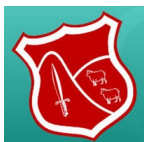


# PE

## Skills progression overview at Sixpenny Handley First School and Nursery

National curriculum/EY curriculum					
Year N (ages in brackets)	Year R	Year 1	Year 2	Year 3	Year 4
<p><b>Children aged 0-3 will be learning to: (Development matters)</b></p> <ul style="list-style-type: none"> <li>• Clap and stamp to music</li> <li>• Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them</li> <li>• Enjoy starting to kick, throw and catch balls</li> <li>• Build independently with a range of appropriate resources</li> <li>• Walk, run, jump and climb- and start to use the stairs independently</li> <li>• Spin, roll and independently use ropes and swings</li> <li>• Sit on a push-along wheeled toy, use a scooter or ride a tricycle</li> <li>• Develop manipulation and control</li> <li>• Explore different materials and tools</li> <li>• Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks</li> <li>• Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress</li> <li>• Learn to use the toilet with help, and then independently</li> </ul> <p><b>Children aged 3-4 will be learning to: (Development matters)</b></p> <ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding and ball skills</li> <li>• Go up steps and stairs, or climb up apparatus using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a post for a game like musical statues</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams</li> <li>• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</li> </ul>	<p>Reception children will be learning to: (Development matters)</p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>• Progress towards a more fluent style of moving, with developing control and grace</li> <li>• 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, sports and swimming</li> <li>• Use their core strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> <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> <li>• Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</li> </ul> <p>Early Learning Goal</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>• Demonstrate strength, balance and coordination when playing</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p>National curriculum objectives</p> <p>Master basic movements including running, jumping, throwing, catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> <li>• Participate in team games, developing simple tactics for attacking and defending</li> <li>• Perform dances using simple movement patterns</li> </ul> <p>To know the characteristics and mental and physical benefits of an active lifestyle</p> <p>To know the importance of regular exercise into daily and weekly routines and how to achieve this</p>	<p>National curriculum objectives:</p> <ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing, catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• Participate in team games, developing simple tactics for attacking and defending</li> <li>• Perform dances using simple movement patterns</li> </ul> <p>To know the characteristics and mental and physical benefits of an active lifestyle</p> <p>To know the importance of regular exercise into daily and weekly routines and how to achieve this</p>	<p>National curriculum objectives:</p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination.</li> <li>• Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>• Develop flexibly, strength, technique, control and balance</li> <li>• Perform dances using a range of movement patterns</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p>To know the characteristics and mental and physical benefits of an active lifestyle</p> <p>To know the importance of regular exercise into daily and weekly routines and how to achieve this</p>	<p>National curriculum objectives:</p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination.</li> <li>• Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>• Develop flexibly, strength, technique, control and balance</li> <li>• Perform dances using a range of movement patterns</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p>To know the characteristics and mental and physical benefits of an active lifestyle</p> <p>To know the importance of regular exercise into daily and weekly routines and how to achieve this</p> <p>To know risks associated with inactive lifestyles</p>



- Match their developing physical skills to tasks and activities in the setting

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**SMSC : teaching will promote the following throughout lessons: Teamwork, manners and respect whether you win or not.**

	Year N (ages in brackets)	Year R	Year 1	Year 2	Year 3	Year 4
	<b>As a sportsperson a nursery child will:</b>	<b>As a sportsperson a reception child will:</b>	<b>As a sportsperson a year 1 child will:</b>	<b>As a sportsperson a year 2 child will:</b>	<b>As a sportsperson a year 3 child will:</b>	<b>As a sportsperson a year 4 child will:</b>
<b>Health and Fitness</b>	Take part in physical activities  Awareness that the body can feel different during physical activity	Describe how the body feels when still and when exercising	Describe how the body feels before, during and after exercise. Carry and place equipment safely. To know the characteristics and mental and physical benefits of an active lifestyle	Recognise and describe how the body feels during and after different physical activities.  Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warmup and cool -down	Describe how the body reacts at different times and how this affects performance Explain why exercise is good for your health. Know some reasons for warming up and cooling down.

## Games

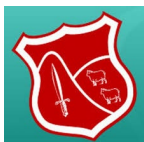
	<p>Begin to move and stop confidently.</p> <p>Use hands and feet to move objects.</p> <p>Track where an object travels.</p> <p>Recognise that objects move on when kicked or thrown and begin to explore direction</p> <p>Move freely in space provided or follow a given route.</p> <p>With support, join in with a partner.</p> <p>Share with others.</p>	<p>To be able to move and stop confidently, negotiating the space around them effectively.</p> <p>Show some control over their bodies when exploring different skills.</p> <p>To listen to and follow simple instructions.</p> <p>Start showing an ability to use their dominant hand.</p> <p>To work cooperatively with a partner in different activities.</p> <p>Explore and use skills effectively for particular games: - Roll a ball or hoop - Throw a ball / beanbag underarm</p>	<p>To become confident and keep themselves safe in the space in which an activity/game is being played.</p> <p>Explore and use skills, actions and ideas individually and with others.</p> <p>Work cooperatively with a partner or small groups in throwing, catching games and striking games.</p> <p>Choose and use skills effectively for particular games: - Throw a ball underarm to a target using increasing control - Explore throwing and catching in different ways.</p>	<p>Improve the way they coordinate and control their bodies in various activities.</p> <p>Explore and use skills, actions and ideas individually and in combination to suit the game that is being played.</p> <p>Choose and use simple tactics.</p> <p>Catch and control a ball in movement working with a partner or in a small group.</p> <p>Cooperate in games where there is an opposition.</p> <p>Decide where to stand during a team game, to support the game.</p>	<p>Remember, repeat and link combinations of skills where necessary.</p> <p><b>Invasion and defence</b> Move with a ball towards goals with increasing control.</p> <p>Understand their role as an attacker and as a defender.</p> <p>Move into space to help support a team.</p> <p>Defend an opponent and try to win the ball.</p> <p>Be able to stop a ball then pass to a teammate with some accuracy.</p> <p>Be able to lead others in a simple game.</p>	<p><b>Invasion and defence</b> Pass, receive and shoot the ball with increasing control.</p> <p>Work as part of a team to keep possession and score goals when attacking.</p> <p>Defend one on one and know when and how to win the ball.</p> <p>Use simple tactics to help a team score or gain possession.</p> <p>Create a simple game and lead others in how to play it.</p> <p><b>Net and wall</b> Aim to play a rally with a partner, working cooperatively at first and then as an opponent.</p> <p>Use forehand and backhand. (Begin to develop a range of basic racket skills and play a range of basic shots.)</p>
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		<ul style="list-style-type: none"> <li>-Explore balancing</li> <li>- Explore kicking</li> </ul>	<ul style="list-style-type: none"> <li>-Explore kicking in different ways with.</li> <li>-Show increasing control when rolling an object. -</li> <li>Explore hitting a ball using a bat</li> </ul>	<ul style="list-style-type: none"> <li>Be able to pass and stop a ball with feet.</li> <li>Begin to understand how to intercept a moving ball.</li> <li>Begin to understand the role of attacker and defender.</li> <li>Begin to lead others in a simple team game.</li> <li>To develop some hand eye coordination.</li> <li>To begin to receive and send balls using a racket / bat.</li> </ul>	<ul style="list-style-type: none"> <li>Work cooperatively and collaboratively to win a point.</li> <li><b>Net and wall</b></li> <li>To send balls over a net to a partner.</li> <li>To attempt to return a ball to a partner.</li> <li>Begin to use forehand and backhand.</li> <li>Move quickly around the court.</li> <li><b>Striking and fielding</b></li> <li>Use overarm and underarm throwing and catching skills.</li> <li>Begin to strike a bowled ball after a bounce.</li> <li>Bowl a ball towards a target.</li> <li>Begin to develop an understanding of tactics and begin to use them in game situations</li> </ul>	<ul style="list-style-type: none"> <li>Move with purpose around the court. (footwork)</li> <li>Return to the ready position to defend my own court.</li> <li><b>Striking and fielding</b></li> <li>Use overarm and underarm throwing, and catching skills with increasing accuracy.</li> <li>Strike a ball after a bounce.</li> <li>Bowl a ball with some accuracy, and consistency.</li> <li>Choose and use simple tactics for different situations.</li> </ul>
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## Dance

<ul style="list-style-type: none"> <li>Move body to music.</li> <li>Move body parts when instructed.</li> <li>Suggest movements to match music or mood or theme.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and copy basic body actions and rhythms.</li> <li>To be able to negotiate space confidently.</li> <li>To be able to use their bodies to imitate motifs from stories and topics such as animals, trees, etc...</li> <li>To begin to respond with their bodies to different types of music</li> </ul>	<ul style="list-style-type: none"> <li>Explore and copy movement ideas and respond imaginatively to a range of stimuli.</li> <li>Include dances from other countries and cultures.</li> <li>Move confidently and safely in their own general space using changes of speed, level and direction.</li> <li>Compose and link movements to make simple phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Explore, remember and repeat a range of actions with some coordination and control.</li> <li>Explore the change of rhythm, speed, level and direction in a dance.</li> <li>Begin to compose and perform short dances that express and communicate moods, ideas and feelings.</li> <li>Explore dances from other cultures or from history.</li> </ul>	<ul style="list-style-type: none"> <li>Create dance phrases that communicate ideas.</li> <li>Explore dances from other cultures or from history.</li> <li>Create dance phrases with a partner and in a small group using canon and unison.</li> <li>Remember, repeat and perform dance phrases.</li> <li>Use counts to keep in time with a group and the music.</li> </ul>	<ul style="list-style-type: none"> <li>Work cooperatively and collaboratively with others.</li> <li>Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group.</li> <li>Use formation, canon and unison to develop a dance.</li> <li>Refine, repeat and remember dance phrases.</li> <li>Perform dances clearly and fluently.</li> <li>Use dynamic and expressive qualities in relation to an idea.</li> </ul>
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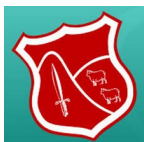
			<p>Perform movement phrases using a range of body actions and body parts.</p> <p>Include dances from other countries and cultures.</p> <p>Say what they like or dislike about a series of movements.</p>	<p>Watch and respond positively to others</p>	<p>Recognise and talk about the movements used and the expressive qualities of dance.</p>	<p>Describe, interpret and evaluate dance, using appropriate language.</p>
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## Athletics

<p>Move around a space.</p> <p>Run in different ways for a variety of purposes.</p>	<p>Learn skills of running, jumping and throwing with a range of equipment.</p> <p>Vary speed of running based on commands given.</p> <p>Begin to learn passing skills.</p>	<p>Use their bodies and a variety of equipment with greater control and coordination.</p> <p>Begin to develop the following skills .</p> <ul style="list-style-type: none"> <li>-Explore and throw a variety of objects with one hand.</li> <li>-Jump from a stationary position with control.</li> <li>-Change speed and direction whilst running</li> </ul> <p>Use comparative language i.e. faster, longer, and be able to physically demonstrate this. (Maths/science link)</p>	<p>Run at fast, medium and slow speeds.</p> <p>Develop the following skills with increasing accuracy and velocity:</p> <ul style="list-style-type: none"> <li>-Explore and throw a variety of objects with one hand.</li> <li>-Jump from a stationary position with control.</li> <li>-Change speed and direction whilst running.</li> </ul>	<p>Run at fast, medium and slow speeds.</p> <p>Develop jumping for distance and height.</p> <p>Take part in a relay activity, remembering when to run and what to do.</p> <p>Throw a variety of objects, changing my action for accuracy and distance.</p> <p>Encourage others to take part in athletic activities.</p>	<p>Demonstrate the difference between sprinting and running over varying distances.</p> <p>Demonstrate different throwing techniques underarm / overarm</p> <p>Jump for distance and height with greater control and balance.</p> <p>Take part in a relay, remembering when to run and what to do.</p> <p>Throw with some accuracy and power into a target area.</p> <p>Record my distances, numbers and times.(Maths link)</p> <p>Develop leadership skills- encourage and support younger children during competitive athletic activities . (Eg Sports day, Y1 mini Olympics etc)</p>
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## Gymnastics

<p>Copy a movement</p> <p>Copy/attempt a movement with some control.</p>	<p>Move confidently and safely in their own and general space. (Negotiating space effectively – under, round, over equipment and obstacles)</p> <p>Move and stop, recognising both commands and acting</p>	<p>Move confidently and safely in their own and general space, using changes of speed and direction.</p> <p>Perform movement phrases using a range of body actions and body parts.</p>	<p>Further explore different ways of stretching, balancing, rolling, jumping and travelling.</p> <p>Remember, repeat and link combinations of gymnastic actions, body shapes and balances with moderate control.</p>	<p>Use a greater number of their own ideas for movements in response to a task.</p> <p>Complete actions with increasing balance and control.</p> <p>Move in unison with a partner.</p>	<p>Safely, attempt movement with an element of challenge.</p> <p>Safely perform balances individually and with a partner.</p> <p>Plan and perform sequences with a partner that include a change of level and shape.</p> <p>Choose and plan sequences of contrasting actions.</p>
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		<p>upon them immediately. Show contrast with their bodies including tall/short, wide/thin, straight/curved)</p> <p>Copy simple movements.</p> <p>Follow instructions to make shapes with their bodies.</p> <p>Jump off an object and land appropriately.</p>	<p>Explore making their body tense, relaxed, stretched and curled.</p> <p>Explore different ways of stretching, balancing, rolling, travelling and jumping.</p>	<p>Work with a partner sharing ideas and creating a simple sequence.</p>	<p>Create routines which have a clear beginning and ending.</p> <p>Choose actions that flow well into one another.</p> <p>Adapt sequences to suit different types of equipment.</p> <p>Evaluate their partner work.</p>	<p>Understand how body tension can improve the control and quality of their movements.</p> <p>Watch, describe and suggest possible improvements to a sequence.</p>
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## Swimming

				<p>Show confidence when taking part in a variety of fun activities in the water.</p> <p>With or without aids: Sink, push away from the wall on side and maintain a streamlined position</p> <p>Push &amp; glide on the front with arms extended and log roll onto the back</p> <p>Fully submerge to pick up an object</p> <p>Travel a width on the back with or without aids</p> <p>Travel a width on the front with or without aids</p> <p>Use front crawl and backstroke legs.</p> <p>Introduce front crawl and backstroke arms</p> <p>Demonstrate an understanding of pool rules</p> <p>Exit the water safely.</p>	<p>Show confidence when taking part in a variety of swimming activities in the water.</p> <p>Demonstrate an understanding of buoyancy.</p> <p>Perform a tuck float for 5 seconds</p> <p>Push &amp; glide from the wall to the pool floor</p> <p>With or without aids: Kick a length of backstroke Kick a length of front crawl Kick length of breaststroke</p> <p>Perform, on their back, a head first sculling action for 5 metres in a horizontal position</p> <p>Travel on back and roll in one continuous movement onto front</p> <p>Travel on front and roll in one continuous movement onto back</p> <p>Swim a width unaided, any stroke.</p>	<p>Show confidence when taking part in a variety of activities in the water (strokes, floats, submerging, water polo)</p> <p>Tread water for 30 seconds Without aids:</p> <p>Perform a feet first sculling action for 5 metres whilst horizontal on the back</p> <p>Swim a length or width of backstroke fluently</p> <p>Swim a length or width of front crawl fluently Swim a length or width of breaststroke fluently Introduce a simple rhythmical breathing technique for front crawl</p> <p>Perform a handstand and hold for a minimum of 3 seconds</p> <p>Demonstrate an action for getting help</p>
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					<p>Use legs and arms for front crawl, backstroke and breaststroke</p> <p>Introduce simple breathing technique for front crawl</p> <p>Demonstrate knowledge of water safe</p>	
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## Outdoor Adventurous Activities

					<p>Orientate themselves with increasing confidence and accuracy around a short trail.</p> <p>Identify and use effective communication to begin to work as a team.</p> <p>Identify symbols used on a key.</p> <p>Begin to choose equipment that is appropriate for an activity.</p> <p>Communicate with others.</p> <p>Begin to complete activities in a set period of time.</p> <p>Begin to offer an evaluation of personal performances and activities.</p>	<p>Orientate themselves with accuracy around a short trial.</p> <p>Create a short trail for others with a physical challenge.</p> <p>Start to recognise features of an orienteering course.</p> <p>Communicate clearly with other people in a team and with other teams.</p> <p>Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</p> <p>Associate the meaning of a key in the context of the environment.</p> <p>Try a range of equipment for creating and completing an activity.</p> <p>Make an informed decision on the best equipment to use for an activity.</p> <p>Plan and organise a trail that others can follow.</p> <p>Communicate clearly with others. Work as part of a team.</p> <p>Begin to use a map to complete an orienteering course.</p> <p>Complete and orienteering course more than once and begin to identify ways of improving completion time.</p>
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						Offer and evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course.
<b>Evaluation</b>						
		Can say if they liked / disliked an activity and say why.	Can comment on own and others performance.  Can give comments on how to improve performance.  Use appropriate vocabulary when giving feedback	Can comment on own and others performance.  Can give comments on how to improve performance.  Use appropriate vocabulary when giving feedback	Can watch and describe performances accurately.  Are beginning to think about how they can improve their own work.  Work with a partner or small group to improve their skills.  Make suggestions on how to improve their work, commenting on similarities and differences.	Can watch and describe performances accurately.  Are beginning to think about how they can improve their own work.  Work with a partner or small group to improve their skills.  Make suggestions on how to improve their work, commenting on similarities and differences.