



**Physical Education Progression of skills**  
**The Partnership of Bildeston Primary and Whatfield CEVC Primary Schools**



EYFS	
Areas of Learning – Early Learning Goals	Reception Development Matters 2020 Statements
<p>Gross Motor Skills</p> <ul style="list-style-type: none"><li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li><li>• Demonstrate strength, balance and coordination when playing.</li><li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li></ul> <p>Fine Motor Skills</p> <ul style="list-style-type: none"><li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li><li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li><li>• Begin to show accuracy and care when drawing.</li></ul>	<ul style="list-style-type: none"><li>• Revise and refine the fundamental movement skills they have already acquired:</li><li>• rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li><li>• Progress towards a more fluent style of moving, with developing control and grace.</li><li>• 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.</li><li>• 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.</li><li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li><li>• Combine different movements with ease and fluency.</li><li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li><li>• Develop overall body-strength, balance, co-ordination and agility.</li><li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li><li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li><li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li><li>• Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes</li></ul>

KS1 National Curriculum Expectations	KS2 National Curriculum Expectations
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns. music</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• 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</li> <li>• develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>

Forest School Aims
<p><b>FOREST SCHOOLS OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>• To nurture self-esteem and build confidence.</li> <li>• To learn to work as a team and improve communication skills.</li> <li>• To inspire the children about nature and the outdoors.</li> <li>• To promote physical activity and a healthier lifestyle and body.</li> <li>• To teach resilience and allow for risk taking.</li> <li>• To help create more independent learners.</li> </ul>

Swimming – all schools must provide swimming instruction either in KS1 or KS2
<p><b>In particular, pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations</li> </ul>

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Dance	<ul style="list-style-type: none"> <li>• Move to music in a variety of ways. Move like a .....</li> <li>• Identify the rhythm of the music and count the beats.</li> <li>• Use small apparatus such as scarves to aid movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore methods of travel within dance.</li> <li>• Learn to copy simple movements.</li> <li>• Practice a movement phrase and be able to repeat it.</li> <li>• Use stimuli linked to classroom work.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what a basic motif is.</li> <li>• Work in pairs or small groups to share ideas and develop the motif within a whole dance piece.</li> <li>• Discuss how the dance is linked to the stimulus.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore ways to develop a motif.</li> <li>• Apply the use of canon and unison within a dance.</li> <li>• What makes a performance interesting?</li> <li>• Evaluate their own or other's performances.</li> </ul>
Gymnastics, athletics and health related exercise	<ul style="list-style-type: none"> <li>• Follow a teacher led warm up.</li> <li>• Be able to change their body into tall, wall or ball shapes.</li> <li>• Explore rolling and perform a forward roll with teacher help.</li> <li>• Begin linking movements together on a mat.</li> <li>• Practice shaped jumps with safe landings to show good body strength, balance, control and agility.</li> <li>• Use sports day style activities to develop fluency, control and grace in gross motor skills.</li> <li>• Work on turn taking. Lining up for a turn, waiting sensibly and relay style activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow a warm up that works down the body mobilising and stretching key joints and muscles.</li> <li>• Develop confidence in basic movement skills including rolling, jumping and balancing.</li> <li>• Copy and learn a short floor sequence.</li> <li>• Use small apparatus safely to develop take offs and landings.</li> <li>• Use sports day style activities to develop gross motor skills.</li> <li>• Question – what happens to your body when you exercise? Identify key indicators.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the difference between a gymnastics skill and a linking movement.</li> <li>• Begin to link skills together.</li> <li>• Use hand-held apparatus.</li> <li>• Use large apparatus safely and with confidence.</li> <li>• Discuss performance skills and use IT to evaluate their own performance (if possible)</li> <li>• Measure performance in athletic events, understand the significance on a personal best and set targets for performance.</li> <li>• Appreciate that everyone is different and naturally good at different things. Begin to understand how the body responds to practice and how it can make improvements. It</li> </ul>	<ul style="list-style-type: none"> <li>• Perform partner and small group balances with a sound understanding of health and safety.</li> <li>• Develop flight with apparatus available.</li> <li>• Develop specific techniques in athletic events and investigate how the changing of technique can affect performance.</li> <li>• Begin to understand how heart rate can indicate work intensity and explore different training methods and how the body responds to them.</li> </ul>

			is ok to be out of breath!	
Invasion games	<ul style="list-style-type: none"> <li>Explore how small apparatus can be moved – rolled, kicked, thrown, pushed etc.</li> <li>Develop confidence working with a variety of sized balls – move them, follow them and stop them.</li> <li>Play simple target games using a variety of equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Moving with a variety of equipment using different body parts to control the ball/puck/quoit etc.</li> <li>Develop throwing, catching and bouncing a ball to yourself.</li> <li>Understand the concept of passing and practice.</li> <li>Play games that require equipment to get from one place to another.</li> <li>Play chasing/tagging games to develop evasion skills.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to learn and apply basic rules of specific games.</li> <li>Develop key passing and receiving skills.</li> <li>Develop attacking and defending skills.</li> <li>Play small sided, restricted rules versions of games.</li> </ul>	<ul style="list-style-type: none"> <li>Show an understanding of the difference between attacking and defending.</li> <li>Take part in more complex skills practices.</li> <li>Be able to apply rules and officiate a small game.</li> <li>Implement tactics in order to outwit the opposition.</li> </ul>
Striking and fielding games	<ul style="list-style-type: none"> <li>Develop confidence working with a variety of sized balls – move them, follow them and stop them.</li> <li>Use bats and rackets to send balls in a specific direction.</li> <li>Play basic fetch and retrieve style games.</li> </ul>	<ul style="list-style-type: none"> <li>Discover the pathway of a ball when rolled and thrown in different ways.</li> <li>Use various body parts to stop a moving ball.</li> <li>Develop catching ability.</li> <li>Play games that involve throwing, catching, retrieving and running.</li> <li>Play games of quick-fire cricket.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the role of a fielder.</li> <li>Understand how to score when batting.</li> <li>Develop confidence throwing and catching and develop original games in groups.</li> <li>Practice batting using T's.</li> <li>Play adapted team games linked to cricket and stoolball.</li> </ul>	<ul style="list-style-type: none"> <li>To develop tactical awareness</li> <li>To develop bowling, batting and fielding techniques.</li> <li>To understand and apply the rules for Dynamo cricket and rounders.</li> </ul>
Racket sports	<ul style="list-style-type: none"> <li>Explore basic movements using the 5 fundamental shoe step patterns.</li> <li>Sending and receiving a moving ball with hands &amp; rackets</li> <li>Develop precision when sending a ball to a target.</li> </ul>	<ul style="list-style-type: none"> <li>Explore basic movements using the 5 fundamental shoe step patterns.</li> <li>Sending and receiving a moving ball with hands &amp; rackets</li> <li>Working cooperatively in small competitive tasks to improve competence and</li> </ul>	<ul style="list-style-type: none"> <li>Developing right and left-hand confidence with direction</li> <li>Introducing aiming at targets and applying simple attacking /defending tactics in a competitive game</li> <li>Working cooperatively in pairs and in a team whilst demonstrating</li> </ul>	<ul style="list-style-type: none"> <li>Developing forehand &amp; backhand sending and receiving actions, using hands and rackets</li> <li>Develop reactions to a moving ball, building rhythm and sequences</li> <li>Cooperative working in pairs and fours, demonstrating respect and evaluating</li> </ul>

		<p>confidence.</p> <ul style="list-style-type: none"> <li>Working individually and in pairs to introduce space and timing incorporating a basic service action and a volley</li> <li>Understand difference between IN and OUT.</li> </ul>	<p>respect for rules and opponents</p> <ul style="list-style-type: none"> <li>Introducing the words and actions for forehand and backhand when sending and receiving</li> <li>Demonstrating resilience when faced with a more complex racket skill and in competitive situations</li> <li>Linking upward toss to serving action and developing an overarm tap serve</li> <li>Applying line judging and scoring with respect in a game situation</li> <li>Applying simple attacking tactics and trying to outwit their opponent in a competitive game</li> </ul>	<p>performance</p> <ul style="list-style-type: none"> <li>Introducing the attacking strategy of playing into a space</li> <li>Developing a basic overarm serve and return of serve technique</li> <li>Demonstrate observation skills, honesty, fairness and respect</li> <li>Applying key step patterns in sequence, mirroring actions and cooperative rallying to practice hand, feet and body movements</li> <li>Applying key actions in a competitive game situation, with scoring</li> </ul>
Outdoor and adventurous activity challenges	<ul style="list-style-type: none"> <li>Skipping and playground games are explored.</li> <li>Encourage use of outdoor gym trail courses.</li> <li>Demonstrate strength, balance and coordination when playing in the outdoor area</li> <li>Use large scale building materials to build simple structures</li> <li>Climb, balance and move energetically in the outside area</li> </ul>	<ul style="list-style-type: none"> <li>Skipping and playground games are explored.</li> <li>Encourage use of outdoor gym trail courses.</li> <li>Work together to solve simple puzzles and problems.</li> </ul>	<ul style="list-style-type: none"> <li>Work through various challenges with a focus on communication and teamwork.</li> <li>Understand the importance of trust when vision is restricted.</li> <li>Begin to recognise symbols from ordinate survey maps.</li> <li>Understand how to orientate a map and follow a basic route using markers.</li> </ul>	<ul style="list-style-type: none"> <li>To develop communication and teamwork skills to overcome challenges.</li> <li>To use symbols on maps to identify potential hazards.</li> <li>To use a map to find markers on a course.</li> <li>To understand what a star orienteering course is.</li> <li>Use a compass to identify direction.</li> <li>To experience a range of activities whilst on a residential trip.</li> </ul>