

Winslow CE School – Physical Education Progression in Skills and Knowledge

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

ELG: 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

	Gymnastics	Dance	Games	Athletics
Rainbows Preschool	<p>I can balance on one foot or in a squat momentarily, shifting body weight to improve stability.</p> <p>I can walk down steps, using alternate feet, or slopes whilst carrying a small object, maintaining balance & stability</p>	<p>I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>I can use large muscle movements to wave flags & streamers.</p>	<p>I can grasp and release with two hands to throw and catch a large ball, beanbag or object.</p> <p>I can run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p>I can develop my movement, balancing, riding (scooters, trikes & bikes).</p>	<p>I know how to skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>I know how to climb up stairs, steps and move across equipment using alternate feet.</p> <p>I know how to crawl, walk and run across a plank.</p>
EYFS Reception	<p>I can develop overall body-strength, balance, co- ordination and agility.</p> <p>I can use their core muscle strength to achieve a good posture.</p> <p>I can combine different movements with ease and fluency.</p>	<p>I can revise and refine the fundamental movement skills I have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping; climbing.</p> <p>I am beginning to use a more fluent style of moving, with developing control.</p>	<p>I am beginning to develop a more fluent and controlled style of moving.</p> <p>I can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>I am beginning to develop a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	<p>I can roll, crawl, walk, jump, run, hop, skip and climb with growing control and confidence and with a more fluent style of moving.</p> <p>I can combine different movements with ease and fluency.</p>

KS1 National Curriculum:

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.

KS2 National Curriculum

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, rounders 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.

	Gymnastics	Dance	Games	Athletics
Year 1	<p>I can use control and coordination when copying basic movements.</p> <p>I can create a variety of shapes with my body.</p> <p>I can use different levels in my performances.</p> <p>I can perform a variety of rolls, travels and balances with basic control.</p> <p>I can perform a variety of jumps with some control.</p> <p>I can use equipment safely.</p> <p>I can link 2-3 movements together to make a sequence.</p>	<p>I can copy basic movements and patterns with basic control.</p> <p>I can remember simple movements and steps.</p> <p>I can link movement to sound.</p> <p>I can respond to a stimulus.</p> <p>I can move safely in space.</p>	<p>I can throw and catch with both hands.</p> <p>I can throw and kick in different ways with some accuracy.</p> <p>I can receive a ball with basic control.</p> <p>I can begin to develop hand-eye coordination.</p> <p>I can hit a ball with a bat</p> <p>I can participate in simple games.</p>	<p>I can move and stop safely.</p> <p>I can run at different speeds.</p> <p>I can jump from a standing position.</p> <p>I can perform a variety of throws with basic control.</p>
Year 2	<p>I can plan and perform a sequence of movements.</p> <p>I can improve my sequence based on feedback.</p> <p>I can think of more than one way to create a sequence that follows 'rules'.</p> <p>I can work on my own and with a partner.</p> <p>I can explore and create different pathways and patterns.</p> <p>I can use equipment in a variety of ways to create a sequence.</p>	<p>I can copy basic movements and patterns with clear control.</p> <p>I can respond to a stimulus imaginatively.</p> <p>I can use space well and move around clearly.</p> <p>I can describe a short dance using appropriate vocabulary.</p> <p>I can change direction in a sequence.</p> <p>I can vary my body shape.</p> <p>I can use different levels and speed in my sequences.</p>	<p>I can use hitting, kicking and rolling in a game.</p> <p>I can send the ball to a team mate in a range of ways.</p> <p>I can combine a variety of skills in a game.</p> <p>I can create my own game with my peers.</p> <p>I can understand the importance of rules and be able to follow them.</p> <p>I can decide the best place to be during a game.</p> <p>I can begin to understand attacking and defending tactics.</p>	<p>I can change speed and direction whilst running.</p> <p>I can jump from standing with accuracy.</p> <p>I can perform a variety of throws with clear control.</p> <p>I can use equipment safely</p>

	Gymnastics	Dance	Games	Athletics
Year 3	<p>I can compose my own and other people's ideas to create a sequence.</p> <p>I can copy, explore and remember multiple movements and use them to create a sequence.</p> <p>I can describe my own work using simple vocabulary.</p> <p>I can notice similarities and differences between sequences.</p> <p>I can use turns while traveling in a variety of ways.</p> <p>I can show flexibility in my movements.</p> <p>I can develop technique when travelling, balancing and using equipment.</p> <p>I can adapt a sequence to suit a variety of apparatus.</p>	<p>I can create and share a simple dance independently and with a partner.</p> <p>I can turn ideas into movements from a stimulus compare and adapt my movements to create longer sequences.</p> <p>I can use simple vocabulary to compare and improve my work.</p>	<p>I can throw and catch with control and whilst moving.</p> <p>I can use space to support teammates.</p> <p>I know and use rules fairly.</p> <p>I understand tactics and composition.</p> <p>I can use skills, actions and ideas and link these to a game situation.</p> <p>I can communicate with others during a game.</p> <p>I can work well in a team.</p> <p>I can use my skills with coordination and control.</p> <p>I can develop my own rules for new games.</p> <p>I can begin to compete in a controlled manner with support.</p> <p>I can select equipment and resources independently.</p>	<p>I can run at sensible speeds depending on the distance.</p> <p>I can perform a running jump with some accuracy.</p> <p>I can perform a variety of throws using a selection of equipment.</p> <p>I can use equipment safely and with good control.</p>
Year 4	<p>I can link skills with control, technique, coordination and fluency.</p> <p>I can understand composition by performing complex sequences.</p> <p>I can begin to use gym vocabulary to describe how to improve and refine performances.</p> <p>I can develop my strength, technique and flexibility in performances.</p> <p>I can create sequences using various body shapes and equipment.</p> <p>I can combine equipment and movements in my performances.</p>	<p>I can create and share longer dances independently and with a large group. I can improvise with my partner or on my own confidently.</p> <p>I can demonstrate precision and control in response to a stimulus.</p> <p>I can vary dynamics and develop actions and motifs.</p> <p>I can demonstrate rhythm and spatial awareness.</p> <p>I can modify performances based on feedback or self-evaluation.</p> <p>I can use simple vocabulary to compare and improve my work.</p>	<p>I can throw and catch with one hand.</p> <p>I can hit a ball with clear control.</p> <p>I can vary my skills, tactics and actions and link these to a game situation.</p> <p>I can show confidence when using ball skills in various ways and can link them together.</p> <p>I can use skills with coordination, control and fluency.</p> <p>I can take part in competitive games with a strong understanding of tactics and composition.</p> <p>I can work well on my own and in a group to develop games using knowledge and skills.</p> <p>I can make suggestions about what equipment and resources can be used to differentiate a game.</p> <p>I can apply basic attacking and defending.</p> <p>I can use running, jumping, throwing and catching in isolation and combination.</p>	<p>I can run smoothly at different speeds walking, jogging and running and choose different styles of running of different distances and identify a running technique which works for them.</p> <p>I can use pace and sustain their effort over longer distances.</p> <p>I can carry out stretching and warm-up safely with guidance, set realistic targets of times to achieve over a short and longer distance.</p> <p>I can pass a baton using the correct change over technique and how to hold it when running as well as when and how to hand it over.</p>

<p>Year 5</p>	<p>I can select and combine skills, techniques and ideas. I can apply combined skills accurately, consistently showing precision, control and fluency. I can use strategy, tactics and composition when performing and evaluating. I can analyse and comment on skills and techniques on my own and others' work. I can use more complex gym vocabulary to describe how to improve and refine performances. I can develop strength, technique and flexibility throughout performances. I can understand composition by performing more complex sequences.</p>	<p>I can exaggerate dance movements using expression. I can use strong movements throughout a sequence. I can combine flexibility, technique and movements to create a fluent sequence. I can move in relation to a stimulus and its style. I can show different paces and timing in movements use the space provided to its full potential. I can improvise with confidence while demonstrating fluency. I can modify parts of a sequence as a result of self and peer evaluation. I can use complex dance vocabulary to compare and improve work.</p>	<p>I can choose appropriate tactics for attacking and defending. I can understand the need for tactics and can identify when to use them in different situations. I can use running, jumping, throwing and catching in isolation and combination. I can gain possession when working in a team. I can use dribbling to change the direction of play with some control under pressure. I can use a variety of throwing techniques with some control under increasing pressure. I can catch and intercept a ball using one and two hands with some success in game situations.</p>	<p>I can perform a range of warm-up exercises specific to running for short and longer distances. I can begin to build a variety of running techniques and use with confidence. I can look at peers performances and evaluate these. I can demonstrate all basic jumps showing power and control and consistency at both take-off and landing and confidently perform a jump with more than one component. I can set realistic targets for self, when jumping for distance using different techniques. I can throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action</p>
<p>Year 6</p>	<p>I can plan and perform with precision, control and fluency. I can show a wide range of actions including variations in speed, levels and direction. I can perform difficult actions, with an emphasis on extension, clear body shape and changes in direction. I can adapt sequences to include a partner or group. I can increase the length of my sequences using the floor, mats and apparatus. I can use more complex gym vocabulary to describe how to improve and refine performances develop strength, technique and flexibility throughout performances. I can experience flight on and off of high apparatus and perform increasingly complex sequences. I can combine own ideas with others to build sequences.</p>	<p>I can perform with confidence using a range of movement patterns. I can demonstrate a strong imagination when creating own dance sequences. I can dance with fluency linking all movements and ensuring they flow. I can choose my own music and style of dance to perform. I can work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.</p>	<p>I can keep possession during a game situation. I can take part in competitive games with a strong understanding of tactics and composition. I can confidently use skills with coordination, control and fluency to create my own game using knowledge and skills. I can modify competitive games. I can compare and comment on skills to support creation of new games. I can select what equipment and resources can be used to differentiate a game. I can explain rules and umpire games. I can lead others in a game situation. I can confidently change direction to successfully outwit an opponent and create scoring opportunities. I can work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>	<p>I can set realistic targets for self, of times to achieve over a short and longer distance and I can identify the main strengths of a performance of myself and others. I can identify parts of a jumping run up that need to be improved. I can explain how warming up affects performance and explain why athletics can help stamina and strength.</p>

