



Southam Primary School Physical Education (PE) Progression overview EYFS – Year 6



Early Years Foundation Stage – Physical Development

MOVING AND HANDLING

30-50 months

• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • 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. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and use it with good control. • Can copy some letters, e.g. letters from their name.

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. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

EARLY LEARNING GOAL

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.

HEALTH AND SELF CARE

30-50 Months

Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

40-60 MONTHS

• Eats a healthy range of foodstuffs and understands need for variety in food. • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision.

EARLY LEARNING GOAL

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.



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Skill Focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Dance</u>	<p>I can use movement imaginatively, responding to stimuli, including music, and performing basic skills. Change the speed and direction of movements. Evaluate own performance.</p> <p>Spring 1 I can understand rhythm and beat. Create and perform dances using 3 simple movement patterns. Evaluate own and others performances.</p>	<p>I can use movement imaginatively, responding to stimuli, including music, and performing basic skills. Change the rhythm, speed, level and direction of movements. Evaluate own and others performances.</p> <p>Spring 1 I can understand rhythm and beat. Create and perform dances using 5 simple movement patterns. Evaluate own and others performances.</p>	<p>I can create and perform dances using a range of movement patterns, including those from different times, places and cultures. Change the speed and direction of movements in relation to the tempo of music and accompaniment. Work in pairs effectively sharing ideas to create and perform a dance including 6 steps.</p>	<p>I can create and perform dances using a range of movement patterns, including those from different times, places and cultures. Change the rhythm, speed, level and direction of movements in relation to the music and accompaniment. Expressing feelings and emotions through dance. Work with others effectively sharing ideas to create and perform a dance including 8 steps. Evaluate and compare own and others performances.</p>	<p>I can create and perform dances using a range of steps and movement patterns, including those from different times, places and cultures. Work with others effectively to mirror and match movements. Express and incorporate feelings and emotions through dance. Recognise when to change the rhythm, speed, level and direction of movements in relation to the tempo, mood and volume of the music. Evaluate and compare own and others performances to demonstrate how to improve.</p>	<p>I can create and perform dances using a range of steps and movement patterns, including those from different times, places and cultures. Develop the skill of cannon and groups working in staggered steps. Work with others effectively sharing ideas to create and perform a dance including 16 steps to a piece of music which conveys a chosen mood. Include changes of speed, level and direction of movements in relation to the tempo, mood and volume of the music. Evaluate and compare</p>



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						own and others performances
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Gymnastics</u>	<p>I can use my body to explore ways of making a range of different static shapes (straight/star/tuck). Explore different ways of moving (frog/bunny/spider/snake) and being able to adapt these movements to changing circumstances. Introduce a range of floor and low raised equipment. Evaluate own performance.</p> <p>Summer 1: Gymnastics: I can learn to balance on large bodyparts. (dish and arch) Learn shape movements as a jump - straight, tuck, star. Create and perform a sequence of 4 basic movements. Evaluate own performance.</p>	<p>I can use my body to explore ways of making a range of different shapes when static and moving. Explore different ways of moving and being able to adapt these movements to changing circumstances. Exploring different ways of using and balancing on different types of floor and raised equipment. Evaluate own and others performance.</p> <p>Summer 1: Gymnastics: I can develop jumps from year 1. Learn basic rolls (log roll, egg roll, teddy roll). Create and perform a sequence of 6 basic movements. Evaluate own and others performance.</p>	<p>I can develop flexibility through stretching. Balancing weight using hands and feet. Developing actions and techniques including, forward rolls, backwards rolls and a arabesque balance. Creating and performing a routine of 6 sequenced movements using straight, clear pathways. Able to effectively evaluate own and others' performances.</p>	<p>I can develop flexibility through stretching and preparing own warm up routines. Developing actions and techniques of hand stand and cartwheel in isolation. Creating and performing a sequenced routine of 8 movements using curved pathways. Evaluating and comparing own and others performances.</p>	<p>I can develop flexibility through stretching and preparing own warm up routines and routines for others. Developing a range of actions and techniques and combining them into a 5 part routine on low apparatus. Creating and performing a sequenced routine of 10 movements using curved pathways, synchronisation and symmetry. Evaluating and comparing own and others performances</p>	<p>I can develop flexibility through stretching and preparing own warm up routines and routines for others. Developing a range of actions and techniques incorporating apparatus and equipment and combining them into a 7 part routine. Use a springboard to mount a pparatus and perform elevated jumps. Evaluating and comparing own and others performances and demonstrating how to improve.</p>



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	Year 1	Year 2
<u>Games</u>	<p>I can develop sending and aiming skills using targets and a range of large equipment. Develop passing and receiving skills using hands and feet. Develop ball manipulation skills using hands and feet, avoiding obstacles.</p> <p>Summer 2: I can participate in pair activities. Competing to score. Applying basic tactics and learning to take turns. Developing an understanding of fair play and sportsmanship.</p>	<p>I can develop sending and aiming skills using targets and a range of different sized equipment. Develop passing and receiving skills using hands and feet. Develop ball manipulation skills using hands and feet, avoiding obstacles, changing direction and speed.</p> <p>Summer 2: I can participate in mini team games (3/4 pupils). Competing to score. Applying basic tactics including principles of attacking and defending. Developing an understanding of fair play and sportsmanship.</p>

	Year 3	Year 4	Year 5	Year 6
<u>Invasion Games</u>	<p>I can develop a range of key techniques in isolation including, passing and receiving, shooting, dribbling and marking/guarding. Apply techniques in combination to game related activities. Participate in competitive mini team games applying basic attacking and defending principles. Develop a basic understanding of game rules. Develop an understanding of fair play and sportsmanship</p>	<p>I can develop key techniques in isolation such as passing and receiving, dribbling, shooting and tackling, marking/guarding. Apply and combine techniques to game related activities. Develop an understanding of tactics, positions and responsibilities within a team. Compete in small sided team games applying the principles of attacking and defending. Demonstrate aspects of fair play and sportsmanship</p>	<p>I can develop a range of key techniques in isolation including, passing and receiving, shooting, intercepting, guarding/marking and creating space. Combine and apply techniques in combination and compete in game related activities. Select and apply tactics and strategies to compete in small sided games whilst incorporating the principles of attacking and defending. Demonstrate aspects of fair play and sportsmanship.</p>	<p>I can develop a range of key techniques in isolation including, passing and receiving, shooting, control, intercepting, guarding/marking and creating space. Combine and apply techniques in combination and compete in game related activities. Select and apply tactics and strategies to compete in small sided games whilst incorporating the principles of attacking and defending. Demonstrate aspects of fair play and sportsmanship.</p>



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	Year 3	Year 4	Year 5	Year 6
<u>Net and Wall</u>	I can develop how to hold a racquet using the correct grip. Develop hitting a ball using a racquet individually in isolation. Develop hitting a ball towards a target applying control and accuracy. Develop the technique of a forehand shot. Develop keeping a ball in play and performing a basic rally of 6 shots	I can develop hitting and returning a moving ball applying control and accuracy. Develop a forehand shot technique. Develop a backhand shot technique. Applying both back hand and forehand shots in combination to keep the ball in play and perform a rally of a minimum of 10 shots . Develop and apply simple footwork patterns.	I can develop a range of shot techniques including, forehand, backhand, and serve . Develop a range of footwork movement patterns. Develop keeping a ball in play by performing a rally of minimum of 8 shots . Apply a range of shot techniques to rally's. Demonstrate aspects of fair play and sportsmanship	I can develop a range of shot techniques including, forehand, backhand, volley and serve . Develop a range of footwork movement patterns and select and apply appropriately in relation to the direction, flight and speed of a moving ball . Develop keeping a ball in play by performing a rally of minimum of 10 shots . Apply a range of shot techniques to rally's.

	Year 3	Year 4	Year 5	Year 6
<u>Athletics</u>	I can develop basic running techniques. Develop techniques for throwing for distance. Develop basic strategies and techniques for competing in relay races. Develop a range of jumping techniques (1-1, 2-1, 2-2-, 1-2).	I can develop a range of running techniques and demonstrate an understanding of short and long distance running. Develop a range of throwing techniques Develop simple strategies to compete in a relay race over a distance of 80 meters . Develop techniques for jumping for distance e.g long jump.	I can develop a range of running techniques focusing on different stages of the race e.g start, middle, end. Develop an understanding and strategies for competing in short and long distance running races. Develop a range of techniques for jumping for height . Develop simple strategies to compete in a relay race over a distance of 100 meters .	I can develop a range of running techniques focusing on different stages of the race e.g start, middle, end. Develop an understanding and strategies for competing in short and long distance running races. Develop a range of techniques for competing in different jumping events e.g long jump, high jump etc Develop simple strategies



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			Develop a range of throwing techniques.	to compete in a relay race over a distance of 100 meters. <i>Develop a range of throwing techniques using different types of equipment.</i>
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	Year 3	Year 4	Year 5	Year 6
<u>Striking and fielding</u>	I can develop a range of techniques in isolation over small distances including, batting, throwing, aiming, and catching. Apply techniques in combination to game related activities. Participate in competitive small sided games . Develop a basic understanding of the rules of specific games.	I can develop striking techniques using a range of bats. Develop throwing, catching and aiming techniques in isolation over a range of distances, using targets including, wickets, posts, and hoops . Apply techniques in combination into game related activities. Develop an understanding of fielding positioning and organisation. Develop an understanding of game rules.	I can develop striking techniques using a range of bats and from a range of bowling and throwing techniques . Apply techniques in combination to game related activities. Participate in competitive small sided games. Demonstrate aspects of fair play and sportsmanship.	I can develop striking techniques using a range of bats and from a range of bowling and throwing techniques. Develop and perform over arm bowling technique demonstrating speed and accuracy . Apply techniques in combination to game related activities. Understanding and selecting strategies and tactics in relation to fielding organisation . Participate in competitive small sided games. Demonstrate aspects of fair play and sportsmanship.