

Physical Education Curriculum Progression (Revised June 2022)

	EYFS 3-4	EYFS Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6						
Games Key National Curriculum Themes	<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. <p>Physical Development</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. 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. Are increasingly able to use and remember sequences and patterns of music that 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. 	<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> Manage their own needs. <p>Physical Development</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling running crawling hopping walking skipping jumping climbing Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. 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. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Develop overall body strength, balance, coordination and agility. Further develop the skills they need to manage the school day successfully:- lining up and queuing, mealtimes. 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 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. Develop the foundation for handwriting style which is fast, accurate and efficient. 	<ul style="list-style-type: none"> Explore different ways of using a ball. Explore ways to send a ball or other equipment. Retrieve and stop a ball using different parts of the body. Play a variety of running and avoiding games. Participate in team games. Pass and receive a ball in different ways with increased control Use rolling, hitting, running, throwing, jumping, catching and kicking skills in combination. 	<ul style="list-style-type: none"> Begin to develop tactics. Use the terms 'opponent' and 'team-mate'. Lead others when appropriate. Begin to throw and catch with control and accuracy. Play a variety of running and avoiding games showing understanding on how to avoid. 	<ul style="list-style-type: none"> Throw and catch with control and accuracy. Strike a ball and field with control. Follow the rules of the game and play fairly. Pass to teammates at appropriate times. Lead others and act as a respectful team member Pass, dribble and shoot at the right times. I understand when to pass dribble and shoot in order to make the right decisions. 	<ul style="list-style-type: none"> Choose appropriate tactics to cause problems for the opposition. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Show good sportsmanship to fellow teammates and opposition. I understand the roles of defenders, midfielders & attackers in games. I understand, in striking & fielding games, the role of batter, bowler and fielder. 	<ul style="list-style-type: none"> Work alone, or with teammates in order to gain points or possession. Strike a bowled or volleyed ball with accuracy. Use forehand and backhand when playing racket games. Uphold the spirit of fair play and respect in all competitive situations. Make the correct decisions whilst playing within a game. (ie, don't shoot all the time. Understand the importance of working together as a team.) 	<ul style="list-style-type: none"> Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.) Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game Lead others when called upon and act as a good role model within a team. Tactically outwit your opponent in order to win games. I understand the importance of individuals within a game situation; make sure all players are having an impact. 						
	Dance Key National Curriculum Themes		<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. <p>ELG Personal, Social and Emotional Development- Managing Self</p>	<p>Vocabulary</p> <p>Opponent Team mate Hitting Running Catching Kicking</p>	<p>Vocabulary</p> <p>Equipment Balance</p>	<p>Vocabulary</p> <p>Control Accuracy Strike Rules Pass Respect</p>	<p>Vocabulary</p> <p>Tactics Opposition Speed Direction</p>	<p>Vocabulary</p> <p>Techniques Forehand Backhand Possession Kinaesthetic Accuracy Leadership Contact sport Non-contact sport</p>	<p>Vocabulary</p> <p>Anticipation Inversions Evaluate</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. Show that they have a clear starting and finishing position. Start moving to the music and link the body moving to the style of music. 	<ul style="list-style-type: none"> Move with some control and awareness of space Hold a position whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. I understand that the music changes every 8 beats. Complete a dance routine in unison within a group, led by the teacher. 	<p>Plan, perform and repeat sequences.</p> <p>Move in a clear, fluent and expressive manner.</p> <p>Create dances and movements that convey a definite idea.</p> <p>Complete a dance routine using dance cards to assist.</p> <p>Complete dance routines using cannon.</p>	<ul style="list-style-type: none"> Refine movements into sequences. Change speed and levels within a performance. Develop physical strength and suppleness by practicing moves and stretching. Complete movements that link with the style and speed of the music. 	<ul style="list-style-type: none"> Compose creative and imaginative dance sequences. Perform expressively and hold a precise and strong body posture. <i>In different dance routines, try and incorporate 3 of the 5 ways of cannon;</i> <ul style="list-style-type: none"> Loose Manipulation Cannon Simple Canon Reverting Canon Cumulative Canon Simultaneous Canon

Physical Education Curriculum Progression (Revised June 2022)

Athletics	Key National Curriculum Themes	<ul style="list-style-type: none"> carrying large hollow blocks. 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. 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. 	<ul style="list-style-type: none"> Be confident to try new activities and show independence. resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing. 	<p>Vocabulary</p> <p>Rolling Jumping Mood</p>	<p>Vocabulary</p> <p>Forwards Backwards Sideward Stretch Curl Equipment Balance Flexibility</p>	<p>Vocabulary</p> <p>Control Perform Movement Balance</p>	<p>Vocabulary</p> <p>Speed Expressive Respect</p>	<p>Vocabulary</p> <p>Techniques Kinaesthetic Expressive Accuracy</p>	<p>Vocabulary</p> <p>Complex Rotations and linking skills Evaluate</p>
		<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings. 	<p>ELG Personal, Social and Emotional Development - Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. <p>ELG Physical Development - Gross Motor Skills</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>ELG Expressive Arts and Design - Being Imaginative and Expressive</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<ul style="list-style-type: none"> Run in a straight line for 20yds jumping over a hurdle. Throw a bean bag or sponge ball over arm into a target. Control the body to run and then jump and land safely. 	<ul style="list-style-type: none"> Develop awareness of time, duration, distance and speed Develop fluency and coordination in running for speed. Developing fluency in running & walking activities Understand how important it is to use the correct technique when throwing, jumping and running. (The importance of arms whilst running) 	<ul style="list-style-type: none"> Sprint over a short distance up to 60 metres. Run over a longer distance, conserving energy in order to sustain performance. Jump in a number of ways, using a run up where appropriate. Understanding what happens to our bodies with exercise. Developing awareness of speed & pace judgement. 	<ul style="list-style-type: none"> Use a range of throwing techniques (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance. Compete with others and aim to improve personal best performances. Learning how to send an object for accuracy Developing awareness of distance Using different throwing techniques 	<ul style="list-style-type: none"> Combine sprinting with low hurdles for over 60m. Show control in take-off and landings when jumping. Turn efficiently at the end of a length Learning to take off and land in a fluent & coordinated way Understand how to time and measure, plus record scores for personal development. Understand the importance of pacing within sport. 	<ul style="list-style-type: none"> Choose the best place for running over a variety of distances. Throw accurately and refine performance by analysing technique and body shape. Compete with others and keep track of personal best performances, setting targets for improvement. Applying a variety of techniques in competition.
Gymnastics	Key National Curriculum Themes	<p>Vocabulary</p> <p>Running Climbing Peddling Crawl Skip Scissors Grip Hop Balance Walk Up Down Dressed Un-dressed</p> <p>Games</p> <p>Kick Throw Under Over In and out Bat Ball Spot Beanbag Hoop Underarm</p> <p>Dance</p> <p>Hop Jump Step</p>	<p>Vocabulary</p> <p>Rolling Hopping Skipping Jumping Movement Control Apparatus Healthy Accuracy Batting Aiming Tools Passing Safety</p> <p>Games</p> <p>Spin Twirl Under Fast Slow Cone Underarm</p> <p>Dance</p> <p>Slither Step Around In and out Fast Slow</p>	<p>Vocabulary</p> <p>Team mate Rolling Running</p>	<p>Vocabulary</p> <p>Equipment Balance</p>	<p>Vocabulary</p> <p>Control Accuracy Perform</p>	<p>Vocabulary</p> <p>Speed Direction</p>	<p>Vocabulary</p> <p>Techniques Kinaesthetic Force</p>	<p>Vocabulary</p> <p>Evaluate</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). 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. I understand what a sequence is. Walk forwards along a bench & full turn in the middle. 	<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). 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. Perform a 5-part sequence. I understand the importance of 3 key terms; Tension, Extension & Control. 	<ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Organise body parts to create an interesting body shape) Perform a tuck, star and pencil jump from a variety of heights. Show control whilst performing a forward roll, teddy bear roll, egg roll & pencil roll. 	<ul style="list-style-type: none"> 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. Swing and hang from equipment safely (using hands). Perform a sequence with a balance, jump and roll within. 	<ul style="list-style-type: none"> 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. Practise and refine the gymnastic techniques used in performances (listed above). Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). Use equipment to vault and land safely. I understand and perform counter balances. Complete rolling & wheeling, with control. 	<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. Perform a 10 part sequence. Complete as many of the following complex skills within a sequence; <ul style="list-style-type: none"> ➢ headstand ➢ handstand ➢ cartwheel ➢ shoulder stand ➢ crab ➢ splits ➢ backwards roll ➢ frog balance ➢ half turn jump. 		

Physical Education Curriculum Progression (Revised June 2022)

Healthy Lifestyle Key National Curriculum Themes	In and out Start Stop Athletics Throw Skipping Spin Start Stop Under Over Beanbag Hoop	Athletics Spin Twirl Sagely Fast Slow	Vocabulary Jumping	Vocabulary Forwards Backwards Sideward Stretch Curl Equipment Balance Flexibility	Vocabulary Control Perform Movement Balance	Vocabulary Fluent	Vocabulary Techniques Kinaesthetic	Vocabulary Complex Rotations Linking skills
	Beanbag Hoop Gymnastics Crawl Climb Step Start Stop On top of Healthy Bikes Scooters Start Stop	Gymnastics Slither Balancing Through	<ul style="list-style-type: none"> Explain why they enjoy playing games and physical activities. Talk about what our bodies do during exercise e.g. breathing. Recall why we warm up, cool down and exercise in simple statements. Identify the benefits of exercise on physical and mental health. 	<ul style="list-style-type: none"> Show an understanding of how exercise helps to lead a healthy life style Show understanding of how being active can help with a healthy mind Understand why we warm up, cool down and exercise using appropriate vocabulary. Recall the benefits of exercise on physical and mental health using age appropriate vocabulary. 	<ul style="list-style-type: none"> Know and understand the importance of exercise to lead a healthy life. Understand how a healthy diet can provide fuel for your body. Explain why we warm up, cool down and exercise and begin to name major muscle groups. Understand the benefits of exercise on physical and mental health using age appropriate vocabulary. 	<ul style="list-style-type: none"> Begin to evaluate how active of a life style they lead. Begin to evaluate the food they eat and what effect it has on their body Explain why we warm up, cool down and exercise and begin to link muscle groups to activities and stretches. Explain the benefits of exercise on physical and mental health using age appropriate vocabulary. I understand the importance of each food group in order to enhance performance. (For example, carbohydrates slow releasing energy good for long lasting exercise.) 	<ul style="list-style-type: none"> Evaluate how active their lifestyle is. Create and evaluate a healthy meal that provides food for the body. Explain why we warm up, cool down and exercise and link muscle groups to activities and stretches. Evaluate the benefits of exercise on physical and mental health using age appropriate vocabulary. I understand the importance of hydration. 	<ul style="list-style-type: none"> Evaluate and make choices about leading a healthy life style including nutrition. Categorize food into how they help the body. Explain why we warm up, cool down and exercise and analyse which muscle groups are used within activities. Critique the benefits of exercise on physical and mental health using age appropriate vocabulary.
	Warm up Coordination Benefit Mind Healthy Fit Better Keeping Feel good Warm Blood Heart Pump Body Muscles	Vocabulary	Warm up Coordination Benefit Mind Healthy Fit Better Keeping Feel good Warm Blood Heart Pump Body Muscles	Vocabulary Oxygen Working Muscles Stretch Circulation Heart rate Weight Body fat Reduce Increase Worry	Vocabulary Nutrition Chest pass Thighs Hamstrings Biceps Triceps Calves Beats Lifespan Strengthens Release Blood pressure	Vocabulary Quadriceps Gluteus Maximus Latissimus Dorsi Deltoids Pectoral muscles Diabetes Stress Anxiety Depression Breast stroke	Vocabulary Immune system Depression Quality of life Lung capacity	Vocabulary Assess Check Critique Physiological Psychological Advantages Mental Appetite Relaxation