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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  Movement  Balancing  Throwing  Catching  Jumping | 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. | Run  Jump  Throw  Stop  Space  Listen  Balance |
| **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 risk  Travelling 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 obstacles  Showing 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. | Speed  Travel  Roll  Hop  Skip  Balance  Instruction  Team |
| **Year 1**    Unit 1 - Focus on ball skills  Unit 2 - Throwing, catching and aiming games  Unit 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 quoits  Patting, rolling, kicking and dribbling larger equipment and begin to refine throwing and catching with smaller equipment e.g. single hands, different directions  Introduce use of bat and ball to strike  Skipping introduced | Using equipment to develop proactive movement, agility and hand eye co-ordination within a space  Begin to track the pathway of a ball  Some success when sending and receiving equipment with another | Participate in individual and partner target games that develop aiming and sending skills  Stationary examples include;  Aiming onto and over lines at hoops skittles  Striking and anticipating pathways of balls  Developing cooperation and competence | Understand and follow rules of a game  They can observe and make simple comments on other children’s performance  Copy ideas to improve their own work. | Observe  Throwing  Catching  Direction  Position  Rules |
| **Year 2**  Unit 1 – Throwing and Catching – Inventing Games    Unit 2 –  Making up games with a partner; Aiming, hitting and kicking  Unit 3 - Dribbling, kicking and hitting  *Physical Literacy* | Further developing throwing and catching skills with equipment of different shapes, sizes, weights and textures  Throw, catch, bounce and dribble with hand, feet and implement e.g. 1/2 hands, under over body parts, over arm throwing, different levels  Begin to pass, receive and strike using different equipment and sized balls | Developing safe movement, awareness of others and decision making to outwit others  Track the pathway of a ball and move to intercept  Send 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 directions  Aim at stationary and moving targets  Play cooperatively and competitively | Understand and adapt rules of a game to make it more challenging  Choose, use and vary simple tactics for attacking and defending.  Describe their own and others work using appropriate vocabulary  Recognise a good quality performance | Pass  Strategy  Attacking  Defending  Pathway |
| **Year 3**    Unit 1 – Balls Skills Invasion Focus  Unit 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 implement  Strike a ball with reasonable control and accuracy  Skipping revisited | Sequence passing with other players  Signal, move, pass/receive and retain possession  Send 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 pitch  Play with confidence in various formats | Understand rules and keep games going without dispute  Understand simple tactics and principles and use them effectively within a game  Identify aspects of their own and others play to need improving using appropriate language  They can recognise strengths in a performance | Dribble  Signal  Control  Space  Possession |
| **Year 4**  Unit 1- Net/Court Wall Games  Unit 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 ball  Perform the basic skills needed for a game with increasing control and accuracy e.g. throw accurately to be a reliable bowler  Strike a ball along ground or through air with a degree of  accuracy and direction | Understand how to dodge, mark, signal and intercept a ball  Send 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 going  Keep 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 dispute  Use tactics to demonstrate simple attacking and defending strategies e.g. position self to shoot and score  Negotiate, plan, adapt and make decisions about a game using understanding of games, tactics and level of challenge  Identify strengths and aspects of their own and others play to need improving using appropriate language  Suggest practices to improve play | Opponent  Tactics  Dodge  Intercept  Accuracy |
| **Year 5**  Unit 1 – Net Court Wall Games  Unit 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 body  Combine and perform skills with control  Use 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 angles  Mark an opponent effectively and defend a goal  Choose 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 play  Understand and show how to retain possession and to progress towards goal  Demonstrate 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 sportsmanship  Recognise their own and others strengths and weaknesses using technical language  Suggest ideas to improve specific areas of performance using success criteria | Fair play  Evaluate  Sending  Receiving  Performance |
| **Year 6**  Unit 1-  Invasion Games **Hockey**  Unit 2 –  Net Court Wall Games **Tennis**  Unit 3 –  Striking and Fielding Games  Unit 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 situation  Combine and perform skills more fluently with greater control  Play 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 play  Organise team into different formations to concentrate more on or defence e.g. overloading a player  Know 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 sportsmanship  Recognise the strengths and weaknesses in their own, an individual or team performance  Identify aspects that need improvement and suggest how to improve them by helping to create success criteria | Strike  Marking  Sportsmanship  Formation |