Highcliffe St. Mark Primary School
(A Church of England Foundation School)

Physical Education (Foundation and Key Stage 1) – Progression of Skills

Fledglings – Physical Development	Autumn Term	Spring Term	Summer Term
Schemes: *Healthy Movers* Multi-Skills Rippa Rugby	• Go up steps and stairs • Start taking part in some group activities • Use large muscle movements to wave flags and streamers, paint and make marks • Match their developing physical skills to tasks and activities in their settings e.g. walk a plank • Explore one-handed tools and equipment • *Learn how to use equipment in the setting safely*	• Continue to develop their movement, balancing, riding and ball skills • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips • *Develop fine motor skills to use a range of tools with increasing control*	• Skip, hop and stand on one leg and pose for a game like musical statues • Use one-handed tools and equipment, for example, making snips in paper with scissors with increasing refinement and control • Show a preference for a dominant hand.

Complete PE	Reception	Year 1	Year 2
Locomotion (1)	Walking Explore walking. Develop walking. Explore walking in different pathways. Sustain walking. Explore marching. Apply walking into a game.	Running Explore running. Apply running into a game. Explore running at different speeds. Running for speed: Acceleration Explore running in a team. Consolidate running: Apply running into a competitive game.	Dodging Explore dodging. Develop dodging. Understand why it is important to dodge in games. Apply dodging: Explore attacking to beat an opponent. Apply dodging in game situations when working as a team. Consolidate dodging, apply within a competition.
Locomotion (2)	Jumping Explore jumping. Develop jumping. Apply jumping into a game. Jumping for distance. Explore jumping high. Explore hopping.	Jumping Recap jumping. Develop jumping. Jumping circuits: Explore how jumping affects our bodies. Explore skipping. Apply skipping and jumping into a game. Apply jumping skills into a competition.	Jumping Consolidate prior knowledge of jumping. Apply jumping into a game. Linking jumping (combining own ideas). Explore jumping combinations. Develop jumping combinations. Apply knowledge of jumping into competitions.
Ball Skills (1)	Explore pushing. Explore rolling. Explore bouncing. Explore bouncing into space. Combine pushing and rolling. Combine rolling, pushing and bouncing.	Develop bouncing: Introduce sending with control. Introduce aiming with accuracy. Introduce power and speed when sending a ball. Introduce stopping a ball. Develop stopping, combining sending skills. Combine sending and receiving skills.	Develop dribbling: Keeping possession. Develop passing and receiving: Keeping possession. Combine dribbling, passing and receiving, keeping possession. Develop dribbling to score a point. Develop passing and receiving to score a point. Combine dribbling, passing and receiving to score a point.
Ball Skills: Feet	Explore moving with a ball using our feet. Develop moving with a ball using our feet. Develop dribbling. Understand dribbling. Develop dribbling against an opponent. Take part in dribbling competitions.	Recap moving with a ball using our feet. Develop moving the ball using our feet. Apply dribbling into games. Consolidate dribbling. Explore kicking (passing). Apply kicking (passing) to score a point.	Develop dribbling: Keeping possession. Develop passing and receiving: Keeping possession. Combine dribbling, passing and receiving, keeping possession. Develop dribbling to score a point. Combine dribbling, passing and receiving to score a point. Apply dribbling, passing and receiving as a team to score a point.
Attack V Defence: Games for Understanding	Explore taking turns. Keeping the score. Understand the rules: Playing by the rules. Avoiding a defender. Preventing an attacker from scoring: Tagging an attacker.	Understanding the principles of attack. Apply attacking principles into a game. Understanding the principles of defence. Applying defending principles into a game. Consolidate attacking. Consolidate defending.	Attacking as a team. Defending as a team. Understanding the transition from defence to attack. Create and apply attacking tactics. Create and apply defensive tactics. Consolidate the transition from defence to attack, apply into competitions.

	Consolidate learning: Applying our understanding of attacking and defending into a game.		
Gymnastics (1)	High, low, over and under Introduction to high. Introduction to low. Introduction to the apparatus. Explore high and low on apparatus. Explore high, low, over and under. Extend moving high, low, over and under: Start to understand features of other pupils' work.	Wide, Narrow, Curled Introduction to wide. Introduction to narrow. Introduction to curled. Explore the difference between wide, narrow and curled. Transitioning between wide, narrow and curled movements. Linking two movements together.	Linking Develop 'linking'. Linking on apparatus. Jump, roll and balance within a sequence. Jump, roll and balance on apparatus. Create own sequences. Completion of own sequences, including performance.
Gymnastics (2)		Body Parts Introduction to 'big' body parts. Introduction to 'small' body parts. Combining big and small with wide, narrow and curled. Transition between wide, narrow and curled using big and small body parts. Adding (linking) movements together. Explore creative ways of adding (linking) movements together.	Pathways Explore zig-zag pathways. Develop zig-zag pathways on apparatus. Explore curved pathways. Develop curved pathways on apparatus. Create pathway sequences. Completion of own pathway sequences, including performance.
Dance (1)	Dance - Dinosaurs Exploring movements as 'big' dinosaurs: Moving with control. Exploring movements as 'small' dinosaurs: Adding movements together. Predators and Prey: Responding to rhythm in character (dinosaur). Predators and Prey: Adding expression to our characters' (dinosaur) movements. Developing our (dinosaur) movements: Performing with a partner. Partner work: Exploring relationships	Dance - The Zoo Creating movements as 'big' animals: Exploring expression. Developing our movements as 'small' animals: adding movements together. Creating an animal sequence: Motifs Respond to a rhythm: Introducing partner work. Big cats and the zookeeper: Exploring relationships within our motifs. Relationships and performance.	Dance – Great Fire of London Creating movements that represent the Great Fire starting and spreading. Performing movements representing the fire spreading from house to house. Improving and extending dance sequences to tell the story of the fire. Creating freeze frames with control, levels and expression. Transitions and flow between movements. Perform, record and evaluate our dance sequences
Dance (2)	Dance – Ourselves Ourselves: Moving in sequence. Responding in movement to words and music. Moving with props and contrasting tempos. Creating their own movements. Exploring opposites and creating simple movement sequences. Working with a partner exploring character movements.	Dance - Growing Growing: Responding to rhythm. Developing the growing plant 'dance'. Introduction to motifs. Creating motifs. Creating movement sequences, including improvisation. Relationships and performance.	Dance - Candy Creating movements that represent sweets: Exploring expression. Flow: Linking movements together. Creating a motif with characterisation, expression and emotion. Extending our motifs with different dynamics (fast and slow). Creating extended sequences with a partner. Explore movement combinations.
Dance (3)		Dance – Heroes Superheroes: Performing in a sequence Character performance: Creating movements that represent superpowers. Extending character performance: Creating movements that represent a superhero rescuing/saving someone/something. Villains: Creating their own movements. Exploring relationships within our movements. Real-life heroes: Exploring character movements.	Dance – Water Water: Responding to stimuli Developing whole group movement. Improvisation and physical descriptions. Creating sequences Creating contrasting movement sequences. Sequences, relationships and performance.
Ball skills: Rackets, bats and balls		Ball skills – Rackets, bats and balls Explore pushing (dribbling) a ball with a racket: Share our ideas Develop pushing (dribbling) a ball with a racket: Introducing control	Ball skills – Rackets, bats and balls Extend hitting the ball (with a racket) with accuracy. Combine hitting a ball (with a racket) with accuracy and power.

		Refine pushing (dribbling) a ball with a racket: Applying learning Explore hitting and develop pushing a ball (with a racket) towards a target. Explore hitting a ball (with a racket) with power. Explore hitting a ball (with a racket) with accuracy.	Hitting (striking) a ball (with a racket) with accuracy and power to beat an opponent. Introduce hitting (sending/striking) a ball into a space: Where and why? Striking (hitting) the ball (with a bat) with intent. Striking the ball (with a bat) into space.
Health and Well-being	Healthy movers As part of our EYFS curriculum, we use the Healthy Movers programme throughout the academic year. During continuous provision, children are exposed to different activities suggested by Healthy Movers to support their physical literacy, development and wellbeing. Public Health Dorset have found that the Healthy Movers approach has been effective at increasing children's physical, emotional and social developments as a foundation for improving language, communication and literacy.	Introduce and explore agility. Introduce and explore balance. Introduce and explore coordination: Bouncing, rolling and throwing. Develop agility within circuits. Develop balance within circuits. Develop coordination within circuits.	Consolidate agility. Consolidate balancing: Explore balancing on apparatus. Introduce and explore coordination: Dribbling and kicking. Take part in circuits that require agility. Take part in circuits that require balancing. Take part in circuits that require coordination.
Team Building		Introduce teamwork: Inclusion. Develop teamwork. Building trust and developing communication. Cooperation and communication. Explore simple strategies. Problem solving: Consolidate teamwork	Introduce teamwork: Inclusion Develop teamwork. Building trust and developing communication. Cooperation and communication. Explore simple strategies. Problem solving: Consolidate teamwork.