




Physical Education Knowledge and Skills Progression

<p>EYFS</p> 	<p>Year 1</p> 	<p>Year 2</p> 
<p><b>Three and four year olds</b> 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. • 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.</p>	<p><b>Games.</b> Building trust and developing communication within a team. Cooperation and communication within a team Explore simple team strategies. Problem solving: - consolidate teamwork</p>	<p><b>Games 2</b> Building trust and developing a range of communication methods. Cooperation and communication within an extended team. Explore team strategies. Problem solving: Consolidate teamwork</p>
<p>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.</p> <p><b>Reception</b> Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing</p>	<p><b>Explore running.</b> Apply running into a game. Running at different speeds. Running for speed - acceleration Explore running in a team. Consolidate running - apply running into a game.</p>	<p><b>Explore dodging.</b> Develop dodging. Apply dodging - explore attacking and defending. Apply dodging in teams.</p>
<p>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.</p> <p>Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. •</p>	<p>Introduce sending (bouncing) with control. Introduce aiming a ball with accuracy when using hands Introduce power and speed when sending a ball. Introduce and develop stopping and combining sending skills when using hands. Combine sending and receiving skills when using hands. Introduce throwing with accuracy. Apply throwing with accuracy in a team. Introduce stopping a ball with hands. Develop sending (rolling) skills to score a point. Consolidate sending and stopping with hands to win a game</p>	<p>Develop dribbling, passing and receiving with hands Combine dribbling, passing, receiving and keeping possession with hands. Develop dribbling, passing and receiving to score a point with hands. Consolidate pupils' application and understanding of underarm throwing. Apply the underarm and overarm throw to win a game. Apply the underarm throw to beat an opponent. Combine dribbling, passing and receiving to score a point with hands.</p>

<p>Develop overall body-strength, balance, co-ordination and agility.</p> <ul style="list-style-type: none"> <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> </ul> <p>ELG Negotiate space and obstacles safely, with consideration for themselves and others.</p> <ul style="list-style-type: none"> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p>Develop moving the ball using feet.</p> <p>Apply dribbling into games.</p> <p>Consolidate dribbling.</p> <p>Explore kicking (passing).</p> <p>Apply kicking (passing) to score a point.</p>	<p>Develop dribbling, passing, receiving and keeping possession with feet.</p> <p>Combine dribbling, passing and receiving and keeping possession to score a point with feet.</p> <p>Apply dribbling, passing and receiving with feet as a team to score a point.</p>
	<p>Develop pushing (dribbling) a ball with a racket - introducing control.</p> <p>Explore hitting and develop pushing a ball (with a racket) towards a target.</p> <p>Explore hitting a ball (with a racket) with accuracy and power.</p>	<p>Hitting (striking) a ball (with a racket) with accuracy and power to beat an opponent.</p> <p>Introduce hitting (sending/striking) a ball into a space - where and why?</p> <p>Striking a ball (with a bat) into a space with intent</p>
	<p>Understanding the principles of attack and defence.</p> <p>Applying attacking and defending principles into a game.</p> <p>Consolidate attacking and defending.</p>	<p>Attacking and defending as a team.</p> <p>Understanding the transition between defence and attack.</p> <p>Create and apply attacking and defensive tactics</p>

<p><b><u>Three and four year olds</u></b></p> <p><b><u>3 and 4 year olds</u></b>  Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>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.</p> <p><b><u>Reception</u></b>  Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>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.</p> <p>Combine different movements with ease and fluency.</p> <p>ELG 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>	<p><b><u>Gymnastics.</u></b></p> <p>Introduce and explore agility.  Introduce and explore balance.  Introduce and explore coordination.</p> <p>Introduction to wide, narrow and curled.  Exploring the difference between wide, narrow and curled.  Transitioning between wide, narrow and curled movements.  Linking two movements together.</p> <p>Recap jumping.  Develop jumping.  Explore how jumping affects our bodies.  Explore skipping.  Apply skipping and jumping into a game.</p>	<p><b><u>Gymnastics.</u></b></p> <p>Introduce and explore agility.  Introduce and explore balance.  Introduce and explore coordination.</p> <p>Introduction to wide, narrow and curled.  Exploring the difference between wide, narrow and curled.  Transitioning between wide, narrow and curled movements.  Linking two movements together.</p> <p>Recap jumping.  Develop jumping.  Explore how jumping affects our bodies.  Explore skipping.  Apply skipping and jumping into a game.</p>
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Early learning Fine Motor skills -see English curriculum for progression of skills for KS1

3 and 4-year-olds

Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

#### Reception

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.

Develop the foundations of a handwriting style which is fast, accurate and efficient

#### ELG

• 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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.