

Stelling Minnis CEP School

PE Progression Document



EYFS: How we provide for a foundation of physical skills and knowledge

Main link: Physical Development

Physical Development is a Prime Area in the EYFS framework, as skills acquired through this area support many other areas of development. The following describes skills and knowledge that lead to readiness to be built upon in the KS1 physical education curriculum.

ELG: Gross Motor Skills: Children at the expected level of development will:

- 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.

ELG Fine Motor Skills: Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene
Progress towards a more fluent style of moving, with developing control and grace	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor	Develop overall body strength, balance, co-ordination and agility	Develop the foundations of a handwriting style which is fast, accurate and efficient	Combine different movements with ease and fluency
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		Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having good sleep routine, being a safe pedestrian	

Physical Education: Key Stage 1

	Gymnastic Movements	Basic movements and Team Games	Dance
	<i>developing balance, agility and co-ordination, and begin to apply these in a range of activities</i>	<i>master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending</i>	<i>perform dances using simple movement patterns</i>
Year 1	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • throw underarm • throw and kick in different ways 	<ul style="list-style-type: none"> • perform own dance moves • copy or make up a short dance • move safely in a space
Year 2	<ul style="list-style-type: none"> • 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' 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • change rhythm, speed, level and direction in dance • make a sequence by linking sections together • use dance to show a mood or feeling

Physical Education: Key Stage 2

	Athletics	Competitive Games	Gymnastics
	<i>use running, jumping, throwing and catching in isolation and in combination</i>	<i>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</i>	<i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i>
Year 3	<ul style="list-style-type: none"> run at fast, medium and slow speeds; changing speed and direction take part in a relay, remembering when to run and what to do 	<ul style="list-style-type: none"> be aware of space and use it to support team-mates and to cause problems for the opposition know and use rules fairly 	<ul style="list-style-type: none"> adapt sequences to suit different types of apparatus and criteria explain how strength and suppleness affect performance
Year 4	<ul style="list-style-type: none"> sprint over a short distance and show stamina when running over a long distance jump in different ways throw in different ways and hit a target, when needed 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Year 5	<ul style="list-style-type: none"> controlled when taking off and landing throw with increasing accuracy combine running and jumping 	<ul style="list-style-type: none"> gain possession by working 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 	<ul style="list-style-type: none"> make complex extended sequences combine action, balance and shape perform consistently to different audiences
Year 6	<ul style="list-style-type: none"> demonstrate stamina and increase strength 	<ul style="list-style-type: none"> agree and explain rules to others work as a team and communicate a plan lead others in a game situation when the need arises 	<ul style="list-style-type: none"> combine own work with that of others sequences to specific timings

Physical Education: Key Stage 2

	Dance	Outdoor and Adventurous Activity	Evaluate
	<i>perform dances using a range of movement patterns</i>	<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>
Year 3	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> follow a map in a familiar context use clues to follow a route follow a route safely 	<ul style="list-style-type: none"> compare and contrast gymnastic sequences recognise own improvement in ball games
Year 4	<ul style="list-style-type: none"> take the lead when working with a partner or group use dance to communicate an idea 	<ul style="list-style-type: none"> follow a map in a (more demanding) familiar context follow a route within a time limit 	<ul style="list-style-type: none"> provide support and advice to others in gymnastics and dance be prepared to listen to the ideas of others
Year 5	<ul style="list-style-type: none"> compose own dances in a creative way perform dance to an accompaniment dance shows clarity, fluency, accuracy and consistency 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> pick up on 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
Year 6	<ul style="list-style-type: none"> develop sequences in a specific style choose own music and style 	<ul style="list-style-type: none"> plan a route and a series of clues for someone else plan with others, taking account of safety and danger 	<ul style="list-style-type: none"> know which sports they are good at and find out how to improve further