



### Physical Education Games Progression Map

<u>EYFS Statutory Educational Programme</u>	<u>KS1 National Curriculum Aims</u>
<p><u>Physical development</u>            3-4 years - Skip, hop, stand on one leg and hold a pose for a game like musical statues.            3-4 years - Start taking part in some group activities which they make up for themselves, or in teams.            ELG - Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing            ELG - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.            ELG- Combine different movements with ease and fluency.            ELG -Develop overall body-strength, balance, co-ordination and agility.            ELG - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.            ELG - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.            ELG - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:            master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities;            participate in team games, developing simple tactics for attacking and defending;            perform dances using simple movement patterns.</p>

	EYFS	Year 1	Year 2
Health and fitness	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.
Striking and hitting a ball	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.
Throwing and catching a ball	Roll equipment in different ways. Throw underarm. 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.
Travelling with a ball	Move a ball in different ways, including bouncing and kicking.	Travel with a ball in different ways.	Bounce and kick a ball whilst moving. Use kicking skills in a game.



	Use equipment to control a ball.	Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	Use dribbling skills in a game.
<b>Passing a ball</b>	Kick an object at a target.	Pass the ball to another player in a game. Use kicking skills in a game.	Know how to pass the ball in different ways.
<b>Using space</b>	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.
<b>Attacking and defending</b>	Play a range of chasing games.	Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.	Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.
<b>Tactics and rules</b>	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.
<b>Athletics</b>	Can run at different speeds. Can jump from a standing position Performs a variety of throws with basic control.	Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and coordination. <i>preparation for shot put and javelin</i> Can use equipment safely	Beginning to run at speeds appropriate for the distance. <i>e.g. sprinting and cross country</i> Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control.
<b>Compete and perform</b>	Control my body when performing a sequence of movements. Participate in simple games.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.
<b>Evaluate</b>	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.