

West Butterwick C of E Primary School

Physical Education: Progression of Knowledge and Skills Document

| EYFS | Milestone 1 (Years 1 and 2) | Milestone 2 (Years 3 and 4) | Milestone 3 (Years 5 and 6) |
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| <p>Early Learning Goals</p> <ul style="list-style-type: none"> • 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 <p>Reception</p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping – 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. | <p>Games</p> <ul style="list-style-type: none"> • Use the terms 'opponent' and 'team mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics • Lead others when appropriate. | <p>Games</p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with hands, stick, feet etc.) • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. | <p>Games</p> <ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking etc). • Work alone or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. |
| | <p>Dance</p> <ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. | <p>Dance</p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practicing moves and stretching. | <p>Dance</p> <ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout the piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (cartwheels or handstands). |

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| <ul style="list-style-type: none"> • 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. • Further develop the skills they need to manage the school day successfully: - lining up and queuing, mealtimes. | <p>Gymnastics</p> <ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved, and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. | <p>Gymnastics</p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts. • Swing and hang from equipment safely. | <p>Gymnastics</p> <ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: -travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures, linking skills. • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practice and refine the gymnastic techniques used in performances. • Demonstrate good kinesthetic awareness • Use equipment to vault and swing. |
| | <p>Swimming</p> <ul style="list-style-type: none"> • Not applicable | <p>Swimming</p> <ul style="list-style-type: none"> • Swim using more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. | <p>Swimming</p> <ul style="list-style-type: none"> • Swim over 25m unaided. • Use breast stroke, front crawl and back stroke, ensuring that breathing is correct as to not interrupt the pattern of swimming. • Swim fluently with controlled strokes. • Turn efficiently at the end of a length. |
| <p>Nursery</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. | <p>Athletics</p> <ul style="list-style-type: none"> • Combined with 'games'. | <p>Athletics</p> <ul style="list-style-type: none"> • Sprint over a short distance up to 60m. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques. • Throw with accuracy to hit a target or cover a distance. | <p>Athletics</p> <ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60m. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analyzing technique and body shape. • Show control in take-off and landings when jumping. |

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| <ul style="list-style-type: none"> • 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. | | <ul style="list-style-type: none"> • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. | <ul style="list-style-type: none"> • Compete with others and keep track of personal best performances setting targets for improvement. |
| <ul style="list-style-type: none"> • Increasingly 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 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. • Show a preference for a dominant hand. | <p>Outdoor and Adventurous Activities</p> <ul style="list-style-type: none"> • Not applicable | <p>Outdoor and Adventurous Activities</p> <ul style="list-style-type: none"> • Arrive properly equipped. • Understand the need to show accomplishment in managing risk. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary. | <p>Outdoor and Adventurous Activities</p> <ul style="list-style-type: none"> • Select appropriate equipment. • Identify possible risks and ways to manage risks, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging circumstances. • Use a range of devices in order to orientate themselves. • Quickly assess changing conditions and adapt plans to ensure safety comes first. |