style-type: none"> • Jump in a range of ways, landing safely. 	<ul style="list-style-type: none"> • Roll equipment in different ways. • Throw underarm. • Throw an object at a target.
Games		
Striking and Hitting a Ball	Throwing and Catching a Ball	Travelling with a Ball
<ul style="list-style-type: none"> • Hit a ball with a bat or racquet. 	<ul style="list-style-type: none"> • Roll equipment in different ways. • Throw underarm. • Throw an object at a target. • Catch equipment using two hands. 	<ul style="list-style-type: none"> • Move a ball in different ways, including bouncing and kicking. • Use equipment to control a ball.
Passing a ball	Using space	Attacking and defending
<ul style="list-style-type: none"> • Kick an object at a target. 	<ul style="list-style-type: none"> • Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. 	<ul style="list-style-type: none"> • Play a range of chasing games.

Skills Map – Physical Education		
Reception – Continued		
Gymnastics		
Gymnastic Skills	Jumps	Vaults
<ul style="list-style-type: none"> • Create a short sequence of movements. • Roll in different ways with control. • Travel in different ways. • Stretch in different ways. • Begin to balance with control. • Move around, under, over, and through different objects and equipment. 	<ul style="list-style-type: none"> • Jump in a range of ways from one space to another with control. • Straight jump • Tuck jump • Jumping jack • Half turn jump 	
Handstands, Cartwheels and Roundoffs	Travelling and Linking Actions	Shapes and Balances
<ul style="list-style-type: none"> • Bunny hop 	<ul style="list-style-type: none"> • Tiptoe, jump and hop 	<ul style="list-style-type: none"> • Standing balances

Skills Map – Physical Education		
Year 1		
Compete, Perform and Evaluate		
<ul style="list-style-type: none"> • Begin to perform learnt skills with some control. • Engage in competitive activities and team games. • Perform using a range of actions and body parts with some co-ordination. • Begin to perform learnt skills with some control. • Watch and describe performances. • Begin to say how they could improve. 		
Health and Fitness	Rules and tactics	Dance
<ul style="list-style-type: none"> • Describe how the body feels before, during and after exercise. • Carry and place equipment safely. 	<ul style="list-style-type: none"> • Follow simple rules to play games, including team games. • Use simple attacking skills such as dodging to get past a defender. • Use simple defensive skills such as marking a player or defending a space. 	<ul style="list-style-type: none"> • Join a range of different movements together. • Change the speed of their actions. • Change the style of their movements. • Create a short movement phrase which demonstrates their own ideas.
Athletics		
Running	Jumping	Throwing
<ul style="list-style-type: none"> • Vary their pace and speed when running. • Run with a basic technique over different distances. • Show good posture and balance. • Jog in a straight line. • Change direction when jogging. • Sprint in a straight line. • Change direction when sprinting. • Maintain control as they change direction when jogging or sprinting. 	<ul style="list-style-type: none"> • Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. • Perform a short jumping sequence. • Jump as high as possible. • Jump as far as possible. • Land safely and with control. • Work with a partner to develop the control of their jumps. 	<ul style="list-style-type: none"> • Throw underarm and overarm. • Throw a ball towards a target with increasing accuracy. • Improve the distance they can throw by using more power.

Skills Map – Physical Education		
Year 1 – Continued		
Games		
Striking and Hitting a Ball <ul style="list-style-type: none"> Use hitting skills in a game. Practise basic striking, sending and receiving. 	Throwing and Catching a Ball <ul style="list-style-type: none"> Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching. 	Travelling with a Ball <ul style="list-style-type: none"> Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.
Passing a ball <ul style="list-style-type: none"> Pass the ball to another player in a game. Use kicking skills in a game. 	Using space <ul style="list-style-type: none"> Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game. 	Attacking and defending <ul style="list-style-type: none"> Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.
Gymnastics		
Gymnastic Skills <ul style="list-style-type: none"> Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Move around, under, over, and through different objects and equipment. Begin to move with control and care. 	Jumps <ul style="list-style-type: none"> Carry out a range of simple jumps, landing safely. Cat spring 	
Handstands, Cartwheels and Roundoffs <ul style="list-style-type: none"> Front support wheelbarrow with partner 	Travelling and Linking Actions <ul style="list-style-type: none"> Hopscotch Skiping Galoping 	Shapes and Balances <ul style="list-style-type: none"> Kneeling balances Pike, tuck, star, straight, straddle shapes

key vocabulary

Skills Map – Physical Education		
Year 2		
Compete, Perform and Evaluate		
<ul style="list-style-type: none"> Perform learnt skills with increasing control. Compete against self and others. Perform sequences of their own composition with coordination. Watch and describe performances and use what they see to improve their own performance. Talk about the differences between their work and that of others. 		
Health and Fitness	Rules and Tactics	Dance
<ul style="list-style-type: none"> Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. 	<ul style="list-style-type: none"> Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully. 	<ul style="list-style-type: none"> Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions.
Athletics		
Running	Jumping	Throwing
<ul style="list-style-type: none"> Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances. 	<ul style="list-style-type: none"> Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action. 	<ul style="list-style-type: none"> Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.

Skills Map – Physical Education		
Year 2 – Continued		
Games		
Striking and Hitting a Ball <ul style="list-style-type: none"> • Strike or hit a ball with increasing control. • Learn skills for playing striking and fielding games. • Position the body to strike a ball. 	Throwing and Catching a Ball <ul style="list-style-type: none"> • Throw different types of equipment in different ways, for accuracy and distance. • Throw, catch and bounce a ball with a partner. • Use throwing and catching skills in a game. • Throw a ball for distance. • Use hand-eye coordination to control a ball. • Vary types of throw used. 	Travelling with a Ball <ul style="list-style-type: none"> • Bounce and kick a ball whilst moving. • Use kicking skills in a game. • Use dribbling skills in a game.
Passing a ball <ul style="list-style-type: none"> • Know how to pass the ball in different ways. 	Using space <ul style="list-style-type: none"> • Use different ways of travelling at different speeds and following different pathways, directions or courses. • Change speed and direction whilst running. • Begin to choose and use the best space in a game. 	Attacking and defending <ul style="list-style-type: none"> • Begin to use and understand the terms attacking and defending. • Use at least one technique to attack or defend to play a game successfully.
Gymnastics		
Gymnastic Skills <ul style="list-style-type: none"> • Copy, explore and remember actions and movements to create their own sequence. • Link actions to make a sequence. • Travel in a variety of ways, including rolling. • Hold a still shape whilst balancing on different points of the body. • Climb onto and jump off the equipment safely. • Move with increasing control and care. 	Jumps <ul style="list-style-type: none"> • Jump in a variety of ways and land with increasing control and balance. • Cat spring to straddle 	Vaults <ul style="list-style-type: none"> • Tuck jump off apparatus
Handstands, Cartwheels and Roundoffs <ul style="list-style-type: none"> • T-lever • Scissor kick 	Travelling and Linking Actions <ul style="list-style-type: none"> • Straight jump half-turn 	Shapes and Balances <ul style="list-style-type: none"> • Large body part balances • Balances on apparatus • Balances with a partner • Front and back support

Skills Map – Physical Education		
Year 3		
Compete, Perform and Evaluate		
<ul style="list-style-type: none"> • Perform learnt skills and techniques with control and confidence. • Compete against self and others in a controlled manner. • Develop the quality of the actions in their performances. • Watch, describe and evaluate the effectiveness of a performance. • Begin to offer an evaluation of personal performances and activities. • Describe how their performance has improved over time. 		
Health and Fitness	Rules and Tactics	Dance
<ul style="list-style-type: none"> • Recognise and describe the effects of exercise on the body. • Know the importance of strength and flexibility for physical activity. • Explain why it is important to warm up and cool down. 	<ul style="list-style-type: none"> • Apply and follow rules fairly. • Understand and begin to apply the basic principles of invasion games. • Know how to play a striking and fielding game fairly. 	<ul style="list-style-type: none"> • Begin to improvise with a partner to create a simple dance. • Create motifs from different stimuli. • Begin to compare and adapt movements and motifs to create a larger sequence. • Use simple dance vocabulary to compare and improve work. • Perform with some awareness of rhythm and expression.
Athletics		
Running	Jumping	Throwing
<ul style="list-style-type: none"> • Identify and demonstrate how different techniques can affect their performance. • Focus on their arm and leg action to improve their sprinting technique. • Begin to combine running with jumping over hurdles. • Focus on trail leg and lead leg action when running over hurdles. • Understand the importance of adjusting running pace to suit the distance being run. 	<ul style="list-style-type: none"> • Use one and two feet to take off and to land with. • Develop an effective take-off for the standing long jump. • Develop an effective flight phase for the standing long jump. • Land safely and with control. 	<ul style="list-style-type: none"> • Throw with greater control and accuracy. • Show increasing control in their overarm throw. • Perform a push throw. • Continue to develop techniques to throw for increased distance.

key vocabulary

Skills Map – Physical Education		
Year 3 – Continued		
Games		
Striking and Hitting a Ball <ul style="list-style-type: none"> • Demonstrate successful hitting and striking skills. • Develop a range of skills in striking (and fielding where appropriate). • Practise the correct batting technique and use it in a game. • Strike the ball for distance. 	Throwing and Catching a Ball <ul style="list-style-type: none"> • Throw and catch with greater control and accuracy. • Practise the correct technique for catching a ball and use it in a game. • Perform a range of catching and gathering skills with control. • Catch with increasing control and accuracy. • Throw a ball in different ways (e.g. high, low, fast or slow). • Develop a safe and effective overarm bowl. 	Travelling with a Ball <ul style="list-style-type: none"> • Move with the ball in a variety of ways with some control. • Use two different ways of moving with a ball in a game.
Passing a ball <ul style="list-style-type: none"> • Pass the ball in two different ways in a game situation with some success. 	Using space <ul style="list-style-type: none"> • Find a useful space and get into it to support teammates. Possession <ul style="list-style-type: none"> • Know how to keep and win back possession of the ball in a team game. 	Attacking and defending <ul style="list-style-type: none"> • Use simple attacking and defending skills in a game. • Use fielding skills to stop a ball from travelling past them.
Gymnastics		
Gymnastic Skills <ul style="list-style-type: none"> • Choose ideas to compose a movement sequence independently and with others. • Link combinations of actions with increasing confidence, including changes of direction, speed or level. • Move with coordination, control and care. • Begin to show flexibility in movements. 	Jumps <ul style="list-style-type: none"> • Use a range of jumps in their sequences. • Star jump • Straddle jump • Pike jump • Straight jump half-turn • Cat leap 	Vaults <ul style="list-style-type: none"> • Begin to use equipment to vault. • Squat on vault • Star jump off • Tuck jump off • Straddle jump off • Pike jump off
Handstands, Cartwheels and Roundoffs <ul style="list-style-type: none"> • Handstand • Lunge into handstand • Cartwheel 	Travelling and Linking Actions <ul style="list-style-type: none"> • Use turns whilst travelling in a variety of ways. • Tiptoe, step, jump and hop • Hopscotch • Skipping • Chassis steps 	Shapes and Balances <ul style="list-style-type: none"> • Develop the quality of their actions, shapes and balances. • Create interesting body shapes while holding balances with control and confidence. • Large and small body part balances, including standing and kneeling balances and balances on apparatus • Matching and contrasting partner balances • Pike, tuck, star, straight, straddle shapes • Front and back support

Skills Map – Physical Education		
Year 4		
Compete, Perform and Evaluate		
<ul style="list-style-type: none"> • Perform and apply skills and techniques with control and accuracy. • Take part in a range of competitive games and activities. • Perform and create sequences with fluency and expression. • Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. • Modify their use of skills or techniques to achieve a better result. • Offer an evaluation of both personal performances and activities. 		
Health and Fitness	Rules and Tactics	Dance
<ul style="list-style-type: none"> • Describe how the body reacts at different times and how this affects performance. • Explain why exercise is good for your health. • Know some reasons for warming up and cooling down. 	<ul style="list-style-type: none"> • Vary the tactics they use in a game. • Adapt rules to alter games. 	<ul style="list-style-type: none"> • Begin to improvise with a partner to create a simple dance. • Create motifs from different stimuli. • Begin to compare and adapt movements and motifs to create a larger sequence. • Use simple dance vocabulary to compare and improve work. • Perform with some awareness of rhythm and expression.
Dance		
<ul style="list-style-type: none"> • Identify and repeat the movement patterns and actions of a chosen dance style. • Compose a dance that reflects the chosen dance style. • Confidently improvise with a partner or on their own. • Compose longer dance sequences in a small group. • Demonstrate precision and some control in response to stimuli. • Begin to vary dynamics and develop actions and motifs in response to stimuli. • Demonstrate rhythm and spatial awareness. • Change parts of a dance as a result of self-evaluation. • Use simple dance vocabulary when comparing and improving work. 		

Skills Map – Physical Education		
Year 4 – Continued		
Athletics		
Running <ul style="list-style-type: none"> Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly. 	Jumping <ul style="list-style-type: none"> Learn how to combine a hop, step and jump to perform the standing triple jump. Begin to measure the distance jumped. 	Throwing <ul style="list-style-type: none"> Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.
Games		
Striking and Hitting a Ball <ul style="list-style-type: none"> Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball. 	Throwing and Catching a Ball <ul style="list-style-type: none"> Develop different ways of throwing and catching. 	Travelling with a Ball <ul style="list-style-type: none"> Move with the ball using a range of techniques, showing control and fluency.
Passing a ball <ul style="list-style-type: none"> Pass the ball with increasing speed, accuracy and success in a game situation. 	Using space <ul style="list-style-type: none"> Make the best use of space to pass and receive the ball. Possession <ul style="list-style-type: none"> Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. 	Attacking and defending <ul style="list-style-type: none"> Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.
Gymnastics		
Gymnastic Skills <ul style="list-style-type: none"> Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances. 	Jumps <ul style="list-style-type: none"> Cat leap half-turn Straight jump full-turn 	Shapes and Balances <ul style="list-style-type: none"> Improve the placement and alignment of body parts in balances. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. 1, 2, 3 and 4- point balances Balances with and against a partner
	Vaults <ul style="list-style-type: none"> Use equipment to vault in a variety of ways. 	Travelling and Linking Actions <ul style="list-style-type: none"> Travel in different ways, including using flight.
	Handstands, Cartwheels and Roundoffs <ul style="list-style-type: none"> Lunge into cartwheel 	

Skills Map – Physical Education		
Year 5		
Compete, Perform and Evaluate		
<ul style="list-style-type: none"> Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. Perform own longer, more complex sequences in time to music. Choose and use criteria to evaluate own and others’ performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance. Offer a detailed evaluation of both personal performances and activities. 		
Health and Fitness	Rules and Tactics	Dance
<ul style="list-style-type: none"> Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. 	<ul style="list-style-type: none"> Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game. 	<ul style="list-style-type: none"> Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work.
Athletics		
Running	Jumping	Throwing
<ul style="list-style-type: none"> Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners. 	<ul style="list-style-type: none"> Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Measure the distance and height jumped with accuracy. Investigate different jumping techniques. 	<ul style="list-style-type: none"> Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance.

key vocabulary

Skills Map – Physical Education		
Year 5 – Continued		
Games		
Striking and Hitting a Ball <ul style="list-style-type: none"> Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve. 	Throwing and Catching a Ball <ul style="list-style-type: none"> Consolidate different ways of throwing and catching and know when each is appropriate in a game. 	Travelling with a Ball <ul style="list-style-type: none"> Use a variety of ways to dribble in a game with success. Use ball skills in various ways and begin to link together.
Passing a ball <ul style="list-style-type: none"> Pass a ball with speed and accuracy using appropriate techniques in a game situation. 	Using space <ul style="list-style-type: none"> Demonstrate an increasing awareness of space. 	Attacking and defending <ul style="list-style-type: none"> Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.
	Possession <ul style="list-style-type: none"> Keep and win back possession of the ball effectively in a team game. 	
Gymnastics		
Gymnastic Skills <ul style="list-style-type: none"> Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences. 	Jumps <ul style="list-style-type: none"> Split leap Stag jump 	Vaults <ul style="list-style-type: none"> Straddle on vault Squat through vault
	Travelling and Linking Actions <ul style="list-style-type: none"> Cat leap half turn 	Shapes and Balances <ul style="list-style-type: none"> Part body weight partner balances
	Handstands, Cartwheels and Roundoffs <ul style="list-style-type: none"> Lunge into round-off 	

Skills Map – Physical Education		
Year 6		
Compete, Perform and Evaluate		
<ul style="list-style-type: none"> • Perform and apply a variety of skills and techniques confidently, consistently and with precision. • Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. • Take part in competitive games with a strong understanding of tactics and composition. • Thoroughly evaluate their own and others’ work, suggesting thoughtful and appropriate improvements. • Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. • Begin to record their peers’ performances and evaluate these. 		
Health and Fitness	Rules and Tactics	Dance
<ul style="list-style-type: none"> • Understand the importance of warming up and cooling down. • Carry out warm-ups and cool-downs safely and effectively. • Understand why exercise is good for health, fitness and wellbeing. • Know ways they can become healthier. 	<ul style="list-style-type: none"> • Follow and create complicated rules to play a game successfully. • Communicate plans to others during a game. • Lead others during a game. 	<ul style="list-style-type: none"> • Demonstrate strong and controlled movements throughout a dance sequence. • Combine flexibility, techniques and movements to create a fluent sequence. • Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. • Show a change of pace and timing in their movements. • Move rhythmically and accurately in dance sequences. • Improvise with confidence, still demonstrating fluency across their sequence. • Dance with fluency and control, linking all movements and ensuring that transitions flow. • Demonstrate consistent precision when performing dance sequences. • Modify some elements of a sequence as a result of self and peer evaluation. • Perform the sequence in time to music.
Athletics		
Running	Jumping	Throwing
<ul style="list-style-type: none"> • Recap, practise and refine an effective sprinting technique, including reaction time. • Build up speed quickly for a sprint finish. • Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. • Accelerate to pass other competitors. • Work as a team to competitively perform a relay. • Confidently and independently select the most appropriate pace for different distances and different parts of the run. • Demonstrate endurance and stamina over longer distances in order to maintain a sustained run. 	<ul style="list-style-type: none"> • Develop the technique for the standing vertical jump. • Maintain control at each of the different stages of the triple jump. • Develop and improve their techniques for jumping for height and distance and support others in improving their performance. • Perform and apply different types of jumps in other contexts. • Set up and lead jumping activities including measuring the jumps with confidence and accuracy. 	<ul style="list-style-type: none"> • Perform a heave throw. • Measure and record the distance of their throws. • Continue to develop techniques to throw for increased distance and support others in improving their personal best. • Develop and refine techniques to throw for accuracy.

key vocabulary

Skills Map – Physical Education		
Year 6 – Continued		
Games		
Striking and Hitting a Ball	Throwing and Catching a Ball	Travelling with a Ball
<ul style="list-style-type: none"> Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game. 	<ul style="list-style-type: none"> Throw and catch accurately and successfully under pressure in a game. 	<ul style="list-style-type: none"> Show confidence in using ball skills in various ways in a game situation, and link these together effectively.
Passing a ball	Using space	Attacking and defending
<ul style="list-style-type: none"> Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. 	<ul style="list-style-type: none"> Demonstrate a good awareness of space. 	<ul style="list-style-type: none"> Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.
	Possession	
Gymnastics		
Gymnastic Skills	Jumps	Vaults
<ul style="list-style-type: none"> Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances. 	<ul style="list-style-type: none"> Stag leap 	<ul style="list-style-type: none"> Straddle over vault Confidently use equipment to vault and incorporate this into sequences.
Handstands, Cartwheels and Roundoffs	Travelling and Linking Actions	Shapes and Balances
<ul style="list-style-type: none"> Hurdle step Hurdle step into cartwheel Hurdle step into round-off 	<ul style="list-style-type: none"> Pivot 	<ul style="list-style-type: none"> Develop technique, control and complexity of part-weight partner balances Group formations

Skills Map – Physical Education				
KS2				
OAA				
	Year 3	Year 4	Year 5	Year 6
Trails	<ul style="list-style-type: none"> • Oriente themselves with increasing confidence and accuracy around a short trail. • Begin to complete activities in a set period of time. 	<ul style="list-style-type: none"> • Create a short trail for others with a physical challenge. • Start to recognise features of an orienteeing course. • Complete an orienteeing course more than once and begin to identify ways of improving completion time. • Start to improve trails to increase the challenge of a course. 	<ul style="list-style-type: none"> • Start to orientate themselves with increasing confidence and accuracy around an orienteeing course. • Design an orienteeing course that can be followed and offers some challenge to others. • Begin to use navigation equipment to orientate around a trail. • Complete an orienteeing course on multiple occasions, in a quicker time due to improved technique. • Improve a trail to increase the challenge of the course. 	<ul style="list-style-type: none"> • Orienteate themselves with confidence and accuracy around an orienteeing course when under pressure. • Design an orienteeing course that is clear to follow and offers challenge to others. • Use navigation equipment (maps, compasses) to improve the trial.
Problem Solving	<ul style="list-style-type: none"> • Identify and use effective communication to begin to work as a team. • Identify symbols used on a key. 	<ul style="list-style-type: none"> • Communicate clearly with other people in a team, and with other teams. • Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. • Associate the meaning of a key in the context of the environment. 	<ul style="list-style-type: none"> • Use clear communication effectively to complete a particular role in a team. • Complete orienteeing activities both as part of a team and independently. • Identify a key on a map and begin to use the information in activities. 	<ul style="list-style-type: none"> • Use clear communication to effectively complete a particular role in a team. • Compete in orienteeing activities both as part of a team and independently • Use a range of map styles and make informed decisions on the most effective.
Preparation /Organisati	<ul style="list-style-type: none"> • Begin to choose equipment that is appropriate for an activity. 	<ul style="list-style-type: none"> • Try a range of equipment for creating and completing an activity. • Make an informed decision on the best equipment to use for an activity. • Plan and organise a trail that others can follow. 	<ul style="list-style-type: none"> • Choose the best equipment for an outdoor activity. • Create an outdoor activity that challenges others. • Create a simple plan of an activity for others to follow. • Identify the quickest route to accurately navigate an orienteeing course. 	<ul style="list-style-type: none"> • Prepare an orienteeing course for others to follow. • Manage an orienteeing event for others to compete in.
Communication	<ul style="list-style-type: none"> • Communicate with others. 	<ul style="list-style-type: none"> • Communicate clearly with others. • Work as part of a team. • Begin to use a map to complete an orienteeing course. 	<ul style="list-style-type: none"> • Communicate clearly and effectively with others. • Work effectively as part of a team. • Successfully use a map to complete an orienteeing course. • Begin to use a compass for navigation. 	<ul style="list-style-type: none"> • Communicate clearly and effectively with others when under pressure. • Work effectively as part of a team, demonstrating leadership skills where necessary. • Successfully use a map to complete a course. • Use a compass for navigation.

Please note – the nature of our mixed-age classes means these skills aren't met every year in KS2. The progression of skills will be met across the key stage, however.

key vocabulary

Skills Map – Physical Education		
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?

Provision for Pupils with SEND

Here are some recommendations for ways our PE curriculum can be adapted to meet the needs of children with SEND.

Please note, this is an example of adaptations and is not an exhaustive list.

- Units chosen for accessibility to all
- Visual timetables for support
- Use of technology to support learning
- Mixed-ability groups
- Sensory breaks
- Children working below ARE could have adapted activities that meet the skills from year groups below their own
- Adult support when working in practical sessions
- Additional scaffolding activities – 1:1 or small-group
- Adapted resources to support participation

