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| **Physical Education - Games Progression Map** |
| National curriculum expectations → | According to the National Curriculum, a high-quality physical education should ensure that all pupils develop; competency in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports/activities and lead healthy, active lives. |
| EYFS statutory framework.→ | Children at the expected level of development will: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.  |
| Year Group | Skills | Application | Game-based learning | Feedback | Examples of vocabulary |
| **Nursery –** *Physical Literacy content*  | Travelling MovementBalancingThrowingCatchingJumping | Warming up for games sessions by moving in different ways. Practising jumping around a space e.g., space jumps (landing softly) and rocket take-offs (jumping up quickly)  | Skills developed through EYFS continuous provision games and activities.Games involving simple instructions as part of a team using hoops, beanbags and cones.Balancing and throwing beanbags into a target.  | Listen and respond to simple instructions. | RunJump ThrowStopSpaceListenBalance |
| **Reception –** *Physical Literacy content*  | Moving in a range of ways, moving freely and with confidence, making changes to body shape, position and pace of movement.Jumping and landing appropriately using hands, arms and body to stabilise and balance.Sending an object with accuracy as well as with power. | Experimentation with different ways of moving, testing out ideas and adapting movements to reduce riskTravelling with confidence and skill around the space provided.Handling objects safely and with increasing control and intention.  | Negotiating space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstaclesShowing confidence in choosing resources and perseverance in carrying out a chosen activity Showing a preference for a dominant hand.Working sensibly and cooperatively with partners and as part of a team.  | Listening to and following 2 step instructions.  | SpeedTravel RollHopSkipBalanceInstructionTeam |
| **Year 1** Unit 1 - Focus on ball skillsUnit 2 - Throwing, catching and aiming gamesUnit 3 – Bat Ball skills and Games, Skipping*Physical Literacy*  | Fully exploring the use of large balls and introducing smaller equipment such as small balls and quoitsPatting, rolling, kicking and dribbling larger equipment and begin to refine throwing and catching with smaller equipment e.g. single hands, different directionsIntroduce use of bat and ball to strikeSkipping introduced | Using equipment to develop proactive movement, agility and hand eye co-ordination within a spaceBegin to track the pathway of a ballSome success when sending and receiving equipment with another | Participate in individual and partner target games that develop aiming and sending skillsStationary examples include;Aiming onto and over lines at hoops skittlesStriking and anticipating pathways of ballsDeveloping cooperation and competence | Understand and follow rules of a gameThey can observe and make simple comments on other children’s performanceCopy ideas to improve their own work. | ObserveThrowingCatchingDirectionPositionRules |
| **Year 2** Unit 1 – Throwing and Catching – Inventing Games Unit 2 – Making up games with a partner; Aiming, hitting and kickingUnit 3 - Dribbling, kicking and hitting *Physical Literacy* | Further developing throwing and catching skills with equipment of different shapes, sizes, weights and texturesThrow, catch, bounce and dribble with hand, feet and implement e.g. 1/2 hands, under over body parts, over arm throwing, different levelsBegin to pass, receive and strike using different equipment and sized balls | Developing safe movement, awareness of others and decision making to outwit othersTrack the pathway of a ball and move to interceptSend and receive the ball when stationary and on the move | Participate in partner activities and solve tactical problems‘Beat your own record’ activities to create individual challenge with sending and receiving at different levels and directionsAim at stationary and moving targetsPlay cooperatively and competitively | Understand and adapt rules of a game to make it more challengingChoose, use and vary simple tactics for attacking and defending.Describe their own and others work using appropriate vocabularyRecognise a good quality performance | Pass StrategyAttackingDefendingPathway |
| **Year 3**Unit 1 – Balls Skills Invasion FocusUnit 3 – Net Court Wall games*Swimming*  | Technically refine and select sending and receiving movements (chest pass bounce pass)Perform basic skills with increasing control and consistency e.g. catch, bounce and dribble with hand, feet and implementStrike a ball with reasonable control and accuracySkipping revisited | Sequence passing with other playersSignal, move, pass/receive and retain possessionSend and receive ball over a net/ at a target | Play confidently and competitively in small sided games/formations (2v1,3v1, 2v3)Keep possession and progress down the pitchPlay with confidence in various formats | Understand rules and keep games going without disputeUnderstand simple tactics and principles and use them effectively within a gameIdentify aspects of their own and others play to need improving using appropriate languageThey can recognise strengths in a performance | Dribble SignalControlSpacePossession |
| **Year 4**Unit 1- Net/Court Wall GamesUnit 2 – Problem Solving and Inventing Games (invasion focus)Unit 3 – Invasion Games Unit 4 – Striking and Fielding games | Use a range of techniques to successfully pass and travel with a ballPerform the basic skills needed for a game with increasing control and accuracy e.g. throw accurately to be a reliable bowlerStrike a ball along ground or through air with a degree of accuracy and direction | Understand how to dodge, mark, signal and intercept a ballSend and receive over a range of barriers to show variation in speed level and direction | Work cooperatively in various sizes (up to 8) to organise and keep games goingKeep possession and progress down the pitch Use skills to demonstrate tactical awareness in different format games (1v1 3v3). E.g. throwing into spaces/making it difficult to return shots | Understand, adapt and use rules to keep games going without disputeUse tactics to demonstrate simple attacking and defending strategies e.g. position self to shoot and scoreNegotiate, plan, adapt and make decisions about a game using understanding of games, tactics and level of challengeIdentify strengths and aspects of their own and others play to need improving using appropriate languageSuggest practices to improve play | OpponentTacticsDodgeInterceptAccuracy |
| **Year 5** Unit 1 – Net Court Wall GamesUnit 2 – Invasion and target games (ball handling)Unit 3 – Invasion games (Implement and Kicking)Unit 4 – Striking and fielding  | Demonstrate a range of skills in a controlled manner using ½ hands when sending, travelling, dribbling and receiving on the move.Develop control when sending and receiving from both sides of your bodyCombine and perform skills with controlUse a rounders/cricket shaped bat with confidence to strike and throw ball with accuracy | Find and use space to receive balls from different heights and anglesMark an opponent effectively and defend a goalChoose and use skills which meet the specific needs of the game e.g. invasion passing by throw, bouncing, carrying, shooting, dribbling) | Work as a team in small sided games and transfer common principles of playUnderstand and show how to retain possession and to progress towards goalDemonstrate an awareness of space by making tactical decisions e.g. hitting into gaps | Use attack and defending strategies appropriately in games to be an effective team member (e.g. move towards a slow ball whilst moving directly towards the fielder)Experience all roles within a game whilst demonstrating sportsmanshipRecognise their own and others strengths and weaknesses using technical languageSuggest ideas to improve specific areas of performance using success criteria  | Fair playEvaluateSendingReceivingPerformance |
| **Year 6** Unit 1- Invasion Games **Hockey**Unit 2 – Net Court Wall Games **Tennis**Unit 3 – Striking and Fielding GamesUnit 4 – Invasion Games**Netball** | Understand and demonstrate a range of controlled passing, receiving, striking, dribbling and shooting which are adapt to meet the needs of situationCombine and perform skills more fluently with greater controlPlay a variety of shots with intent when sending the ball | Send and receive balls using different heights and angles Play confidently and effectively in small sided games and work as a team to meet the needs of the game e.g. fielders use strategies to outwit the batters | Work as a team in small sided games and transfer common principles of playOrganise team into different formations to concentrate more on or defence e.g. overloading a playerKnow how and where to pass to retain position and progress towards goal | Understand the positions they play and identify and demonstrate specific attacking and defending skills e.g. marking a player or space)Experience all roles within a game whilst demonstrating sportsmanshipRecognise the strengths and weaknesses in their own, an individual or team performanceIdentify aspects that need improvement and suggest how to improve them by helping to create success criteria | Strike MarkingSportsmanshipFormation |