

The Carey Federation Skills Progression Map for Physical Education and School Sport.



	EYFS	YR1	YR2	YR3	YR4	YR5	YR6
<p>Active NC KS1 Master basic movements including running, jumping, throwing & catching, balance, agility & co-ordination and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking & defending. Perform dance using simple movement patterns.</p> <p>KS2 Use throwing, jumping, running & catching in isolation and combination. Develop flexibility, strength, technique, control & balance.</p>	<p>Develop & refine the fundamental movement skills, rolling, crawling, walking, jumping, running, hopping, skipping & climbing. 2. Progress towards a more fluent style of moving developing control & grace. 3. Develop overall body strength, co-ordination, balance & agility. 4. Develop small motor skills. 5. Use core muscles to achieve good posture 6. Combine movements with ease & fluency. 8. Develop overall body strength, balance, co-ordination and 9. agility. 10. Further</p>	1. Holds moments of stillness on different patches and points with control.	1. Holds balances using points and patches by reducing the number or size of contact points. Perform the 5 basic gymnastic shapes.	1. Explores use of space through different levels, directions and pathways in gym and dance with timing/rhythm	1. Can develop a sequence using a range of gymnastic or body shapes (such as 5 basic gymnastic shapes) with balance and traveling movements.	1. Can create and perform a sequence/routine individual or a pair using components like symmetry/asymmetry, counterbalance, change of levels, direction, and speed	1. Can create and perform a sequence/routine in a group using components in year 5 and adding matching and mirroring and fitness to the performance
		2. Travels with coordination, control in different directions and varied spaces.	2. Performs simple movement patterns in aesthetic movement with agility, control and rhythm.	2. Can perform a pass with hands or feet. Adapting to specific sport.	2. Can successfully dribble feet or hands. Pass with hands or feet (chest/bounce or with feet) increasing accuracy adapting the skill in specific sport.	2. Successfully applies skills to effectively fulfil a specific position/role in a game situation	2. Can apply relevant skills and components to a individual challenge or a situation within a small-sided or game
		3. Can throw, catch and kick independently. Various sized balls.	3. Can throw, catch and kick independently at a target with increasing accuracy and control.	3. Demonstrates good object manipulation, coordination and control with hands and feet.	3. Demonstrates how to create and deny space in a varied game situation.	3. Executes effective attacking and defending skills/ tactics in a small-sided game situation.	3. Implements effective use of attacking/defending skills/tactics within a game situation right time/right place.

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Perform dances using a range of movement patterns.	develop & refine a range of ball skills –throwing, catching, kicking, passing, batting & aiming. With increased confidence. 11. Ride a balance bike	4. Has the focus and effort required for a Physically active lesson and can sustain this with encouragement from either peers or staff	4. Remains focused and engaged throughout lesson demonstrating the necessary stamina with little encouragement.	4. When using sustained effort and focus on lessons shows determination when learning new skills. Also applying skills learnt to new situations	4.Has a level of understanding of physical effort and focus needed for game situation in a variety of sports	4. Understands when, where and how to use physical effort in game situations. Can start to explain that	4. Understands when, where and how to use physical effort in game situations. Can start to explain and analyses this.
Swimming NC Swim competently, confidently & proficiently over a distance of at least 25m. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations	Enter the water and attempt to swim 5m across the pool.	Can safely enter the water. Can fully submerge. Can swim a width unaided.	Can enter the water safely with a jump. Can fully submerge retrieving an object from the pool floor. Can swim a width either on front or back unaided.	Can swim on front or back over 25m.	Can swim competently, confidently, and proficiently over 25m.	Can swim competently, confidently, and proficiently, using a range of strokes effectively	Can swim competently, confidently, and proficiently, using a range of strokes effectively over 100m exceeding NGS. Perform safe self-rescue in different water-based situations

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<p>Play competitive games modified where appropriate.</p> <p>Take part in outdoor & adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Start taking part in group activities which they make up themselves or in teams. Show resilience & perseverance in the face of a challenge.</p> <p>Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Develop overall body strength, balance, coordination, and agility.</p> <p>Show resilience & perseverance in the face of a challenge.</p>	<p>To show control when rolling a ball. To hit a ball with control, using appropriate equipment</p> <p>To run with control</p> <p>To jump with control</p> <p>To catch a ball / moving object</p> <p>To kick a ball with some control</p> <p>Shows confidence to perform in front of a small audience of peers.</p> <p>Respect themselves by trying their best and showing determination if</p>	<p>Understand the terms 'opponent' and 'teammate'.</p> <p>To develop basic tactics for small team games</p> <p>To lead others in small game situations</p> <p>Set simply targets to improve own performance.</p> <p>Participates showing positive behaviour whatever the outcome of the session or competition.</p> <p>Takes part and is effective with a range of partners and small groups.</p>	<p>To throw and catch various objects / balls with control and accuracy.</p> <p>To follow rules of games and play fairly.</p> <p>To maintain possession of a ball</p> <p>To pass to teammates when appropriate</p> <p>Develops listening skills.</p> <p>Creates simple body shapes.</p> <p>Listens to instructions from a partner/ adult.</p> <p>Beginning to think activities</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together e.g. dribbling, bouncing, kicking.</p> <p>Takes part in competitive games with an understanding of tactics and composition.</p> <p>Works well in a group to develop various games.</p> <p>Apply basic skills for attacking and defending.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways and can link these together.</p> <p>Uses skills with co-ordination, control, and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to differentiate a game.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways and can link these together effectively. e.g. dribbling, bouncing, kicking</p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control, and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p>
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		success is not immediate.		<p>through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p> <p>Cooperates well in larger groups helping their group to function effectively.</p> <p>Improves a skill or performance effectively with others through listening and demonstrating their own ideas.</p>	<p>Uses running, jumping, throwing, and catching in isolation and combination. Beginning to think activities through problem solving.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p> <p>Leads by example in lessons and competitions by working with enthusiasm and encouraging</p>	<p>Apply basic skills for attacking and defending. Uses running, jumping, throwing, and catching in isolation and combination. Develops strong listening skills. Use s and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games. Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing, and catching in isolation and in combination.</p> <p>Develops strong listening skills.</p>
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					members of their team/group	Undertakes a role within a group to help others performance whether it's as a leader, official, helper, organiser	Uses and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support.
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Healthy lifestyles and community activity	Knows that physical activity supports their wellbeing. Know and talk about the different factors that support overall health and wellbeing: - regular physical activity	Can talk through the changes to their body temperature, breathing rate and heart rate when they become active. Can describe food that is healthy and that is unhealthy for their body	Knows what happens to the body (e.g blood flow, oxygen to muscles) when active and can demonstrate how to raise and lower the heart rate. Can describe a healthy diet.	Knows the function of lungs and can demonstrate how to raise and lower their breathing rate when preparing for and recovering from being active for a sustained period. Can describe a well plate and give examples of balanced meals. Knows the impact of diet on the body.	Can locate, name certain muscles like hamstring calf, quadriceps, biceps, and body parts we use in being active like lungs, heart, brain. Knows the functions of their body and the importance of its strength in sustained activity. Knows foods which give energy.	Has understanding and can describe which activities they would use strength, stamina, speed, skill, and suppleness. Can describe appropriate foods to eat before exercise, sport or activity.	Can create a video, piece of writing, or talk about the knowledge and understanding of a healthy lifestyle. Knows how to fuel their body for various sporting events and activities.
Staff/Pupils non-negotiables	Every child receives a positive experience and feedback. There is 100% participation and enjoyment.	Lessons will be 80% physically active minimum.	Everyone is always prepared to work safely in PE by being prepared with the correct footwear and kit for all related activities to P.E and sport. Everyone respects and looks after all equipment.	Each lesson has a physical, technical, tactical social & emotional elements.	Knowledge & understanding outcomes are shared, using full sentences.	Works safely in a group/team environment, showing consideration and respect for peers and their abilities. Before during and after lessons.	Can describe the performance of their team/group in relevant games and their contribution to it. Finding positives and things that could be better to develop the performance individually and as a team/group



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Giving verbal, visual
and written
feedback