

Westgate CP School and Nursery Progression of Skills: PE



The document below has been designed to show how we will cover all of the relevant PE knowledge and skills across our school. The context in which these are taught is left to the discretion of teachers, where possible trying to match the content to their year group's topic.

EYFS - We have selected the Early Learning Goals that link most closely to the Physical Education National Curriculum	
Personal Development (Moving and Handling)	Personal Development (Health and Self Care)
<ul style="list-style-type: none">• Children show good control and co-ordination in large and small movements.• Children move confidently in a range of ways, safely negotiating space.• Children handle equipment and tools effectively, including pencils for writing.	<ul style="list-style-type: none">• Children know the importance for good health, of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.• Children manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

KS1 National Curriculum Expectations	KS2 National Curriculum Expectations
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• 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. music	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• 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

Swimming - all schools must provide swimming instruction either in KS1 or KS2
<p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none">• swim competently, confidently and proficiently over a distance of at least 25 metres• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]• perform safe self-rescue in different water-based situations

Yr	Dance and Gymnastics	Games	Athletics	OAA	General
R	<ul style="list-style-type: none"> Copy shape steps and actions Repeat actions and skills Link individual and whole-body movements together Work with some control and coordination Watch others work and choose actions Recognise and negotiate how to move in space 	<ul style="list-style-type: none"> Stop a ball with some control Thrown send a ball in the direction of another person Can often control a ball on my own Can move with a ball in space safely 			<ul style="list-style-type: none"> Talk about some ways to keep healthy Handle small apparatus safely Some awareness of how to keep myself safe
1	<ul style="list-style-type: none"> Copy and explore basic body patterns, actions and movements Copy and repeat sequences Show control when traveling and balancing Begin to make body curled, tense, stretched and relaxed Roll, curl, travel and balance in different ways Move to music Remember simple dance steps Link simple dance and gymnastics actions together Perform in an increasingly in a controlled and coordinated manner 	<ul style="list-style-type: none"> Throw underarm Hit a ball with a bat Stop a ball with basic control Throw with basic control Catch with both hands Kick with basic control Take part in passing and receiving activities with a partner 			<ul style="list-style-type: none"> Safely perform teacher led warm ups and cool downs Use space safely Use equipment safely Describe and discuss the work of others Talk short-term effects of exercise Demonstrate an awareness of how to keep myself safe

Yr	Dance and Gymnastics	Games	Athletics	OAA	General
2	<ul style="list-style-type: none"> Plan and perform a sequence of movements Link basic actions to form simple, fluent sequences Respond imaginatively to a number of stimuli Vary the dynamics, rhythm, level, speed and direction in my sequence Make my body curled, tense, stretched and relaxed Perform with control and coordination Begin to show a mood or feeling in my dance 	<ul style="list-style-type: none"> Stop a ball with control and accuracy Catch a ball with control and accuracy Strike a ball with control and accuracy Throw with control and accuracy Begin to pass and receive a ball when moving Use hitting, kicking and/or rolling in a game Begin to choose the best space to be in Follow rules 			<ul style="list-style-type: none"> Understand and explain the need for warm up and cool down Understand about being safe when exercising Handle large apparatus safely Understand the short-term effects of exercise Recognise what happens to my body during exercise Use simple vocabulary accurately Discuss and compare my own and others' work
3	<ul style="list-style-type: none"> Improvise freely and translate a variety of stimuli into movement Compare, develop and adapt movements to create longer dance and gymnastic sequences Copy, remember, explore and repeat a variety of basic actions/shapes with control /coordination Apply basic compositional skills e.g. roll, turn, jumps, leaps etc. Identify, describe and compare my own and others' work Suggest improvements 	<ul style="list-style-type: none"> Throw with control Catch with control Begin to pass with accuracy Begin to control, strike and catch a ball whilst moving Begin to keep possession Show an increasing awareness of space and how to use it Begin to choose simple tactics in a game Know and use rules fairly Begin to support team mates 	<ul style="list-style-type: none"> Run at fast medium and slow speeds Change speed and direction Begin to run at a speed appropriate to the distance being run Jump accurately from a standing position Take a running jump, considering how to land safely Begin to demonstrate a range of throwing actions using a variety of objects 	<ul style="list-style-type: none"> Follow a map in a familiar context Use clues to follow a route Follow a route safely Follow a route within a time limit 	<ul style="list-style-type: none"> Understand how to work safely, including handling apparatus Recognise changes in my own body during exercise Give simple reasons why PE is good for my health Can talk about the importance to warm up and cool down Begin to lead a partner through short warm up activities Use correct vocabulary to when discussing my work Describe what others do well

Yr	Dance and Gymnastics	Games	Athletics	OAA	General
4	<ul style="list-style-type: none"> • Improvise freely on my own and with a partner • Take the lead when working with a partner or group • Translate a variety of stimuli into movement • Compare, develop and adapt movement motifs to create longer dance and gymnastic sequences. • Use dance vocabulary to compare and improve my work • Copy, remember, explore and repeat a variety of basic gymnastics actions with control and coordination • Select and link gymnastics actions fluently into longer movement phrases • Apply basic compositional skills e.g. roll, turn, jump, leap, balance • Work in a controlled way • Identify, describe and compare my own and others' work • Make suggestions for improvements, explaining reasons 	<ul style="list-style-type: none"> • Catch with one hand • Catch and throw accurately • Control, strike and catch a ball whilst moving • Keep possession with some accuracy • Accurately pass to someone • Show awareness of space and how to use it • Choose and vary simple tactics in a game • Know and use rules fairly • Support team mates in a game situation 	<ul style="list-style-type: none"> • Run at fast medium and slow speeds • Change speed and direction • Run at a speed appropriate to the distance being run • Jump accurately from a standing position • Take a running jump, taking off and landing safely • Demonstrate a range of throwing actions using a variety of objects 		<ul style="list-style-type: none"> • Understand how to work safely, including handling apparatus • Recognise and describe changes in my own body during exercise • Give a range of reasons why PE is good for my health • Can talk about the importance to warm up and cool down • Begin to lead a partner through short warm up activities • Describe what others do well

Yr	Dance and Gymnastics	Games	Athletics	OAA	General
5	<ul style="list-style-type: none"> • Begin to demonstrate precision, control and fluency in response to stimuli • Vary dynamics and develop actions with a partner or as part of a small group • Demonstrate rhythm and spatial awareness • Copy, remember, explore and repeat increasingly complex gymnastics and dance actions with some control, coordination, quality and clarity • Select and link increasingly complex gymnastic and dance actions fluently into individual, pair and group sequences, apply a variety of compositional ideas • Begin to identify and act upon criteria to refine, improve and modify actions and sequences • Review and evaluate my performance and that of others 	<ul style="list-style-type: none"> • Control, catch, send and receive a ball accurately whilst moving and keeping to the rules • Begin to move with a ball in opposed situation • Attack and defend in a small sided game • Begin to combine accurate passing skills and techniques in a game • Take part in a conditioned game with an understanding of tactics and rules and use this to help improve performance • Begin to advise and help others in their techniques in a game 	<ul style="list-style-type: none"> • Improve different running technique at different speeds in a variety of athletic events • Demonstrate stamina when running longer distances • Demonstrate accuracy and technique in a range of throwing actions • Demonstrate accuracy and technique in a range of jumping actions • Identify and explain what makes a good athletic performance • Explain how to improve technique in a variety of events 		<ul style="list-style-type: none"> • Understand and use principles of exercise activities for warming up • Organise myself to warm up safely • Demonstrate specific aspects of warm up and cool down • Recognise how exercise is good for health • Give reasons why PE is good for my health • Describe the effects of exercise on the body • Begin to understand and explain long term effects of exercise • Understand how to work safely

6	<ul style="list-style-type: none"> • Demonstrate precision, control and fluency in response to stimuli • Vary dynamics and actions with a partner or as part of a small group • Continually demonstrate rhythm and spatial awareness • Copy, remember, explore and repeat complex gymnastics and dance actions with some control, coordination, quality and clarity • Select and link complex gymnastic and dance actions fluently into individual, pair and group sequences, apply a variety of compositional ideas • Identify and act upon criteria to refine, improve and modify gymnastics actions and sequences • Review, evaluate and modify my performance and that of others 	<ul style="list-style-type: none"> • Control, catch, send and receive a ball with an increased accuracy whilst moving, keeping to the rules • Move with a ball in opposed situation • Attack and defend consistently • Combine accurate passing skills and techniques in a game • Take part in a conditioned game with an understanding of tactics and rules and use this to help improve performance • Advise and help others in their techniques in a game 	<ul style="list-style-type: none"> • Demonstrate stamina • Improve and sustain different running technique at different speeds in a variety of athletic events • Demonstrate accuracy and technique in a wider range of throwing actions • Demonstrate accuracy and technique in a wider range of jumping actions • Identify and explain what makes a good athletic performance • Explain and trial how to improve technique in a variety of events • Improve different running technique at different speeds in a wider variety of athletic events 	<ul style="list-style-type: none"> • Follow a map in a familiar, more challenging context • Follow a map in an unknown location • Use clues and a compass to navigate a route • Change route to overcome a problem • Use new information to change my route • Can plan a route and a series of clues for someone else • Plan with others taking account of safety and danger 	<ul style="list-style-type: none"> • Understand and use principles of exercise activities for warming up • Organise myself to warm up safely • Understand and use principles of exercise activities for warming up • Recognise how exercise is good for health • Describe the effects of exercise on the body • Give reasons why PE is good for my health • Begin to understand and explain long term effects of exercise • Understand how to work safely
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