
Widnes Academy
Physical Education

Progression of Skills

Physical Education – Early Years Foundation Stage and The National Curriculum

By the end of each Key Stage, children are expected to:

|  |  |  |
| --- | --- | --- |
| EYFS | KS1 | KS2 |
| **Early Learning Goals:** *Fine motor Skills:* Children at the expected level of development will: * 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, paint brushes and cutlery;
* Begin to show accuracy and care when drawing.

*Gross Motor Skills:* Children at the expected level of development will: * 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.
 | Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co- operative physical activities, in a range of increasingly challenging situations. *Pupils should be taught to:* * Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
* Participate in team games, developing simple tactics for attacking and defending
* Perform dances using simple movement patterns
 | Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. *Pupils should be taught to:* * Use running, jumping, throwing and catching in isolation and in combination• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder’s and tennis], and apply basic principles suitable for attacking and defending
* Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
* Perform dances using a range of movement patterns
* Take part in outdoor and adventurous activity challenges both individually and within a team
* Compare their performances with previous ones and demonstrate improvement to achieve their personal best
 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | EYFS | Year 1  | Year 2 | Year 3 | Year 4/5 | Year 5/6 |
| Dance  |  | Copies and explores basic movements and body patterns Remembers simple movements and dance steps Links movements to sounds and music. Responds to a range of stimuli.  | Copies and explores basic movements with clear control. Varies levels and speed in sequence Can vary the size of their body shapes Add a change of direction to a sequence Uses space well and negotiates space clearly. Can describe a short dance using appropriate vocabulary. Responds imaginatively to stimuli.  | Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance. Translates ideas from stimuli into a movement with support. Beginning to compare and adapt movements and motifs to create a larger sequence. Uses simple dance vocabulary to compare and improve work.  | Confidently improvises with a partner or on their own. Beginning to create longer dance sequences in a larger group. Demonstrating precision and some control in response to stimuli. Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness. Modifies parts of a sequence as a result of self-evaluation. Uses simple dance vocabulary to compare and improve work.  | Exaggerate dance movements and motifs (using expression when moving) Performs with confidence, using a range of movement patterns. Demonstrates a strong imagination when creating own dance sequences and motifs. Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs. Beginning to show a change of pace and timing in their movements. Is able to move to the beat accurately in dance sequences. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.  |
| Gymnastics  |  | Copies and explores basic movements with some control and coordination. Can perform different body shapes Performs at different levels Can perform 2 footed jump Can use equipment safely Balances with some control Can link 2-3 simple movements  | Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence Link movements together to create a sequence  | Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements Beginning to develop good technique when travelling, balancing, using equipment etc  | Links skills with control, technique, coordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences.  | Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Develops strength, technique and flexibility throughout performances. Adapts sequences to include a partner or small group. Gradually increases the length of sequence work with a partner to make a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances.  |
| Locomotion/ Games for understanding  |  | Can travel in a variety of ways including running and jumping. Beginning to perform a range of throws. Receives a ball with basic control Beginning to develop hand-eye coordination Participates in simple games  | Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/ defending  | KS2 use these skills within different games throughout KS2. Children use the skills from KS1 programmes and apply them to a range of activities.  |
| Games  | Skills are above in Locomotion and Games for understanding.  | Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the activity of the game. Beginning to communicate with others during game situations. Uses skills with co- ordination and control. Develops own rules for new games. Makes imaginative pathways using the equipment. Works well in a group to develop various games. Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independentlyto carry out different skills.  | Vary skills, actions and ideas and link these in ways that suit the activity of the game. Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking Uses skills with coordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games. Compares and comments on skills to support the creation of new games.  | Vary skills, actions and ideas and link these in ways that suit the activity of the game. Shows confidence in using ball skills in various ways, and can link these together effectively. Uses skills with coordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Keeps possession of balls during games situations. Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and in combination.  |
| Athletics  |  | Can run at different speeds. Can jump from a standing position Performs a variety of throws with basic control.  | Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and coordination. preparation for shot put and javelin Can use equipment safely  | Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control.  | Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.  | Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.  |
| Outdoor adventurous activities |  |  |  |  |  |  |
| Swimming  | By end of Key Stage 2 children should be able to:Swims competently, confidently and proficiently over a distance of at least 25 metresUses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.Performs safe self-rescue in different water-based situations. |
| Evaluation  | Can comment on own and others performanceCan give comments on how to improve performance. Use appropriate vocabulary when giving feedback.  | Watches and describes performances accurately. 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.  | Watches and describes performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences.  |
| Healthy Lifestyles  | Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle.  | Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.  | Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.  |