

Starcross Primary School
PE / PD progression of skills in EYFS

Three to Four Year Olds & Children in Reception							ELG
Physical Development: Moving and Handling	<u>AUT 1</u> CHILDREN WILL BE TAUGHT TO:	<u>AUT 2</u> CHILDREN WILL BE TAUGHT TO:	<u>SPR 1</u> CHILDREN WILL BE TAUGHT TO:	<u>SPR 2</u> CHILDREN WILL BE TAUGHT TO:	<u>SUM 1</u> CHILDREN WILL BE TAUGHT TO:	<u>SUM 2</u> CHILDREN WILL BE TAUGHT TO:	
	Move freely using suitable spaces and speed. Draw lines and circles. Hold a pen correctly. Understand their own needs hunger / toilet / personal hygiene. Dress with support. Know equipment needs to be used safely	Move freely in a variety of different ways. Use scissors and other tools safely. Show a dominant hand. Make anticlockwise movement. Understand the need for varied and healthy food.	Stand on one foot. Catch a ball. Write some letters and copy their name. Experiment moving in different ways on equipment and jump landing safely. Manage own risk assessment. Help to put away equipment correctly.	Demonstrate increasing control over objects. Use tools to change to materials. Move confidently. Use safety measures without direct supervision.	Demonstrate good control and co-ordination in large and small movement. Understand the importance for good health of physical exercise, healthy diet and talk about different ways to keep healthy and safe.	Participate in Sports day and physical activities that are included within this using a variety of equipment, taking turns and celebrating other's successes.	

Starcross Primary School

PE progression of skills in KS1 & KS2

		Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate (e.g. badminton, basketball, rugby, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending • Develop flexibility, strength, techniques, control and balance (e.g. through gymnastics and athletics) • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team <p>Compare their performance with previous ones and demonstrate improvement to achieve their personal best.</p>	
Dance	Compose	<ul style="list-style-type: none"> • Copy and explores basic movements and body patterns <p>Develop control of movement using;</p> <ul style="list-style-type: none"> • Actions (WHAT) – travel, stretch, twist, turn, jump • Space (WHERE) – forwards, backwards, sideways, high, low, safely showing awareness of others • Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions • Dynamics (HOW) – slowly, quickly, with appropriate expression • Use own ideas to sequence dance • Sequence and remember a short dance 	<ul style="list-style-type: none"> • Beginning to improvise dance phrases/dances to communicate an idea <p>Develop movement using;</p> <ul style="list-style-type: none"> • Actions (WHAT) – travel, turn, gesture, jump, stillness • Space (WHERE) – formation, direction and levels • Relationships (WHO) – whole group/duo/solo, unison/canon • Dynamics (HOW) – explore speed, energy • Choreographic devices, motif, motif development and repetition. • Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end • Link phrases to music 	<ul style="list-style-type: none"> • Create longer, challenging dance phrases/dances • Select appropriate movement material to express ideas/thoughts/feelings • Beginning to exaggerate dance movements and motifs (using expression when moving) <p>Develop movement using;</p> <ul style="list-style-type: none"> • Actions (WHAT) – travel, turn, gesture. Jump, stillness • Space (WHERE) – formation, direction, level, pathways • Relationships (WHO) – solo/duo/trio, unison/canon/contrast • Dynamics (HOW) – explore speed, energy (e.g. heavy/light, flowing/sudden) • Choreographic devices – motif, motif development, repetition, retrograde (performing motifs in reverse) • Link phrases to music

	Perform	<ul style="list-style-type: none"> • Move spontaneously showing some control and co-ordination • Move with confidence when walking, hopping, jumping, landing • Move with rhythm in the above actions • Demonstrate good balance • Move in time with music • Co-ordinate arm and leg actions (e.g. march and clap) • Interact with a partner (e.g. holding hands, swapping places, meeting and parting) 	<ul style="list-style-type: none"> • Perform dance to an audience showing confidence • Beginning to create longer dance sequences in a larger group. • Show co-ordination, control and strength (Technical Skills) • Show focus, projection and musicality (Expressive Skills) • Demonstrate different dance actions with precision and some control – travel, turn, gesture, jump and stillness • Demonstrate dynamic qualities – speed, energy and continuity • Demonstrate use of space – levels, directions, pathways and body shape • Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting 	<ul style="list-style-type: none"> • Perform dance to an audience showing confidence and clarity of actions • Show co-ordination, control, alignment, flow of energy and strength (Technical Skills) • Show focus, projection, sense of style and musicality (Expressive Skills) • Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness • Demonstrate dynamic qualities – speed, energy, continuity, rhythm • Demonstrate use of space – levels, directions, pathways, size and body shape • Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact
	Appreciate	<ul style="list-style-type: none"> • Respond to own work and that of others when exploring ideas, feelings and preferences • Recognise the changes in the body when dancing and how this can contribute to keeping healthy. 	<ul style="list-style-type: none"> • Show awareness of different dance styles and traditions. • Compare and comment on their own and other's work – strengths and areas for improvement • Modifies parts of sequence as a result of self-evaluation. • Uses simple dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> • Show awareness of different dance styles, traditions and aspects of their historical/social context • Compare and evaluate their own and other's work Modifies parts of a sequence as a result of self and peer evaluation • Uses more complex dance vocabulary to compare and improve work.

		Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Gymnastics	Sequencing	<ul style="list-style-type: none"> Perform gymnastic sequence with a balance, a travelling action, a jump and a roll Teach sequence to a partner and perform together 	<ul style="list-style-type: none"> Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. They move apart to finish 	<ul style="list-style-type: none"> Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances) Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling.
	Balance	<ul style="list-style-type: none"> Stand and sit "like a gymnast" Explore the 5 basic shapes: straight/tucked/star/straddle/pike Balance in these shapes on large body parts: back, front, side, bottom Explore and develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes) Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite)- ensure hands are always flat on the floor and fingers point the same way as toes 	<ul style="list-style-type: none"> Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite)- ensure hands are always flat on the floor and fingers point the same way as toes Explore balancing on combinations of 1/2/3/4 "points" e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand. Balance on floor and apparatus exploring which body parts are safest to use Explore balancing with a partner: facing, beside, behind and on different levels Move in and out of balance fluently 	<ul style="list-style-type: none"> Perform balances with control, showing good body tension Mirror and match partner's balance i.e. making same shape on different level or in a different place. Explore symmetrical and asymmetrical balances on own and with a partner Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from) Perform a range of acrobatic balance with a partner on the floor and on different levels of apparatus Perform group balances at the beginning, middle or end of sequence. Consider how to move in and out of these balances with fluency and control Begin to take more weight on hands when progressing bunny hop into hand stand

Travel	Travel	<p>Begin to travel on hands and feet (hands flat on floor and fully extend arms)</p> <ul style="list-style-type: none"> • Monkey walk (bent legs and extended arms) • Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position) • Bunny hops (transfer weight to hands) 	<p>Use a variety of rolling actions to travel on the floor and along apparatus</p> <ul style="list-style-type: none"> • Travel with a partner; move away from and together on the floor and on apparatus • Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping • Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus 	<ul style="list-style-type: none"> • Travel sideways in a bunny hop and develop into a cartwheeling action keeping knees tucked in and by placing one hand and then the other on the floor • Increase the variety of pathways, levels and speeds at which you travel • Travel in time with a partner, move away from and back to a partner
	Jump	<ul style="list-style-type: none"> • Explore shape in the air when jumping and landing with control (e.g. star shape) 	<ul style="list-style-type: none"> • Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing) • Add a quarter or half turn into a jump before landing • Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action 	<ul style="list-style-type: none"> • Make symmetrical and asymmetrical shapes in the air • Jump along, over and off apparatus of varying height with control in the air and on landing
	Roll	<ul style="list-style-type: none"> • Continue to develop control in different rolls • Pencil roll – from back to front keeping body and limbs in straight shape • Egg roll – lie on side in tucked shape, holding knees tucked into chest roll into back and onto other side. Repeat to build up core strength • Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control • Begin forward roll (crouch in tucked shape, feet on floor, hands flat on the floor in front. Keep hands and feet still, raise hips in the air to inverted “V” position. 	<ul style="list-style-type: none"> • Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner • Develop forward roll • Begin backwards roll 	<ul style="list-style-type: none"> • Explore different starting and finishing positions when rolling e.g. forward roll from straddle position on feet and end in a straddle position on floor or feet / begin a backward roll from standing in a straight position, ending in a straddle position on feet • Explore symmetry and asymmetry throughout the rolling actions

		Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Games		<ul style="list-style-type: none"> • Practise different skills associated with simple games (e.g. co-ordinating throwing and catching) <ul style="list-style-type: none"> - Use basic underarm (sometimes overarm), rolling and hitting skills - Intercept, retrieve and stop beanbag and a medium sized ball with some consistency - Catch a beanbag and a medium-sized ball - Track balls and other equipment sent to them, moving in line with the ball to collect it - Throw, hit and kick a ball in a variety of ways, depending on the needs of the game - Choose different ways of hitting, throwing, striking or kicking the ball - Decide where to stand to make it difficult for their opponent • Work co-operatively in teams • Can use equipment safely and with good control 	<ul style="list-style-type: none"> • Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy) <ul style="list-style-type: none"> - throw and catch with control to keep possession and score goals - Keep possession with some success when using equipment that is not used for throwing and catching skills • Work well as a team in competitive games • Apply the basic principles of fair play (respect team-mates and opponents) • Begin to apply basic principles suitable for attacking and defending • Can use equipment safely and with good control 	<ul style="list-style-type: none"> • Develop techniques of a variety of skills to maximise team effectiveness • Use skills (e.g. of throwing and catching to gain points in competitive games – fielding) <ul style="list-style-type: none"> - Throw, catch and move with control to keep possession and score goals • Use tactics when attacking or defending • Can create their own games using knowledge and skills and make suggestions as to what resources can be used to differentiate a game

Athletics	Running	<ul style="list-style-type: none"> • Run for 1 minute • Show difference in running at speed and jogging • Use different techniques to meet challenges • Describe different ways of running 	<ul style="list-style-type: none"> • Run smoothly at different speeds • Choose different styles of running of different distances • Pace and sustain their effort over longer distances • Watch and describe specific aspects of running (e.g. what arms and legs are doing) • Recognise and record how the body works in different types of challenges over different distances • Carry out stretching and warm-up safely • Set realistic targets of times to achieve over short and longer distances (with guidance) 	<ul style="list-style-type: none"> • Sustain pace over longer distance – 2 minutes • Perform relay change-overs • Identify the main strengths of a performance of self and others • Identify parts of the performance that needs to be improved • Perform a range of warm-up exercises specific to running for short and longer distances • Explain how warming up affects performances • Explain why athletics can help stamina and strength • Set realistic targets for self, of times to achieve over short and longer distance
	Jumping	<ul style="list-style-type: none"> • Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1-1 landing on other foot) • Perform combinations of the above • Show control at take-off and landing • Describe different ways of jumping • Explain what is successful or how to improve 	<ul style="list-style-type: none"> • Perform a combination of jumps e.g. hop, step, jump showing control and consistency. • Choose different styles of jumping • Watch and describe specific aspects of jumping e.g. what the arms and legs are doing • Set realistic targets when jumping for distance or for height (with guidance) 	<ul style="list-style-type: none"> • Demonstrate a range of jumps showing power and control and consistency at both take-off and landing • Set realistic targets for self, when jumping for distance or height
	Throwing	<ul style="list-style-type: none"> • Throw into targets • Perform a range of throwing actions e.g. rolling, underarm and overarm • Describe different ways of throwing • Explain what is successful or how to improve 	<ul style="list-style-type: none"> • Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus) • Throw with greater control • Consistently hit a target with a range of implements • Watch and describe specific aspects of throwing e.g. what the arms and legs are doing • Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance) 	<ul style="list-style-type: none"> • Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus • Organise small groups to SAFELY take turns when throwing and retrieving implements • Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others

		Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Outdoor and Adventurous Activity (OAA)		<ul style="list-style-type: none"> • Work co-operatively in teams • Can use equipment safely/ and with good control • Use simple maps and symbols to follow a trail. 	<ul style="list-style-type: none"> • Work co-operatively in teams and evaluate their own performance. • Can use equipment safely and with good control • Use more complex maps and symbols to navigate to locations. 	<ul style="list-style-type: none"> • Can create their own games using knowledge and skills and make suggestions as to what resources can be used to differentiate a game • Can select which equipment is suited to an activity and use it safely and with good control. • Use more complex maps and symbols to navigate to locations in familiar and unfamiliar areas. •

Swimming	<p>All schools must provide swimming instruction in either KS1 or KS2</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25m • Use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) • Perform safe self-rescue in different water-based situations
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