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| Early Years Foundation Stage |
| **3-4-year olds will be learning to:** | 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.Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. |
| **Reception children will be learning to:** | Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbingProgress 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.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.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. |
| **Fundamental movement skills** – run/running fast, travel on feet/feet and hands, underhand throw, underhand roll, catching, vertical jump and land, hop, static balance, balance on body parts and balance using equipment, side roll, rock and roll, pencil roll.**Gross motor** **skills/movements** – climbing, crawling, skipping, sliding, slithering, shuffling.**Spatial Awareness** – awareness of own space, negotiates space, finds a space, changes direction, stops. **Safety Awareness** – when moving themselves; when travelling on, under, over through equipment and apparatus; using small apparatus and equipment; carrying and moving equipment and apparatus; respond to safety instructions.**Apparatus** – control and balance when using equipment for climbing, jumping, scrambling, travelling, swinging; interacts with small equipment – drop, push, throw, roll, catch, kick.**Body strength** – with and without tools and equipment e.g. sky writing outdoors, carrying, pushing, pulling, digging. **Movement of body parts** - rotation of waist, shoulder, hip, knee; bending, flexing and rotation of elbow and wrist; making shapes with arms and hands, legs and feet; wriggling and stretching elbows, wrists, fingers, knees, ankles, feet, toes. **Use of Vocabulary linked to Movement** - names of body parts, directional movement – up down, backwards, forwards, sideways; speed – fast, faster, slow, slowly, slower. |
|  | **Developing Skills** | **Examples of Skills** | **Application of Skills (Attacking and Defending Strategies)** | **Application of Skills****(Linking Actions and Sequences of Movements)** | **Evaluating Success.** |
| **Year 1** | Games: Perform fundamental movement skills at a developing level in:* Travelling skills,
* Sending skills,
* Receiving skills.

Dance: Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance.Gymnastics:**Travelling – feet*** Jog, skip, gallop, hop, walk forwards, backwards.

**Travelling – hands and feet*** Frog,Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc.

**Shape** * Wide, thin, tuck, dish, arch.

**Rolling** * Rolling like a ball, pencil, egg rolls, teddy / circle roll, forward roll.

**Balance** * Front support, balance on 4 & 3 points, large body parts, tummy, back, bottom, shoulder.

**Jumping** * 2 feet to 2 feet, 2 to 1 and 1 to 2.
* 2 feet to 2 feet for height with shape
 | FMS: Throwing (under/over), Catching, Jumping, Running, Kicking a Ball, Rolling a Ball, Hopping, Skipping, Bouncing a Ball.Dance: Vary speed, strength, energy and tension of their movements. Gymnastics:**Handle small and large apparatus** Mats, benches, tables. | * Apply a simple tactic in a 1V1 or 2V2 net type game.
* Engage in simple competitive and cooperative activities.
 | * Create and link simple combinations of 2 or 3
* Create combinations of movements using travelling, turning, gesture and stillness.
* Choose appropriate movements for different dance ideas and repeat short dance phrases.
 | * Describe what they have done or seen others doing.
* Describe how a dance makes them feel.
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| **Year 2** | Games: Perform fundamental movement skills at a mature level and start to master some basic movements in:* Travelling skills,
* Sending skills,
* Receiving skills.

Dance: Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities. Gymnastics:**Travelling – feet*** As above

**Travelling – hands and feet*** As above

**Shape** * As above.

**Rolling** * As above but including dish roll.

**Balance** * As above

**Jumping** * As above
 | FMS: Throwing (under/over), Catching, Jumping, Running, Kicking a Ball, Rolling a Ball, Hopping, Skipping, Bouncing a Ball.Receiving an object: trapping and catching an object.Sending skills: striking an object (using bats). | * Apply simple tactics in a 3V1 game.
* Engage in simple competitive and cooperative activities.
 | * Create and link simple combinations of 3 or 4 actions.
* Create combinations of movements using travelling, turning, gesture and stillness.
* Link body actions and remember and repeat dance phrases.
 | * Describe what they have done or seen others doing.
* Describe how a dance makes them feel.
* Use simple dance vocabulary to describe movement. *i.e. describe what body actions they see.*
* Describe why they think particular actions have been chosen.
* Comment on a skill or combination of skills and say how it could be improved.
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| **Year 3** | * Master FMS and start to develop sport specific skills.
* Develop throwing and catching skills using different sports and activities.
* Perform using a number of sending and receiving skills with some accuracy.
* Travelling – change direction easily.
* Perform travelling, rolling, jumping and balancing skills.
* Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control.
* Plan routes around obstacles.
* Begin to work cooperatively with others to solve challenges.
 | Developing sport specific skills:* Chest pass, bounce pass, swing pass, catching.
* Dodging and swerving.
* Underarm bowl.
* Throwing overarm.
* Strike a ball with a bat.
* Travelling on hands and feet, balance on large and small body parts.
 | * Develop simple attacking skills in a 3V1 invasion game.
* Apply skills and tactics in a range of other games (net & wall, striking & fielding).
 | * Create and perform sequences of actions (4-6) smoothly in a range of activities such as gymnastics activities and dance.
* Share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance.
 | * Identify what they do best and what they find difficult.
* Make simple assessments of performance based on simple criteria given by the teacher.
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| Year 4 | * Master fundamental movement skills and continue to develop sport specific skills. Develop a broader range of skills using different sports and activities.
* Perform using a number of sending and receiving skills with consistency and accuracy. Travel with an object i.e running or dribbling a ball with/without equipment.
* Perform movements, shapes and balances that are matched and or mirrored.
* Perform dances clearly and fluently, show sensitivity to the dance idea and the accompaniment.
* Orientate a map consistently and accurately. Follow a simple start orienteering course on school grounds recording controls.
* Work cooperatively with others to solve challenges.
 | Continued developing sport specific skills:* Chest pass, bounce pass, swing pass, catching.
* Bouncing a ball/ running with a ball.
* Underarm bowl.
* Throwing overarm.
* Striking a ball with a bat.
* Matched or mirrored balances.
 | * Develop attacking skills in a 4V2 invasion game.
* Continue to apply skills and tactics in a range of other games (net & wall, striking & fielding).
 | * Create and perform sequences of actions (6) with control and precision in a range of activities such as gymnastics activities.
* Use simple motifs and movement patterns to structure dance phrases on their own and with a partner.
 | * Describe what is successful about their own performances.
* Identify aspects of their game that needs improving and sat how they could go about improving them.
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| **Year 5** | * Continue to develop sport specific skills applying them with coordination and control. Perform a number of skills i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control.
* Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space rhythm in their dances to express themselves in the style of dance.
* Perform symmetrical and asymmetrical actions and counter balance and counter tension with a partner.
* Follow a simple course using eight points of the compass and mark on a map the position of a ground.
* Work cooperatively with a partner and small group.
 | Continued developing sport specific skills:* Chest bounce, shoulder pass, catching, push pass, kicking, shooting.
* Bowl underarm/overarm.
* Strike a ball (rounders).
* Catch a small ball (rounders).
* Counter balance with a partner.
 | * Collaborate as a team and develop defending skills through modified versions of 5V3 or 5V4 invasion games.
* Apply a range of skills and tactics in a range of other games such as tennis/rounders.
 | * Create and perform longer sequences of actions (6-8) with a partner in a range of activities such as gymnastics activities.
* Compose motifs and plan dances creatively and collaboratively in groups.
 | * Recognise their own strengths and other strengths and explain why a performance is good using appropriate terminology when evaluating both their and others’ performances.
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| **Year 6** | * Continue to develop sport specific skills, applying them with control and precision.
* Perform a number of travelling skills i.e with and without equipment, sending and receiving skills with consistency.
* Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively.
* Follow a simple route on an OS map and keep it set and identify different features and successfully complete a timed orienteering course (competition).
* Accept responsibility when working in a team.
 | Continued developing sport specific skills:* Chest bounce, shoulder swing pass, dribbling with a ball, running with a ball.
* Bowl underarm/overarm.
* Strike a ball (rounders).
* Catch a small ball (rounders).
* Counter balance/tension with a group.
 | * Collaborate as a team and apply attacking and defending skills through modified versions of 4V4 and 5V5 invasion games.
* Apple a range of skills and tactics in a range of other games such as tennis/rounders.
 | * Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience in a range of activities (gymnastics/dance).
* Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure dances and dance.
 | * Identify aspects of their own and others’ performances that need improvement and suggest how to improve them i.e which aspects were performed consistently accurately, fluently and clearly.
* Watch performances and games and use criteria to make judgements and suggest improvements.
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Progression of Skills in PE