



Progression in PE

Early Learning Goals EYFS		National Curriculum Key Stage 1					
<p>Physical Development Children at the expected level of development will:</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiates 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>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing. 		<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. 					
Reception		Year 1			Year 2		
<p>Games</p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>These are examples of incidental language that they may be exposed to in EYFS Space, direction, stop</p>	<p>Aim of Games In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.</p>	<p>Children develop basic game playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games. They have an opportunity to play one against one, one against two, and one against three.</p>			<p>Children will improve and apply their basic FMS in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. They will continue to practice and refine their FMS and techniques, using them to outwit others. They will also develop an early understanding of simple concepts of attack.</p>		
	<p>Performance of Skills - progression</p>	<p>Perform fundamental movement skills at a developing level in:</p> <ul style="list-style-type: none"> Travelling skills Sending skills Receiving skills 			<p>Perform fundamental movement skills at a developing level and start to master some basic movements in:</p> <ul style="list-style-type: none"> Travelling skills Sending skills Receiving skills 		
	<p>Developing Physical Skills – Lancashire Scheme</p>	<ul style="list-style-type: none"> Side gallop Underarm throw running 	<ul style="list-style-type: none"> rolling a ball Bounce a ball Catch a ball running 	<ul style="list-style-type: none"> Overarm throw running 	<ul style="list-style-type: none"> Underarm throw Catching Running Dodging 	<ul style="list-style-type: none"> Throw Catch Strike a ball Side gallop Running 	<ul style="list-style-type: none"> Strike a ball off a tee Strike with a drop feed Catch Overarm throw
	<p>Application of Skills – Lancashire Scheme</p>	<p>The 'ten point hoops' core task involves children scoring points by throwing beanbags to a choice of two targets. Working in pairs, the children set up an area for their game. The pupils stand on either side of the line, one as an attacker and</p>	<p>The aim of the game is to score points by sliding a beanbag or rolling a ball over your opponents line. Alternatively you can throw a ball over the line for the opposition to catch. The game is played one against one,</p>	<p>The aim of the game is for the thrower (the batter) to score as many points as possible by throwing beanbags into a channel and then counting how many times they can move in and out of a hoop before fielders</p>	<p>The 'piggy in the middle' core task involves children trying to score as many points as possible by throwing and catching a ball between players on their team. The pupils work in groups of four, with three attackers and one defender.</p>	<p>The aim is to score points by throwing or hitting a ball over a line/net so that it bounces twice, with the first bounce in the court area. Play the game two against two – each pair should have one player with a racket and one without.</p>	<p>The aim is for the batter to hit a ball into a field, and then to run as far as possible around a circuit of bases before the fielding team returns the ball to the fielding base.</p>



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			the other as a defender.	or two against two.	retrieve the beanbags.			
		Key Vocabulary	Key Vocabulary Bounce, catch, throw, travel, tactic, accuracy, dodging, target, object, underarm, overarm,			Key Vocabulary Throw, catch, control, accuracy, dodge, agility, tactic, underarm, pass receive, space		
Dance	<p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Develop overall body strength, co-ordination, balance and agility needed to encourage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p> <p>Combine different movements with ease and fluency</p> <p>Develop overall body strength, balance, co-ordination and agility</p> <p>These are examples of incidental language that they may be exposed to in EYFS</p> <p>directional movement – up, down, backwards, forwards, sideways Speed – fast, faster, slow, slower, slowly</p>	Aim of Educational Dance	<p>Children will explore basic body actions e.g. jumping and turning, and use different parts of their body to make movements. They create and repeat short dances inspired by different stimulus and themes.</p> <p>In dance as whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.</p>			<p>Children will focus on creating and performing short dances that communicate different moods, feelings and ideas. A range of subjects, including some based on different times and cultures can be used. Children will learn how to use different parts of the body to imitate and lead movements. They will also create short dances individually and also create and perform with a partner.</p>		
		Performance of Skills - progression	<p>Perform fundamental movement skills at a developing level. Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic quality in their own dance.</p>			<p>Perform fundamental movement skills at a developing level and start to master some basic movement Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities.</p>		
		Developing Physical Skills – Lancashire Scheme	<p>Body Actions –</p> <ul style="list-style-type: none"> Cope and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds, objects) Copy simple movement patterns Show and tell using body actions to explore moods, ideas and feelings Vary speed, strength, energy and tension of their movements. 			<p>Body Actions –</p> <ul style="list-style-type: none"> Cope and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds, objects) Copy simple movement patterns Show and tell using body actions to explore moods, ideas and feelings Vary speed, strength, energy and tension of their movements. 		
		Application of Skills – Lancashire Scheme	<p>Choose movements to make their own simple dance phrase with beginning, middle and ending.</p> <ul style="list-style-type: none"> Practice and repeat these short dance phrases so they can be performed in a controlled way. Choose and link actions that express a mood, idea or feeling. <p>Units – Three Little Pigs, Fire Fire</p>			<p>Choose movements to make their own simple dance phrase with beginning, middle and ending.</p> <ul style="list-style-type: none"> Practice and repeat these short dance phrases so they can be performed in a controlled way. Choose and link actions that express a mood, idea or feeling. Remember and repeat movements showing greater control, coordination and spatial awareness. <p>Units – Moving Along, Explorers</p>		
		Key Vocabulary	<p>Travel, jump, levels, high, low, dynamics, sharp, quick, slow, powerful, sneaky, pounce, launch, light, frantic, tense, sudden, shocked, scared, worried, expressions, turn, gesture, stillness, contrast, speed, space</p>			<p>Recall, movements, travelling, patterns, pathways, expression, confidence, rehearse, feeling, mood, starting point, stimulus, jump, turn, gesture, stillness, fluency, control, slow motion, sweeping, curved, sideways, zig-zag, shadow</p>		
Gymnastics	<p>Develop overall body strength, co-ordination, balance and agility needed to encourage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p>	Aim of Gymnastic Activities In gymnastics as a whole, children use skills and abilities	<p>Children investigate movement, stillness, and how to find and use space safely. They explore basic gymnastic actions on the floor and using apparatus. They copy or create, remember and repeat, short movement</p>			<p>Children will focus on increasing their range of basic gymnastic skills. They create simple sequences of 'unlike' actions on the floor, e.g. a roll, jump and a shape. They then transfer what they learn on the floor to apparatus.</p>		

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	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Develop overall body strength, balance, co-ordination and agility <u>These are examples of incidental language that they may be exposed to in EYFS</u> Balance, pencil roll, rock and roll, roll, climb, skip, shuffle, slither, slide, on, under, over, safety,	individually, in combination and in sequence, with an aim of showing as much control and precision as possible.	phrases of 'like' linked actions, e.g. two jumps or two rolls. In gymnastics as a whole, children use skills and agilities individually, in combination and in sequence, with an aim of showing as much control and precision as possible.	In gymnastics as a whole, children use skills and agilities individually, in combination and in sequence, with an aim of showing as much control and precision as possible.
		Performance of Skills - progression	<ul style="list-style-type: none"> Perform fundamental movement skills at a developing level in: travelling skills Perform body actions with some control and coordination 	<ul style="list-style-type: none"> Perform fundamental movement skills at a developing level and to start to master some basic movements in: traveling skills Perform body actions with control and coordination
		Developing Physical Skills – Lancashire Scheme	<ul style="list-style-type: none"> Shape – wide, thin Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards Travelling – hand and feet – frog, bunny, crab, bear, caterpillar, crocodile, monkey Balancing – front support, balance on 4 and 3 points, large body parts, tummy, back, bottom, shoulder Jumping and landing Rolling – rocking on back, pencil, egg apparatus 	<ul style="list-style-type: none"> Shape – wide, thin, dish, arch, tuck Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards Travelling – hand and feet – frog, bunny, crab, bear, caterpillar, crocodile, monkey Balancing – front support, balance on 4 and 3 points, large body parts, tummy, back, bottom, shoulder Jumping and landing Rolling – rocking on back, pencil, egg roll, dish roll, teddy/circle roll, forward roll apparatus
		Application of Skills – Lancashire Scheme	The 'making shapes' task involves children knowing how to create a gymnastic sequence on floor, mats and apparatus by linking two gymnastic shapes through rolling, travelling or jumping. The children begin by developing a sequence on floor or mats, starting away from a mat, performing an action towards the mat and then an action across the mt. They then transfer their work to apparatus, either performing two actions on apparatus or one on floor and one on apparatus.	The 'families of actions' task involve children knowing how to create a gymnastic sequence on floor, mats and apparatus of four actions by linking a roll, a balance and travel. The children develop a sequence on the floor and mats before transferring it to apparatus. They link four actions together smoothly, choosing one action from each of the families of actions. The balance focus is large body parts – side, back, tummy, hips and shoulders.
		Key Vocabulary	Straight, shape, travel, walk, forward, backward, pencil roll, egg roll, jump, sequence, land, direction, space, apparatus, perform, adapt, balance, extend	Sequence, rolling, jumping, travelling, balancing, egg roll, pencil roll, teddy bear roll, forward roll, dish roll, perform, create, balances, travelling, landing, extension, apparatus, explore, adapt, large body part balances, stillness, shapes
Athletics		Aim of Athletic Activities	Children will explore FMS of running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance. In all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.	Children will explore FMS of running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance. In all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.
		Performance of Skills - progression	Perform Fundamental Movement Skills at a developing level.	Perform Fundamental Movement Skills at a developing level and start to master some basic skills.



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		<p>Developing Physical Skills – Lancashire Scheme</p> <ul style="list-style-type: none"> • running • hopping • rolling a ball • underhand throw • jumping 	<ul style="list-style-type: none"> • running • underarm throw • overarm throw • push throw • jumping for distance
		<p>Key Vocabulary</p> <p>Hop, run, skip, throw, roll, jump, rhythm, land, control, accuracy, posture, direction</p>	<p>Hop, run, throw, roll, jump, rhythm, land, control, accuracy, posture, direction</p>
<p>FMS</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <p>Rolling Crawling Walking Jumping Running Hopping Skipping Climbing</p> <p><u>These are examples of incidental language that they may be exposed to in EYFS</u></p> <p>Underarm throw, underarm roll, catch, skip, jump, land, hop, drop, throw, roll, catch, kick.</p>	<p>Perform FMS at a developing level.</p> <p>Travelling skills- Running Hopping Jumping Skipping Side galloping</p> <p>Sending skills – Rolling a ball Underarm throw Overarm throw Bounce a ball</p> <p>Receiving skills – Catch a large ball</p> <p><u>Key Vocabulary</u> Hop, run, skip, throw, roll, jump, rhythm, land, control, accuracy, posture, direction</p>	<p>Perform FMS at a developing level and start to master some basic skills.</p> <p>Travelling skills- Running Dodging Hopping on both feet Skipping Side galloping Jumping for a distance</p> <p>Sending skills – Underarm throw Overarm throw Push throw Bounce a ball Strike a ball off a tee Strike with a drop feed</p> <p>Receiving skills- Catch a ball</p> <p><u>Key Vocabulary</u> Hop, run, throw, roll, jump, rhythm, land, control, accuracy, posture, direction</p>
<p>Evaluate</p>	<p>Show pride in their own achievements.</p>	<p>Identify ways to improve their individual performance.</p> <p>To suggest areas for development.</p>	<p>Identify own strengths and set a target for the future using dance terms.</p> <p>To comment on their own and others' performance, suggesting ways in which it could be improved.</p>

Reception – Skills taken from Development Matters.

KS1 – Skills taken from PE PASSPORT Progression Document.