

Physical Education					
 KDPS קיבוץ טבריה	Map of Progression and End of Year Expectations				
	Developing Skills	Examples of Skills	Application of Skills:		Evaluating Success
			Attacking and Defending Strategies	Linking Actions and Sequences of Movement	
Year 6	<ul style="list-style-type: none"> - Continue to develop sport specific skills, applying them with control and precision. - Perform a number of travelling skills, i.e. with and without equipment, sending and receiving skills with consistency, accuracy, confidence, control and speed. - Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively. - Follow a simple route on an OS map and keep it set and identify different features and successfully complete a timed orienteering course (competition). - Accept responsibility when working in a team. 	<p>- Examples of developing sport specific skills may include:</p> <ul style="list-style-type: none"> o Chest bounce, shoulder, swing pass, dribbling a ball, running with a ball. o Bowl, underarm / overarm. o Catch a small ball. o Counter balance and counter tension with a group. 	<ul style="list-style-type: none"> - Collaborate as a team and apply attacking and defending skills through modified versions of 4V4 or 5V5 invasion games. - Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities. 	<ul style="list-style-type: none"> - Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience in a range of activities such as gymnastic activities. - Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances and dance. 	<ul style="list-style-type: none"> - Identify aspects of their own and others' performances that need improvement and suggest how to improve them, i.e. which aspects were performed consistently, accurately, fluently and clearly. - Watch performances and games and use criteria to make judgements and suggest improvements.
Year 5	<ul style="list-style-type: none"> - Continue to develop sport specific skills applying them with coordination and control. Perform a number of skills, i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control. - Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance. - Perform symmetrical and asymmetrical actions and counter balance and counter tension with a partner. - Follow a simple course using eight points of the compass and mark on a map the position of a ground. - Work cooperatively with a partner and small group. 	<p>- Examples of sport specific skills may include:</p> <ul style="list-style-type: none"> o Chest bounce, shoulder pass, catching, push pass, kicking, shooting. o Bowl underarm / overarm. o Strike a ball (rounders / cricket). o Catch a small ball. o Counter balance with a partner. 	<ul style="list-style-type: none"> - Collaborate as a team and develop defending skills through modified versions of 5V3 or 5V4 invasion games. - Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities. 	<ul style="list-style-type: none"> - Create and perform longer sequences of actions (6-8) with a partner in a range of activities such as gymnastic activities. - Compose motifs and plan dances creatively and collaboratively in groups. 	<ul style="list-style-type: none"> - Recognise their own and others strengths and explain why a performance is good using appropriate terminology when evaluating both their own and others performances.

				Application of Skills:	
Year 4	<ul style="list-style-type: none"> - Master fundamental movement skills and start to develop sport specific skills. Develop a broader range of skills using different sports and activities. - Perform using a number of sending and receiving skills with consistency and accuracy. Travel with an object i.e. running or dribbling a ball with / without equipment. - Perform movements, shapes and balances that are matched and / or mirrored. - Perform dances clearly and fluently, show sensitivity to the dance idea and the accompaniment. - Orientate a map consistently and accurately. Follow a simple star orienteering course and simple point to point orienteering course on school grounds recording controls. - Work cooperatively with others to solve challenges. 	<ul style="list-style-type: none"> - Examples of developing sport specific skills may include: <ul style="list-style-type: none"> o Chest bounce pass, swing pass, catching. o Bouncing a ball, running with a ball. o Underarm bowl. o Throwing overarm. o Strike a ball with implement. o Matched and mirrored balances. 	<ul style="list-style-type: none"> - Develop attacking skills in a 4V2 invasion game. - Apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities. 	<ul style="list-style-type: none"> - Create and perform sequences of actions (6) with control and precision in a range of activities such as gymnastic activities. - Use simple motifs and movement patterns to structure dance phrases on their own and with a partner. 	<ul style="list-style-type: none"> - Describe what is successful in their own performances. - Identify aspects of their game that needs improving and say how they could go about improving them.
Year 3	<ul style="list-style-type: none"> - Master most fundamental skills and start to develop sport specific skills. Develop throwing and catching skills using different sports and activities. - Perform using a number of sending and receiving skills with some accuracy. - Travelling - change direction easily. - Perform travelling, rolling, jumping and balancing skills. - Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control. - Plan routes around obstacles (e.g. PE apparatus, table / chairs in classroom). - Begin to work cooperatively with others to solve challenges. 	<ul style="list-style-type: none"> - Examples of developing sport specific skills may include: <ul style="list-style-type: none"> o Chest pass, bounce pass, swing pass, catching. o Dodging and swerving. o Underarm bowl. o Throwing overarm. o Strike a ball with implement. o Travelling on hands and feet, balance on large and small body parts. 	<ul style="list-style-type: none"> - Develop simple attacking skills in a 3V1 invasion game. - Apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities. 	<ul style="list-style-type: none"> - Create and perform sequences of actions (4-6) smoothly in a range of activities such as gymnastic activities and dance. - Share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance. 	<ul style="list-style-type: none"> - Identify what they do best and what they find difficult. - Make simple assessments of performance based on simple criteria given by the teacher.
Year 2	<ul style="list-style-type: none"> - Perform fundamental movement skills at a developing level and start to master some basic movements in: <ul style="list-style-type: none"> o Travelling skills. o Sending skills. o Receiving skills. - Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities. 	<ul style="list-style-type: none"> - Examples of FMS may include: <ul style="list-style-type: none"> o Travelling skills - running, galloping, dodging. o Sending skills - throwing, kicking, bouncing and striking a ball. o Receiving skills - trapping and catching an object. 	<ul style="list-style-type: none"> - Apply simple tactics in a 3v.1 game. - Engage in simple competitive and cooperative activities. 	<ul style="list-style-type: none"> - Create and link simple combinations of 3 or 4 actions in ways that suit the physical activity (for example gymnastic activities). - Link body actions and remember and repeat dance phrases. 	<ul style="list-style-type: none"> - Describe what they have done or seen others doing. - Comment on a skill or combination of skills and say how it could be improved.
Year 1	<ul style="list-style-type: none"> - Perform fundamental movement skills at a developing level in: <ul style="list-style-type: none"> o Travelling skills. o Sending skills. o Receiving skills. - Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance. 	<ul style="list-style-type: none"> - Examples of FMS may include: <ul style="list-style-type: none"> o Travelling skills - running, hopping, skipping. o Sending skills - rolling, kicking, throwing. o Receiving skills - catching. 	<ul style="list-style-type: none"> - Apply a simple tactic in a 1V1 or 2V2 net type game. - Engage in simple competitive and cooperative activities. 	<ul style="list-style-type: none"> - Create and link simple combinations of 2 or 3 actions in ways that suit the physical activity (for example gymnastic activities). - Choose appropriate movements for different dance ideas and repeat short dance phrases. 	<ul style="list-style-type: none"> - Describe what they have done or seen others doing.

PE	Developing Skills	Examples of Skills	Attacking and Defending Strategies	Linking Actions and Sequences of Movement	Evaluating Success	
EYFS						
PE	FMS	Gymnastics	Ball Skills	Dance	Games	
Reception	<p>ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hoppinh, skipping and climbing.</p> <p>ELG: Fine Motor Skills Hold a pencil effectively in prepartion for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p>Children will start to perform FMS skills such as travelling, running fast, hopping on both feet. Sending the ball skills - roll a ball underarm, underarm throw, overarm throw, bounce a ball. Receiving skills - catch a large ball.</p>	<p>Moves freely with pleasure and confidence in a range of ways such as shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Can stand on one foot when shown. Jumps off an object and lands appropriately . Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>Children will develop fundamental ball skills such as: rolling and receiving a ball, Tyrowing to a target, bouncing, catching, dribbling with feet, kicking a ball. Devloping skills to use a variety of equipment andwork independently and with a partner.</p>	<p>Uses movement to express feelings. Creates movement in response to music Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p>
Preschool	<p>ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hoppinh, skipping and climbing.</p> <p>ELG: Fine Motor Skills Hold a pencil effectively in prepartion for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p>Children will develop their fundamental movement skills theses will include: balancing, changing direction, running, jumping, hopping and travelling. Developing skills to stay safe using space and work independently and/with a partner</p>	<p>Move in a variety of ways such as walking, running, crawling and slithering. Travel around with confidence and skill, under over and through balancing equipment. Jump off an object and land appropriately. Experiment with different ways of moving.</p>	<p>Children will develop fundamental ball skills such as: rolling and receiving a ball, throwing to a target, bouncing, catching, dribbling with feet, kicking a ball. Devloping skills to use a variety of equipment andwork independently and with a partner.</p>	<p>Move in a variety of ways such as walking, running, crawling and slithering. Travel around with confidence and skill, under over and through balancing equipment. Experiment with different ways of moving</p>	<p>Run around safely. Kick a large ball. Negotiate space successfully adjusting speed or changing directions to avoid obstacles. Move confidently in a range of ways safely negotiating space as I move. E.g. adjusting my body's speed and or direction.</p>
PE	FMS	Gymnastics	Ball Skills	Dance	Games	