



Early Years Foundation Stage and The National Curriculum

By the end of each Key Stage children are expected to:

EYFS	KS1	KS2
<p>Physical Development 30-50 months Moving and Handling Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball.</p> <p>40-60 months Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand.</p> <p>ELG - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>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.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Perform dances using simple movement patterns.</p> <p>Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.</p>	<p>Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending.</p> <p>Take part in gymnastics activities.</p> <p>Take part in athletics activities.</p> <p>Perform dances.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.</p>



Moredon Primary and Nursery School

Progression Skills Document – PE

Area of skill as identified in the curriculum	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games			<p>Rounders, Dodgeball</p> <ul style="list-style-type: none"> Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Use the terms 'opponent' and 'team-mate'. Strike a ball and field with control. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Use rolling, hitting, running, jumping, catching and kicking skills in combination. 	<p>Tag rugby, Curling</p> <ul style="list-style-type: none"> Work alone, or with teammates in order to gain points or possession. Develop tactics. Pass to teammates at appropriate times. Throw and catch with control and accuracy. Uphold the spirit of fair play and respect in all competitive situations. 	<p>Football, Tennis</p> <ul style="list-style-type: none"> Lead others when appropriate. Choose appropriate tactics to cause problems for the opposition. Use forehand and backhand when playing racket games. 	<p>Netball, Hockey</p> <ul style="list-style-type: none"> Field, defend and attack tactically by anticipating the direction of play Lead others when called upon and act as a good role model within a team. Choose the most appropriate tactics for a game.
Games vocabulary			<p>Rounders: backstop, base, batter, fielder, deep fielder, bowler, underarm throw, no-ball.</p> <p>Dodgeball: throw, catch, dodge, waist, five-second rule, space</p> <p>opponent, teammate, strike, possession, rules, play fairly.</p>	<p>Tag rugby: attacker, defender, backward pass, dodge, tag, try, intercept, non-contact, sprint, offside, byline, sidestep</p> <p>Curling: position, tactics, block, stone, heavy delivery, hit, lead, take-out, weight</p> <p>Throw, catch, control, awareness of space, support, opposition, accuracy, rules, possession, adapt tactics</p> <p>teamwork, tactics, teammates, control, accuracy, fair play, respect.</p>	<p>Football: striker, midfielder, defender, goalkeeper, foul, penalty, tackle, intercept, corner, goal, dribble, pass, instep, volley, kick-off</p> <p>Tennis: scoring, love, 15, 30, 40, deuce, advantage, game, forehand, backhand, serve, receive, volley, baseline, drop shot, rally, smash</p> <p>lead, tactics, opposition.</p>	<p>Netball: High-5, Goal Shoot, Goal Attack, Centre, Goal Defence, Goal Keeper, shoulder pass, bounce pass, chest pass, pivot, dodge, double-dodge, toss-up, throw-in, 1 foot landing, 2 foot landing, 1-on-1 marking, intercept</p> <p>Hockey: dribble, flick, shoot, obstruction, 16-yard hit, centre pass, clearing, cross, feint dodge</p> <p>field, defend, attack, leadership, role model, appropriate tactics.</p>



<p>Fundamental Skills</p>	<ul style="list-style-type: none"> • Hold a variety of balances. • Aim accurately at a target. • Throw and catch a ball with some degree of accuracy and control working alone or with a partner. • Able to comment on their own and others performance. • Co-operate with others • Respond to a teacher’s instructions 	<ul style="list-style-type: none"> • Hold a balance. • Jump in a variety of ways. • Change direction and vary speed. • Dodge partner when playing simple games. • Strike a ball. • Catch or receive a ball with some degree of accuracy working alone or with a partner. • Travel with a ball. • Throw or pass a ball. 				
<p>Fundamental Skills vocabulary</p>	<p>Space, looking up, stretch, muscle, partner, pairs, run, walk, balance, throw, catch, hit, ball, cone, net, bean bag, jump, hop, carry, follow, lead, copy, sports, games, rules, move, forwards, backwards, equipment, speed, direction, bounce, push, pull, roll.</p>	<p>Space, looking up, stretch, muscle, partner, pairs, run, walk, balance, throw, catch, hit, ball, cone, net, bean bag, jump, hop, carry, follow, lead, copy, sports, games, rules, move, forwards, backwards, equipment, speed, direction, bounce, push, pull, roll.</p>				



Moredon Primary and Nursery School

Progression Skills Document – PE

<p>Dance</p>	<ul style="list-style-type: none"> • Copy and remember moves and positions. • Choose movements to communicate a mood, feeling or idea. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. 	<ul style="list-style-type: none"> • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. 	<ul style="list-style-type: none"> • Perform expressively and hold a precise and strong body posture. 	<ul style="list-style-type: none"> • Express an idea in original and imaginative ways. 	<ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. 	<ul style="list-style-type: none"> • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands) • Perform and create complex sequences.
<p>Dance vocabulary</p>	<p>Move, copy, perform, create, rhythm, control, coordination, linking mood or feeling.</p>	<p>Move, copy, perform, create, rhythm, control, coordination, linking mood or feeling.</p>	<p>Changing speed and direction, share and create phrases, plan, repeat, remember and perform phrases, communicate.</p>	<p>Changing speed and direction, share and create phrases, plan, repeat, remember and perform phrases, communicate.</p>	<p>Compose, creative, perform, accompaniment, demonstrate clarity, fluency, accuracy and consistency. Style, interpret, precise and posture</p>	<p>Compose, creative, perform, accompaniment, demonstrate clarity, fluency, accuracy and consistency. Style, interpret, precise and posture</p>



Moredon Primary and Nursery School

Progression Skills Document – PE

<p>Gymnastics</p>	<ul style="list-style-type: none"> Copy and remember actions. Move with some control and awareness of space. Travel by rolling forwards, backwards and sideways. Hold a position whilst balancing on different points of the body. Stretch and curl to develop flexibility. Jump in a variety of ways and land with increasing control and balance. Plan, perform and repeat sequences. Refine movements into sequences. • Swing and hang from equipment safely (using hands). 	<ul style="list-style-type: none"> Link two or more actions to make a sequence. Show contrasts (such as small/tall, straight/curved and wide/narrow). Climb safely on equipment. Move in a clear, fluent and expressive manner. Show changes of direction, speed and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). 	<ul style="list-style-type: none"> Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> travelling balances bending, stretching and twisting gestures Hold shapes that are strong, fluent and expressive. Practise and refine the gymnastic techniques used in performances (listed above). Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). 	<ul style="list-style-type: none"> Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> swinging springing Include in a sequence set pieces, choosing the most appropriate linking elements. Vary speed, direction, level and body rotation during floor performances. Practise and refine the gymnastic techniques used in performances (listed above). Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). 	<ul style="list-style-type: none"> Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> inversions rotations linking skills. Practise and refine the gymnastic techniques used in performances (listed above). Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). 	<ul style="list-style-type: none"> Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> flight vaults Use equipment to vault and to swing (remaining upright). Practise and refine the gymnastic techniques used in performances (listed above). Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).
<p>Gymnastics vocabulary</p>	<p>Curl, tense, stretch, relax, control, travel, balance, copy, sequence, improve, plan, and perform, feedback, hold, and independent.</p>	<p>Curl, tense, stretch, relax, control, travel, balance, copy, sequence, improve, plan, and perform, feedback, hold, and independent.</p>	<p>Adapt sequences, apparatus, criteria, strength, suppleness, performance, compare and contrast sequences, stamina, improve.</p>	<p>Adapt sequences, apparatus, criteria, strength, suppleness, performance, compare and contrast sequences, stamina, improve.</p>	<p>Complex extended sequences, combine, perform, consistency, audience, link, vault, spring</p>	<p>Complex extended sequences, combine, perform, consistency, audience, link, vault, spring</p>



Moredon Primary and Nursery School

Progression Skills Document – PE

<p>Swimming</p>	<ul style="list-style-type: none"> • Use one basic stroke, breathing correctly. • Control leg movements. • Swim at the surface and below the water. 	<ul style="list-style-type: none"> • Swim unaided up to 25 metres. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. 	<ul style="list-style-type: none"> • Use breaststroke, front crawl and back stroke 	<ul style="list-style-type: none"> • Swim 25 metres unaided. • Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. 	<ul style="list-style-type: none"> • Swim between 25 and 50 metres unaided. • Swim fluently with controlled strokes. 	<ul style="list-style-type: none"> • Swim over 50 metres unaided. • Turn efficiently at the end of a length. • Perform safe self-rescue in different water-based situations
<p>Swimming vocabulary</p>	<p>Swim, breathe</p>	<p>Unaided, basic stroke, breathing, surface</p>	<p>Breast stroke, front crawl, back stroke</p>	<p>Breast stroke, front crawl, back stroke, coordinate breathing, fluent.</p>	<p>Coordinate breathing, fluent.</p>	<p>Coordinate breathing, turn at end of length, flip turn, fluent, self-safe-rescue, tread water</p>



Moredon Primary and Nursery School

Progression Skills Document – PE

<p>Athletics</p>	<ul style="list-style-type: none"> Run over a short distance up to 40 metres. Use a range of throwing techniques (such as under arm, over arm). Jump in a number of ways. 	<ul style="list-style-type: none"> Run over a longer distance, conserving energy in order to sustain performance. Sprint over a short distance up to 60 metres. Choose the most appropriate throwing technique (such as under arm, over arm). Jump in a number of ways, using a run up where appropriate. 	<ul style="list-style-type: none"> Combine sprinting with low hurdles over 40 metres. Sprint over a short distance up to 80 metres. Throw with accuracy to hit a target or cover a distance. Refine arm techniques when undertaking a standing jump. Compete with others and keep track of personal best performances, setting targets for improvement. 	<ul style="list-style-type: none"> Combine sprinting with low hurdles over 60 metres. Know how to adjust pace for running longer distances. Develop and refine throwing techniques in order to increase throwing distance. Show control in take-off and landings when undertaking a standing jump. Compete with others and keep track of personal best performances, setting targets for improvement. 	<ul style="list-style-type: none"> Combine sprinting with low hurdles over 80 metres. Choose the best pace for running over a variety of distances. Throw accurately and refine performance by analysing technique and body shape. Show control in take-off and landings when undertaking a running jump. Compete with others and keep track of personal best performances, setting targets for improvement. 	<ul style="list-style-type: none"> Refine arm and leg techniques to help improve sprinting times. Choose the best pace for running over a variety of distances. Apply throwing skills from Y1-5 to increase throwing distances. Apply jumping skills from Y1-5 to increase throwing distances. Compete with others and keep track of personal best performances, setting targets for improvement.
<p>Athletics vocabulary</p>	<p>Run, throw, under arm, over arm, jump.</p>	<p>Run, throw, under arm, over arm, jump, run-up.</p>	<p>Sprint, throwing, technique, distance, accuracy, standing jump, arm techniques, personal best.</p>	<p>Sprint, adjust pace, throwing, refine technique, distance, take-off control, standing jump, accuracy, personal best.</p>	<p>Sprint, adjust pace, throwing, refine and analyse technique, body shape, distance, take-off control, standing jump, accuracy, stamina, personal best, set targets.</p>	<p>Sprint, adjust and choose best pace, throwing, refine and analyse technique, body shape, distance, take-off control, standing jump, accuracy, stamina, personal best, set targets.</p>



Moredon Primary and Nursery School

Progression Skills Document – PE

<p>Outdoor and Adventurous Activities</p>			<ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. 	<ul style="list-style-type: none"> • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Select appropriate equipment for outdoor and adventurous activity. 	<ul style="list-style-type: none"> • Understand the need to show accomplishment in managing risks. • Remain aware of changing conditions and change plans if necessary. • Empathise with others and offer support without being asked. 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. • Use simple maps, compasses and digital devices to orientate themselves. 	<ul style="list-style-type: none"> • Show an ability to both lead and form part of a team. • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Remain positive even in the most challenging circumstances, rallying others if need be. • Quickly assess changing conditions and adapt plans to ensure safety comes first. • Use a range of devices in order to orientate themselves.
<p>Outdoor and Adventurous Activities vocabulary</p>			<p>Appropriate equipment, support, resilience, initiative, safely.</p>	<p>Support, resilience, teamwork, leadership, commitment, respect, appropriate equipment, safely.</p>	<p>Location, overcome problems, empathise, maps, safety, danger, leadership, risks, manage risks.</p>	<p>Location, compass, navigate, overcome problems, plan, route, safety, danger, leadership, risks, manage risks.</p>