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

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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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