

## **Progression in Physical Education (PE)**

**We use Developmental Matters as Non-statutory curriculum guidance for the Early Years Foundation Stage.**

### **3- and 4-year olds will be learning to:**

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

### **Children in reception will be learning to:**

revise and refine the fundamental movement skills they have already acquired such as: rolling, jumping, running, hopping, skipping and climbing  
progress towards a more fluent style of moving, with developing control and grace  
develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming  
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

**The EYFS profile is a statutory assessment of children's attainment. At the end of the Early Years Foundation Stage children should be able to:**

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

**The national curriculum for PE aims to ensure that all pupils:**

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

**Key stage 1**

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. 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.

**Key Stage 2**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

**Swimming and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

swim competently, confidently and proficiently over a distance of at least 25 metres

use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

perform safe self-rescue in different water-based situations.

**Children in our school take part in swimming instruction each academic year; 60 minutes per week for a six-week block from Reception upwards**

Pupils should be taught to:	Early Years		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Class One		Class Two			Class Three		
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Agility, Balance and Co-ordination Fundamentals of PE</b>	Create shapes showing a basic level of stillness using different parts of their bodies.		Perform balances making their body tense, stretched and curled.	Perform balances on different body parts with some control and balance.	Complete balances with increasing stability, control and technique.	Use body tension to perform balances both individually and with a partner.	Show increasing control and balance when moving from one balance to another.	Combine and perform more complex balances with control, technique and fluency.
	Begin to take weight on different body parts.		Take body weight on hands for short periods of time	Take body weight on different body parts, with and without apparatus.	Demonstrate some strength and control when taking weight on different body parts for longer periods of time.	Demonstrate increasing strength, control and technique when taking own and others weight	Use strength to improve the quality of an action and the range of actions available.	Demonstrate more complex actions with a good level of strength and technique.
	Show shapes and actions that stretch their bodies.		Demonstrate poses and movements that challenge their flexibility	Show increased awareness of extension and flexibility in actions.	Demonstrate increased flexibility and extension in their actions.	Demonstrate increased flexibility and extension in more challenging actions.	Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.	Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.
	Copy and link simple actions together.		Remember, repeat and link simple actions together.	Copy, remember, repeat and plan linking simple actions with some control and technique.	Choose actions that flow well into one another both on and off apparatus	Plan and perform sequences showing control and technique with and without a partner.	Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.	Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.
	Run and stop with some control.		Attempt to run at different speeds showing an awareness of technique.	Show balance and coordination when running at different speeds/ direction	Show balance, coordination and technique when running at different speeds, stopping with control.	Demonstrate how and when to speed up and slow down when running.	Run at the appropriate speed over longer distances or for longer periods of time.	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
	Explore skipping as a travelling action.		Jump, leap and hop and choosing which allows them to jump the furthest.	Link running and jumping movements with some control and balance.	Link running, hopping and jumping actions using different take offs and landing	Link hopping and jumping actions with some control.	Show control at take-off and landing in more complex jumping activities.	Link running, jumping and hopping actions with greater control and co-ordination
	Jump and hop with bent knees.		Throw towards a target.	Show hopping and jumping movements with some balance and control.	Jump for distance and height with an awareness of technique.	Jump for distance and height showing balance and control.	Perform a range of more complex jumps showing some technique.	Perform jumps for height and distance using good technique.
	Throwing larger beanbags into space.		Begin to show balance and co-ordination when changing direction, speeds	Change technique to throw for distance. Show control and balance when travelling at different speeds.	Throw a variety of objects, changing action for accuracy and distance.	Throw with some accuracy and power towards a target area.	Show accuracy and power when throwing for distance.	Show accuracy and good technique when throwing for distance.
	Balance whilst stationary and on the move.		Use co-ordination with and without equipment.	Perform actions with increased control when co-ordinating their body with and without equipment.	Demonstrate balance when performing other fundamental skills.	Demonstrate good balance when performing other fundamental skills.	Demonstrate good balance and control when performing other fundamental skills	Show fluency and control when travelling, landing, stopping and changing direction.
	Change direction at a slow pace.				Show balance when changing direction in combination with other skills.	Show balance when changing direction at speed in combination with other skills.	Demonstrate improved body posture and speed	Change direction with a fluent action and can
Explore moving different body parts together.				Can co-ordinate their bodies with increased	Begin to co-ordinate their body at speed in			

				consistency in a variety of activities.	response to a task with other skills.	when changing direction.  Can co-ordinate a range of body parts at increased speed.	transition smoothly between varying speeds.  Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.
<b>GAMES</b>  <b>Hand/Eye Co-ordination</b>	<p>Drop and catch with 2 hands.</p> <p>Move a ball with feet.</p> <p>Throw and roll a variety of beanbags and larger balls to space.</p> <p>Kick larger balls to space.</p> <p>Stop a beanbag or large ball sent to them using hands.</p> <p>Attempt to stop a large ball sent to them using feet.</p> <p>Hit a ball with hands.</p> <p>Run and stop when instructed.</p> <p>Move around showing limited awareness of others.</p> <p>Make simple decisions in response to a situation.</p>	<p>Drop and catch a ball after one bounce on the move.</p> <p>Move a ball using different parts of the foot.</p> <p>Throw and roll towards a target with some varying techniques.</p> <p>Kick towards a stationary target.</p> <p>Catch a beanbag and a medium-sized ball.</p> <p>Attempt to track balls and other equipment sent to them.</p> <p>Strike a stationary ball using a racket.</p> <p>Run, stop and change direction with some balance and control.</p> <p>Recognise space in relation to others.</p> <p>Begin to use tactics with simple guidance.</p>	<p>Dribble a ball with two hands on the move.</p> <p>Dibble a ball with some success, stopping it when required.</p> <p>Throw and roll towards a target using varying techniques with some success.</p> <p>Show balance when kicking towards a target</p> <p>Catch an object passed to them, with and without a bounce.</p> <p>Move to track a ball and stop it using feet with limited success</p> <p>Strike a ball using a racket.</p> <p>Run, stop and change direction with balance and control.</p> <p>Move to space to help score goals or limit others scoring.</p> <p>Use simple tactics.</p>	<p>Dribble the ball with one hand with some control in game situations.</p> <p>Dribble a ball with feet with some control in game situations.</p> <p>Use a variety of throwing techniques in game situations</p> <p>Kick towards a partner in game situations.</p> <p>Catch a ball passed to them using one and two hands with some success.</p> <p>Receive a ball sent to them using different parts</p> <p>Strike a ball with varying techniques of the foot.</p> <p>Change direction with increasing speed in game situations.</p> <p>Use space with some success in game situations.</p> <p>Use simple tactics individually and within a team.</p>	<p>Link dribbling the ball with other actions with increasing control.</p> <p>Change direction when dribbling with feet with some control in game situations.</p> <p>Change direction when dribbling with feet with some control in game situations.</p> <p>Use a variety of throwing techniques with increasing success in game situations.</p> <p>Catch a ball passed to them using 1 and 2 hands with increasing success.</p> <p>Receive a ball using different parts of the foot under pressure.</p> <p>Strike a ball using varying techniques with increasing accuracy.</p> <p>Change direction to lose an opponent with some success.</p> <p>Create and use space with some success in game situations.</p> <p>Use simple tactics to help their team score or gain possession.</p>	<p>Use dribbling to change the direction of play with some control under pressure.</p> <p>Dribble with feet with some control under increasing pressure.</p> <p>Use a variety of throwing techniques with some control under increasing pressure.</p> <p>Use a variety of kicking techniques with some control under increasing pressure.</p> <p>Catch and intercept a ball using one and two hands with some success in game situations.</p> <p>Receive a ball using different parts of the foot under pressure with increasing control.</p> <p>Strike a ball using a wider range of skills. Apply these with some success under pressure.</p> <p>Use a variety of techniques to change direction to lose an opponent.</p> <p>Create and use space for self and others with some success.</p>	<p>Use dribbling to change the direction of play with control under pressure.</p> <p>Use a variety of dribbling techniques to maintain possession under pressure.</p> <p>Use a variety of throwing techniques including fake passes to outwit an opponent.</p> <p>Select and apply the appropriate kicking technique with control.</p> <p>Catch and intercept a ball using one and two hands with increasing success in game situations.</p> <p>Receive a ball with consideration to the next move.</p> <p>Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure. Confidently change direction to successfully outwit an opponent.</p> <p>Effectively create and use space for self and others to outwit an opponent.</p>

						Understand the need for tactics and can identify when to use them in different situations.	Work collaboratively to create tactics within their team and evaluate the effectiveness of these.
<b>Dance</b>	<p>Copy basic body actions and rhythms.</p> <p>Choose and use travelling actions, shapes and balances.</p> <p>Travel in different pathways using the space around them.</p> <p>Begin to use dynamics and expression with guidance.</p> <p>Begin to count to music.</p>	<p>Copy, remember and repeat actions.</p> <p>Choose actions for an idea.</p> <p>Use changes of direction, speed and levels with guidance.</p> <p>Show some sense of dynamic and expressive qualities.</p> <p>Begin to use counts.</p>	<p>Copy, remember and repeat a series of actions.</p> <p>Select from a wider range of actions in relation to a stimulus.</p> <p>Use pathways, levels, shapes, directions, speeds and timing with guidance.</p> <p>Use mirroring and unison when completing actions with a partner.</p> <p>Show a character through actions, dynamics and expression.</p> <p>Use counts with help to stay in time with the music.</p>	<p>Copy, remember and perform a dance phrase.</p> <p>Create short dance phrases that communicate an idea.</p> <p>Use canon, unison and formation to represent an idea.</p> <p>Match dynamic and expressive qualities to a range of ideas.</p> <p>Use counts to keep in time with a partner and group.</p>	<p>Copy, remember and adapt set choreography.</p> <p>Choreograph considering structure individually, with a partner and in a group.</p> <p>Use action and reaction to represent an idea.</p> <p>Change dynamics to express changes in character or narrative.</p> <p>Use counts when choreographing short phrases.</p>	<p>Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.</p> <p>Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.</p> <p>Confidently perform choosing appropriate dynamics to represent an idea.</p> <p>Use counts accurately when choreographing to perform in time with others and the music.</p>	<p>Perform dances confidently and fluently with accuracy and good timing.</p> <p>Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.</p> <p>Improvise and combine dynamics demonstrating an awareness of the impact on performance.</p> <p>Use counts when choreographing and performing to improve the quality of work.</p>