

# PHYSICAL EDUCATION SKILLS PROGRESSION

## EARLY YEARS FOUNDATION STAGE

DEVELOPMENT MATTERS FRAMEWORK

### NURSERY - AGED 3 TO 4

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

### RECEPTION - AGED 4+

- Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- 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.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency. Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills they need to manage the school day successfully:
  - lining up and queuing • mealtimes

GAMES	STRIKING	NET	GYMNASTICS	DANCE	ATHLETICS
<ul style="list-style-type: none"> <li>• Move freely using suitable spaces and speed or direction to avoid obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>• Throw over and under arm in a general direction</li> <li>• Catch a variety of sized balls when bounced or thrown</li> <li>• Strike a ball (selfbowled) in a general direction</li> </ul>	<ul style="list-style-type: none"> <li>• Hold and swing racket and where to stand on the court when hitting, catching and receiving.</li> </ul>	<ul style="list-style-type: none"> <li>• Move freely and with pleasure and confidence in a range of ways including, rolling, floor shapes, ways of travel.</li> <li>• Experiments with different ways of moving. Jumps off an object and lands appropriately</li> <li>• Stand on one foot to hold a balance.</li> </ul>	<ul style="list-style-type: none"> <li>• Move freely and with pleasure and confidence in a range of ways</li> <li>• Experiments with different ways of moving.</li> <li>• Complete simple sequences to different stimulus.</li> </ul>	<p>Children will be taught how to use their bodies to:</p> <ul style="list-style-type: none"> <li>• Sprint 30m</li> <li>• Jump for height 5- 9cm</li> <li>• Jump for distance 30-59cm</li> <li>• Leap hurdles 30m within 16-12secs</li> <li>• Overarm throw</li> <li>• Chest push Run for longer distance</li> </ul>

# PHYSICAL EDUCATION SKILLS PROGRESSION

## YEAR 1 AND 2

### GAMES

- Explore different ways using a ball
- Explore ways to send a ball or other equipment
- Retrieve and stop a ball using different parts of the body.
- Play a variety of running and avoiding games.
- Participate in simple team games (1v1, 2v2)
- Pass and receive a ball in different ways with increased control.
- Develop control and accuracy when moving with a ball in a variety of different games.
- Pass and receive a ball with more control and accuracy.
- Recognise the best ways to score points and stop points being scored.
- Recognise how they work best with their partner.
- Use different rules and tactics for invasion games. Make it difficult for opponents.
- Keep the ball and find best places to score.
- Participate in team games.
- Understand and develop tactics for attacking and defending.

### STRIKING

- Choose, use and vary simple tactics
- Recognise good quality in performance.
- Participate in team games.
- Pass and receive a ball in different ways with control and increased accuracy.
- Perform fielding techniques with increased control and co-ordination

### NET

- Hold and swing racket and where to stand on the court when hitting, catching and receiving.
- Hit the ball on both sides of the body and above head.
- Use different types of shots during a game. Improve accuracy.
- Know how to change court to make easier. Understand practices to help with precision and consistency and speed about the court.

### GYMNASTICS

- Learn a variety of basic gymnastic movements.
- Be still in different body shapes and balances and combine different ways of travelling.
- Move between mats and small apparatus and change the speed of movement.
- Handle apparatus safely.
- Recognise how it feels when the body is tense in a balance.
- Develop short sequences on their own.
- Use imagination to find different ways of using apparatus.
- Form simple sequences of different actions using floor and apparatus.
- Have a clear start, middle and end.
- Develop balance, agility and coordination of travelling, stillness, jumping, timing, changing shape, size, direction

### DANCE

- Learn basic movements relating to feelings.
- Learn what makes a good start and finish position in a sequence.
- Learn how to move their bodies in a variety of ways. Respond to different music showing a range of emotions and stimulus.
- Perform dance movements and simple sequences using simple movement patterns.
- Be taught to remember and perform short dance routines to other children (1-8 steps)
- Use a range of vocabulary to describe moods and how dances make them feel.
- Evaluate and improve a dance performance by recording and viewing their rehearsals..

### ATHLETICS

- Develop the fundamental movement skills of balance, coordination and agility.
- **In Year 1 children will attempt the following:**
  - Sprint 30m within 9-6seconds
  - Jump for height 10- 14cm
  - Jump for distance 60 – 89cm
  - Leap hurdles 30m within 11-8 secs
  - Overarm throw 10- 19m Chest push 3-4m
  - Run for longer distance 200m within 1:45-1:31
- **In Year 2 children will attempt the following:**
  - Sprint 30m under 6 secs
  - Jump for height 15-19cm
  - Jump for distance 60 – 89cm
  - Leap hurdles 30m within 8 secs
  - Overarm throw 10- 19m
  - Chest push 3-4m
  - Run for longer distance 200m under 1:30



# PHYSICAL EDUCATION SKILLS PROGRESSION

## YEAR 3 AND 4

### INVASION

- Partner using a number of sending and receiving techniques.
- Improve accuracy of passes and use space to keep possession better
- Know which passes are best, tactics to keep possession.
- Find space to receive and support..
- Remain in control of ball while travelling.
- Look when travelling and what happens after they have passed ball.
- Play 3vs1 and 4vs1 and how to use the space and help each other.
- Score more regularly without making mistakes.
- Choose and adapt their techniques to keep possession
- Plan ideas and tactics similar across invasion games.
- Know what rules are needed to make games fair.
- Understand simple patterns of play.
- Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents.

### STRIKING

- Throw and catch balls at different speeds, directions and heights
- Choose and use a range of simple tactics and strategies.
- Keep, adapt and make rules for striking and fielding games.
- Consolidate and develop the range and consistency of their skills in striking and fielding games

### NET

- Practise throwing and catching with a variety of different balls and using different types of throwing.
- Hit the ball with a racket. Use different shots.
- Play games using throwing and catching skills. Vary strength, length and direction of throw.
- Know how can they make it difficult for opponent to receive ball
- Understand attack and defence tactics. Understand rules about the games.

### GYMNASTICS

- Devise, perform and repeat sequences that include travel, body shapes and balances.
- Help them change sequences. Include changes of dynamics
- Work with a partner and small groups to create sequences
- Adapt their sequences to include apparatus and to suit partner or small group
- Compare and contrast similar performances.

### DANCE

- Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement.
- Learn a short sequence with a clear, middle and end that they can perform on their own and in a group, with between 8-20steps.
- Learn how to develop actions and movements within short dances by changing the dynamics, space and relationships.
- Learn a variety of travels, gestures, turns, jumps and balances with good composure and control

### OAA

- Accurately follow instructions given by a peer and give clear and usable instructions to a peer.
- Confidently communicate ideas and listen to others before deciding on the best approach.
- Plan and apply strategies to solve problems.
- Identify key symbols on a map and use a key to help navigate around a grid.
- Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.

### ATHLETICS

- Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing.
  - Develop their technique for running at shorter and longer distances, throwing for distance, jumping and leaping for height and distance.
- In Year 3 children will attempt the following:**
- Sprint 50m within 17-14secs develop to 13-10secs.
  - Jump for height 20-24cm
  - Jump for distance 90 - 119cm
  - Leap hurdles 60m within 25-18 secs develop to 17-14 secs
  - Overarm throw 20- 29m
  - Chest push 34-6m
  - Run for longer distance 400m 3:30-2:31 develop to 2:30-2:01
- In Year 4 children will attempt the following:**
- Sprint 50m within 13-10secs develop to under 10secs
  - Jump for height 25-29cm
  - Jump for distance 120-149cm
  - Leap hurdles 60m within 17-14 secs develop to under 14secs
  - Overarm throw 20- 29m develop to 30- 34m
  - Chest push 4-6m develop to 6-8m
  - Run for longer distance 400m 2:30-2:01 develop to under 2mins



# PHYSICAL EDUCATION SKILLS PROGRESSION

## YEAR 5 AND 6

### INVASION

- Show ways to keep ball away from defenders.
- How to shield the ball. Change speed, direction with ball to get away from defender.
- Shoot accurately in a variety of ways. Mark an opponent.
- Watch and evaluate the success of the games they play in.
- Identify parts of the game that are going well and parts that need improving.
- Understand that when team has ball they are attacking and when they haven't they are defending.
- Understand different ways of attacking and encourage them to use positions for their team carefully.
- Understand different ways to attack and defend.
- Choose right formations and tactics for attack and defence.
- Know how they support other players in attack and defence.

### STRIKING

- Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding.
- Develop and adapt their striking, fielding, throwing and catching skills to different heights, distances in small and large games.
- Thinking about when to use an over and under arm throw.

### NET

- Hold and swing racket and where to stand on the court when hitting, catching and receiving.
- Hit the ball on both sides of the body and above head.
- Use different types of shots during a game. Improve accuracy.
- Know how to change court to make easier. Understand practices to help with precision and consistency and speed about the court.

### GYMNASTICS

- Make up a sequence and adapt it to different apparatus layouts.
- Use combinations of dynamics (pathways) to use space effectively.
- Make up own rule for longer, more complex sequences.
- Plan a sequence and adapt it to limited equipment
- Work as a group and share roles fairly.
- Investigate different ways of working with a partner or small group.
- Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions) S&A Know how gymnastics promotes strength, power and suppleness.
- Set out and do risk assessments on apparatus.

### DANCE

- Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.
- Explore and experiment imaginatively with a stimulus for a given audience.
- Composing more complex routines with clear sections, starting to use unison, canon, repetition.
- Changing the dynamics, space and relationships.
- Can remember and perform a dance routine to any audience with 20+ steps.

### OAA

- Use clear communication when working in a group and taking on different roles
- Begin to lead others, providing clear instructions
- Plan and apply strategies with others to more complex challenges.
- Orientate a map confidently using it to navigate around a course.
- Explain why a particular strategy worked and alter methods to improve.

### ATHLETICS

- Develop the consistency of their actions in a number of events.
  - Throw with greater control, accuracy and efficiency.
  - Perform a range of jumps showing power, control and consistency at both take off and landing.
- In Year 5 children will attempt the following:**
- Sprint 75m within 20-16develop to 15-12secs
  - Jump for height 30-34cm
  - Jump for distance150-179cm
  - Leap hurdles 60m within 25 -18 secs develop to 17 - 14secs
  - Overarm throw 30 - 34m develop to 35+m
  - Chest push 6 - 8 m develop to 8+
  - Run for longer distance 600m 5:00 -3:31 develop to 3:30 -2:31
- In Year 6 children will attempt the following:**
- Sprint 75m within 20-16 develop to 15-12sec
  - Jump for height 30 - 34cm
  - Jump for distance150-179cm Leap hurdles 60m within 25 -18 secs develop to 17 - 14secs
  - Overarm throw 30 - 34m develop to 35+m
  - Chest push 6 - 8 m develop to 8+
  - Run for longer distance 600m 5:00 -3:31 develop to 3:30 -2:31



# PHYSICAL EDUCATION SPORT SPECIFIC – END POINTS

	Invasion	Striking	Net	Gymnastics	Dance	OAA	Athletics
<b>EYFS</b>		<ul style="list-style-type: none"> <li>• Throw over and under arm in a general direction</li> <li>• Catch a variety of sized balls when bounced or thrown</li> <li>• Strike a ball (selfbowled) in a general direction</li> </ul>	<ul style="list-style-type: none"> <li>• Hold and swing racket and where to stand on the court when hitting, catching and receiving.</li> </ul>	<ul style="list-style-type: none"> <li>• Move freely and with pleasure and confidence in a range of ways including, rolling, floor shapes, ways of travel.</li> <li>• Experiments with different ways of moving. Jumps off an object and lands appropriately</li> <li>• Stand on one foot to hold a balance.</li> </ul>	<ul style="list-style-type: none"> <li>• Move freely and with pleasure and confidence in a range of ways</li> <li>• Experiments with different ways of moving.</li> <li>• Complete simple sequences to different stimulus.</li> </ul>		<p>Children will be taught how to use their bodies to:</p> <ul style="list-style-type: none"> <li>• Sprint 30m</li> <li>• Jump for height 5- 9cm</li> <li>• Jump for distance 30-59cm</li> <li>• Chest push</li> <li>• Run for longer distance</li> </ul>
<b>KS1</b>	<ul style="list-style-type: none"> <li>• Use different rules and tactics for invasion games. Make it difficult for opponents.</li> <li>• Participate in team games.</li> <li>• Understand and develop tactics for attacking and defending.</li> </ul>	<ul style="list-style-type: none"> <li>• Pass and receive a ball in different ways with control and increased accuracy.</li> <li>• Perform fielding techniques with increased control and co-ordination</li> </ul>	<ul style="list-style-type: none"> <li>• Hold and swing racket and where to stand on the court when hitting, catching and receiving.</li> <li>• Hit the ball on both sides of the body and above head.</li> </ul>	<ul style="list-style-type: none"> <li>• Be still in different body shapes and balances and combine different ways of travelling.</li> <li>• Move between mats and small apparatus and change the speed of movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to move their bodies in a variety of ways. Respond to different music showing a range of emotions and stimulus.</li> </ul>		<ul style="list-style-type: none"> <li>• Sprint 30m under 6 secs</li> <li>• Jump for height 15-19cm</li> <li>• Jump for distance 60 – 89cm</li> <li>• Leap hurdles 30m within 8 secs</li> <li>• Overarm throw 10- 19m</li> <li>• Chest push 3-4m</li> <li>• Run for longer distance 200m under 1:30</li> </ul>
<b>LKS2</b>	<ul style="list-style-type: none"> <li>• Improve accuracy of passes and use space to keep possession better</li> <li>• Know which passes are best, tactics to keep possession.</li> <li>• Find space to receive and support.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep, adapt and make rules for striking and fielding games.</li> <li>• Consolidate and develop the range and consistency of their skills in striking and fielding games</li> </ul>	<ul style="list-style-type: none"> <li>• Hit the ball with a racket. Use different shots.</li> <li>• Play games using throwing and catching skills. Vary strength, length and direction of throw.</li> </ul>	<ul style="list-style-type: none"> <li>• Devise, perform and repeat sequences that include travel, body shapes and balances.</li> <li>• Help them change sequences. Include changes of dynamics</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement.</li> <li>• Learn a short sequence with a clear, middle and end that they can perform on their own and in a group, with between 8-20steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently communicate ideas and listen to others before deciding on the best approach.</li> <li>• Plan and apply strategies to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Sprint 50m within 13-10secs</li> <li>• Jump for height 25- 29cm</li> <li>• Jump for distance 120-149cm</li> <li>• Leap hurdles 60m within 17-14 secs</li> <li>• Overarm throw 20- 29m</li> <li>• Chest push 4-6m</li> <li>• Run for longer distance 400m 2:30-2:01</li> </ul>
<b>UKS2</b>	<ul style="list-style-type: none"> <li>• Understand different ways of attacking and encourage them to use positions for their team carefully.</li> <li>• Choose right formations and tactics for attack and defence.</li> <li>• Know how they support other players in attack and defence.</li> </ul>	<ul style="list-style-type: none"> <li>• Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding.</li> </ul>	<ul style="list-style-type: none"> <li>• Use different types of shots during a game. Improve accuracy.</li> <li>• Know how to change court to make easier. Understand practices to help with precision and consistency and speed about the court.</li> </ul>	<ul style="list-style-type: none"> <li>• Make up a sequence and adapt it to different apparatus layouts.</li> <li>• Use combinations of dynamics (pathways) to use space effectively.</li> <li>• Make up own rule for longer, more complex sequences.</li> <li>• Plan a sequence and adapt it to limited equipmen</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.</li> <li>• Explore and experiment imaginatively with a stimulus for a given audience</li> <li>• Composing more complex routines with clear sections, starting to use unison, canon, repetition.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and apply strategies with others to more complex challenges.</li> <li>• Orientate a map confidently using it to navigate around a course.</li> <li>• Explain why a particular strategy worked and alter methods to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Sprint 75m within 20-16</li> <li>• Jump for height 30 - 34cm</li> <li>• Jump for distance150 -179cm</li> <li>• Leap hurdles 60m within 25 -18 secs</li> <li>• Overarm throw 30 - 34m</li> <li>• Chest push 6 - 8 m</li> <li>• Run for longer distance 600m 5:00 -3:31</li> </ul>