**PE Skills Progression Map**

**Gymnastics**

The Gymnastic skills taught throughout the units in each year group can be broken down into these specific areas; rolls, jumps, equipment work, handstands, cartwheels and round-offs, travelling and shapes and balances.

This table maps out the progression of skills in each area to be taught in each year group. **Please note – the age range is only a guide**. All skills should be taught depending on the gymnastic ability of the children. Many of the skills are repeated across year groups to allow for children to progress at their own pace. For example, if a child has not mastered a forward roll from standing in year 3, the skill can be revisited in year 4. The skills can also be revisited if the children wish to include them in their independent sequences. Teachers can also allow for ‘Talented’ children to showcase harder skills if the teacher is confident to support them during the lesson and/or if the child’s parents have agreed they can complete certain skills independently.

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| **Area of Physical Development/ Sport** | **Year Group** |
| **Gymnastics** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| **Rolls** |
| * Curled side roll (egg roll)
* Log roll (pencil roll)
* Teddy bear roll
 | * Log roll (controlled)
* Curled side roll (egg roll) (controlled)
* Teddy bear roll (controlled)
 | * Log roll (controlled)
* Curled side roll (egg roll) (controlled)
* Teddy bear roll (controlled)
* Rocking forward roll
* Crouched forward roll
 | * Crouched forward roll
* Forward roll from standing
* Tucked backward roll
 | * Forward roll from standing
* Straddle forward roll
* Tucked backward roll
* Backward roll to straddle
 |
| **Jumps** |
| * Straight jump
* Tuck jump
* Jumping jack
* Star Jump
 | * Straight jump
* Tuck jump
* Jumping jack
* Star Jump
* Half turn jump
* Cat spring (Squat, leap forward on hands and bring knees back into squat)
 | * Straight jump
* Tuck jump
* Jumping jack
* Star Jump
* Half turn jump
* Cat spring (Squat, leap forward on hands and bring knees back into squat)
* Cat spring to straddle
 | * Straight jump
* Tuck jump
* Jumping jack
* Star jump
* Straddle jump
* Pike jump
* Straight jump half-turn
* Cat spring (Squat, leap forward on hands and bring knees back into squat)
* Cat spring to straddle
* Cat leap
 | * Straight jump
* Tuck jump
* Jumping jack
* Star jump
* Straddle jump
* Pike jump
* Straight jump half-turn
* Straight jump full-turn
* Cat leap
* Cat leap half-turn
 |
| **Shapes and Balances** |
| At this stage children should be trying to hold for 3 seconds* Standing balances
* Straight (pencil), tuck, dish, arch and straddle shapes
* Introduce to front and back Support
 | At this stage children should be beginning to develop their balancing skills and aiming to hold for 3 seconds. * Children’s interpretations of wide, narrow, spikey, curled shapes.
* Standing balances
* Kneeling balances
* Straight (pencil), tuck, dish, arch, straddle, pike and star shapes.
* Continue to develop holding front and back support
 | At this stage children should know to hold a balance for 3 seconds with more stability. * Standing balances
* Kneeling balances
* Large body part balances
* Balances on apparatus
* Beginning to explore balances with a partner
* Straight (pencil), tuck, dish, arch, straddle, pike and star shapes.
* Holding front and back support
* Front support wheelbarrow with partner for handstand progression
* T-lever progression for handstand (See Yr2 Spring 1, Lesson 5 ppt)
* Scissor kick for progression to handstand(See Yr2 Spring 1, Lesson 5 ppt)
 | At this stage children should know to hold a balance for 3 seconds with stability. * Large and small body part balances, including standing and kneeling balances
* Balances on apparatus
* Matching and contrasting partner balances
* Straight (pencil), tuck, dish, arch, straddle, pike and star shapes.
* Front and back support
* Handstand
* Lunge into handstand
* Cartwheel
 | At this stage children should know to hold a balance for 3 seconds with stability. * 1, 2, 3 and 4- point balances
* Balances on apparatus
* Balances with and against a partner
* Straight (pencil), tuck, dish, arch, straddle, pike and star shapes.
* Front and back support
* Lunge into handstand
* Lunge into cartwheel
 |
| **Travelling and Linking Actions** |
| * Tiptoe
* Step
* Jump
* Hop
* Skip
* Bunny hops
 | * Tiptoe
* Step
* Jump
* Hop
* Skip
* Bunny hops
* Hopscotch
* Galloping
* Beginning to travel in curly lines, zigzag lines, straight lines.
* Begin to travel low to the ground and contrast with travelling higher.
 | * Tiptoe
* Step
* Jump
* Hop
* Skip
* Bunny hops
* Hopscotch
* Galloping
* Straight jump half turn
* When prompted by a teacher, travel in different pathways selecting what works well in their sequence.
* When prompted by a teacher, travel low to the ground and contrast with travelling higher selecting when to change this.
 | * Tiptoe
* Step
* Jump
* Hop
* Skip
* Bunny hops
* Hopscotch
* Galloping
* Chassis Steps
* Cat leaps
* Straight jump half turn
* walking.
* Cartwheels
* In sequences, travel in different pathways with increasing independence.
* In sequences, travel at different levels with increasing independence.
 | * Tiptoe
* Step
* Jump
* Hop
* Skip
* Bunny hops
* Hopscotch
* Galloping
* Chassis Steps
* Cat leaps
* Catleap half turn
* Straight jump half turn
* Straight jump full turn
* Pivot
* Lunge cartwheels
* In sequences, travel in different pathways independently selecting what works efficiently in their own sequences .
* In sequences, travel at different levels, independently selecting what works best in their own sequences .
 |
| **Use of Equipment (Wall bars, Ropes, Vault, Springboard, Benches, Tables etc)**  |
| **Mats*** Use as and when required

**Benches*** Step on
* Travel down walking forwards, walking sideways, tiptoeing or bunny hopping over.
* Practise balances on
* Straight jump off.

**Gymnastic Tables*** Climb on
* Practise balances on
* Straight jumps off small tables.

**Springboard*** Straight jump off onto crash mat.

**Wall bars*** Develop climbing skills and strength.
 | **Mats*** Use as and when required

**Benches*** Step on
* Travel down walking forwards, walking sideways, tiptoeing, small continuous straight jumps or bunny hopping over.
* Practise balances on
* Straight jump, tuck jump or star jump off.

**Gymnastic Tables*** Climb on
* Practise balances on
* Straight jump, tuck jump or star jump off small tables.

**Springboard*** Straight jump, tuck jump or star jump off onto crash mat.

**Wall bars*** Develop climbing skills and strength.

**Ropes*** Practise holding balance/shapes.
 | **Mats*** Use as and when required

**Benches*** Step on
* Travel down walking forwards, backwards, sideways, tiptoeing or bunny hopping over.
* Practise balances on
* Practise standing straight jump or tuck jump whilst on the bench.
* Straight jump, tuck jump, star jump or half turn jump off.

**Gymnastic Tables*** Climb on
* Practise balances on
* Practise jumps on (not half turn)
* Straight jump, tuck jump, star jump or half turn jump off small tables.

**Springboard*** Hurdle step onto springboard.
* Straight jump, tuck jump, star jump or half turn jump off onto crash mat.

**Wall bars*** Develop climbing skills and strength.
* Practise balances on.

**Ropes*** Develop climbing skills and strength.
* Practise holding balance/shapes.
* Matching partner balances.

**Balancing beam*** Step on
* Travel down walking forwards, walking sideways, tiptoeing or bunny hopping over.
* Practise balances on
* Straight jump, tuck jump, star jump or half turn jump off.
 | **Mats*** Use as and when required

**Benches*** Step on or Squat on
* Travel down walking forwards, backwards, sideways, tiptoeing, dip stepping or bunny hopping over.
* Practise balances on
* Practise standing straight jump, tuck jump or star jump whilst on the bench (not half turn, straddle or pike).
* Straight jump, tuck jump, star jump, half turn jump or straddle jump off.

**Gymnastic Tables*** Climb on or Squat on
* Practise balances on
* Practise standing straight jump, tuck jump or star jump whilst on the bench (not half turn, straddle or pike).
* Straight jump, tuck jump, star jump, half turn jump or straddle jump off small tables.

**Springboard*** Hurdle step onto springboard.
* Straight jump, tuck jump, star jump, half turn jump, straddle jump or pike jump off spring board onto crash mat.

**Wall bars*** Climbing skills and strength.
* Think of different ways to travel up/ through/ on them.
* Practise balances on.
* Matching and contrasting partner balances.

**Ropes*** Develop climbing skills and strength.
* Practise holding balance/shapes.
* Matching and contrasting partner balances.

**Balancing beam*** Step on
* Travel down walking forwards, backwards, sideways, tiptoeing, dip stepping or bunny hopping over.
* Practise balances on
* Straight jump, tuck jump, star jump, half turn jump, straddle jump off.

**Vault*** Squat on from floor or springboard.
* Straight jump, tuck jump, star jump, half turn jump, straddle jump or pike jump off onto crash mat.
 | **Mats*** Use as and when required

**Benches*** Step on or Squat on
* Travel down walking forwards, backwards, sideways, tiptoeing, dip stepping or bunny hopping over.
* Practise balances on
* Practise standing straight jump, tuck jump, star jump or half turn jump whilst on the bench (not straddle or pike).
* Straight jump, tuck jump, star jump, half turn jump or straddle jump off.

**Gymnastic Tables*** Climb on, Squat on or straddle on.
* Practise balances on
* Practise standing straight jump, tuck jump, star jump or half turn jump whilst on the bench (not straddle, pike or full turn).
* Straight jump, tuck jump, star jump, half turn jump, straddle jump or full turn jump off small tables.

**Springboard*** Hurdle step onto springboard.
* Straight jump, tuck jump, star jump, half turn jump, straddle jump, pike jump or full turn jump off spring board onto crash mat.

**Wall bars*** Climbing skills and strength.
* Think of different ways to travel up/ through/ on them.
* Practise balances on. Balances could include an arm/ leg off the equipment.
* Matching and contrasting partner balances.

**Ropes*** Develop climbing skills and strength.
* Practise holding balance/shapes at different heights.
* Matching and contrasting partner balances.
* Rolling using ropes.

**Balancing beam*** Step on
* Travel down walking forwards, backwards, sideways, tiptoeing, dip stepping or bunny hopping over.
* Practise balances on
* Straight jump, tuck jump, star jump, half turn jump, straddle jump off.

 **Vault*** Squat on or straddle on from floor or springboard.
* Straight jump, tuck jump, star jump, half turn jump, straddle jump, pike jump or full turn jump off onto crash mat.
 |
| **Dance** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| * Join a range of different movements together.
* Change the speed of their actions.
* Change the style of their movements.
* Create a short movement phrase which demonstrates their own ideas.
 | * Copy and repeat actions.
* Put a sequence of actions together to create a motif.
* Vary the speed of their actions.
* Use simple choreographic devices such as unison, canon and mirroring.
* Begin to improvise independently to create a simple dance.
 | * Copy, remember and repeat actions.
* Create a short motif inspired by a stimulus.
* Change the speed and level of their actions.
* Use simple choreographic devices such as unison, canon and mirroring.
* Use different transitions within a dance motif.
* Move in time to music.
* Improve the timing of their actions.
 | * Begin to improvise with a partner to create a simple dance.
* Create motifs from different stimuli.
* Begin to compare and adapt movements and motifs to create a larger sequence.
* Use simple dance vocabulary to compare and improve work.
* Perform with some awareness of rhythm and expression.
 | * Identify and repeat the movement patterns and actions of a chosen dance style.
* Compose a dance that reflects the chosen dance style.
* Confidently improvise with a partner or on their own.
* Compose longer dance sequences in a small group.
* Demonstrate precision and some control in response to stimuli.
* Begin to vary dynamics and develop actions and motifs in response to stimuli.
* Demonstrate rhythm and spatial awareness.
* Change parts of a dance as a result of self-evaluation.
* Use simple dance vocabulary when comparing and

improving work. |
| **Games** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| **Striking and Hitting a Ball** |
| * Begin to hit a ball with a bat or racquet.
 | * Use hitting skills in a game.
* Practise basic striking, sending and receiving.
 | * Strike or hit a ball with increasing control.
* Learn skills for playing striking and fielding games.
* Position the body to strike a ball.
 | * Demonstrate successful hitting and striking skills.
* Develop a range of skills in striking (and fielding where appropriate).
* Practise the correct batting technique and use it in a game.
* Build a rally with a partner.
* Strike the ball for distance.
 | * Use a bat or stick (hockey) to hit a ball with accuracy and control.
* Accurately serve underarm.
* Use at least two different shots in a game situation.
* Use hand-eye coordination to strike a moving and a stationary ball.
 |
| **Throwing and Catching a Ball** |
| * Roll equipment in different ways.
* Throw underarm to a partner.
* Throw an object at a target.
* Catch equipment using two hands.
 | * Throw underarm and overarm.
* Catch and bounce a ball. Use rolling skills in a game.
* Practise accurate throwing and consistent catching.
 | * Throw different types of equipment in different ways, for accuracy and distance.
* Throw, catch and bounce a ball with a partner.
* Use throwing and catching skills in a game.
* Throw a ball for distance.
* Use hand-eye coordination to control a ball.
* Vary types of throw used.
 | * Throw and catch with greater control and accuracy.
* Practise the correct technique for catching a ball and use it in a game.
* Perform a range of catching and gathering skills with control.
* Catch with increasing control and accuracy.
* Throw a ball in different ways (e.g. high, low, fast or slow).
* Develop a safe and effective overarm bowl.
 | * Develop different ways of throwing and catching.
 |
| **Travelling with a Ball** |
| * Move a ball in different ways, including bouncing and kicking.
* Use equipment to control a ball.
 | * Travel with a ball in different ways.
* Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.
 | * Bounce a ball whilst moving.
* Kick a ball whilst moving.
* Use kicking skills in a game.
* Use dribbling skills in a game.
 | * Move with the ball in a variety of ways with some control.
* Use two different ways of moving with a ball in a game.
 | * Move with the ball using a range of techniques, showing control and fluency.
 |
| **Passing a Ball** |
| * Kick an object at a target.
* Begin to pass a ball to a partner.
* Begin to stop a ball that is heading towards them.
 | * Pass the ball to a partner with some accuracy.
* Begin to use receiving techniques to control a ball that has been passed.
* Use kicking skills in a game.
* Pass the ball to another player in a game.
 | * Pass the ball to a partner with increasing accuracy.
* Use receiving techniques with increasing accuracy to stop or control a ball that has been passed.
* Know how to pass the ball in different ways over different distances.
 | * Pass the ball between players in a small group with accuracy.
* Use receiving techniques with accuracy to stop or control a ball that has been passed.
* Pass the ball in two different ways in a game situation with some success.
 | * Pass the ball with increasing speed, accuracy and success in a game situation.
 |
| **Possession**  |
|  |  |  | * Know how to keep and win back possession of the ball in a team game.
 | * Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.
 |
| **Using Space** |
| * Move safely around the space and equipment.
* Travel in different ways, including sideways and backwards.
 | * Use different ways of travelling in different directions or pathways.
* Run at different speeds. Begin to use space in a game.
 | * Use different ways of travelling at different speeds and following different pathways, directions or courses.
* Change speed and direction whilst running.
 | * Begin to choose and use the best space in a game and get into it to support teammates.
 | * Find a useful space and begin to make the best use of space to pass and receive the ball.
 |
| **Attacking and Defending** |
| * Play a range of chasing games.
 | * Begin to use the terms attacking and defending in chasing games.
* Begin to use simple defensive skills such as marking a player or defending a space.
* Begin to use simple attacking skills such as dodging to get past a defender.
 | * Use and understand the terms attacking and defending.
* Use at least one technique to attack or defend to play a game successfully.
 | * Use simple attacking and defending skills in a game.
* Use fielding skills to stop a ball from travelling past them.
 | * Use a range of attacking and defending skills and techniques in a game.
* Use fielding skills as an individual to prevent a player from scoring.
 |
| **Tactics and Rules** |
| * Follow simple rules.
 | * Follow simple rules to play games, including team games.
* Use simple attacking skills such as dodging to get past a defender.
* Use simple defensive skills such as marking a player or defending a space.
 | * Understand the importance of rules in games.
* Use at least one technique to attack or defend to play a game successfully.
 | * Apply and follow rules fairly.
* Understand and begin to apply the basic principles of invasion games.
* Know how to play a striking and fielding game fairly.
 | * Vary the tactics they use in a game.
* Adapt rules to alter games.
 |
| **Athletics** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| **Running**  |
| * Run in different ways for a variety of purposes.
 | * Vary their pace and speed when running.
* Run with a basic technique over different distances.
* Show good posture and balance. Jog in a straight line.
* Change direction when jogging.
* Sprint in a straight line.
* Change direction when sprinting.
* Maintain control as they change direction when jogging or sprinting.
 | * Run at different paces, describing the different paces.
* Use a variety of different stride lengths.
* Travel at different speeds.
* Begin to select the most suitable pace and speed for distance.
* Complete an obstacle course.
* Vary the speed and direction in which they are travelling.
* Run with basic techniques following a curved line.
* Be able to maintain and control a run over different distances.
 | * Identify and demonstrate how different techniques can affect their performance.
* Focus on their arm and leg action to improve their sprinting technique.
* Begin to combine running with jumping over hurdles.
* Focus on trail leg and lead leg action when running over hurdles.
* Understand the importance of adjusting running pace to suit the distance being run.
 | * Confidently demonstrate an improved technique for sprinting.
* Carry out an effective sprint finish.
* Perform a relay, focusing on the baton changeover technique.
* Speed up and slow down smoothly.
 |
| **Jumping**  |
| * Jump in a range of ways, landing safely.
 | * Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.
* Perform a short jumping sequence.
* Jump as high as possible.
* Jump as far as possible. Land safely and with control.
* Work with a partner to develop the control of their jumps.
 | * Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.
* Combine different jumps together with some fluency and control.
* Jump for distance from a standing position with accuracy and control.
* Investigate the best jumps to cover different distances.
* Choose the most appropriate jumps to cover different distances.
* Know that the leg muscles are used when performing a jumping action.
 | * Use one and two feet to take off and to land with.
* Develop an effective take-off for the standing long jump.
* Develop an effective flight phase for the standing long jump.
* Land safely and with control.
 | * Learn how to combine a hop, step and jump to perform the standing triple jump.
* Land safely and with control.
* Begin to measure the distance jumped.
 |
| **Throwing** |
| * Roll equipment in different ways.
* Throw underarm.
* Throw an object at a target.
 | * Throw underarm and overarm.
* Throw a ball towards a target with increasing accuracy.
* Improve the distance they can throw by using more power.
 | * Throw different types of equipment in different ways, for accuracy and distance.
* Throw with accuracy at targets of different heights.
* Investigate ways to alter their throwing technique to achieve greater distance.
 | * Throw with greater control and accuracy.
* Show increasing control in their overarm throw.
* Perform a push throw.
* Continue to develop techniques to throw for increased distance.
 | * Perform a pull throw and a fling throw.
* Begin to measure the distance of their throws.
* Continue to develop techniques to throw for increased distance.
 |
| **Outdoor Adventurous Activities** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
|  | * Recognise where they are on a plan/diagram.
* Travel to and from objects on the ground.
* Recognise pictures and relate to a diagram.
* Choose simple approaches to solve problems.
* Begin to work in groups.
* Begin to recognise what has gone well and if they could have done something differently.
 | * Begin to orientate themselves and follow a simple trail.
* Begin to use a simple map recognising pictures to help follow a simple trail.
* Discuss ideas with others to make a simple plan on how to solve a simple problem.
* Begin to explore effective ways of communicating in teams.
* Work cooperatively in a group to solve a problem.
* Recognise what has gone well and if they could have done something differently.
* Begin to explain how they supported their team.
 | * Orientate themselves with increasing confidence and accuracy around a short trail.
* Identify and use effective communication to begin to work as a team.
* Identify symbols used on a key.
* Begin to choose equipment that is appropriate for an activity.
* Communicate with others.
* Begin to complete activities in a set period of time.
* Begin to offer an evaluation of personal performances and activities.
* Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.
 | * Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course.
* Communicate clearly with other people in a team, and with other teams.
* Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.
* Associate the meaning of a key in the context of the environment.
* Try a range of equipment for creating and completing an activity.
* Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow.
* Communicate clearly with others. Work as part of a team.
* Begin to use a map to complete an orienteering course.
* Complete an orienteering course more than once and begin to identify ways of improving completion time.
* Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course.
* Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.
* Modify their use of skills or techniques to achieve a better result.
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