**Grange PE Progression of Knowledge and Skills Map**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Football**  **(Attack and Defence)** | **EYFS** | **Years 1 and 2** | **Years 3 and 4** | **Years 5 and 6** |
| * Hand eye coordination * confidence Introducing competitive games. * Experiments with different ways of moving. * Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. * Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. | * To practice basic movements including running, jumping, throwing and catching. * To experience opportunities to improve agility, balance and coordination. * Use and apply simple strategies for invasion games. * Can send a ball using feet and can receive a ball using feet. * Recall and link combinations of skills, e.g. dribbling and passing. | * Able to show basic control skills including sending and receiving the ball. * To send the ball with some accuracy to maintain possession and build attacking play. * To implement the basic rules of football. * Introduce some defensive skills. | * To play effectively in a variety of positions and formations on the pitch. * Become more skilful when performing movements at speed. * Choose and implement a range of strategies to attack and defend. |
| **Dance** | **EYFS** | **Years 1 and 2** | **Years 3 and 4** | **Years 5 and 6** |
| * Basic movements * hand eye coordination * confidence * Experiments with different ways ofmoving. * Negotiates space successfully. | * Respond to a range of stimuli and types of music. * Explore space, direction, levels and speeds. * Experiment creating actions and performing movements with different body parts. * Work as part of a group to create and perform short movement sequences to music. | * Practise different sections of a dance aiming to put together a performance. * Perform using facial expressions. * Building basic creative choreography skills in travelling, dynamics and partner work. * Develop a dance to perform as a group with a set starting position. * Developing choreography and devising skills in relation to a theme. | * Perform different styles of dance fluently and clearly. * Refine & improve dances adapting them to include the use of space rhythm & expression. * Talk about different styles of dance with understanding, using appropriate language & terminology. * Showing tension through pattern and formation. |
| **Gymnastics** | **EYFS** | **Years 1 and 2** | **Years 3 and 4** | **Years 5 and 6** |
| * Hand eye coordination * Confidence * Experiments with different ways of moving. * Jumps off an object and lands appropriately. * Negotiates space successfully. * Travels with confidence and skill around, under, over and through balancing and climbing equipment. | * Identify and use simple gymnastics actions and shapes. * Begin to carry basic apparatus such as mats and benches. * To introduce turn, twist, spin, rock and roll and link these into movement patterns. * To perform longer movement phrases and link with confidence. | * Modify actions independently using different pathways, directions and shapes. * Develop body management over a range of floor exercises. * Attempt to bring explosive moves into floor work through jumps and leaps. * To become increasingly competent and confident to perform skills more consistently. * Refine taking weight on small and large body parts, for example, hand and shoulder. | * Create longer and more complex sequences and adapt performances. * Take the lead in a group when preparing a sequence. * Perform more complex actions, shapes and balances with consistency. * Demonstrate accuracy, consistency, and clarity of movement. * Have worked independently and in small groups to make up own sequences. * To begin to use music in sequences. |
| **Basketball**  **(Net and Wall games)** | **EYFS** | **Years 1 and 2** | **Years 3 and 4** | **Years 5 and 6** |
| * Hand eye coordination skills, * Confidence * Introducing competitive games, tagging games. * Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. * • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. | * Hit the ball in a variety of ways Track intercept, stop and catch balls and small equipment consistently. * Describe some basic rules, simple tactics and the way to score. * Show good awareness of space and the actions of others. | * Throw and catch with control when under limited pressure to keep possession and score goals. * Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding and net games. Use simple rules fairly and extend them to devise their own games. * Identify that playing extended games improves their stamina. | * Perform skills with greater speed, fluency and accuracy in invasion, striking and net games. * Understand, choose and apply a range of tactics and strategies for defence and attack. |
| **Athletics** | **EYFS** | **Years 1 and 2** | **Years 3 and 4** | **Years 5 and 6** |
| * Hand eye coordination * Confidence * 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. * Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. | * Pupils will begin to link running and jumping. * To learn and refine a range of running which includes varying pathways and speeds. * Develop throwing techniques to send objects over long distances. * Develop power, agility, coordination and balance over a variety of activities. * Experience and improve on jumping for distance and height. | * Demonstrate agility and speed. * Jump for height and distance with control and balance. * Throw with speed and power and apply appropriate force. * Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws. | * Sustain pace over short and longer distances such as running 100m and running for 2 minutes. * Able to run as part of a relay team working at their maximum speed. * Perform a range of jumps and throws demonstrating increasing power and accuracy. * Apply strength and flexibility to a broad range of throwing, running and jumping activities. |
| **Cricket** | **EYFS** | **Years 1 and 2** | **Years 3 and 4** | **Years 5 and 6** |
|  | * Pupils will have used a variety of balls, beanbags, bats and markers. * Develop sending and receiving skills to benefit fielding as a team. * Distinguish between the roles of batters and fielders. * To developing hitting skills with a variety of bats. * Practice feeding/bowling skills | * To be able to adhere to some of the basic rules of cricket. * To use basic skills with more consistency including striking a bowled ball. * To develop the range of Cricket skills they can apply in a competitive context. | * Collaborate with a team to choose, use and adapt rules in games. * Recognise how some aspects of fitness apply to cricket, e.g. power, flexibility and cardiovascular endurance. * Apply with consistency standard cricket rules in a variety of different styles of games. * Use a range of tactics for attacking and defending in the role of bowler, batter and fielder. |
| **Invasion Games** | **EYFS** | **Years 1 and 2** | **Years 3 and 4** | **Years 5 and 6** |
| * Hand eye coordination. * Introducing competitive games, tagging games. * Experiments with different ways of moving. * Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. * Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. | * Explore different ways of using a ball. * Explore ways to send a ball or other equipment. * To begin to participate in team games. * Develop simple attacking and defending techniques. * Pass and receive a ball in different ways with increased control. | * Handle a rugby ball with confidence. * Evade attackers using footwork and body control. * Use basic game principles of tag rugby and play within simpler rules. * Implement rules and develop tactics in competitive situations. * To increase speed and build endurance during gameplay. | * To combine basic tag rugby skills such as catching and quickly passing in one movement. * To be able to select and implement appropriate skills in a game situation. * To increase the power of passes so the ball can be moved quickly over greater distance. * Choose and implement a range of strategies and tactics to attack and defend. * Observe, analyse and recognise good individual and team performances. |
| **Hockey** | **EYFS** | **Years 1 and 2** | **Years 3 and 4** | **Years 5 and 6** |
|  |  | * To be able to consistently perform basic hockey skills such as dribbling and push pass. * To implement the basic rules of hockey. * To develop tactics and apply them in competitive situations. * To increase speed and endurance during gameplay. | * Combine basic hockey skills such as dribbling and push pass. * Select and apply skills in a game situation confidently. * To increase power and strength of passes, moving the ball over longer distances. * To choose and implement a range of strategies and tactics to attack and defend. |
| **Tennis** | **EYFS** | **Years 1 and 2** | **Years 3 and 4** | **Years 5 and 6** |
|  |  | * Play games using throwing and catching skills. * Vary strength, length and direction of throw. * Understand where to stand when receiving. * Understand attack and defence tactics. | * Hit the ball in the court away from opponent, how to outwit them using speed height and direction of ball. * Know where to stand when attacking and defending. * Understand practices to help with precision and consistency and speed. |
| **Rounders** | **EYFS** | **Years 1 and 2** | **Years 3 and 4** | **Years 5 and 6** |
|  |  | * To be able to play simple rounders games. * To apply some rules to games. * To develop and use simple rounders skills. * Identify different positions in rounders and the roles of those positions. | * Collaborate with a team to choose, use and adapt rules in games. * Recognise how some aspects of fitness apply to rounders, e.g. power, flexibility and cardiovascular endurance. * Apply rounders rules consistently in conditioned games. * Use a range of tactics for attacking and defending in the role of bowler, batter and fielder. |
| **OAA** | **EYFS** | **Years 1 and 2** | **Years 3 and 4** | **Years 5 and 6** |
|  | * To begin to work with others to solve problems. * To begin to lead others and be led. * To begin to plan and refine strategies to solve problems | * Develops listening skills. * Creates simple body shapes. * Listens to instructions from a partner/adult. * Beginning to think activities through and problem solve. * Discuss and work with others in a group. * Demonstrates an understanding of how to stay safe. | * Develops strong listening skills. * Uses and interprets simple maps. * Think activities through and problem solve using general knowledge. * 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. |
| **Swimming** | **EYFS** | **Years 1 and 2** | **Years 3 and 4** | **Years 5 and 6** |
|  |  | * Swims competently, confidently and proficiently over a distance of at least 25 metres * Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. * Performs safe self-rescue in different water-based situations. |  |
| **KS1**  **Multiskills** | **EYFS** | **Years 1 and 2** | **Years 3 and 4** | **Years 5 and 6** |
| * Hand eye coordination. * Introducing competitive games, tagging games. * Experiments with different ways of moving. * Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. * Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. | * To begin to develop special awareness * To begin to develop movement with a ball * To begin to develop sending and receiving skills through throwing and catching. |  |  |
| **Healthy Lifestyles** | **EYFS** | **Years 1 and 2** | **Years 3 and 4** | **Years 5 and 6** |
| * Can talk about what are healthy foods. * Can talk about why exercise is good. | * Can describe the effect exercise has on the body * Can explain the importance of exercise and a healthy lifestyle. | * Can describe the effect exercise has on the body * Can explain the importance of exercise and a healthy lifestyle. * Understands the need to warm up and cool down. | * Can describe the effect exercise has on the body * Can explain the importance of exercise and a healthy lifestyle. * Understands the need to warm up and cool down. |