

St Leonard's C of E (A) Primary School – PE Skills Progression Map

Our intent for PE is to encourage sport across all year groups, promoting the inclusion for all abilities. We offer a range of activities to encourage boys and girls of all ages to participate in a variety of activities and encouraging a healthy lifestyle. We provide the children with the opportunities to compete in sports within our own school as well as with linking with other schools, promoting good sportsmanship, following the Olympic Values and helping them to understand healthy competition.

	EYFS Skills	Key Stage 1 Skills		Lower Key Stage 2 Skills		Upper Key Stage 2 Skills	
	End of REC Expectations	End of Year 1 Expectations	End of Year 2 Expectations	End of Year 3 Expectations	End of Year 4 Expectations	End of Year 5 Expectations	End of Year 6 Expectations
ASPECT	Average age 5 years 6 months	Average age 6yrs 6months	Average age 7years 6 months	Average age 8years 6 months	Average age 9 years 6 months	Average age 10 years 6 months	Average age 11 years 6 months
Team games	Negotiates space successfully when playing racing and chasing games, adjusting speed or changing direction to avoid obstacles.	Negotiate space when racing and chasing other children, adjusting speed or changing direction to avoid obstacles.	Pass a ball, bean bag or Tag In a team game, working collaboratively.	Create their own games, adapting rules and displaying knowledge of warm up and cool downs.	Follow rules to play more challenging games. Such as rounders, hockey, non-stop cricket and team tag.	Explain, evaluate and develop ideas and plans for a game that includes a scoring system.	Use and adapt tactics, choosing the most effective one for different situations.
Sending and striking	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	Shows increasing control in pushing, patting, throwing, catching or kicking and stopping a ball.	Stop or catch a projectile, such as a bean bag or ball, and hit with a bat or racket.	Keep control of ball-based equipment (eg, a hockey stick) Working effectively as part of a team.	Throw, catch, strike and field a ball with control and accuracy.	Use different techniques and skills to pass, dribble, travel and shoot in ball games.	Select and perform combinations of sending and striking skills with confidence, accuracy and consistency.
Strategy	N/A	Accurately shadow a partner's movement.	Use a range of simple tactics to aid attacking/defending.	Choose tactics/a suitable strategy to cause problems for the opposition.	Work effectively, as part of a team, choosing an appropriate strategy or tactic to cause problems for the opposition.	Mark an opponent, player or players, preventing them for gaining possession.	Apply tactical knowledge effectively in attacking and defending situations.
Dance	They represent their own ideas, thoughts	Create simple movement patterns,	Perform movements to express ideas,	Compare, develop and adapt	Improvise and move with precision,	Vary dynamics of a movement or	Move in time to music, creating

	and feelings through dance. Children make music and dance, and experiment with ways of changing them.	showing awareness of rhythm.	emotions or feelings and repeat dance phrases.	movement and motifs to create movement patterns.	control and fluency in response to a range of stimuli.	dance, developing actions in time to music, with a partner or as part of a group.	movements that express the meaning and mood of the piece.
Athletics	N/A	Run a short distance with some control. Jump with both feet from standing. Throw a projectile in a given direction.	Run a short distance with co-ordination and speed. Throw a projectile overarm. Jump from one foot, landing on the opposite or both feet.	Demonstrate a range of throwing techniques using accuracy and power and perform a range of jumps, sometimes with run ups.	Run with pace over longer distances and for more extended periods, identifying the difference between this and sprinting.	Explain how power and stamina is developed and how this improves performance.	Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing and suggest ways to improve their performance.
Gymnastics	Experiments with different ways of moving. Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment	Show control and co-ordination when moving or standing still. Perform basic sequences using space safely and recognising simple technical words (eg, roll, travel and balance).	Balance and move over, under and through apparatus, creating a variety of shapes with the body and distinguishing a well-performed move.	Vary height and speed in a sequence of gymnastic movements.	Combine movements, actions and balances, individually or collaboratively, to create a fluid routine.	Create and perform more complex sequences, including change of direction, travelling, speed and height, showing good stability and core strength.	Combine and perform gymnastic actions, using the whole body, adapting movements and balances to a routine so that they fit into a sequence.
Outdoor/Adventurous	Become familiar with the outdoor spaces	Follow a simple route around the school grounds or a given outdoor space.	Move over, under and through spaces and obstacles outdoors.	Work effectively as part of a team to safely navigate to familiar places, solving problems and evaluating their performance.	Respond positively to increased challenges and other team members, showing ability to listen to feedback.	Plan routes and orientate maps, responding positively to increasing challenges, listening to feedback and evaluating their role.	Lead groups in problem solving, analysing their own effectiveness as a team leader.
Performance	Perform simple movement or dance work and self evaluate	Perform simple movement or dance work, sometimes with a partner.	Perform a simple dance or movement sequence to a small group, expressing ideas, emotions or	Create/perform a sequence of movements showing good balance/body tone.	Create/perform fluently a sequence of movements, showing good balance/body tone	Perform individually or with a partner/as a group with increasing confidence and	Perform sequences, on multiple levels to an audience with control and grace, using available

		Identify a simple goal in PE.	feelings. Identify a simple goal in PE and talk about how they could achieve it.	Recognise their strengths in PE, identifying areas for improvement.	and practise to improve. Use constructive feedback to make improvements to their performances.	accuracy, using the whole body across different levels/spaces, to a range of audiences. Compare performances with previous ones.	apace expressively. Explain how they need to improve their own performance in order to achieve their personal best.
Swimming (Depends upon ability not cohort) We take Years 3 and 4 children swimming lessons and assess who cannot swim 25m in Y5.		Move in and around water confidently and competently, exploring ways of swimming above and below the water. (Swimming charter level 1)	Travel 5 metres (Swimming charter level 2).	Push and glide with arms extended front and back (Swimming charter level 3).	Travel 10 metres unaided with their feet off the floor (Swimming charter level 4).	Swim 10 metres unaided, optional stroke. (Swimming charter level 5).	Swim between 25 metres and 50 metres unaided, performing more than one stroke. Use breathing and survival techniques (Swimming charter level 6).