



CRAWSHAWBOOTH PRIMARY SCHOOL

PROGRESSION IN PHYSICAL EDUCATION SKILLS

EYFS		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Physical Development Gross Motor Skills 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>Games (KS1) Invasion Games (KS2)</p>	<p><i>Children develop basic game-playing skills, in particular the FMS of throwing and catching. They play game 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.</i></p> <p>Travelling Running, Side gallop, Bounce a ball</p> <p>Sending and Receiving Roll a ball, Underarm throw, Catch ball, Over arm throw</p>	<p><i>Children will improve and apply their basic FMS in games. They play games that demand simple choices and decisions on how to use space and 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.</i></p> <p>Travelling Running, Dodging, Side gallop, Bounce a ball</p>	<p><i>Children will learn to apply their understanding and skills from Key Stage 1. Children will improve their accuracy in throwing and catching, and will learn new invasion game sport specific techniques.</i></p> <p>Travelling Running, Dodging</p> <p>Sending and Receiving Chest pass, Bounce pass, Catching a ball, Swing pass, One-handed pass, One handed bounce pass</p>	<p><i>Children will continue learn simple attacking tactics using a range of equipment and sport specific skills. They play small, uneven-sided games and think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.</i></p> <p>Travelling Running, Dodging</p>	<p><i>Children will learn how to work well as a team when attacking, and explore a range of ways to defend. They play uneven-sided games learning to 5V4 or 4V3. Children will also learn a wider range of sport specific techniques for passing, dribbling and shooting, and will learn to apply basic principles for attacking and defending.</i></p> <p>Travelling Running, Dodging, Dribbling</p>	<p><i>Children will improve their defending and attacking play. They start to play even-sided mini-versions of invasion games. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition. In invasions games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.</i></p> <p>Travelling</p>

<p>Physical Development Fine Motor Skills 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.</p>			<p>Sending and Receiving Underarm throw, Catching, Throw, strike a ball, Strike a ball off a tee, Strike with a drop feed, Overarm throw</p>		<p>Sending and Receiving Chest pass, Bounce pass, Dribbling a ball, Catching a ball, Swing pass, One-handed pass, One handed bounce pass, Shooting a ball</p>	<p>Sending and Receiving Chest pass, Bounce pass, Catching, Shoulder pass, Shooting, Swing pass, Catching a ball, Kicking a ball, Push pass, Receiving a pass</p>	<p>Running, Dodging, Dribbling</p> <p>Sending and Receiving Chest pass, Bounce pass, Catching, Shoulder pass, Shooting, Swing pass, Catching a ball, Kicking a ball, Push pass, Receiving a pass</p>
	<p>Striking and Fielding Games</p>			<p><i>Children will learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters' scores down. In striking and fielding games, players learn to strike a ball and try to avoid fielders, so that they can run around bases to score runs. When fielding, they try to prevent runs or points being scored.</i></p> <p>Bowl underarm, strike a ball off a tee, catch a ball, field a ball and return it quickly.</p>	<p><i>Children will develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, wicket-keeper, fielder and batter. Children will focus on developing their technique and using a wider range of shots, working in larger teams for some of the time. They will concentrate on developing their bowling technique and using tactics as a fielding team.</i></p> <p>Bowl underarm, strike a bowled ball, catch a ball, field a ball and throw back overarm</p>		

	<p>Net/Wall games</p>			<p><i>Children will learn to develop the skills they need for net/wall games and on how to use these skills to make the game difficult for their opponent. They learn to direct the ball towards the target area and away from their opponent. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.</i></p> <p>Ready position, Underarm throw, Overarm throw, Hold a racket, Strike a ball with a racket.</p>	<p><i>Children will learn to develop the range and quality of their skills when playing games using rackets. They also learn specific tactics and skills for net/wall type games. They will also spend time developing effective serving techniques and tactics. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.</i></p> <p>Throwing a ball, Hold a racket correctly, Forehand, Backhand, Volley, Underhand serve.</p>
	<p>Target and Creative Games</p>				
	<p>Athletics</p>	<p><i>Children will explore the 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,</i></p>	<p><i>Children will explore the 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,</i></p>	<p><i>Children should concentrate on developing good basic running, jumping and throwing techniques. They will be set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Children will develop their technical understanding across all areas of athletics. They will also be encouraged to take more responsibility for designing, organising and judging athletic events.</i></p> <p>Throwing - push, pull and sling Hop, step and jump Combination of jumping actions</p>	<p><i>Children will focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities. In running events, they may throw heavier, larger implements (although modified equipment will still be used with most of the children). In jumping events, they will explore how their run-up affects jumping for height and length.</i></p> <p>Throwing - push, pull, sling and heave Jumping and landing in different ways</p>

		<p><i>children think about how to achieve the greatest possible speed, height, distance or accuracy.</i></p> <p>Running, Hopping, Rolling a ball, Underhand throw, jumping</p>	<p><i>children think about how to achieve the greatest possible speed, height, distance or accuracy.</i></p> <p>Running, Underarm thrown, Overarm throw, push throw</p>			<p>Running for short and long distances Passing a baton in a relay</p>	
	<p>Dance</p>	<p><i>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. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.</i></p>	<p><i>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</i></p>	<p><i>Children perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects, including some traditional, social and/or historical dances. They work with a partner and in small groups, developing their ability to create, perform and appreciate dance.</i></p> <p>Perform freely, translating ideas from a stimulus</p>	<p><i>Children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of subjects, and work in pairs and small groups. Children concentrate on combining and linking phrases of movement fluently and with control.</i></p> <p>Perform dances clearly and fluently and show sensitivity to the dance idea and</p>	<p><i>Children learn different styles of different dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners and groups. They will be encouraged to become more adventurous when improvising and exploring ideas, developing their knowledge or how props, costume, design and music enrich dance.</i></p>	<p><i>Children will focus on using different visual images as the starting point for composing, performing and watching dance. They will extend the range of movements they use and develop new skills in working with a partner, including taking weight, supporting, learning, balancing and lifting.</i></p> <p>Perform dances fluently and with control and can perform to an</p>

		<p>Body Actions Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds , objects) Travel - waddle, slide Turn - spin Gesture - bob, flap Stillness - freeze</p> <ul style="list-style-type: none"> ▪ Copy simple movement patterns <i>i.e.</i> waddling, huddle and flap wings. ▪ Show and tell using body actions to explore moods, ideas and feelings. ▪ Vary speed, strength, energy and tension of their movements. 	<p><i>create and perform with a partner.</i></p> <p>Body Actions Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds , objects) Travel - waddle, slide Turn - spin Gesture - bob, flap Stillness - freeze</p> <ul style="list-style-type: none"> ▪ Copy simple movement patterns <i>i.e.</i> waddling, huddle and flap wings. ▪ Show and tell using body actions to explore moods, ideas and feelings. ▪ Vary speed, strength, energy and tension of their movements. 	<p>into movement using dynamic, rhythmic and expressive qualities clearly and with control.</p>	<p>the accompaniment.</p>	<p>Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance.</p>	<p>accompaniment expressively and sensitively.</p>
--	--	---	--	---	---------------------------	--	--

<p>Gymnastics</p>	<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 phrases or 'like' linked actions, eg two jumps, or two rolls. In gymnastics as a whole, children use skills and agilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.</p> <p>Shape Wide, thin</p> <p>Travelling - Feet</p>	<p>Children will focus on increasing their range of basic gymnastic skills. They create simple sequences of 'unlike' actions on the floor, eg a roll, jump and a shape. They then transfer what they learn on the floor to apparatus. In gymnastics as a whole, children use skills and agilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.</p> <p>Shape Wide, thin, dish, arch, tuck</p> <p>Travelling - Feet Jog, skip, gallop, hop, walk</p>	<p>Children will focus on improving the quality of their movement, eg by stretching fingers and pointing toes, to help them produce extension. They will learn how to plan and perform actions and sequences, and develop flow by linking actions smoothly.</p> <p>Travelling Feet, Hands and feet</p> <p>Balance Small body parts</p> <p>Jumping and Landing 2 foot jump and land</p> <p>Rolls Basic rolls</p> <p>Handle small and large Apparatus</p>	<p>Children will learn to develop their skills with control and precision and combine these skills to create a sequence for a competition. They will extend their range of actions, balances, body shapes and agilities, working on more difficult combinations. The children will work in pairs using matching and mirroring to plan and perform sequences.</p> <p>Travelling Feet, Hands and feet</p> <p>Balance Large body parts, dish and arch, one foot balance</p> <p>Jumping and Landing</p>	<p>Children will develop a wider range of actions and use their skills and agilities individually, and in sequence with a partner, with the aim of showing as much control and precision as possible. Children will create longer sequences using their knowledge of compositional principles with a partner to perform paired balances for an audience.</p> <p>Travelling Feet, Hands and feet</p> <p>Balance Partner balance (counter balance)</p> <p>Jumping and Landing Different ways of jumping and landing with shape</p> <p>Rolls</p>	<p>Children use their knowledge of compositional principles, eg how to use variations in speed, level and direction, how to combine and link actions, how to relate to partners and apparatus, to develop sequences that show an awareness of their audience. Children will plan and perform a sequence with a partner. They will choose their own apparatus and design a simple layout.</p> <p>Travelling</p>
--------------------------	--	--	--	--	---	---

	<p>Jog, skip, gallop, hop, walk forwards, backwards.</p> <p>Travelling - Hands and Feet Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc.</p> <p>Balance Front support, balance on 4 & 3 points, large body parts</p> <p>Jumping and Landing 2 feet to 2 feet for height</p> <p>Rolls Rocking on back, pencil, egg rolls,</p> <p>Handle small and large Apparatus Mats, benches, tables.</p>	<p>forwards, backwards.</p> <p>Travelling - Hands and Feet Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc.</p> <p>Balance Front support, balance on 4 & 3 points, large body parts, tummy, back, bottom, shoulder</p> <p>Jumping and Landing 2 feet to 2 feet for height</p> <p>Rolls Rocking on back, pencil, egg rolls, dish roll, teddy/circle roll, forward roll.</p> <p>Handle small and large Apparatus Mats, benches, tables.</p>		<p>Different shapes when jumping. Jump $\frac{1}{4}$ and $\frac{1}{2}$ turn</p> <p>Rolls Basic rolls</p> <p>Handle small and large Apparatus</p>	<p>Basic rolls</p> <p>Handle small and large Apparatus</p>	<p>Feet, Hands and feet</p> <p>Balance Partner and group balance (counter balance)</p> <p>Jumping and Landing Different ways of jumping and landing with shape</p> <p>Rolls Basic rolls</p> <p>Handle small and large Apparatus</p>
--	--	--	--	--	--	---

<p style="text-align: center;">Outdoor and Adventurous Activity</p>			<p><i>Children take part in simple trust and orientation activities using maps and diagrams. Working on their own and in small groups., children will learn to use simple maps and follow simple trails.</i></p> <p>Orientate a map Use a control card Navigate a course safely</p>	<p><i>Children will be set physical challenges and problems to solve. They will take part in a range of communication activities to develop problem solving skills in some adventure games. The problem-solving tasks they tackle will require more teamwork, with clearly defined roles and responsibilities.</i></p> <p>Travel and balance safely when carrying out challenges Demonstrates team work skills during planning, doing and reviewing.</p>	<p><i>Children develop their orienteering and problem-solving skills in familiar and unfamiliar situations and environments. Throughout, there is an emphasis on building trust and working as a team.</i></p> <p>Know how to keep the map 'set' or 'orientated' when they move around a simple course. Know the eight points of a compass. Record information accurately at the control marker. Navigate to a control marker on a score event course.</p>	<p><i>Children will take part in more complex orienteering events. They will learn to read maps more accurately, and to adapt their skills to meet challenges set in new environments. They will research and undertake a journey safely, and will develop the skills and understanding to become more self-reliant. They will take on more demanding leadership roles and will learn to take the initiative more often.</i></p> <p>To set a map using a compass. To practice and refine thumbing the set map (orientated).</p>
--	--	--	---	--	--	---

							To set a direction of travel from the map, using a compass. To follow instructions in order to complete an orienteering course.