Acre Hall Skills Map for PE

Co-ordinator – Miss Aimee Williams

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics		Show control and coordination when travelling and remaining still. Change movements and pathways to avoid others and obstacles. Copy simple movements and actions. Link and repeat simple actions. Associate basic actions with words, signs and symbols.	Travel in a range of different ways using different parts of the body. Find and use space safely showing awareness of others. Remember and repeat simple movements and sequences accurately and consistently. Select, link and perform simple actions with control Describe own and others movements, balances and body shapes, using the appropriate vocabulary.	Perform actions, balances, body shapes and movements with control. Use all available space using different pathways and changes in different directions. Combine my own work with the work of others. Prepare well-structured sequences that can be performed alone or with a partner. Identify aspects of a performance that need to be practiced using the correct vocabulary.	Combine and perform increasingly complex gymnastic actions, shapes and balances using all available space. Create sequences with others. Prepare complex and varied sequences to perform with a partner or as part of a group. Recognise the key criteria needed to improve their own and others performance.	Combine and perform a range of increasingly complex gymnastic actions, shapes and balances with control using all available space. Create increasingly complex and varied sequences with others. Perform and choose from a wide range of complex and demanding actions with a partner or as part of a group. Use criteria to judge the quality of ideas, actions, composition and sequences.	Combine and perform a series of sequences using a range of equipment including a range of complex gymnastic actions, shapes, balances with control, using all available space. Plan a series of complex sequences with others. Perform and prepare routines including a wide range of complex and demanding actions with a partner or a group against a set of criteria. Formulate own criteria and evaluate the effectiveness of their performance.

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Dance		Explore and perform a series of basic movements & actions. Begin to move with expression. Begin to select movements that reflect the dance idea. Remember, repeat and link simple movements and phrases.	Explore and perform increasingly complex combinations of movement. Show an increasing sense of dynamic expression and rhythmic accuracy. Select appropriate movements to support different dance ideas. Remember, repeat short dance phrases simple dances.	Explore, improvise and perform increasingly complex combinations of movement with control. Perform clearly and with expression showing awareness of phrasing and music. Select movements that demonstrate an understanding of the dance, mood and feeling. Repeat dance phrases and simple dances with accuracy and control.	Rehearse, refine and repeat short dance sequences with style and artistic intention. Perform with awareness of rhythmic, dynamic and expressive qualities. Improvise freely alone/with a partner, translating ideas from stimuli and movement. Create and link simple dance phrases using dance structures and motifs.	Refine and repeat a wide range of dances with style and artistic intention. Perform to an accompaniment expressively and sensitively. Use an increasing range of complex composition principles to create dances. Create and structure motifs, phrases, sections and whole dances.	Rehearse, refine, adapt and perform a wide range of dances with style and artistic intention. Demonstrate and begin to refine own dance style. Use an increasing range of complex composition principles to create dances. Create and structure motifs, phrases, sections and whole dances.
Striking & Fielding		Practice under arm throwing and rolling skills.	Use basic under arm rolling and hitting skills.	Use with increasing accuracy under arm and over arm throwing and hitting skills. Track, intercept, stop and catch balls and beanbags with consistency.	Hit a bowled ball with intent and force. Use a range of fielding skills e.g. catching, throwing, bowling and intercepting with control and consistency.	Bat, bowl and field with increasing control. Choose and apply a range of increasingly complex skills and techniques that are suited to a range of games.	Bat, bowl and field using a range of techniques. Suggest a range of complex skills and techniques that could be applied to improve a range of field games.

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		Identify what they are good at. Play modified versions of striking and fielding games	Identify their own strengths and weaknesses. Start to be introduced to basic rules while playing modified versions of striking and fielding games.	Start to become aware of game tactics and choose the correct skills. Identify their own strengths and suggest practices to help improve them. Become familiar with basic rules.	Begin to make tactical decisions quickly and implement them in a range of games. Identify their own and others strengths and weaknesses. Devise practices that lead to improvement. Have a good knowledge of the rules and begin to identify features of successful play.	Plan and adapt team and individual tactics, vary them as the need arises. Identify their own and others strengths and weaknesses. Devise practices that lead to improvement. Evaluate. Use a sound understanding of the principles of play when planning their approaches to games.	Identify how team and individual tactics have been varied and the impact this will have / has had on the game. Use their knowledge of their peers strengths and weaknesses to maximise strengths in a game situation. Explain, in detail, their plans for and approaches to game play.
Net & Wall Games		Practice simple bat and ball control. Begin to be aware of simple rules.	Play simple and modified games with an opponent. Be aware of simple rules and keep score.	Practice and become aware of sending the ball in different ways. Choose and use simple tactics for defending their own court. Become familiar with and begin to apply rules.	Change the pace, length and directions of shots. Know where to stand and how to defend their court. Use and interpret rules fairly.	Use forehand, backhand and overarm shots with competency and consistency. Understand the need for tactics and choose some to use. Apply rules fairly and consistently.	Play a full game of short tennis/badminton using the full range of racquet skills with competency and consistency. Understand the need for different tactics; give reasons for decisions and for tactics used. Analyse and make judgements about own and others

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		Play simple games using the wall, developing bat and ball control.	Play simple games using a net and ball skills learned applying basic rules.	Make up their own net games.	Make up their own net games and rules.	Make up their own net games that involve more than one player/team.	ability to adhere to rules. (Umpire) Make up increasingly complicated net games and share with others.
Invasion Games		Practice simple passing and receiving skills with large balls and bean bags. Play simple games with an opponent. Begin to be aware of simple rules.	Intercept, retrieve and stop bean bags and large balls with some consistency. Begin to be aware of opposition. Play simple games with an opponent. Be aware of simple rules and keep score.	Track, intercept, stop and catch balls consistently. Be aware of space and opposition. Understand the need to attack and defend. Become familiar with and begin to apply rules.	Use some passing, receiving and shooting skills with control to keep possession and score points. Mark opponents and use a range of tactics to attack and defend. Use and interpret rules fairly.	Use different techniques for passing, controlling, dribbling and shooting in a game. Know what position they are playing and use marking, tackling/interception to improve defence. Apply rules fairly and consistently.	Explain and evaluate the different techniques used for passing, controlling, dribbling and shooting in a game. Play in a number of attacking and defending positions effectively and make decisions quickly and appropriately. Analyse and make judgements about own and others ability to adhere to rules. (Umpire/Referee)
Athletics		Participate in a variety of modified activities involving running, jumping and throwing.	Master basic movements of running, jumping and throwing.	Run at fast, medium and slow speeds, changing speed and direction. Link running and jumping activities with fluency, control and consistency.	Understand the difference between sprinting and running for sustained periods. Increase the fluency and control of running and / or jumping activities.	Select the most appropriate pace for a running event, to sustain their running and improve upon personal target. Demonstrate control and accuracy over running and / or jumping activities.	Pace their efforts effectively and improve upon their personal target. Adapt skills and techniques to different challenges and equipment.

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				Make up and repeat a short sequence of linked jumps. Take part in an athletic event. Know and demonstrate a range of throwing techniques. Throw with some accuracy and power into targets.	Perform a range of jumps showing consistent technique and where appropriate using a short run up. Effectively assume the role of a team member taking part in an athletic event, e.g. in a relay team. Throw objects, changing their action for accuracy and distance including the throwing of objects at targets.	Show control at take off in jumping activities. Participate in a range of competitive athletic events, e.g. long jump, 100metres sprint etc. Show accuracy and good technique when throwing for distance.	Show good control, speed, strength and stamina when running, jumping and throwing. Take part in a wide range of athletic events competitively and using skills learned effectively. Use and apply effectively a range of throwing techniques.
Outdoor Education	N/A	N/A	N/A	Move from familiar to unfamiliar environments and pinpoint their positions. Use plans and diagrams to follow a short trail from one point to another. Respond to a set challenge or problem.	Travel around a simple course; respond when the task or environment changes. Use more detailed plans and diagrams to pinpoint their position and plot a route. Solve problems by using and applying a range of approaches.	Work confidently in familiar and changing environments. Using increasingly complex maps and diagrams select, and perform, skills and strategies effectively. Find own solutions to problems and challenges.	Work confidently in familiar and changing environments, adapting quickly to new situations. Using a range of different maps and tracking devices identify and respond to events as they happen. Devise, select and put into practice a range of solutions to problems and challenges.

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				Discuss how to follow trails and solve problems. Begin to work and behave safely.	Explain reasons for choosing the approach used to solve a problem, recognising other possible approaches. Work and behave safely, when working on own and in small groups.	Plan, implement and refine strategies, adapting strategies as necessary. Prepare physically and organisationally for challenges taking into account their own and others' safety.	Understand clearly the nature of a challenge or problem and what they want to achieve. Take a leading role when working with, and taking responsibility for, others.
Heath Related Fitness		Identify changes that take place when they exercise. Take part in warm ups and cool downs.	Describe how they feel during and after exercise. Understand the importance of warming up and cooling down. Know that being active is good for them and fun.	Identify when the heart rate (pulse) and breathing quickens. Know and describe the short term effects of different exercise activities on the body. Know how to improve stamina. Know and describe what they need to do to warm up and cool down.	Know how specific activities affect their bodies. Recognise which activities help their speed, strength and stamina and know when they are important in games. Organise their own warm up and cool down. Understand why fitness and exercise is good for their health and wellbeing.	Know which skills are needed for a quality performance. Share and lead warm ups and cool downs in small groups.	Know how to develop these skills for a quality performance. Share and lead warm ups and cool downs in larger groups and to younger children. Start to take ownership of their own health and fitness to contribute positively to their wellbeing.

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