Core Skills Progression Map - PE

2016-2017

 **The PE curriculum at St Finbar’s**

* Our PE curriculum is for all children.
* Our curriculum is a skills-based one; using knowledge and understanding of a wide range of physical activities (gymnastics, games, outdoor & adventurous, swimming (KS2 only) and dance) as the context for learning core physical skills.
* Our curriculum is progressive; building on previous years’ knowledge, understanding and skills.
* Our curriculum is organised into broad areas of learning and core skills; following the National Curriculum (2014)
* Games
* Dance
* Gymnastics
* Outdoor & Adventurous
* Athletics
* Evaluating performance
* Knowledge & understanding of health and fitness
* Swimming @ KS2

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| Core skills | Year-group End-of-Year Expectations |
| R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Dance (D) | Use space safely Use bodies to imitate motifs from stories/ topics such as animals, trees etc. Respond with bodies to imitate music  | Put together two or more moves to create a short dance sequence based on familiar motifs Show rhythm in movement and linked movements Can recognise how their body feels after exercise Can discuss dance ideas  | Copy and explore basic body patterns and movements Vary dynamic levels, speed and direction Perform with control and co-ordination  | Continue to develop skills of performing with control and co-ordination Improve freely on own and with a partner – using a range of stimuli and music to interpret Translate ideas from a variety of stimuli into movement, with a partner or soloCompare, develop and adapt movement and motifs to create longer dances in small groups.  | Translate ideas from a variety of stimuli (music, topic, vocabulary) into sequences of movement Compare and develop and adapt movement and motifs to create longer dances in larger groups using co-operative skills Use dance vocabulary to compare and improve work  | Demonstrate precision, control and fluency in response to stimuli Vary dynamics and develop actions with a partner or as part of a group Continually demonstrate rhythm and spatial awareness  | Be creative and imaginative in composing own dances Show controlled movement with expresses emotion and feeling Perform and create motifs in a variety of dance styles with accuracy and consistency Select and use a wide range of compositional skills to demonstrate ideas  |
| Gymnastics (Gy) | Move and stop and recognise both commands Learn the first four gymnastic shapes (pencil, straight, tuck, star and pike) and demonstrate these positions in a variety of different ways  | Develop the first four gymnastic shapes and begin to use the final gymnastic shapes (dish and arch) Become confidence in knowledge of what each shape looks like Change speed and direction in own and general shape Learn how to carry and place equipment carefully Copy and create own movement sequences involving the six gymnastic shapes – staring to roll, jump and balance Can try to win by changing the way they use skills in response to their opponent’s actions  | Remember, repeat and link combinations of gymnastic actions (rolling and jumping), body shapes (six shapes) and balances with control and precision Copy, remember, explore and repeat simple actions varying speed and levels Use apparatus safely to enhance gymnastic performance Can improve their work using information they have gained by watching and listening | Apply given ideas to sequences independently and with others Start to become competent at producing a sequence of matching and mirroring with a partner Copy, remember, explore and repeat simple action Link and vary ideas with control and co-ordination Begin to select simple actions independently to construct basic sequences Can evaluate their work and quality of their performance | Link and vary ideas with control and co-ordination Apply compositional ideas to sequences on their own and with others Create gymnastic sequences that meet a theme or set of conditions Use compositional devices with creating sequences, such as changes in speed, level and direction (may be mostly teacher/prompted)Can make simple judgements on their own and others work Can suggest ways performance can be improved  | Link ideas, skills and techniques with control, precision and fluency when performing skills Understand composition by performing more complex sequencesSequences include changes in direction level and speed (independent) Combine actions shapes and balances using floor and apparatus Can understand why physical activity is good for overall healthy Can evaluate and improve their own work Know and understand the basic principles of warming up and why it is important | Ensure movement are clear, accurate and consistent Prepare and perform confidently to an audience Safety and consistently combine six gymnastic shapes, in rolls, balances and jumps with sequences  |
| Games (G) | Can throw a ball underarm Can roll a ball or hoop Start showing ability to work with a partner in throwing/catching games  | Can throw and catch a ball with a partner Can move fluently by changing direction and speed easily and avoiding collisions Can show control and accuracy with a basic action for rolling, under throwing, striking a ball and kicking Can choose and use skills effectively for particular games understand the conceptions of aiming and hitting into space Can take the ball to a good position for aiming and can use skills in different ways in different games Can watch, copy and describe what others have done Can perform movement phrases using a range of body parts and actions  | can pass a ball accurately to a partner over a variety of distances can perform a range of rolling, throwing, striking, kicking, catching and gathering skills with control Can show a good awareness of other in running, chasing and avoiding games Can make simple decisions about when and where to run can vary skills and use tactics to suit different situations can react to situations in a way that helps their partners and makes it difficult for their opponent Can watch, copy and describe what others have done  | Can travel whilst bouncing a ball showing control Can use a range of skills to help them keep possession and control of the ball Can perform the basic skills needed for games with control and consistency Can, in pairs make up games and play a simple rallying game Can use a range of skills to keep possession and make progress and make progress towards a goal, on their own and with others Can choose good places to stand when receiving and give reasons for their choice Can choose and use batting or throwing skills to make the game hard for their opponents  | Can keep a game going using a range of different ways of throwing Can strike a ball with intent and throw it more accurately when bowling and or fielding Can use a range of skills with increasing control Can effectively play a competitive net/wall game Can keep and use rules they are given Can try to make things difficult for their opponent by directing the ball to space, at different speeds and height  | Can travel with a ball showing changes of speed and directions using either foot or hand Can use a range of techniques when passing e.g. high, low, bounced, fast, slow Can hit a ball with purpose, varying the speed, height and direction Can hit the ball from both sides of the bodyCan judge how far they can run to score points  | Can dribble effectively around obstacles Can show precision and accuracy when sending and receiving Perform skills with accuracy, confidence and control Can combine and perform skill with control. Adapting them to meet the needs of the situation Play shots on both sides of the body and above their heads in practises and when the opportunity arises in a game use different ways of bowling Can play games showing tactical awareness and knowledge of rules and scoring Can respond consistently in the games they play, choosing and using skills which meet the need of the situation Can choose when to pass or dribble, so that they keep possession and make progress towards the goal.  |
| Outdoor & adventurous (OA) |  | Develops listening skills Create simple body shapes Listens to instructions from a partner/adults Beginning to think activities through and problem solve Discuss and work with others in a group Demonstrate an understanding of how to stay safe | Develops strong listening skills Use simple maps Beginning to think activities through and problem solve Choose and apply strategies to solve problems with support Discuss and work with others in a group Demonstrates an understanding of how to stay safe.  | Develop strong listening skills Use and interpret simple maps Think of activities through and problem solve using general knowledge Choose and apply strategies to solve problems with support Discuss and work others in a group Demonstrate an understanding of how to stay safe | Develop strong listening skills Use and interpret simple maps Think of activities through and problem solve using general knowledge Choose and apply strategies to solve problems with supportDiscuss and work with others in a group Demonstrate an understanding of how to stay safe  |
| Athletics (A) | Learn skills of running, jumping and throwing with a range of equipment Use comparative language e.g. further, faster, longer and be able to physically demonstrate this Vary speed of running based on commands  | Throw a variety of objects with one hand Jump from a standing position Change speed and direction whilst running  | Jump from a standing position Develop skills of running, jumping and throwing by increasing speed and velocity Set a simple target from improving performance e.g. to jump further. Be able to measure this and use equipment to do this  | Change speed and direction whilst running Jump accurately from a standing position Throw a variety of objects with one hand and know how to aim these to improve performance  | Run at a speed appropriate to the distance being ran Take a running jump with appropriate feet patterns and movements Demonstrate a range of throwing action using a variety of objects  | Improve and sustain running technique at different speedsDemonstrate accuracy and technique in a range of throwing and jumping actions Identify and explain good athletic performance  | Control take-off and landing when jumping Be accurate with when throwing for distance Combine running and jumping well |
| Evaluating performance (E) | Can talk about what they have done Can describe what other people have done  | Can describe what other people did Can say how they can improve  | Can talk about what is different between what they did and what someone else did Can say how they can improve  | With help, they can recognise how performance could be improved  | Can explain how their work is similar and different from that of others Can use their comparison to improve their work  | Can compare and comment on skills, techniques and ideas they and others have used Can modify and use skills or techniques to improve their work  | Can analyse and explain why I have used specific skills or techniques Can create their own success criteria for evaluating |
| Knowledge & understanding of health & fitness (HF) | Can describe how my body feels before, during and after an activity  | Can describe how their body feels before, during and after an activity Can exercise safely  | Can exercise safelyCan describe how my body feels during different activities Can explain what their body needs to keep healthy  | Can explain why it is importance to warm up and cool down Can exercise safely  | Can explain why warming up is important Can explain why keeping fit is good for their healthCan explain what effect exercise has on the body Can exercise safely | Can explain some important safety principles when preparing for exercise Can explain why exercise is important Can choose appropriate warm up and cool downs Can explain why we need regular and safe exercise | Can explain how they body reacts to different kinds of exercise Can choose appropriate warm up and cool downs Can explain some important safety principles when preparing for exercise Can explain why we need regular and safe exercise  |
| Swimming-KS2 (S) |  | Begin to gain confidence in the water Explore and use skills, actions and ideas individually and in combination eg use arms to pull and push the water; use legs in kicking actions; hold their breath under water Performs safe self-secure in different water-based situations | Work with confidence in the water Know how to choose and use skills for different swimming tasks e.g. using arms to stay balanced, knowing what to push against the water to move in a particular direction Improve the control and co-ordination of their bodies in water  | Consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, survival skills Improve linking movements and actions Choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges  | Swims competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively e.g. front crawl, backstroke and breast stroke Knows how to stay safe in the water Performs safe self-secure in different water-based situations  |