





Orchard Academy PE Skill Progress Map



Expectations at the National Curriculum End of Key Stage Two;

	<p>The THINKING (Head) physical Being, rules, strategies, and tactics:</p> <ul style="list-style-type: none"> • Learn how to use a broad range of skills in different ways to link them to make actions and sequences of movement. • Should develop an understanding of how to improve in different physical activities and sports. • Learn how to evaluate and recognise their own success. • Pupils can name and demonstrate increasingly complex tactical knowledge, knowledge of context-specific rules and know how to be successful across a range of activities and sports. • High quality instruction, purposeful practice and feedback are provided to develop and refine knowledge of rules, strategies, and tactics.
	<p>The BEHAVIOURAL CHANGE (Heart) physical being healthy participation:</p> <ul style="list-style-type: none"> • Should enjoy communicating, collaborating, and competing # • Keen to continue participating in activities and clubs both in school and in the wider community. • Pupils know and can show how to safely prepare and participate in increasingly specific contexts. • Pupils know and can show the short-term impacts of sport and physical activity. • High-quality instruction, purposeful practice and feedback are provided to develop and refine knowledge of healthy participation
	<p>The DOING (Hands) physical being motor competence:</p> <ul style="list-style-type: none"> • Should continue to apply and develop a broader range of skills. • Develop flexibility, strength, technique, control, and balance. • Pupils have a secure repertoire of fundamental movement skills that form increasingly complex movement patterns within domain-specific contexts. • Pupils develop their declarative knowledge and procedural knowledge and have opportunities to 'perform' both forms of knowledge. • High-quality instruction, purposeful practice and feedback are provided to develop and refine movement patterns.

Head	Heart	Hands
 <p>Cognitive & Creative Rules, strategies, and tactics</p>	 <p>Health & Fitness Healthy Participation</p>	 <p>Physical Competency Motor competence</p>

4 Big ideas		
Year 3	Acquire Skills	In year 3 we are going to learn new skills and build on our fundamental skills.
Year 4	Develop Skills	In year 4 we are going to develop the new skills we have learnt and see how they are transferable to a range of different sports
Year 5	Incorporate skills	In year 5 we are going to incorporate these skills into game play, becoming more competitive.
Year 6	Confidently demonstrate skills	In year 6 we will be able to confidently demonstrate a range of different skills that we have learnt and be able to transfer them to a range of different sports within game play showing competitiveness.

		Year 3	Year 4	Year 5	Year 6
Invasion Games	Head	<ul style="list-style-type: none"> I am understanding some tactics and using them in games. I am beginning to understand the rules of games. I can identify when I was successful and use key words when giving feedback 	<p>All of Year 3 and;</p> <ul style="list-style-type: none"> I can communicate simple tactics to help my team. I can feedback on when I was successful and what I need to do to improve using key terminology. I am beginning to understand more rules of the game 	<p>All of year 3 & 4 and;</p> <ul style="list-style-type: none"> I can often make the right decision of who to pass to and when. I know some of the positions I am playing and how to contribute when attacking and defending. I recognise my own and others' strengths and areas for development and suggest ways to improve. I understand rules of the game and can use them as an official 	<p>All of year 3, 4, 5 and;</p> <ul style="list-style-type: none"> I can use and explain some tactics and link them different roles within a game. I can identify my own and other strengths and areas for development and can suggest ways to improve. I can use the rules of the game consistently as a player and official.
	Heart	<ul style="list-style-type: none"> I can work with others to play games. I can explain why we need a warmup at the beginning of exercise 	<p>All of year 3 and;</p> <ul style="list-style-type: none"> I can work well with others to manage a game. I can play honestly and fairly. I can explain what happens to my body when I exercise 	<p>All of year 3 & 4 and;</p> <ul style="list-style-type: none"> I can lead a partner through a short warm-up and explain what happens to our body when we exercise 	<p>All of year 3, 4 and 5</p> <ul style="list-style-type: none"> I can lead a small group in a short warm-up and understand different components of fitness
	Hands	<ul style="list-style-type: none"> I can dribble, pass, receive and shoot a ball with some control. I can move away from others into space to help my team. I can track an opponent to slow them down when defending 	<p>All of year 3 and;</p> <ul style="list-style-type: none"> I can dribble, pass, receive and shoot a ball with increasing control. I can move into space to help my team keep possession in attack. I can delay and help prevent opposition when defending 	<p>All of year 3 & 4 and</p> <ul style="list-style-type: none"> I can dribble, pass, receive and shoot the ball with some control under pressure. I can track an opponents and intercept when defending. 	<p>All of year 3, 4 and 5</p> <ul style="list-style-type: none"> I can dribble, pass, receive and shoot the ball with increasing control under pressure. I can create and use space to help my team when attacking. I can use marking, tackling, and intercepting when defending. I can quickly select and apply.
Striking and fielding	Head	<ul style="list-style-type: none"> I am understanding some tactics and using them in games. I can identify when I was successful and use key words when giving feedback. I am beginning to understand the basic rules of games 	<p>All of year 3 and;</p> <ul style="list-style-type: none"> I can communicate simple tactics to help my team. I can feedback on when I was successful and what I need to do to improve using key terminology. I am beginning to understand more rules of the game 	<p>All of year 3 & 4 and;</p> <ul style="list-style-type: none"> I can often make the right decision of who to pass to and when. I know some of the positions I am playing and how to contribute when attacking and defending. I recognise my own and others' strengths and areas for development and suggest ways to improve. I understand rules of the game and can use them as an official 	<p>All of year 3, 4 and 5</p> <ul style="list-style-type: none"> I can use and explain some tactics and link them different roles within a game. I can identify my own and other strengths and areas for development and can suggest ways to improve. I can use the rules of the game consistently as a player and official
	Heart	<ul style="list-style-type: none"> I can work with others to play games. I can explain why we need a warmup at the beginning of exercise. 	<p>All of Year 3 and;</p> <ul style="list-style-type: none"> I can work well with others to manage a game. I can play honestly and fairly 	<p>All of year 3 & 4 and;</p> <ul style="list-style-type: none"> I can lead a partner through a short warm-up and explain what happens to our body when we exercise 	<p>All of year 3, 4 and 5</p> <ul style="list-style-type: none"> I can play honestly. I can lead a small group in a short warm-up and understand different components of fitness
	Hands	<ul style="list-style-type: none"> I can use overarm and underarm throwing and catching skills. 	<p>All of year 3 and;</p>	<p>All of year 3 & 4 and;</p>	<p>All of year 3, 4 and 5</p>

		<ul style="list-style-type: none"> I am beginning to strike a bowled ball after one or no bounce with modified bat. I can bowl a ball towards a target 	<ul style="list-style-type: none"> I can use overarm and underarm throwing and catching skills with increased accuracy. I can strike a bowled ball with/without a bounce with a modified bat. I can sometimes bowl a ball with increased speed accuracy. 	<ul style="list-style-type: none"> I am developing a wider range of fielding skills and starting to use these under some pressure. I am beginning to strike a bowled ball at varied heights and speed. I can bowl a ball with increased accuracy and consistency 	<ul style="list-style-type: none"> I can use a wider range of fielding skills in game situations. I can strike a bowled ball with increasing consistency. I can start to perform the correct actions for an overarm bowl
Net & Wall Games	Head	<ul style="list-style-type: none"> I am understanding some tactics and using them in games. I can identify when I was successful and use key words when giving feedback. I am beginning to understand the rules of games 	<p>All of year 3 and;</p> <ul style="list-style-type: none"> I can communicate simple tactics to help my team. I can feedback on when I was successful and what I need to do to improve using key terminology. I am beginning to understand more rules of the game 	<p>All of year 3 & 4 and;</p> <ul style="list-style-type: none"> I can often make the right decision of who to pass to and when. I know some of the positions I am playing and how to contribute when attacking and defending. I recognise my own and others' strengths and areas for development and suggest ways to improve. I understand rules of the game and can use them as an official 	<p>All of year 3, 4 and 5</p> <ul style="list-style-type: none"> I can use and explain some tactics and link them different roles within a game. I can identify my own and other strengths and areas for development and can suggest ways to improve. I can use the rules of the game consistently as a player and official
	Heart	<ul style="list-style-type: none"> I can work well with others to self-manage games and I pay these games fairly and honestly 	<p>All of year 3 and;</p> <ul style="list-style-type: none"> I can work well with others to manage a game. I can play honestly and fairly. 	<p>All of year 3 & 4 and;</p> <ul style="list-style-type: none"> I can lead a partner through a short warm-up and explain what happens to our body when we exercise 	<p>All of year 3, 4 and 5</p> <ul style="list-style-type: none"> I can play honestly. I can lead a small group in a short warm-up and understand different components of fitness
	Hands	<ul style="list-style-type: none"> I can return a ball to a partner with a racket. I can use basic racket skills. I can accurately throw and catch a ball underarm with a partner 	<p>All of year 3 and;</p> <ul style="list-style-type: none"> I can play a short continuous game (rally) I can use a range of basic racket skills and return to the ready position when defending. I can consistently throw and catch a ball underarm with a partner over a range of distances. 	<p>All of year 3 & 4 and;</p> <ul style="list-style-type: none"> I am beginning to play cooperatively with a partner. I am beginning to use a wider range of skills under some pressure. I can apply different skills to different situations 	<p>All of year 3, 4 and 5</p> <ul style="list-style-type: none"> I can use a wider range of skills under pressure in game situations. I can play cooperatively with a partner. I can select the appropriate action for the game situation
Dance	Head	<ul style="list-style-type: none"> I can explain what is meant by what went well (WWW) and even better if (EBI) when working with a partner 	<p>All of year 3 and;</p> <p>I can show understanding of critical feedback using What went (WWW) and even Better if (EBI)</p>	<p>All of year 3 & 4 and;</p> <ul style="list-style-type: none"> I can suggest ways to improve my own and other peoples work. I can start to implement the critical feedback given by my peers using what went well (WWW) and even better if (EBI) 	<p>All of year 3, 4 and 5</p> <ul style="list-style-type: none"> I can use appropriate language to evaluate my own and others' work
	Heart	<ul style="list-style-type: none"> I can work well with others when sharing ideas and show respect when watching performances 	<p>All of year 3 and;</p> <ul style="list-style-type: none"> I can work well with others when sharing ideas and show respect when watching performances 	<p>All of year 3 & 4 and;</p> <ul style="list-style-type: none"> I can lead a short warn up routine 	<p>All of year 3, 4 and 5</p> <ul style="list-style-type: none"> I can work creatively and imaginatively on my own/ partner/ small group to choreograph
	Hands	<ul style="list-style-type: none"> I can create dance phases that communicate an idea. 	<p>All of year 3 and;</p> <ul style="list-style-type: none"> I can choose actions and dynamics in relation to a theme. 	<p>All of year 3 & 4 and;</p> <ul style="list-style-type: none"> I can adapt the way I use actions, dynamics, relationships, and space in my dance. 	<p>All of year 3, 4 and 5</p> <ul style="list-style-type: none"> I can perform dances safely using a prop, showing fluency, control, and good timing.

		<ul style="list-style-type: none"> I can create, remember, and repeat dance phrases with a partner/ small group using canon and unison. I can use dynamic and expressive qualities in relation to an idea 	<ul style="list-style-type: none"> I can use simple motifs to structure dance phrases on my own/ partner or small group. I can use changes in timing and spacing to develop a dance. I can use counts to stay in time 	<ul style="list-style-type: none"> I can apply fluency and control in my movements as well as showing a good sense of timing. I can choreograph dance phrases using different actions and dynamics 	<ul style="list-style-type: none"> I can refine the way I use actions, dynamics, space, and relationships to improve my dance
Gymnastics	Head	<ul style="list-style-type: none"> I can recognise how performances can be improved and use key words to communicate this 	All of year 3 and; <ul style="list-style-type: none"> I understand how body tensions can improve the control and quality of movements. I can suggest ways to improve my own and other performances 	All of year 3 & 4 and; <ul style="list-style-type: none"> I can start to show reflection and implement some of the critical feedback given through EBI'S 	All of year 3, 4 and 5 <ul style="list-style-type: none"> I can work safely and can use appropriate language to evaluate my own and others' work. I can confidently show that I can take on board the critical feedback given by my peers and implement this into my gymnastics
	Heart	<ul style="list-style-type: none"> I can begin to demonstrate good balance and flexibility, with a partner or individually. 	All of year 3 and; <ul style="list-style-type: none"> I can explain what happens to my body when I exercise 	All of year 3 & 4 and; <ul style="list-style-type: none"> I can work safely when learning and lead a partner through a short warm up 	All of year 3, 4 and 5 <ul style="list-style-type: none"> I can work collaboratively with others to create sequences and lead a warmup
	Hands	<ul style="list-style-type: none"> I can demonstrate a variety of rolls (straight/forward/barrel) and jumps (straight/tuck/ star) I can complete actions with increased balance and control and choose actions that flow well together. I am beginning to confidently use apparatus in sequences and move in unison with a partner 	All of year 3 and; <ul style="list-style-type: none"> I can safely perform a range of balances individually and with a partner. 	All of year 3 & 4 and; <ul style="list-style-type: none"> I can create and perform sequences using apparatus as an individual and with a partner. I can show strength and flexibility to improve the quality of my performance. <p>I can use canon, matching and mirroring when performing with a partner and in a group</p>	All of year 3, 4 and 5 <ul style="list-style-type: none"> I understand what counterbalance and counter tension is and can show this with a partner. I can combine and perform actions, shapes and balances with control and fluency
Athletics	Head	<ul style="list-style-type: none"> I can record distances, numbers, and times. I can identify when I /someone has been successful. 	All of year 3 and; <ul style="list-style-type: none"> I can identify when I was successful and ways to beat my personal best. I understand how some jumps and throws are measure and officiated 	All of year 3 & 4 and; <ul style="list-style-type: none"> I can explain the differences in technique for the different jumps within athletics. I can collaborate with a partner and try to beat my personal best. I can implement critical feedback given by my peers 	All of year 3, 4 and 5 <ul style="list-style-type: none"> I can use key teaching points to help others improve their techniques
	Heart	<ul style="list-style-type: none"> I understand why it is important to warm-up. I can work cooperatively within a group 	All of year 3 and; <ul style="list-style-type: none"> I can encourage others to do their best and show determination to improve my own personal bests. 	All of year 3 & 4 and; <ul style="list-style-type: none"> I understand how power and stamina help athletes to perform in different Athletic events. I can take on the role of coach, official and timer when working cooperatively within a group 	All of year 3, 4 and 5 <ul style="list-style-type: none"> I can preserve to beat my personal bests, performing honestly and fairly
	Hands	<ul style="list-style-type: none"> I can show good sprinting technique. I can use different take-off and landings when jumping for distance and height. 	All of year 3 and; <ul style="list-style-type: none"> I can demonstrate increased confidence when running for speed and distance (as well as in relays) 	All of year 3 & 4 and; <ul style="list-style-type: none"> I can decide the best pace for different running events, sprints, and endurance. 	All of year 3, 4 and 5 <ul style="list-style-type: none"> I can select and apply appropriate pace for a running event sprint and endurance.

		<ul style="list-style-type: none"> I can throw a variety of objects, changing my actions for accuracy and distance. I can take part in a relay activity, remembering when to run 	<ul style="list-style-type: none"> I can jump for distance and height with increased control and balance. I can demonstrate different throwing techniques with some accuracy and power 	<ul style="list-style-type: none"> I can perform a range of jumps showing increased technique. I can show increased accuracy when throwing for distance, push, pull, fling, and heave. I can exchange a baton with increased confidence and technique 	<ul style="list-style-type: none"> I can show increased rhythm and coordination in my jumping long and triple jump. I can show accuracy and good technique with throwing distance. I can exchange a baton with success on the move with hand reaching out
OAA	Head	<ul style="list-style-type: none"> I can plan and attempt to apply strategies to solve problems. I can reflect on when and why I was successful at solving challenges 	<p>All of year 3 and;</p> <ul style="list-style-type: none"> I can plan and apply strategies to solve problems. I can reflect on when and why I was successful 	<p>All of year 3 & 4 and;</p> <ul style="list-style-type: none"> I can reflect on when and how I was successful at solving challenges, looking for ways to improve. I can use my thinking skills to give ideas on a task strategy 	<p>All of year 3, 4 and 5</p> <ul style="list-style-type: none"> I can use critical thinking to form ideas. I can reflect on successes when solving challenges and after my methods to improve
	Heart	<ul style="list-style-type: none"> I can communicate ideas and listen to others. I can collaborate cooperatively with a partner 	<p>All of year 3 and;</p> <ul style="list-style-type: none"> I can communicate to collaborate effectively with a partner and a small group. I can listen to others' ideas and produce a plan to be successful. I can solve short tasks using communication and cooperation with my peers 	<p>All year 3 & 4 and;</p> <ul style="list-style-type: none"> I can collaborate effectively with a partner and a small group, sharing ideas and agreeing on strategies. I can be inclusive of others and share job roles in challenges 	<p>All of year 3, 4 and 5</p> <ul style="list-style-type: none"> I can be inclusive of others, sharing roles and am beginning to show leadership skills. I can share ideas within a group, selecting and applying the best methods to solve problems.
	Hands	<ul style="list-style-type: none"> I can follow and give instructions. I am developing map reading skills and can run during orienteering activities 	<p>All of year 3 and;</p> <ul style="list-style-type: none"> I can accurately follow and give instructions. I can identify key symbols on a map and use a key to help navigate 	<p>All year 3 & 4 and;</p> <ul style="list-style-type: none"> I can demonstrate speed within individual and team challenges. I can orientate a map and use this to navigate around a course 	<p>All of year 3, 4 and 5</p> <ul style="list-style-type: none"> I can demonstrate speed and endurance within individual and team challenges. I can orientate a map efficiently and navigate around a course