

Progression of Physical Education



Curriculum Knowledge and Skills Progression Document for Physical Education

Knowledge, skills and understanding breakdown for EYFS

Physical development requirements for EYFS:

The EYFS framework splits the expectations for Physical Development for Early Years into two sections.

Moving and handling:

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care:

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Knowledge, Understanding and skills breakdown for EYFS:

3-4 year old children will be able 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
- 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.
- Start eating independently and learning how to use a knife and fork.
- Show a preference for a dominant hand
- 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 tooth brushing.

Children in Reception will be able to:

- 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.
Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

- 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
- 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.
- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
- Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene

National Curriculum Requirements for Physical Education at Key Stage 1

The National Curriculum requirements for Physical Education for KS1 are split into 4 headings.

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

Knowledge, skills and understanding breakdown for Year 1

The knowledge, skills and understanding breakdown for year 1 can be split into 3 requirements:

- ♣ 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.
- ♣ To participate in team games, developing simple tactics for attacking and defending.
- ♣ To perform dances using simple movement patterns.

Breakdown of knowledge, skills and understanding for each of the sporting areas for Year 1:

Athletics 1:

Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.

Ball skills 1:

Pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.

Dance 1:

Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.

Fitness 1:

Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to

explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.

Fundamentals 1:

Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas

Gymnastics 1:

Pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.

Invasion 1:

Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.

Net and Wall 1:

Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.

Sending and receiving 1:

Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.

Striking and fielding 1:

Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills

Target Games 1:

Pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.

Team building 1:

Pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas.

Yoga 1:

Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The

learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.

Year 2

The knowledge, skills and understanding breakdown for year 1 can be split into 3 requirements:

- ♣ 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
- ♣ To participate in team games, developing simple tactics for attacking and defending
- ♣ To perform dances using simple movement patterns

Breakdown of knowledge, skills and understanding for each of the sporting areas for Year 2:

Athletics 2:

Pupils will further develop skills required in athletic activities such as running at various speeds, changing direction, jumping and throwing however these skills are aimed to be more controlled than in year 1. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently; they are to build on the teamwork skills gained in Year 1 and begin to explore leadership roles. They learn how to improve by identifying areas of strength as well as areas to develop.

Ball skills 2:

Pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. These skills should aim to be more controlled than in Year 1 and more consistent. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks. Children will be encouraged to learn about their own strengths and weaknesses and set challenges for themselves.

Dance 2:

Pupils will explore space and how their body can move to express an idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.

Fitness 2:

Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina showing control and consistency. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.

Fundamentals 2:

Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be encouraged to do so consistently and with more control. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas. Pupils will build on teamwork skills from year 1 and begin to develop leadership roles.

Gymnastics 2:

Pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and

recognise elements of high quality performance. Children will be given opportunities to further build on the skills gained in year 1 and should aim to perform the skills with more control.

Invasion games 2:

Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They have opportunities to work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents. Pupils will build on their teamwork from year 1 and develop their skills as a leader of a team/group.

Net and Wall 2:

Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others. Pupils will build on their teamwork from year 1 and develop their leadership skills ensuring that they understand that to be a good leader you must be respectful and understanding of your team.

Sending and receiving 2:

Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will build upon the skills gained in year 1 and perform these skills with more control. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.

Striking and fielding 2:

Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to create and use tactics.

Target Games 2:

Pupils will develop their aim using both underarm and overarm actions with control and consistency. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.

Team building 2:

Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They have opportunity to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play. Pupils will be encouraged to use their skills gained in year 1 and develop these further whilst also exploring the role of a leader. Pupils will be given leadership opportunities and will understand that leadership is about being respectful and understanding what is needed for the team to succeed.

Yoga 2:

Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body and perform these with control. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.

Specific Skills for KS1:

Year 1 Skills	Year 2 Skills
<ul style="list-style-type: none"> • Hop • Carefully retain balance • Travel backwards safely • Share space considerably • Jump in a variety of ways • Land safely in different jumps • Combine a run and jump • Dodge • Move safely with the awareness of others • Begin to evade otherws • Begin to attack and defend • Punt a ball • Strike a ball accuratley and with power correctly • Begin to dribble a football • Trap a ball with my foot • Turn with a ball • Trap a ball with the foot and shoot at a target with instep • Brace to save a ball with hands • Punt a ball with either foot • Punt high and low • Throw from a sideways position • Throw with accuracy • Throw underarm and overarm • Negotiate space when playing a chasing game • Dribble a ball with one hand • Dribble and move without losing control • Jump in a variety of ways. • Jump with a run • Jump for distance. • Get into a good position to receive a chest and bounce pass. • Pass the ball from my chest using a bounce pass • Change direction. • Move around safely in a limited space. • Bounce/dribble a ball with my hands with good control. • Move around safely whilst bouncing and dribbling. • Dribble a ball with my feet with good control. • Stop a ball on the run by trapping it. • Send a ball with some degree of accuracy. • Receive a ball by moving swiftly into the right position. • Play passive and then active rallies by striking over a net with a hand. • • Strike and volley a ball • Dig a ball by getting underneath it. • Strike a ball using an open palm and move into position to receive it back. • Throw with accuracy and power. • Keep my eye on the ball at all times. • Strike a ball off a tee. • Get in line with the ball and field it. • Stop a ball with 2 hands creating a barrier behind it with my feet or body. • Hit a ball to the leg side. • Bowl a ball overarm at a target • Pick up a ball with one hand and throw it underarm • Chase and retrieve a ball • Make good decision when batting about when to run and when not to. • Jump from a standing position. • Jump with a scissor kick • Jump with a small run. 	<ul style="list-style-type: none"> • Skip using a rope. • Jump in a variety of ways • Dribble a ball with either hand. • Travel with a ball with my head up and the ball under control. • Receive a ball and trap it. • Cushion a pass sent. • Pass in different ways. • Pass accurately • Jump for height. • Broad jump for distance. • Catch consistently well. • Signal for the ball. • Throw overarm for a partner to catch after one bounce. • Catch a ball consistently after one bounce • Catch a ball consistently on the full. • Move the opponent around a court when playing against them. • Track an opponent. • Intercept a pass • Dodge to beat an opponent. • Close the space down that attacker have to work in. • Pass the ball consistently with control. • Retain possession of the ball. • Compete with some awareness in team games. • Pass and move decisively. • Send and receive a ball with some degree of accuracy. • Move quickly into good positions to catch. • Strike a ball with some degree of accuracy. • Volley a ball by getting in line and underneath it. • Send a ball with increasing accuracy. • Keep a rally with a partner • Develop good grip and stance. • Begin to strike with more consistency and accuracy on the forehand. • Return a ball after one bounce that has been thrown by a partner. • Strike a backhand from own feed. • Play a game against an opponent using a variety of shots. • Move fluently around the court. • Catch a ball after one bounce • Strike a ball off a tee. • Bowl overarm with a straight arm. • Stop the ball consistently as a wicket keeper • Pick up a ball one handed and return it under arm. • Return a ball quickly from bootlaces. • Chase a ball and throw it back accurately • Strike a ball off a tee whilst on the move. • Play a game applying the skills. • Demonstrate school games values. • React quickly • Show a sense of anticipation • Demonstrate agility, balance and coordination • Jump in a variety of ways. • Coordinate a run with a jump. • Leap, hop, jump • Jump in a variety of ways competently • Add a short run to the jump. • Throw with good technique • Throw with a run-up • Support peers with feedback • Demonstrate a variety of athletic techniques consistently. • Demonstrate some leadership skills.

Progression of vocabulary for at EYFS

Push
Safely
Stop
Go
Jump
Space
Forwards
Backwards
Balance

Progression of vocabulary for Physical Education at year 1

Far
Hop
Aim
Fast
Slow
Bend
Improve
Direction
Travel
Defend
Teamwork

Progression of vocabulary for Physical Education at year 2

Sprint
Jog
Distance
Pace
Height
Take Off
Landing
Overarm
Underarm
Control