

Reception

Expectation by the end of:																							
Reception (Early Learning Goals):																							
AUTUMN																							
Early Years	Development Matters Statements	Progression of knowledge and skills	Key vocabulary																				
	<ul style="list-style-type: none"> To demonstrate fundamental movement skills. To show a preference for a dominant hand. To jump off an object and land appropriately using arms for balance. 	<ul style="list-style-type: none"> To revise and refine fundamental movements skills such as; rolling, crawling, walking, jumping, running, hopping, skipping, climbing. To use their core muscle strength to achieve a good posture when sitting at a table or on the floor. To develop their fine motor skills so that they can use a range of tools competently and safely. 	<table style="width: 100%; border: none;"> <tr><td>run</td><td>travel</td></tr> <tr><td>jump</td><td>balance</td></tr> <tr><td>space</td><td>body part</td></tr> <tr><td>climb</td><td>hop</td></tr> <tr><td>throw</td><td>catch</td></tr> <tr><td>bounce</td><td></td></tr> </table>	run	travel	jump	balance	space	body part	climb	hop	throw	catch	bounce									
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SPRING																							
Development Matters Statements	Progression of knowledge and skills	Linked texts Key vocabulary																					
<ul style="list-style-type: none"> To form recognisable letters independently. To experiment with different ways of moving and adapt movements to reduce risks. To have increasing control over objects when kicking, pushing, throwing and catching. 	<ul style="list-style-type: none"> To combine different movement skills with ease and fluency. To further develop and recognise a range of ball skills including throwing, catching, kicking, passing, batting and aiming. To confidently use a range of tools, demonstrating effective fine motor skills. 	<table style="width: 100%; border: none;"> <tr><td>throw</td><td>jump</td></tr> <tr><td>under</td><td>travel</td></tr> <tr><td>arm</td><td>over</td></tr> <tr><td>roll</td><td>catch</td></tr> <tr><td>jump</td><td>balance</td></tr> <tr><td>land</td><td>shape climb</td></tr> <tr><td>roll</td><td></td></tr> </table>		throw	jump	under	travel	arm	over	roll	catch	jump	balance	land	shape climb	roll							
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SUMMER																							
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<p>ELG</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> 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. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To develop overall body strength, balance and co-ordination and agility. To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. To develop the foundations of a handwriting style which is fast, accurate and effective. 	<table style="width: 100%; border: none;"> <tr><td>moving</td><td>travel</td></tr> <tr><td>travelling</td><td>balance</td></tr> <tr><td>land</td><td>small body part</td></tr> <tr><td>roll</td><td>large body part</td></tr> <tr><td>pencil</td><td>part</td></tr> <tr><td>roll</td><td>gymnast</td></tr> <tr><td>egg roll</td><td>underarm</td></tr> <tr><td>climb</td><td>control</td></tr> <tr><td>roll</td><td>jump</td></tr> <tr><td>run</td><td></td></tr> </table>		moving	travel	travelling	balance	land	small body part	roll	large body part	pencil	part	roll	gymnast	egg roll	underarm	climb	control	roll	jump	run	
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Key Stage 1

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

	Year 1	Year 2					
Games	Children will be able to perform fundamental skills at a developing level in: <ul style="list-style-type: none"> • Travelling skills – side gallop, running • Sending skills – underarm throw, rolling a ball, bouncing a ball, • Receiving Skills – catching a ball 	Children will be able to perform fundamental skills at a developing level in: <ul style="list-style-type: none"> • Travelling skills –Running, dodging, side gallop • Sending skills – underarm throw, overarm throw, Strike a ball • Receiving Skills – catching a ball 					
Vocabulary	tactic rhythm skill ready position	tactics possession attack defend	catching technique bouncing dodging	opponent dodge gallop target	underarm overarm catch bounce	control skills hop accuracy	kick roll run jump throw
Dance	<ul style="list-style-type: none"> • Perform fundamental skills at a developing level. • Perform basic body actions with control. • Show and tell using body actions to explore moods ideas and feelings. • Vary speed, strength energy and tension in their movements. • Show some sense of dynamic, expressive and rhythmic qualities in their own dance. 	<ul style="list-style-type: none"> • Perform fundamental skills at a developing level and start to master some basic movements. • Perform basic body actions with control and coordination. • Show and tell using body actions to explore moods ideas and feelings. • Vary speed, strength energy and tension in their movements. • Perform short dances, showing an understanding of expressive qualities. 					
Vocabulary	theme movement pattern shape	feeling space link	sequence rhythm beat				

Higher Walton CE Primary School – P.E Curriculum Progression

Gymnastics	<ul style="list-style-type: none"> • Perform fundamental skills at a developing level in travelling skills. • Perform body actions with some control and coordination. • Shape – Wide, thin • Travelling – feet – jog, skip, gallop, hop, walk forwards and backwards. • Travelling- hands and feet- frog, bunny, crab, bear, caterpillar, crocodile, monkey. • Balancing – Front support, balance on 4&3 points, large body parts (tummy, back, bottom, shoulder) • Jumping and landing- 2 feet to 2 feet for height. • Rolling – Rocking on back, pencil, egg rolls. • Use apparatus 	<ul style="list-style-type: none"> • Perform fundamental skills at a developing level and start to master some basic movements in travelling skills. • Perform body actions with some control and coordination. • Shape – Wide, thin, dish, arch, tuck • Travelling – feet – jog, skip, gallop, hop, walk forwards and backwards. • Travelling- hands and feet- frog, bunny, crab, bear, caterpillar, crocodile, and monkey. • Balancing – Front support, balance on 4&3 points, large body parts (tummy, back, bottom, shoulder) • Jumping and landing • Rolling – Rocking on back, pencil, egg, dish, teddy, forward. • Use apparatus 		
Vocabulary	balance jump roll	finish travel	egg roll pencil roll	teddy bear roll sequence
Athletics	Perform fundamental skills at a developing level in: <ul style="list-style-type: none"> • Running • Hopping • Rolling a ball • Underarm throw • jumping 	Perform fundamental skills at a developing level and start to master some basic movements in: <ul style="list-style-type: none"> • Running • Underarm throw overarm throw • Push throw • Jumping for distance 		
Vocabulary	rhythm roll accuracy	jump distance	posture skills	direction underarm technique

Key Stage 2

Children 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.

	Year 3	Year 4	Year 5	Year 6
Games	<ul style="list-style-type: none"> • Master most fundamental skills from KS1. • Start to develop sport specific skills. • Perform with some accuracy and extension. 	<ul style="list-style-type: none"> • Master most fundamental skills. • Start to develop sport specific skills. • Perform with consistency and accuracy. 	<ul style="list-style-type: none"> • Continue to develop sport specific skills. • Perform with consistency, accuracy, confidence and control. 	<ul style="list-style-type: none"> • Continue to develop sport specific skills. • Perform with consistency, accuracy, confidence and control and speed.
Vocabulary	send receive game	skill throw catch	tactics invasion attack	defend dodge space
Dance	<ul style="list-style-type: none"> • Perform freely, translating ideas from a stimulus into movement. • Use dynamic, rhythmic and expressive qualities clearly and with control. 	<ul style="list-style-type: none"> • Perform dances clearly and fluently • Show sensitively to dance ideas and the accompaniment. 	<ul style="list-style-type: none"> • Perform different types of dances clearly and fluently. • Adapt and refine the way they use weight, space and rhythm in dances. • Express themselves in the style of dance. 	<ul style="list-style-type: none"> • Perform dances fluently and with control. • Perform to an accompaniment expressively and sensitively.
Vocabulary	motif theme agility coordination	precision action movement	travelling perform beat	changes direction rhythm

Higher Walton CE Primary School – P.E Curriculum Progression

Gymnastics	<ul style="list-style-type: none"> • Master most fundamental skills from KS1. • Start to develop sport specific skills. • Perform with some accuracy and extension. <p>Travel – feet, hands and feet. Balance – small body parts Jump – 2 foot jump and land Rolling – basic rolls Use apparatus</p>	<ul style="list-style-type: none"> • Master fundamental skills. • Start to develop sport specific skills. • Perform with consistency, accuracy and some control. <p>Travel – feet, hands and feet. Balance – large body parts, dish and arch, one foot balance. Jump – different shapes when jumping, ¼ and ½ turn. Rolling – basic rolls Use apparatus</p>	<ul style="list-style-type: none"> • Continue to develop sport specific skills. • Perform with consistency, accuracy, confidence and control. <p>Travel – feet, hands and feet. Balance – partner balance, counter balance. Jump – different ways of jumping and landing with shape. Rolling – basic rolls Use apparatus</p>	<ul style="list-style-type: none"> • Continue to develop sport specific skills. • Perform with consistency, accuracy, confidence and control and speed. <p>Travel – feet, hands and feet. Balance – partner balance, counter balance. Jump – different ways of jumping and landing with shape. Rolling – basic rolls Use apparatus</p>
Vocabulary	travelling control points of the body	balance stillness accuracy	jumping landing sequence	actions rolls direction
Striking and Fielding	<ul style="list-style-type: none"> • Master most fundamental skills from KS1. • Start to develop sport specific skills. • Perform with some accuracy. • Bowl underarm • Strike a ball off a tee • Catch a ball • Field a ball and return it quickly. 	<ul style="list-style-type: none"> • Master fundamental skills • Start to develop sport specific skills. • Perform with consistency and accuracy • Bowl underarm • Perform a straight drive • Catch a ball • Field a ball and return it quickly. 	<ul style="list-style-type: none"> • Continue to develop sport specific skills. • Perform with consistency, accuracy, confidence and control. • Bowl underarm • Strike a ball off a tee • Strike a bowled ball • Field a ball and throw back overarm. 	<ul style="list-style-type: none"> • Continue to develop sport specific skills. • Perform with consistency, accuracy, confidence, control and speed. • Bowl overarm • Strike a bowled ball • Field a ball and throw back overarm
Vocabulary	underarm accuracy	communication striking	fielding tactics tee	drop feed focus stamina

Higher Walton CE Primary School – P.E Curriculum Progression

Net and Wall	<ul style="list-style-type: none"> • Master most fundamental skills from KS1. • Start to develop sport specific skills. • Perform with some accuracy • Show ready position • Underarm throw • Overarm throw • Hold a racket • Strike a ball with a racket. 	<ul style="list-style-type: none"> • Master fundamental skills • Start to develop sport specific skills. • Perform with some consistency and accuracy • Show ready position • Underarm throw • Overarm throw • Hold a racket • Strike a ball with a racket. 	<ul style="list-style-type: none"> • Continue to develop sport specific skills. • Perform with consistency, accuracy, confidence and control. • Throw a ball • Hold a racket correctly • Forehand • Backhand • Volley 	<ul style="list-style-type: none"> • Continue to develop sport specific skills. • Perform with consistency, accuracy, confidence, control and speed • Throw a ball • Forehand • Backhand • Volley • Underhand serve 		
Vocabulary	throwing action catching	technique position striking	control stroke	grip tactics		
Target/Creative Games	<ul style="list-style-type: none"> • Master most fundamental skills from KS1. • Start to develop sport specific skills. • Perform with some accuracy • Dodging • Catching • Underhand throw • Rolling a ball • Overhand throw 	<ul style="list-style-type: none"> • Master fundamental skills • Start to develop sport specific skills. • Perform with some consistency and accuracy • Propelling a ball • Rolling a ball • Underarm throw 	<ul style="list-style-type: none"> • Continue to develop sport specific skills. • Perform with consistency, accuracy, confidence and control. • One handed throw • Catching • Dodging 	<ul style="list-style-type: none"> • Continue to develop sport specific skills. • Perform with consistency, accuracy, confidence, control and speed • Use a range of sending and receiving skills. 		
Vocabulary	throw pass throw	bounce pass tactic defender passing	skills dodging techniques	space outwit invasion attacker	target accuracy tactics	score perform accuracy stamina

Higher Walton CE Primary School – P.E Curriculum Progression

Outdoor and Adventurous Activities	<ul style="list-style-type: none"> • Master most fundamental skills from KS1. • Start to develop sport specific skills. • Perform with some accuracy • Orientate a map • Use a control card • Navigate a course safely 	<ul style="list-style-type: none"> • Master fundamental skills • Start to develop sport specific skills. • Perform with some consistency and accuracy • Travel and balance safely when carrying out challenges • Demonstrates teamwork skills during planning, doing and reviewing. 	<ul style="list-style-type: none"> • Continue to develop sport specific skills. • Perform with consistency, accuracy, confidence and control. • Know how to keep a map ‘set’ and ‘orientated’ when they move around a simple course. • Know the 8 points of a compass • Record information accurately at the control marker • Navigate to a control marker on a score event course. 	<ul style="list-style-type: none"> • Continue to develop sport specific skills. • Perform with consistency, accuracy, confidence, control and speed • Set a map using a compass • Practice and refine thumbing the set map • Set a direction of travel from the map, using a compass. • Follow instructions in order to complete an orienteering course.
Vocabulary	seek read	map features key	markers collaboration team work	direction speed record
Athletics	<ul style="list-style-type: none"> • Master Fundamental skills • Start to develop athletic specific skills • Perform with consistency and accuracy. <p>Throwing – push, pull and sling. Hop, step and jump Combination of jumping skills.</p>		<ul style="list-style-type: none"> • Continue to develop athletic specific skills • Perform them with consistency and accuracy, confidence, control and speed. <p>Throwing – push, pull, sling and heave. Jumping and landing in different ways Running for short and long distance Passing the baton in a relay.</p>	
Vocabulary	techniques run throw	pull combination jump	strength performance push	sustained relay sling throw
Swimming	<p>By the end of KS2 children should be able 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. 			
Vocabulary	float push	glide tread position stroke	sculling technique front crawl	breaststroke back stroke back stroke