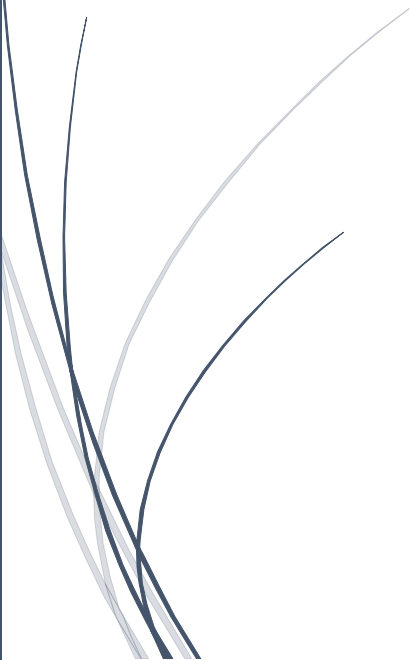




Marleigh Primary Academy

Physical Education Skills Progression



Development Matters – Non-statutory Curriculum Guidance for EYFS Fen Ditton Primary Academy Physical Education

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Birth to Three Years Old	Three and Four Years Old	Children in Reception
<ul style="list-style-type: none"> • Lift their head while lying on their front • Push their chest up with straight arms • Roll over: from front to back, then back to front • Enjoy moving when outdoors and inside • Sit without support • Begin to crawl in different ways and directions • Pull themselves upright and bouncing in preparation for walking • Reach out for objects as co-ordination develops • Pass things from one hand to the other • Let go of things and hand them to another person, or drop them • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • Clap and stamp to music • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them • Enjoy starting to kick, throw and catch balls • Build independently with a range of appropriate resources 	<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 • Increasingly be able to use and remember sequences and patterns of movements which 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 	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing • Progress towards a more fluent style of moving, with developing control and grace • 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, sport and swimming • 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 • 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 outside, alone and in a group • Develop overall body-strength, balance, co-ordination and agility

- Begin to walk independently – choosing appropriate props to support at first
- Walk, run, jump and climb – and start to use the stairs independently
- Spin, roll and independently use ropes and swings (for example, tyre swings)
- Sit on a push-along wheeled toy, use a scooter or ride a tricycle
- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress
- Start eating independently and learning how to use a knife and fork
- Develop manipulation and control
- Explore different materials and tools

- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks
- 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
- 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.

- 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 the foundations of a handwriting style which is fast, accurate and efficient
- Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes

EYFS Statutory Framework

Early Learning Goal: Physical Development

Children at the expected level of development will:

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.

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.

Knowledge Category	Milestone 1 Years 1 and 2	Milestone 2 Years 3 and 4	Milestone 3 Years 5 and 6
Movement: Games	<ul style="list-style-type: none"> • Perform locomotion skills (running, jumping, hopping, skipping, etc.) using a mature pattern. • Throw underarm in a mature pattern. • Develop an overarm throw. • Catch a large ball without cradling or trapping it against the body. • Dribble a ball with hands or feet, while moving slowly in their own space. • Kick a stationary ball from a short run-up. 	<ul style="list-style-type: none"> • Use a variety of locomotor skills in combination with object-control skills, e.g. jogging while dribbling a ball. • Be able to transition fluently from one type of locomotion skill to another. • Throw underarm to a partner or towards a target accurately. • Throw overarm for distance with increasing accuracy. • Catch a small ball thrown from a partner. 	<ul style="list-style-type: none"> • Demonstrate a mature pattern in a variety of locomotion skills during small-sided games and activities. • Use a variety of locomotion and object-control skills to score in small-sided games. • Throw in a variety of ways, and accurately towards a number of different targets, including moving targets. • Catch a ball in a variety of positions (high, low, near to the body) and with different degrees of force.

	<ul style="list-style-type: none"> • Strike a ball off a tee with a bat. • Strike a ball with a short-handed bat. • Send an object towards a target. • Chase and retrieve a moving ball. • Jump and land safely. • Change direction. • Use the ready position. 	<ul style="list-style-type: none"> • Catch a large ball thrown from a partner, while on the move. • Dribble a ball with hands or feet, while changing speed and direction. • Send and receive a ball to and from a partner in a variety of ways, kicking, throwing, striking with a variety of implements (including long-handled implements, e.g. hockey sticks) while stationary initially. • Use a balanced stance to send or receive a ball. • Be able to change direction quickly. 	<ul style="list-style-type: none"> • Pass and receive a ball with the feet, hands or implement while on the move. • Maintain a rally with a partner. • Change levels and pathways quickly and fluently. • Move an opponent around by throwing into space. • Pass and move quickly into space. • Dribble a ball with hands or feet, while changing speed and direction, fluently and efficiently.
<p>Tactics and Strategy: Games</p>	<ul style="list-style-type: none"> • Make simple decisions, e.g. which target to aim for. • Use the terms 'opponent' and 'teammate'. • Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what, e.g. how much force to use when aiming at a target. • Decide when and where to pass. • Keep possession by passing and receiving a ball. • Recognise space on a court or pitch. • Use a base position. • Decide which base to pass to depending on position of opponent. 	<ul style="list-style-type: none"> • Recognise how to use space to make it easy for a teammate, e.g. passing towards them, or difficult for an opponent, e.g. passing away from them. • Evade an opponent. • Make more complex decisions, e.g. which pass to use when under pressure, which teammate to pass to. • Maintain possession by supporting the ball carrier. • See pitch and court spaces, long and short. • Cover the court as a team. • Determine when to run on or stop at a base. 	<ul style="list-style-type: none"> • Defend a space or a player. • Employ feinting. • Work within the strategy of the team. • Support the ball carrier while moving towards a forward target. • Move into space, making decisions on when and where to move. • Use a quick outlet pass when appropriate. • Make 'power versus accuracy' decisions. • Use a variety of shots for short and long delivery. • Shift to cover space. • Decide when and if bases need to be covered. • Communicate effectively during a game. • Adjust backswing, step and approach relative to requirements of the shot.

<p>Movement: Gymnastics</p>	<ul style="list-style-type: none"> • Copy and remember actions. • Travel in a variety of ways (walking, running, hopping). • Balance on a variety of large and small body parts (back, tummy, hands and feet). • Perform a variety of rolls to include egg roll, log roll, rock to stand and forward roll. • Link movements together into a short sequence using floor and apparatus. • Remember, repeat and be able to refine movements in a sequence. • Climb safely on equipment. • Jump in a variety of ways (straight jump, tuck and star jump) and land with increasing control and balance. • Take some weight on hands, e.g. in a bunny hop. • Set up apparatus safely. • Vault on to a bench. 	<ul style="list-style-type: none"> • Travel in a variety of ways (skipping, galloping). • Balance on a variety of large and small body parts (front, back and side support, shoulder stand). • Move in a clear, fluent and expressive manner. • Work alongside, away from and towards a partner. • Perform a variety of rolls (teddy bear roll, backward roll to straddle and forward roll, dish and arch rolls). • Take weight on hands (progressions towards a cartwheel). • Use the five basic jumps and vary them using turns and shape. • Perform simple partner balances (simple contact, no weight bearing), matching, mirroring and contrasting. • Vault on to a small box placed long ways. 	<ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements (jumps, rolls, balance, travelling and weight on hands) linked fluently and performed with expression. • Create a sequence with a partner/small group to include simple partner balances. • Practise and refine the gymnastic techniques used in performances. • Participate in a variety of gymnastic disciplines to include sports acrobatics, artistic gymnastics and rhythmic gymnastics. • Vault on to or over a box placed sideways.
<p>Tactics and Strategy: Gymnastics</p>	<ul style="list-style-type: none"> • Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what to add interest to a sequence, e.g. perform a tucked roll at a low level and a star jump at a high level. • Make decisions on which actions are best performed on apparatus. • Make decisions on the choice of actions to be performed ensuring smooth links. 	<ul style="list-style-type: none"> • Design sequences to demonstrate fluency, changes in dynamics, shape and level, both individually and with a partner. • Link a variety of movements into a sequence of ten moves to include floor and apparatus, starting and finishing positions and simple partner balances. • Choose skills which both partners can perform well. • Choose when and how to use techniques like unison and canon to add interest to the sequence. • Use the apparatus to support more complex movements, e.g. handstand against a movement table. 	<ul style="list-style-type: none"> • Choose contrasting actions, levels, speeds, effort, canon and unison, symmetry and asymmetry to add interest to a sequence. • Enter and exit actions in a variety of ways, e.g. arabesque into a forward roll. • Evaluate the quality of a gymnastics sequence. • Make choices on actions to be performed based on the ability of the whole group. • Choose group balances which can be exited and entered fluently.
<p>Movement: Dance</p>	<ul style="list-style-type: none"> • Perform a range of actions with control and coordination. 	<ul style="list-style-type: none"> • Choreograph a sequence of between four and six movements, which can be recalled and repeated. 	<ul style="list-style-type: none"> • Choreograph a short dance based upon a specific theme or idea. • Create a dance with a clear beginning, middle and end.

	<ul style="list-style-type: none"> Respond with different ways of moving to a variety of stimuli, e.g. music, song or a book. Link actions to perform short dances. Repeat and remember simple movement patterns. Demonstrate stillness in a range of shapes. Explore actions that express ideas for a dance. Use a prop such as a scarf to experiment with moving. 	<ul style="list-style-type: none"> Use real-life situations or stimuli, e.g. a poem or a picture, as a basis to create imaginative movements. Participate in a group dance and talk about individual and group contributions. Identify and describe shapes and pathways within a dance. Identify and describe dance styles from different eras. View and describe dances from other cultures and know where they come from. Demonstrate a simple dance from a different culture. Describe what they like or dislike about a dance. 	<ul style="list-style-type: none"> Choose appropriate music to accompany the dance. Experiment with alternative and imaginative ways of moving, by asking 'How about?' questions. Identify and discuss how dynamics are used within a dance. Compare and contrast dances from different eras and cultures. Understand and value that dance from different cultures and eras is created in different ways and can serve different functions in a community. Perform a dance from a different culture, demonstrating key features. Describe and evaluate the production of dances, taking into account costume, lighting, set and sound. Describe, using a range of vocabulary, how watching or performing a dance makes them think and feel.
<p>Tactics and Strategy: Dance</p>	<ul style="list-style-type: none"> Apply movement adaptations to their movement techniques, e.g. an unhappy walk. Express emotions through facial expressions, gestures and posture. Describe their choices of movement. Choose which actions to change with the movement adaptations of space, dynamics and relationships. 	<ul style="list-style-type: none"> Perform expressively by varying the movements in a sequence, using dynamics, space and relationships. Express emotions with realistic actions, e.g. stamp when angry, skip when happy. Explain how a movement can represent an idea. Create movements and phrases that convey a definite idea or sequence of events. Structure a dance to tell a story. Use action reaction techniques. Use compositional devices of canon and unison. Choose the order of the dance for maximum spectator impact 	<ul style="list-style-type: none"> Use compositional devices such as counterpoint and complement. Perform expressively to illustrate a theme. Perform with focus towards an audience. Choose contrasting dances to maintain audience interest. Make decisions on how and when to include compositional devices for maximum impact.
<p>Movement: Athletics</p>		<ul style="list-style-type: none"> Accelerate and decelerate quickly, demonstrating control and stability. Sprint over short distances. Run over a longer distance, demonstrating endurance. 	<ul style="list-style-type: none"> Accelerate from a variety of static positions. Sustain jogging or running at a consistent pace for a few minutes. Pass a relay baton at speed, using correct technique. Sprint over small obstacles, maintaining a consistent stride pattern.

		<ul style="list-style-type: none"> • Run with good rhythm and coordination over small obstacles. • Use a range of throwing techniques (pull, push and sling). • Throw for distance within a marked zone. • Jump for height and distance, showing control in landings. • Perform jump combinations with rhythm and control. • Compete against self, aiming to improve personal best performances. 	<ul style="list-style-type: none"> • Throw for distance, using the different types of throws, and refine performance by analysing technique and body shape. • Perform triple jump sequences (hop, step, jump) with balance and control. • Jump for distance from one foot to two feet and begin to use a short run-up. • Perform a scissor jump from a short run-up. • Compete against self, keeping track of personal best performances, setting targets for improvement.
Tactics and Strategy: Athletics		<ul style="list-style-type: none"> • Choose a sequence to combine jumps efficiently • Make decisions about the best take-off leg • Vary the pace to sustain running over a period of time. • Make decisions on how to increase the height and distance of a throw 	<ul style="list-style-type: none"> • Adjust pace to ensure the whole team can sustain the timed run. • Adapt length of run-up to improve the performance of the jump. • Change the height of release to maximise the distance thrown.
Movement: Outdoor Adventurous Activities		<ul style="list-style-type: none"> • Use maps and diagrams to orientate themselves and travel around a simple course. • Complete a star orienteering activity. • Find solutions to problems and challenges. • Show resilience when plans do not work and initiative to try new ways of working. • Take part in activities in the natural world. • Work confidently in familiar and changing environments. • Arrive properly equipped for outdoor and adventurous activity. 	<ul style="list-style-type: none"> • Plan and organise a simple orienteering trail using a variety of map reading, compass skills and coordinates. • Participate in a range of problem-solving and adventure games, introducing additional variations such as non-verbal communication, no physical contact, etc. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be. • Select appropriate equipment for outdoor and adventurous activities.
Tactics and Strategy: Outdoor Adventurous Activities		<ul style="list-style-type: none"> • Choose the best pace for running between checkpoints. • Choose the best methods of communicating with a partner • Work out a strategy as a team 	<ul style="list-style-type: none"> • Use a range of devices in order to orientate themselves. • Quickly assess changing conditions and adapt plans to ensure safety comes first. • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.

			<ul style="list-style-type: none"> • Make decisions on pacing to ensure fastest completion of the course.
Movement: Swimming	<ul style="list-style-type: none"> • Enter and exit a pool safely using a jump. • Move around a pool, walking, hopping, etc. • Touch the bottom of the pool with different body parts. • Push and glide from the side holding a float with face in the water, showing an understanding of streamlining. • Float in different shapes. • Begin to use correct front and back crawl techniques, with or without buoyancy aids. 	<ul style="list-style-type: none"> • Jump into the water and submerge. • Pick up an object from the bottom of the pool. • Swim using front/back crawl and breaststroke techniques. • Tread water. • Rotate from back to front and front to back and regain an upright position. • Coordinate breathing as appropriate for the stroke being used. • Swim at least 25 metres unaided. • Swim through a hoop held vertically under water. • Change body shape while floating. 	<ul style="list-style-type: none"> • Enter the water using the straddle technique for shallow water. • Move efficiently through the water using alternating and simultaneous strokes on front and back, such as front crawl, back crawl and breaststroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. • Turn efficiently at the end of a length. • Swim longer distances and for increasing amounts of time. • Use swimming skills and strokes for different purposes such as water polo and synchronised swimming. • Develop personal survival and self-rescue skills including the HELP (Heat Escape Lessening Posture) position, attracting attention, sculling and swimming in clothes, safe entries and exits. • Learn and explain the Water Safety Code.
Tactics and Strategy: Swimming	<ul style="list-style-type: none"> • Change body shape to increase speed through the water. • Choose the most appropriate way of entering and exiting the pool. 	<ul style="list-style-type: none"> • Choose the best shapes for floating • Demonstrate an understanding of streamlining 	<ul style="list-style-type: none"> • Demonstrate an understanding of how to stay safe around water. • Transition effectively from one figure to another. • Make decisions on the figures to be used based on the ability level of the whole group.
Personal and Social Knowledge: All disciplines	<ul style="list-style-type: none"> • Recognise that their behaviour can affect other people and take responsibility for this. • Recognise that people's bodies and feelings can be hurt. • Recognise what is fair and unfair, kind and unkind, right and wrong. • Follow directions in group settings, following rules, taking turns. • Accept feedback from the teacher. • Use equipment and space appropriately. • Share equipment and space with others. • Follow class protocols with minimal reminders. 	<ul style="list-style-type: none"> • Recognise and respond appropriately to a wide range of feelings in others. • Encourage teammates when they are not successful or make a wrong decision. • Congratulate an opponent on a good shot. • Follow the etiquette of games, e.g. be quiet when another is taking a shot in golf. • Make decisions on the order of play. • Work cooperatively with a team. • Work competitively against an opponent. • Demonstrate cooperation and empathy while solving conflicts without teacher intervention. • Demonstrate good sportsmanship. 	<ul style="list-style-type: none"> • Praise the performance of others, whether better or worse than their own. • Work with others regardless of their ability. • Uphold the spirit of fair play and respect in all competitive situations. • Give constructive feedback to peers respectfully. • Act responsibly and fairly during the game. • Sort out disputes and conflict through negotiation and appropriate compromise independently of the teacher. • Respect and, if necessary, constructively challenge the points of view of others. • Follow the rules of the game independently of the teacher.

	<ul style="list-style-type: none"> • Listen to others and play cooperatively. • Identify and respect the differences and similarities between people. • Recognise when people are being unkind to them or others, how to respond, who to tell and what to say. 	<ul style="list-style-type: none"> • Listen respectfully to feedback from peers. • Listen and respond respectfully to a wide range of people: peers, teachers and coaches. • Feel confident to tell others their ideas and raise their own concerns. • Recognise and care about other people's feelings and try to take into account the views of others. 	<ul style="list-style-type: none"> • Win and lose with dignity. • Follow safety considerations in activities. • Recognise the nature and consequences of discrimination, teasing, bullying and aggressive behaviour.
<p>Leadership Knowledge: All disciplines</p>	<ul style="list-style-type: none"> • Remember to bring their kit. • Make appropriate equipment choices. • Listen to others. • Try hard. • Follow the teacher's instructions. • Look after and use equipment properly. • Help a partner improve. 	<ul style="list-style-type: none"> • Plan and deliver a warm-up. • Give clear instructions. • Make sure the area is safe. • Explain rules. • Keep score. • Time games. • Include everyone. • Encourage others to join in. • Contribute to team talks about strategies and tactics. • Set up equipment. • Give feedback to others on what they did well and how to improve. 	<ul style="list-style-type: none"> • Plan and deliver a session or a tournament. • Make posters to advertise activities. • Adapt activities to suit everyone. • Check activities are safe. • Make sure rules are followed. • Make consistent and fair judgements. • Make sure everyone is involved and having fun. • Find out which new activities others might like to try and research them. • Make sure everyone plays fairly. • Accept officials' decisions. • Resolve conflicts, listening carefully to all opinions. • Be punctual. • Ensure appropriate equipment is available and easily accessible. • Act as a coach to support others, identifying strengths and areas to work on.
<p>Healthy Lifestyle Knowledge: All disciplines</p>	<ul style="list-style-type: none"> • Be able to talk about the benefits of being active. • Engage actively in PE lessons. • Recognise that changes occur in their body when they move fast: their heart beats faster, they breathe faster and they feel slightly warmer. • Recognise the importance of a warm-up. • Differentiate between healthy and unhealthy foods. • Recognise that physical activity is important for good health. 	<ul style="list-style-type: none"> • Keep a diary of participation in physical activities outside PE lessons, e.g. before and after school, at home, at the park, with friends, with family. • Describe how being physically active contributes to a healthy body. • Engage actively in PE lessons without teacher prompting. • Recognise the importance of a warm-up and cool-down. • Recognise that different types of fitness are needed for different physical activities. 	<ul style="list-style-type: none"> • Analyse opportunities for participating in physical activity outside physical education lessons. • Participate in self-selected physical activity outside of physical education lessons. • Make choices about the amount and type of physical activity undertaken. • Make choices about diet in relation to physical activity levels. • Understand the importance of positive self-talk. • Follow the Chief Medical Officer's guidelines for the amount of physical activity (at least 60 minutes per day).

	<ul style="list-style-type: none">• Understand that some physical activities are challenging and difficult.• Describe physical activities that they enjoy.• Describe the enjoyment of playing with friends.• Describe positive feelings that result from participating in physical activities.• Recognise that working hard to achieve something can make them feel happy.• Describe how physical activity makes them feel good.	<ul style="list-style-type: none">• Identify foods that are appropriate to eat before and after physical activity.• Compare physical activities that bring confidence and challenge.• Discuss the challenges involved in learning a new physical activity.• Describe the positive social interactions that come from working with others during physical activity.• Describe how demanding physical activity has an impact on the body, both physically and mentally.• Recognise the importance of correct nutrition to replace the energy lost during physical activity.• Recognise how identifying strengths while playing a game, and being proud of achievements, makes you feel good.	<ul style="list-style-type: none">• Engage actively in all PE lessons, including those that may not be their particular preference.• Identify the need for a warm-up and cool-down and that the format of this may change depending on the activity.• Identify individual areas of fitness to improve and devise a fitness plan.• Discuss the importance of hydration and the best choices depending on the physical activities chosen.
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