

Physical Education

Progression of Skills – EYFS, Key Stage 1 and 2

| Year Group | Topics which cover these skills | Progression of skills | Vocabulary | Clubs | Competitions | Cross Curricular Links |
|------------|---|--|--|-------|--------------|---|
| Reception | <p>Games</p> <p>Multi-skills</p> <p>Racket sports</p> <p>Team games</p> <p>(see schemes of work on KLZ for starting points and teaching ideas)</p> <p>OAA</p> | <p>EYFS Learning outcomes:</p> <ul style="list-style-type: none"> • Show good control and co-ordination in large and small movements • Move confidently in a range of ways, safely negotiating space • Handle equipment and tools effectively <p>Key skills:</p> <ul style="list-style-type: none"> • Can catch a large ball • Negotiates spaces successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid objects • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Shows a preference for a dominant hand • Shows understanding of how to transport and store equipment safely • Shows understanding of the need for safety when tackling new challenges • Practices some simple safety measures without direct supervision • Manages being able to get dressed successfully <p>EYFS Learning outcomes:</p> | <p>PE</p> <p>Active Movement</p> <p>Moving</p> <p>Safety</p> <p>Throwing</p> <p>Catching</p> <p>Kicking</p> <p>Pushing</p> <p>Direction</p> <p>Left</p> <p>Right</p> <p>Game</p> <p>Chase</p> <p>Racket</p> <p>Ball</p> <p>Roll</p> <p>Control</p> <p>Safe</p> | | | <p>Gross motor skills helping with mark making</p> <p>Strong links to Health and Self-care</p> <p>Exploring the world around us</p> <p>Healthy eating</p> |

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| | | <ul style="list-style-type: none"> • Show good control and co-ordination in large and small movements • Move confidently in a range of ways, safely negotiating space • Handle equipment and tools effectively | Large Small Handle (v) Hold move Physical Activity Feeling Heart Breathing Body | | | |
| Year 1 | Games Multi-skills Racket sports Infant agility Catching and throwing (see schemes of work on KLZ for starting points and teaching ideas) | Key stage 1 Learning outcomes: <ul style="list-style-type: none"> • Master basic movements, including throwing, catching • Develop coordination and running • Develop simple tactics for attacking and defending Key skills: <ul style="list-style-type: none"> • refine techniques to improve performance • show improvement and development over time • exhibit high physical activity levels • demonstrate positive attitude, confidence, engagement, perseverance, motivation • make decisions on how to apply skills • Sometimes catch a ball | Throwing Catching Running Coordination Tactics Attacking Defending Invasion | Speed stacking KS1 Gymnastics Running Football Multi-skills (KS1 athletics) | TERM 2: Speed stacking (y1/2) TERM 3: Infant agility (y1/2) TERM 4: Gymnastics (y1-6) TERM 6: Multi-skills (y1-2) | Art – team logos, mascots PSHE – sportsmanship, teamwork, healthy eating Maths – recording results |

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| | | <ul style="list-style-type: none"> • I can run at different speeds • I can jump a distance from a standing position • I can throw (1 hand) an object in the direction I want it to go / I can catch an object with 2 hands • I recognise changes in my body during exercise and can say what they are e.g. change in temperature, breathing rate | <p>Speed Jump Distance Throw</p> | | | |
| Year 2 | <p>Games Multi-skills Racket sports Infant agility Catching and throwing (see schemes of work on KLZ for starting points and teaching ideas)</p> | <p>Key stage 1 Learning outcomes:</p> <ul style="list-style-type: none"> • Master basic movements, including throwing, catching • Develop coordination and running • Develop simple tactics for attacking and defending <p>Key skills:</p> <ul style="list-style-type: none"> • refine techniques to improve performance • show improvement and development over time • develop fundamental movement skills • make decisions on how to apply skills • Kick and throw a ball, but not always with accuracy • Understand the importance of stopping a ball in different ways • Being able to work with a partner • Start to link skills and actions within simple games • Begin to understand some concepts of games (eg, opponent, team mate) | <p>Throwing Catching Running Competitive Partner Team mate Opponent Game Tactics Decision Compare Improvement</p> | | | <p>Art – team logos, mascots PSHE – sportsmanship, teamwork, healthy eating English – match reports Maths – statistics, recording results</p> |

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| | | <ul style="list-style-type: none"> I can change speed & direction whilst running in response to the situation e.g. handing over relay baton I can jump a distance from a standing position with evidence of preparation and technique e.g. swing arms, push forwards, land securely, I can throw (1 hand) and catch (1 hand) a variety of objects with a degree of accuracy I identify a change in temperature & heart rate during exercise and begin to explain them | Direction Baton Relay Distance Standing Technique Secure landing Accuracy | | | |
| Year 3 | Games Quick sticks Athletics Rounders Cricket (see schemes of work on KLZ for starting points and teaching ideas) | Key Stage 2 Learning outcomes: <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combinations Play competitive games, modified appropriately Apply basic principles of attacking and defending Compare their performances with previous ones and demonstrate improvement Key skills: <ul style="list-style-type: none"> refine techniques to improve performance show improvement and development over time exhibit high physical activity levels | Attack Defend Compare Analyse Running Jumping Throwing Catching Isolation Combination Control Accuracy | Tag rugby Speed stacking Dodgeball High 5 Netball Rounders Running Handball Basketball Football KS2 Gymnastics Tri golf Athletics | TERM 1: Sportshall athletics (y3-6) TERM 4: Cross country (y3/4/5/6) Gymnastics (y1-6) Quicksticks (y3/4) TERM 5: Tennis (y3/4) Tri golf (y3/4) | Art – team logos, mascots PSHE – sportsmanship, teamwork, healthy eating English – instructions, match reports Maths – statistics, recording results |

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| | <p style="text-align: center;">OAA</p> | <ul style="list-style-type: none"> • demonstrate positive attitude, confidence, engagement, perseverance, motivation • make decisions on how to apply skills • Show increasing confidence when rolling, hitting or throwing a ball • Understand the importance of rules and fairness • Follow basic rules in a game • Understand the concepts of both team and opponent • Develop use of simple tactics • Understand that a winning team is not always the best one • I can choose the best way to travel with a ball with developing control • I can play basic shots/strokes with control and direction. I can throw a ball underarm/overarm accurately • I am becoming more effective in competitive situations with others & myself e.g. playing as part of a team • I am beginning to describe which action is better and why <p>Key Stage 2 Learning outcomes:</p> <ul style="list-style-type: none"> • Play in competitive situations, modified appropriately | <p>Talk Actions Skills Technique</p> | | <p>TERM 6: Rounders (y4/5/6)</p> | |
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| | | <ul style="list-style-type: none"> I can recognise a change in heart rate, temperature and breathing rate in relation to specific events and explain them | | | | |
| Year 4 | <p>Games Quick sticks Athletics Rounders Cricket (see schemes of work on KLZ for starting points and teaching ideas)</p> | <p>Key Stage 2 Learning outcomes:</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combinations Play competitive games, modified appropriately Apply basic principles of attacking and defending Compare their performances with previous ones and demonstrate improvement <p>Key skills:</p> <ul style="list-style-type: none"> refine techniques to improve performance show improvement and development over time exhibit high physical activity levels demonstrate positive attitude, confidence, engagement, perseverance, motivation make decisions on how to apply skills Throw, catch, strike, field and stop a ball with increasing control and accuracy Be increasingly accurate with throwing for distance Decide the best way to move a ball for different purposes and needs | <p>Attack Defend Compare Analyse Running Jumping Throwing Catching Isolation Combination Control Accuracy Strike Field Position Vary</p> | | | <p>Art – team logos, mascots PSHE – sportsmanship, teamwork, healthy eating English – instructions, match reports Maths – statistics, recording results</p> |

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| | <p>OAA</p> | <ul style="list-style-type: none"> • Choose an appropriate speed at which to move a ball • Decide on the best position in a team game • Begin to make use of space • Vary skills, actions and ideas within simple games • Understand that a winning team is not always the best one • I maintain control of a ball (receiving, returning, travelling) in opposed situations • I link movements more consistently to play shots / pass or receive the ball with accuracy • I take part in conditioned games with some understanding of tactics/ rules and can explain my decisions • I understand and use the principles of warm up/cool down in context of preparation for the games being played <p>Key Stage 2 Learning outcomes:</p> <ul style="list-style-type: none"> • Play in competitive situations, modified appropriately • Take part in outdoor and adventurous activity challenges both individually and as part of a team • Compare their performances with previous ones and demonstrate improvement <p>Key skills:</p> | <p>Analyse Comment Improvement Reflection Exercise Safety Warm up Cool down</p> | | | |
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| | Athletics | <ul style="list-style-type: none"> Analyse and comment on skills and techniques Understand how performance can be improved through performance and reflection Explain how the body reacts during different types of exercise Explain and apply basic safety principles in preparing for exercise Warm up and cool down appropriately <p>Key skills:</p> <ul style="list-style-type: none"> I can evidence a steady pace over different distances. I can link my actions smoothly for the run up to a jump with increasing accuracy I demonstrate good technique for throwing a range of objects from standing and am beginning to do the same for moving throws With support I describe the specific related changes in my body when running, jumping and throwing | <p>Steady pace Distance Run Jump Smoothly Link Technique Throwing Discus Hammer Javelin Shot-put</p> | | | |
| Year 5 | <p>Games Tag rugby Rounders Cricket Handball</p> | <p>Key Stage 2 Learning outcomes:</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combinations Play competitive games, modified appropriately Apply basic principles of attacking and defending | <p>Attack Defend Compare Analyse Running Jumping</p> | | <p>TERM 1: Tag rugby (y5/6) Handball (y5/6)</p> <p>TERM 2:</p> | <p>Art – team logos, mascots PSHE – sportsmanship, teamwork, being the best versus working well with others, healthy eating</p> |

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| | <p>Racket sports (see schemes of work on KLZ for starting points and teaching ideas)</p> | <ul style="list-style-type: none"> • Compare their performances with previous ones and demonstrate improvement <p>Key skills:</p> <ul style="list-style-type: none"> • refine techniques to improve performance • show improvement and development over time • exhibit high physical activity levels • demonstrate positive attitude, confidence, engagement, perseverance, motivation • make decisions on how to apply skills • Use a range of throwing techniques with increasing power and accuracy • Apply a broad range of skills to different situations • Use a range of fielding skills and throwing to hit a target • Plan different approaches to attacking and defending • Choose the best pace to use in a game • Show growing awareness of space in team games • Work to gain or keep possession • Understand that a winning team is not always the best one • I show the correct technique when using a variety of passes • I can serve/bat consistently, perform basic strokes with clear technique | <p>Throwing Catching Isolation Combination Control Accuracy Strike Field Position Possession Applying Power Team mate opponent</p> | | <p>Sportshall athletics (y3-6) Basketball (y5/6)</p> <p>TERM 3: Dodgeball (y5/6)</p> <p>TERM 4: Cross country (y3/4/5/6) Gymnastics (y1-6)</p> <p>TERM 5: High 5 netball (y5/6)</p> <p>TERM 6: Cricket and girls cricket (y5/6) Rounders (y4/5/6)</p> | <p>English – instructions, match reports Maths – statistics, recording results</p> |
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| | | <ul style="list-style-type: none"> I am accurate in my technique for a range of throwing and jumping actions I identify and explain effective athletic performance pinpointing strengths and areas for development I describe the specific changes in my body when running, jumping and throwing and how to prepare for them | Posture Accuracy Technique Range Distance Power Development | | |
| Year 6 | Games Basketball Rounders Cricket Handball (see schemes of work on KLZ for starting points and teaching ideas) | Key Stage 2 Learning outcomes: <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combinations Play competitive games, modified appropriately Apply basic principles of attacking and defending Compare their performances with previous ones and demonstrate improvement Key skills: <ul style="list-style-type: none"> refine techniques to improve performance show improvement and development over time exhibit high physical activity levels demonstrate positive attitude, confidence, engagement, perseverance, motivation make decisions on how to apply skills Throw with accuracy, power and combine/vary choose appropriate strategies and tactics | Attack Defend Compare Analyse Coach Practice refine Running Jumping Throwing Catching Isolation Combination Control Accuracy Strike Field Position Possession Applying Power Team mate | | Art – team logos, mascots PSHE – sportsmanship, teamwork, personal gain versus team reward, healthy eating English – instructions, match reports Maths – statistics, recording results |

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| | | <ul style="list-style-type: none"> • Understand how heart rate and breathing slows after exercise • Understand how to use the relationship between power and stamina <p>Key skills:</p> <ul style="list-style-type: none"> • I consistently demonstrate good posture, relaxed style, clear fluent technique • I am beginning to apply different athletic skills to competitive situations e.g. developing tactics when running competitively with a strong finish • I analyse and give reasons for improving effective techniques in different areas • I demonstrate specific warm up/cool down exercises for different areas of athletics | <p>Posture Relaxed style Fluency Competitive situations Analyse Improve Technique Warm up Cool down</p> | | | |
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