

Physical Education Skills Progression

Eden Park Primary School Academy

In order to ensure broad and balanced coverage, we follow these principles:

- Within each phase, PE is taught twice weekly for a total target of 2 hours.
- Each term, learning leads to a sporting festival outcome where the children participate in a competitive competition with their peers, utilising their learnt skills.
- Within each phase, there will be coverage across the strands of PE. Exception being swimming, which is only taught in Year 3 and 4.
- To ensure sporting coverage, there is a four-year long term map that covers all of the main sports over the four years.
- In foundation stage, the Leap into Life programme implemented and in KS1 and KS2 the PEDPASS PE curriculum is implemented.

| FOUNDATION STAGE - NURSERY | | | | |
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| Learning Experiences: | | | | |
| Nursery (F1) | Functional Movement | Aesthetic Movement | Manipulative Skills | Movement Concepts |
| Progression 1 | To walk in a variety of directions and to a variety of different speeds. | To develop a knowledge of the body parts and how they move. | To roll a ball in a set direction. To trap a ball when receiving. | To create large and small body shapes. To travel over, under and through a variety of objects. |
| Progression 2 | To crouch before jumping horizontally and vertically; movement to include an upward flight. | To develop connections between body parts – crossing, joining, touching one to another. | To use hands to stop a variety of objects. To use arms and body to scoop and trap. | To move to a variety of tempos. |
| Progression 3 | To bend and straighten knees with balance and core stability. Progress from two feet bend and balance to one foot with stabiliser. | To move arms and legs, focusing on body shape. | To release a piece of equipment from hands and feet away from body. | To move cross-laterally using large spaces and equipment. |
| Progression 4 | To jump from one foot to two and two feet to one; join moves together. | To move arms and legs, focusing on body movement. | To push ball away from body using feet. To hit a ball away from body using a large racket. | To step sideways using various stride length. To step sideways over obstacles. To walk in different directions. |
| Progression 5 | To develop isolated upper and lower body strength. | To move at different levels and produce body shapes that are high, medium and low. | To use different parts of the body to stop and trap and object. | To move forwards, backwards, sideways, in between, in front of and behind. |
| Progression 6 | To push away from and pull towards the body. | To copy a movement sequence that develops a change in levels. | To bounce a ball. | To carry out movement instructions. |
| Progression 7 | To develop body shape needed for a squat. | To follow a variety of pathways – straight, twisting, zigzag. To follow another person. | | |

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| Progression 8 | To roll sideways. To roll with a stretched and curled body. To rock and roll continuously. | To discover different ways of travelling along given pathways. | | |
| Progression 9 | To bend and curl isolated body parts. | To investigate the difference between fast and slow through a range of movements – travelling and static. | | |
| Progression 10 | To straighten and tense isolated body parts. | To follow instructions when moving fast / slow and to change the speed of the action accordingly. | | |
| Progression 11 | To twist and turn using isolated body parts and the trunk, keeping feet static. Vary levels. | To move continuously to music. To use equipment to stimulate movement - scarves. | | |
| Progression 12 | To walk and balance along a variety of straight and curved lines with an upright body, placing one foot in front of the other. | To travel in a variety of ways to music. To use equipment to lead movement, e.g. scarves. | | |

FOUNDATION STAGE - RECEPTION

Learning Experiences:

| Reception (F2) | Functional Movement | Aesthetic Movement | Manipulative Skills | Movement Concepts |
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| Progression 1 | To walk and run using a variety in the length of stride. | To investigate different ways of moving isolated body parts and linking these together. | To anticipate the direction and appropriate action needed to receive a variety of equipment. To trap a ball with hands and feet. | To begin to estimate the number of travelling steps (hop, gallop, slide) needed to reach a destination. |
| Progression 2 | To develop a take off action for a variety of jumps. To develop correct landing technique. | To travel using isolated body parts – back, stomach, bottom and feet. | To bounce and catch own ball. To throw up and catch own equipment. To vary the size of throw. To concentrate on trapping and pulling the object in. | To move to a variety of tempos aesthetically, with music. |
| Progression 3 | To develop lunge technique, bent knees, upright body to front, side and back. | To link together symmetrical body shapes and movements. | To release a ball or object towards a set direction or distance. | Use cross-lateral techniques to refine movement: walk, run, climb and throw. |
| Progression 4 | To jump from one foot to two feet, and one foot to one foot, leading with either leg. | To link together asymmetrical body shapes and movements. | To kick a ball in various directions using both feet. To swing a racket or bat to strike a ball. | To leap sideways and to join these moves to form continuity of movement. To hop on alternate legs. |
| Progression 5 | To direct body weight to support a push or pull action. | To show different levels in movement of whole body and isolated body parts. | To visually track a ball (and trap it with hands) and prepare to catch. | To move a variety of objects up, down, forwards, backwards, right and left. |

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| Progression 6 | To develop a push and pull using a variety of body parts. | To show different levels in travelling moves. | To bounce and catch a ball. Vary levels of the bounce and anticipate height and timing of catch. To travel with a ball in a variety of ways. | To use a variety of techniques with accuracy when moving body and objects. |
| Progression 7 | To rise up from a squat. To run or travel from a squat. | To change the direction of travel of isolated body parts and the whole body. To include balance. | | |
| Progression 8 | To roll sideways using a curl stretch-curl body shape. To perform a forward roll from hands and feet through a squat into sitting. | To change and link together different directions of travel, using apparatus. | | |
| Progression 9 | To bend and stretch into spaces. | To move slowly, showing strength and tension in muscles. | | |
| Progression 10 | To bend and stretch in a weight-bearing manner. | To move with speed. To show agility. | | |
| Progression 11 | To rotate and twist the body to create shapes and movement. | To keep to a beat, move to a beat, then stop and change the movement, whilst keeping the beat. | | |
| Progression 12 | To develop balance on various narrow surfaces. | To use beat as an indication to change movement. | | |

YEAR 1 AND 2

Year A: Quicksticks, Netball, Athletics

Year B: Gymnastics/Dance, Football, Tennis

Year C: Handball, Rounders, Athletics

Year D: Tag Rugby, Gymnastics/Dance, Cricket

| Acquiring and developing skills | Selecting and applying skills, tactics and compositional ideas | Knowledge and understanding of fitness and health | Evaluating and improving performance | Sport Specific |
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| <p>To explore gymnastics actions and still shapes</p> <p>To remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision</p> <p>To explore movement ideas and respond imaginatively to a range of stimuli</p> <p>To explore, remember, repeat and link a range of actions with coordination, control, and an awareness of the expressive qualities of the dance</p> <p>To be confident and safe in the spaces used to play games</p> <p>To explore and use skills, actions and ideas individually and in combination to suit the game they are playing</p> <p>To improve the way they coordinate and control their bodies and a range of equipment</p> <p>To remember, repeat and link combinations of skills together</p> | <p>To move confidently and safely in their own and general space, using changes of speed, level and direction</p> <p>To choose, use and vary simple compositional ideas in the sequence they create and perform</p> <p>To compose and link movement phrases to make dances with clear beginnings, middles and ends</p> <p>To perform movement phrases using a range of body actions and body parts</p> <p>To compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas</p> <p>How to choose and use skills effectively for particular games</p> <p>To choose, use and vary simple tactics</p> | <p>To recognise how their body feels when still and when exercising</p> <p>To recognise and describe what their bodies feel like during different types of activity</p> <p>To lift, move and place equipment safely</p> <p>To recognise and describe how different dance activities make them feel</p> <p>To understand the importance of warming up and cooling down</p> <p>That being active is good for them and fun</p> | <p>To watch, copy and describe what they and others have done</p> <p>To improve their work using information they have gained by watching, listening and investigating</p> <p>To talk about dance ideas inspired by different stimuli</p> <p>To recognise good quality in performance</p> | |

YEAR 3 AND 4

| Year A: Main Sports: Quicksticks, Netball, Athletics, Swimming Gymnastics/Dance, Sports Hall Athletics, TriGolf, Dodgeball, Orienteering, Cricket | | Year B: Main Sports: Gymnastics/Dance, Football, Tennis, Swimming Volleyball, Ultimate Frisbee, Healthy Lifestyles, Basketball, Athletics, Skipping | | |
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| Year C: Main Sports: Handball, Rounders, Athletics, Swimming Gymnastics/Dance, Sports Hall Athletics, Healthy Lifestyles, Dodgeball, Orienteering, TriGolf | | Year D: Main Sports: Tag Rugby, Gymnastics/Dance, Cricket, Swimming Volleyball, Ultimate Frisbee, Healthy Lifestyles, Basketball, Athletics, Skipping | | |
| Acquiring and developing skills | Selecting and applying skills, tactics and compositional ideas | Knowledge and understanding of fitness and health | Evaluating and improving performance | Sport Specific |
| Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements Develop the range of actions, body shapes and balances they include in a performance Perform skills and actions more accurately and consistently To improvise freely on their own and with a partner, translating ideas from a stimulus into movement To explore and create characters and narratives in response to a range of stimuli To consolidate and improve the quality of their techniques To develop the range and consistency of their skills To use their bodies and a variety of equipment with greater control and coordination To recognise their own space | Improve their ability to select appropriate actions and use simple compositional ideas Create gymnastic sequences that meet a theme or set of conditions Use compositional devices when creating their sequences, such as changes in speed, level and direction To create and link dance phrases using a simple dance structure or motif To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups To perform more complex dance phrases and dances that communicate character and narrative To devise and use rules To use and adapt tactics and strategies in different situations To choose skills and equipment to help them meet the challenges they are set | Recognise and describe the short term effects of exercise on the body during different activities Know the importance of suppleness and strength Describe how the body reacts during different types of activity and how this affects the way they perform To keep up activity over a period of time and know they need to warm up and cool down To know and describe what you need to do to warm up and cool down How to improve stamina To recognise which activities help their speed, strength and stamina To recognise when speed, strength and stamina are important in games To recognise what skilful play looks like | Describe and evaluate the effectiveness and quality of a performance Recognise how their own performance has improved Describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved To talk about how they might improve their own performance | Swimming: To work with confidence in the water To improve the control and coordination of their bodies in the water To choose, use and vary strokes and skills, according to the task and the challenge Outdoor and Adventurous: To explore finding different places To follow simple routes and trails, orientating themselves successfully To solve simple challenges and problems successfully |

YEAR 5 AND 6

| Year A: Main Sports: Quicksticks, Netball, Athletics Gymnastics/Dance, Sports Hall Athletics, TriGolf, Dodgeball, Orienteering, Cricket | | Year B: Main Sports: Gymnastics/Dance, Football, Tennis Volleyball, Ultimate Frisbee, Healthy Lifestyles, Basketball, Athletics, Skipping | | |
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| Year C: Main Sports: Handball, Rounders, Athletics Gymnastics/Dance, Sports Hall Athletics, Healthy Lifestyles, Dodgeball, Orienteering, TriGolf | | Year D: Main Sports: Tag Rugby, Gymnastics/Dance, Cricket Volleyball, Ultimate Frisbee, Healthy Lifestyles, Basketball, Athletics, Skipping | | |
| Acquiring and developing skills | Selecting and applying skills, tactics and compositional ideas | Knowledge and understanding of fitness and health | Evaluating and improving performance | Sport Specific |
| Combine and perform gymnastic actions, shape and balances more fluently and effectively across the activity areas To explore and improvise ideas for dances in different styles To explore, improvise and combine movement ideas fluently and effectively working on their own, with a partner and in a group To develop a broader range of techniques and skills for attacking and defending To choose, combine and perform skills more fluently and effectively in games To develop the consistency of their actions in a number of events To increase the number of techniques they use | Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles To compose dances by using, adapting and developing steps, formations and patterning from different dance styles To perform dances expressively, using a range of performance skills To create and structure motifs, phrases, sections and whole dances To understand, choose and apply a range of tactics and strategies for defence and attack To use these tactics and strategies more consistently in similar games To develop their ability to choose and use simple tactics and strategies in different situations | Understand why warming up and cooling down are important for good quality performance Understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves Carry out warm ups and cool downs safely and effectively To demonstrate that they understand the principles of warming up by choosing appropriate activities for the games they are going to play To understand the need to prepare properly for games To know, measure and describe the short-term effects of exercise on the body | Choose and use information and basic criteria to evaluate their own and others' work To describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context To understand how a dance is formed and performed To evaluate, refine and develop their own and others' work To develop their ability to evaluate their own and others' work, and to suggest ways to improve it To see the importance of a group or team plan, and the value of pooling ideas | Outdoor and Adventurous: To develop and refine orienteering and problem-solving skills when working in groups and on their own To decide what approach to use to meet the challenge set To adapt their skills and understanding as they move from familiar to unfamiliar environments To understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing |