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Progression of Skills

PHYSICAL EDUCATION

|  |  |  |  |  |  |  |  |
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|  | **Year 1** | **Year 2** | | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| * **National Curriculum** | * National Curriculum: * 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. | | | * National Curriculum: * use running, jumping, throwing and catching in isolation and in combination * play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending * develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] * perform dances using a range of movement patterns * take part in outdoor and adventurous activity challenges both individually and within a team * compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | |
| * **Gymnastics and Movement** | * make body curled, tense, stretched and relaxed * control body when travelling and balancing * copy sequences and repeat them * roll, curl, travel and balance in different ways | * plan and perform a sequence of movements * improve sequence based on feedback * think of more than one way to create a sequence which follows some ‘rules’ | | * adapt sequences to suit different types of apparatus and criteria * explain how strength and suppleness affect performance | * move in a controlled way * include change of speed and direction in a sequence * work with a partner to create, repeat and improve a sequence with at least three phases | * make complex extended sequences * combine action, balance and shape * perform consistently to different audiences | * combine own work with * that of others * sequences to specific * timings * Teach a routine or * sequence to other * children explaining roles * within the group |
| * **Basic Movement and Team Games. (KS1)** * **Competitive** * **Games (KS2)** | * throw underarm * throw and kick in different ways * Aiming at targets * Using power & accuracy | * use hitting, kicking and/or rolling in a game * decide the best space to be in during a game * use a tactic in a game * follow rules * Understand the objective of individual team sports/games | | * be aware of space and use it to support team-mates and to cause problems for the opposition * know and use rules fairly * Know the different principles of attack & defence. | * throw and catch accurately with one hand * hit a ball accurately with control * vary tactics and adapt skills depending on what is happening in a game * Hit/strike a ball power * Understand specific positions / roles in a game situation | * gain possession by working as a team and pass in different ways * choose a specific tactic for defending and attacking * use a number of techniques to pass, dribble and shoot * Understand when to use power or accuracy in a game situation | * agree and explain rules * to others * work as a team and * communicate a plan * lead others in a game * situation when the * need arises |
| * **Dance** | * perform own dance moves * copy or make up a short dance * move safely in a space | * change rhythm, speed, level and direction in dance * make a sequence by linking sections together * use dance to show a mood or feeling | | * improvise freely and translate ideas from a stimulus into movement * share and create phrases with a partner and small group * remember and repeat dance perform phrases | * take the lead when working with a partner or group * use dance to communicate an idea | * compose own dances in a creative way * perform dance to an accompaniment * dance shows clarity, fluency, accuracy and consistency | * develop sequences in a * specific style * choose own music and * style |
| * **Athletics** | * Use different speeds to run short distances and for a longer period * Combining running and jumping whilst moving as quick as possible * Throw different objects (beanbags, javelins, frisbees | * Run for longer periods of time keeping a consistent speed * Look at technique of sprinting and how to speed up * Throwing using different techniques looking at accuracy and distance. | | * run at fast, medium and slow speeds; changing speed and direction * take part in a relay, remembering when to run and what to do | * sprint over a short distance and show stamina when running over a long distance understanding the distance of the race * jump in different ways * throw in different ways and hit a target, when needed | * controlled when taking off and landing * throw with increasing accuracy * combine running and jumping at speed with control | * demonstrate stamina * and increase strength * Understand tactics of * races |
| * **Outdoor and Adventurous Activity.** | * Introduce maps with simple instruction and tasks to follow in groups * Problem solving in groups * Following clues & instructions | * Work in small groups/individually to follow a simple map * Problem solve individually to help the team complete task | | * follow a map in a familiar context * use clues to follow a route * follow a route safely | * follow a map in a (more demanding) familiar context * follow a route within a time limit | * follow a map into an unknown location * use clues and a compass to navigate a route * change route to overcome a problem * use new information to change route | * plan a route and a series of clues for someone else * plan with others, taking account of safety and danger |
| * **Evaluate** |  |  | | * compare and contrast gymnastic sequences * recognise own improvement in ball games | * provide support and advice to others in gymnastics and dance * be prepared to listen to the ideas of others | * identify something a partner does well and also on something that can be improved * know why own * performance was better or not as good as their last | * know which sports they are good at and find out how to improve further |
| * **Swimming** |  |  | |  |  |  | * By the end of Key Stage 2, every child should be able to: * Swim competently and * confidently over a * distance of 25m. * Use a range of strokes * effectively. * Perform safe self-rescue in different water-based situations |
| * **Vocabulary** | * Direction Strike * Speed Land * Stretch Take Off * Spring Shoot * Balance Pass * Aim Control * Target Team * Dribble Warm Up/Cool down * Overarm * Underarm | | * Goals Flow * Points Repeat * Possession Pattern * Marking Attack * Supporting Team Defend * Creating Space Evaluate * Distance Improve * Stamina * Combination * Sequence | | | * Transition Tactics * Width Synchronize * Shield Improve * Protect Assess * Innings Elements * Create Variation * Solve Improvisation * Position Exploration * Stroke Reaction * Breathing * Safety | |

Progression of Skills

EARLY YEARS PHYSICAL EDUCATION

**Gross Motor Skills**

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| **Expectations for 2-3 Year Olds** | **Expectations for Pre- School** | **Expectations for Reception** | | **ELG** |
| page1image276385920  Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. | Continue to develop movement, balancing, riding (scooters, trikes and bikes) | Agility and Spatial Awareness – directions, movement & finding space | | **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, hopping, skipping and climbing** |
| Enjoy starting to kick, throw and catch large balls. | Continue to develop ball skills. | page1image275157104  Sending & Receiving – throwing, bouncing, rolling, pushing, bowling and striking | Co-ordination – hand eye & foot co- ordination |
| page1image275172560  Build independently with a range of appropriate resources  page1image275179760 | Collaborate with others to manage large items | Travelling & shapes – creative movement, travelling individually/ with others | |
| Skip, hop, stand on one leg and hold a pose for a game like musical statues. | | Balance – different types of balances, group work & individual | |
| page1image275213664  Walk, run, jump and climb – and start to use the stairs independently. | Go up steps and stairs, or climb up apparatus, using alternate feet. | Jumping – jumping & landing | |
| Use large-muscle movements to wave flags and streamers, paint and make marks. | |  | |  |