



EYFS and KS1 - Subject Progression

Physical Education



EYFS		
Nursery 2-3 year olds		
Autumn	Spring	Summer
<ul style="list-style-type: none">• Lift their head while lying on their front.• Push their chest up with straight arms.• Roll over: from front to back, then back to front.• Enjoy moving when outdoors and inside.• Sit without support.• Begin to crawl in different ways and directions.• Pull themselves upright and bouncing in preparation for walking.• Begin to walk independently – choosing appropriate props to support at first.	<ul style="list-style-type: none">• Reach out for objects as co-ordination develops.• Eat finger food and develop likes and dislikes.• Try a wider range of foods with different tastes and textures.• Lift objects up to suck them.• Pass things from one hand to the other. Let go of things and hands them to another person, or drops them.• Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.• Clap and stamp to music.• Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.• Enjoy starting to kick, throw and catch balls.• Build independently with a range of appropriate resources.	<ul style="list-style-type: none">• Walk, run, jump and climb – and start to use the stairs independently.• Spin, roll and independently use ropes and swings (for example, tyre swings).• Sit on a push-along wheeled toy, use a scooter or ride a tricycle.• Develop manipulation and control.• Explore different materials and tools.• Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.• Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.• Learn to use the toilet with help, and then independently.

Nursery 3-4 year olds

Autumn	Spring	Summer
<p>Healthy Movers focus: Agility/Locomotion Coordination/Object Control Balance/Stability Healthy Eating Oral Health Body Image and Body Confidence</p>	<p>Healthy Movers focus: Agility/Locomotion Coordination/Object Control Balance/Stability Healthy Eating Oral Health Body Image and Body Confidence</p>	<p>Healthy Movers focus: Agility/Locomotion Coordination/Object Control Balance/Stability Healthy Eating Oral Health Body Image and Body Confidence</p>
<ul style="list-style-type: none"> • 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. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Use a comfortable grip with good control when holding pens and pencils. 	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • 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. • 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 a comfortable grip with good control when holding pens and pencils. 	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • 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. • Start to eat independently and learning how to use a knife and fork. • 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. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.

Reception

PHYSICAL DEVELOPMENT: EARLY LEARNING GOALS (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, hopping, skipping and climbing.

Fine Motor Skills:

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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Health and Fitness:

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Autumn		Spring		Summer	
<p>Invasion games</p> <p>Experiment with different ways of moving.</p> <p>Negotiate space successfully.</p> <p>Travel with confidence.</p> <p>Move freely using suitable spaces and speed or direction to avoid obstacles. (S&A)</p>	<p>Gymnastics</p> <p>Balance on different parts of the body</p> <p>Travel under and over and through apparatus.</p> <p>Travel with confidence and skill around, under, over and through balancing and climbing equipment .</p> <p>Move freely and with pleasure and confidence in a range of ways including, rolling, floor shapes, ways of travel.</p>	<p>Dance</p> <p>Negotiate space when playing with other children.</p> <p>Use my imagination</p> <p>Move freely and with pleasure and confidence in a range of ways.</p> <p>Experiments with different ways of moving.</p> <p>Complete simple sequences to different stimulus.</p>	<p>Net and Wall</p> <p>Catch a large ball.</p> <p>Demonstrate good control and coordination in large and small movements.</p> <p>Pass a ball: chest pass Kick a ball along the floor less than 10m with the correct technique.</p> <p>Dribble a ball at feet with control</p>	<p>Striking and Fielding</p> <p>Throw over and under arm in a general direction.</p> <p>Catch a variety of sized balls when bounced or thrown.</p> <p>Strike a ball (selfbowled) in a general direction</p>	<p>Athletics</p> <p>Children will be taught how to use their bodies to:</p> <p>Sprint 30m</p> <p>Jump for height 5- 9cm</p> <p>Jump for distance 30-59cm</p> <p>Leap hurdles 30m within 16-12secs</p> <p>Overarm throw</p> <p>Chest push</p> <p>Run for longer distance</p> <p>Participate in Sports day</p>

KS1

NATIONAL CURRICULUM - 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. Pupils should be taught to: 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.

HEALTH AND FITNESS: Talk about what our bodies do during exercise e.g breathing (H&F) Practice skills to make them warmer and cooler before and after exercises. (H&F) Discuss how the body changes during exercise.

Year 1

Autumn		Spring		Summer	
Invasion games	Gymnastics	Dance	Net and Wall	Striking and Fielding	Athletics
<p>Invasions Games</p> <p>Throw a ball underarm, over arm and use a bounce pass.</p> <p>Move into a given space to catch a ball.</p> <p>Pass a ball to a partner using my hands and feet.</p> <p>Explore different ways using a ball (A&D)</p> <p>Explore ways to send a ball or other equipment</p> <p>Retrieve and stop a ball using different parts of the body. (A&D)</p> <p>Play a variety of running and avoiding games.</p> <p>Participate in simple team games (1v1, 2v2)</p> <p>Develop simple attacking and defending techniques (A&D)</p>	<p>Gymnastics</p> <p>Balance using my hands and feet.</p> <p>Create different shapes when balancing eg, thin, wide, twisted, curl .</p> <p>Travel in different ways e.g, jumping, skipping, walking, leaping, hopping etc.</p> <p>Learn a variety of basic gymnastic movements.</p> <p>Be still in different body shapes and balances and combine different ways of travelling. (A&D)</p> <p>Move between mats and small apparatus and change the speed of movement.</p> <p>Handle apparatus safely</p> <p>Recognise how it feels when the body is tense in a balance.</p> <p>Develop balance, agility, co-ordination of</p>	<p>Dance – performing simple movement patterns</p> <p>Perform basic dance actions.</p> <p>Travel and change direction.</p> <p>Change size and shape.</p> <p>Learn basic movements relating to feelings.</p> <p>Learn what makes a good start and finish position in a sequence.</p> <p>Learn how to move their bodies in a variety of ways.</p> <p>Respond to different music showing a range of emotions and stimulus.</p> <p>Perform dance movements and simple sequences using simple movement patterns.</p>	<p>Net and Wall</p> <p>Focus on throwing a ball with control both over and underarm with prompts.</p> <p>Focus on catching a ball from shorter and longer distances, on their own and in groups.</p> <p>Play games based on net games (tennis, badminton) children have the opportunity to play 1v1, 1v2, 2v2, 1v3, 3v3.</p> <p>Pass and receive a ball in different ways with control and increased accuracy. (tennis, badminton)</p>	<p>Striking and Fielding</p> <p>Focus on technique on striking a ball with control when shown.</p> <p>Focus on technique on fielding a ball using under and over arm throwing.</p> <p>Able to play simple games in small groups, applying rules and skills that have been taught.</p> <p>(cricket, rounders, baseball, softball, kickball, golf)</p>	<p>Athletics</p> <p>Children will be taught how to use their bodies to:</p> <p>Sprint 30m within 9-6seconds</p> <p>Jump for height 10- 14cm</p> <p>Jump for distance 60 – 89cm</p> <p>Leap hurdles 30m within 11-8 secs</p> <p>Overarm throw 10- 19m</p> <p>Chest push 3-4m</p> <p>Run for longer distance 200m within 1:45-1:31</p> <p>Participate in Sports day</p>

Pass and receive a ball in different ways with increased control. (S&A) (rugby, netball, football, basketball)	travelling, stillness, jumping, timing, changing shape, direction and size. (A&D)	Be taught to remember and perform short dance routines to other children (1-8 steps)			
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Year 2					
Autumn		Spring		Summer	
Invasion games	Gymnastics	Dance	Net and Wall	Striking and Fielding	Athletics
<p>Invasion Games –</p> <p>Hit a ball with a tennis style bat or racquet.</p> <p>Stop a ball with my feet before passing it.</p> <p>Move into a given space within a game.</p> <p>Begin to understand where to stand to make a game more difficult for an opponent.</p> <p>Develop control and accuracy when moving with a ball in a variety of different games.</p>	<p>Gymnastics</p> <p>Combine short movements to combine simple balances e.g, balance-travel-balance.</p> <p>Perform simple rolls g, forward, pencil, teddy-bear.</p> <p>Travel in different ways e.g, jumping, skipping, walking, leaping, hopping etc.</p> <p>Develop short sequences on their own.</p> <p>Use imagination to find different ways of using apparatus.</p>	<p>Dance</p> <p>Copy short dance motifs.</p> <p>Link two or more actions together</p> <p>Use a range of vocabulary to describe moods and how dances make them feel.</p> <p>Perform dances using simple movement patterns with a clear start middle and end.</p> <p>On their own can remember and perform short dance routines to other children (1-8 steps)</p>	<p>Net and Wall</p> <p>Use their skills to play end to end games, games over a barrier and fielding games.</p> <p>Use their ability to solve problems and make decisions. S&A</p> <p>Watch others and describe what is happening.</p> <p>Talk about what they have done and how they did it.</p> <p>Participate in team games.</p>	<p>Striking and Fielding</p> <p>Choose, use and vary simple tactics. S&A</p> <p>Recognise good quality in performance.</p> <p>Participate in team games.</p> <p>Pass and receive a ball in different ways with control and increased accuracy.</p> <p>Perform fielding techniques with increased control and co-ordination (cricket, rounders, baseball, softball,</p>	<p>Athletics</p> <p>Take part in multiskills festivals. (competitions: class, against other schools)</p> <p>Designed to develop the fundamental movement skills of balance, coordination and agility.</p> <p>Children will be taught how to use their bodies to:</p> <p>Sprint 30m under 6 secs</p> <p>Jump for height 15-19cm</p> <p>Jump for distance 60 – 89cm</p>

<p>Pass and receive a ball with more control and accuracy.</p> <p>Recognise the best ways to score points and stop points being scored.</p> <p>Recognise how they work best with their partner.</p> <p>Use different rules and tactics for invasion games.</p> <p>Make it difficult for opponents.</p> <p>Keep the ball and find best places to score. S&A</p> <p>Watch others accurately.</p> <p>Describe what they see and ask to copy others' ideas, skills and tactics.</p> <p>Participate in team games.</p> <p>Understand and develop tactics for attacking and defending.</p> <p>(rugby, netball, football, basketball)</p>	<p>Form simple sequences of different actions using floor and apparatus.</p> <p>Have a clear start, middle and end. S&A</p> <p>Have a clear focus when watching others perform. (E&I)</p> <p>Say when a movement or skill is performed well (aesthetic appreciation. (E&I)</p> <p>Describe what they have done and what they have seen. (Make easier or harder. Use advice to improve.) (E&I)</p> <p>Develop balance, agility and coordination of travelling, stillness, jumping, timing, changing shape, size, direction</p>	<p>Evaluate and improve a dance performance by recording and viewing their rehearsals. (E&I)</p>	<p>Pass and receive a ball in different ways with control and increased accuracy.</p> <p>Perform fielding techniques with increased control and coordination. (tennis, badminton)</p>	<p>kickball, golf)</p>	<p>Leap hurdles 30m within 8 secs</p> <p>Overarm throw 10- 19m</p> <p>Chest push 3-4m</p> <p>Run for longer distance 200m under 1:30</p> <p>Participate in Sports day</p> <p>Swimming</p> <p>Confident to get in the water.</p> <p>Submerge my head under the water and blow bubbles.</p> <p>Swim 10m on my back or front without stopping.</p>
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My Personal Best

Autumn Term – 4 weeks per focus word	Spring Term - 4 weeks per focus word	Summer Term - 4 weeks per focus word
Healthy Me: Curiosity Imagination Reflection	Social Me: Gratitude Empathy Respect	Thinking Me: Self-Belief Honesty Courage