

## **EYFS STATUTORY FRAMEWORK**

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### **EYFS Statutory Educational Programme:**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

### **Early Learning Goals: Fine Motor**

Children at the expected level of development will:

- 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, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

### **Early Learning Goals: Gross Motor**

Children at the expected level of development will:

- 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.

### **Development Matters Objectives (Non statutory)**

#### **Nursery**

- Use one-handed tools and equipment, for example, making snips in paper with scissors
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Use a comfortable grip with good control when holding pens and pencils.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Show a preference for a dominant hand.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- 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.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Both?
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

## Reception

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Develop the overall body strength, coordination, 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.
- Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes

## EYFS PROGRESSION

### Progression in Nursery

#### Physical Development: EYFS Statutory Educational Programme:

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Development Matters Objectives	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.
<b>Skills Development</b>	<i>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking</i> <i>Balanced sitting</i> <i>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them</i> <i>Starting to kick, throw and catch balls</i> <i>Build independently with a range of appropriate resources</i> <i>Walk, run, jump and climb</i> <i>Spin, roll and independently use ropes and swings</i>	<i>Begin to climb the stairs independently</i> <i>Climb up and down stairs independently</i> <i>Travel with confidence and skill around, under, over and through</i> <i>Climb safely, showing awareness of risk</i>	<i>Clap and stamp to music</i> <i>Begin to stand on one leg</i> <i>Freeze their body when the music stops</i> <i>Stand on one leg</i> <i>Hop on either leg</i> <i>Begin to skip with support</i> <i>Skip independently</i>	<i>Wave arms from side to side</i> <i>Wave resources such as flags and streamers</i> <i>Make marks with a variety of resources on large vertical surfaces (cross the 'mid-line' of their body)</i>	<i>Find space</i> <i>Negotiate space successfully</i> <i>Play ring games including games with a parachute or actions</i> <i>Work as part of a team</i>

	<p><i>Sit on a push-along wheeled toy, use a scooter or ride a tricycle (without pedals first)</i></p> <p><i>Move freely and with pleasure and confidence in a range of ways</i></p> <p><i>Move in different directions</i></p> <p><i>Jump in different ways and in control</i></p> <p><i>Adjust speed or obstacle to avoid obstacles</i></p>				
<b>Knowledge</b>	<p>Of the different movement actions (jump, skip, hop)</p> <p>Shows understanding of the need for safety when tackling new challenges</p> <p>How to travel in different directions</p>	<p>How to climb the stairs- go up slowly, 1 step at a time and hold the bannister</p> <p>Of How to climb safely</p>	<p>Of the different actions</p> <p>How to stand on one leg- what to do with their arms and eyes to balance on one leg</p> <p>How to hop and skip</p> <p>Rules of simple games</p>	<p>How to hold equipment</p> <p>How to use equipment</p>	<p>How to share equipment and take turns</p> <p>How to play fairly and accept decisions in games</p>
<b>Vocabulary</b>	<p>■ follow ■ lead ■ copy ■ balance ■ hop ■ skip ■ stretch ■ swing ■ high/low ■ step ■ gallop ■ slither ■ pedal ■ steer ■ dig ■ bend ■ flap ■ spin ■ twist ■ bow ■ bat ■ throw/catch ■ bounce ■ hill ■ settle/rest ■ target ■ faster/slower ■ travel / move ■ positional language e.g. <i>behind, in front, over, through, forward, backward</i> ■ reach ■ rule ■ games equipment e.g. <i>hoop, goal, cone, stilts</i></p>				
<b>Development Matters Objectives</b>	<p><b>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</b></p>	<p><b>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.</b></p>	<p><b>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</b></p>	<p><b>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</b></p>	<p><b>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</b></p>

<b>Skills Development</b>	<p><i>Move to music</i> Copy movements from a leader Use a range of movements in a sequence Gallop Gallop confidently, with either leg as the lead leg Perform a movement piece with support Remember sequences and patterns of movements and perform independently</p>	<p><i>Children to explore large equipment within nursery</i> <i>Explore a range of park equipment</i> Balance across a plank with the correct action</p>	<p>Move large items safely with support from an adult Move large items safely with peers independently.</p>	<p><i>Explore a range of resources</i> Choose correct resources Create a plan of how to use a resources Use the right resource for the task Use the resources safely</p>	<p>Pulls off shoes and socks Helps pull down pants Finds armholes in pullover shirts Removes unfastened jacket Removes unties shoes Removes pull-down elastic waist pants Unbutton large buttons Puts on front button shirt Puts on socks and shoes (though it might be the wrong feet or socks upside down) Puts on pullover shirt with some help Buttons large buttons Zips and unzips with help to place on track Identifies front of clothing Snaps fasteners Buttons 3/4 buttons at a time Unzips /zips jacket zipper Removes pullover shirts without help Puts socks on correctly Identifies front and back of clothing</p>
<b>Knowledge</b>	<p>Vocabulary of movement Vocabulary of instructions</p>	<p>Know a range of movements</p>	<p>How to use resources safely How to use resources correctly</p>	<p>How to use resources safely How to use resources correctly</p>	<p>Know the names of clothes Know the order of how to get dressed and undressed</p>
<b>Vocabulary</b>	<p>■ follow ■ lead ■ copy ■ balance ■ hop ■ skip ■ stretch ■ swing ■ high/low ■ step ■ gallop ■ slither ■ pedal ■ steer ■ dig ■ bend ■ flap ■ spin ■ twist ■ bow ■ bat ■ throw/catch ■ bounce ■ hill ■ settle/rest ■ target ■ faster/slower ■ travel / move ■ positional language e.g. <i>behind, in front, over, through, forward, backward</i> ■ reach ■ rule ■ games equipment e.g. <i>hoop, goal, cone, stilts</i></p>				<p>■ short ■ long ■ thin ■ collect / pick up ■ pour ■ fold ■ funnel ■ sieve ■ tip ■ spread ■ pinch ■ tuck ■ tweezer / tongs ■ beat ■ tap ■ scoop ■ hammer ■ nails ■ repeat ■ thread ■ sew ■ words to support writing/mark making e.g. <i>line, circle, back, hold, pencil grip, over, arch, dot, cross, a bit, curly, zig-zag, tail, curly, straight, cross</i></p>
<b>Development Matters Objectives</b>	<b>Use one-handed tools and equipment, for example, making snips in paper with scissors</b>	<b>Use a comfortable grip with good control when holding pens and pencils.</b>	<b>Show a preference for a dominant hand.</b>		
<b>Skills Development</b>	<p><i>Develop manipulation and control of resources and equipment</i></p>	<p>Hold mark making equipment using a Palmer-supinate Grip.Holds</p>	<p><i>Use both hands freely</i> One hand to be chosen more frequently for one handed</p>		

	<p><i>Hold and grasp different equipment and tools</i>  <i>Explore different materials and tools, making marks in a range of malleable materials</i>  <i>Tear paper</i>            Explore one-handed tools and equipment            Make controlled marks            Hold one-handed tools correctly (digging tools, paint brushes, mark making tools, scissors)            Use one-handed tools effectively            Use one-handed tools and equipment for a purpose</p>	<p>the crayon/pencil in fist (whole hand) like a dagger. (They use whole arm movements from the shoulder to mark-make. Due to this whole arm movement they prefer to work on a vertical surface.)            Make scribble marks            Hold mark making equipment using a Digital Pronate Grip. The palm faces down and all 4 fingers grip the pencil with the index finger pointing down. (Movement comes from the elbow.)            Draw horizontal and vertical lines            Hold mark making equipment using a four finger and a thumb grip. The pencil is held with 4 fingers and the thumb like a dart. (Movement comes from the wrist.)            Draw circles, crosses, diagonal lines and squares</p>	<p>activities or used more consistently for grasping for writing implements, scissors etc.            Develop the dominant and assisting roles for the two hands</p>	
<b>Knowledge</b>	<p>How to hold one-handed tools effectively and safely            How to use one-handed tools and equipment            Names of the tools and equipment</p>	<p>How to hold a pencil or pen</p>	<p>Which hand they use to mark make, cut and use tools with control</p>	
<b>Vocabulary</b>	<p>■ short ■ long ■ thin ■ collect / pick up ■ pour ■ fold ■ funnel ■ sieve ■ tip ■ spread ■ pinch ■ tuck ■ tweezer / tongs ■ beat ■ tap ■ scoop ■ hammer ■ nails ■ repeat ■ thread ■ sew ■ words to support writing/mark making e.g. line, circle, back, hold, pencil grip, over, arch, dot, cross, a bit, curly, zig-zag, tail, curly, straight, cross</p>			

## Skills Progression in Nursery

### Physical Development: EYFS Statutory Educational Programme:

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	First	Second	Third
Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	<i>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking</i> <i>Balanced sitting</i> <i>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them</i> <i>Starting to kick, throw and catch balls</i> <i>Build independently with a range of appropriate resources</i> <i>Walk, run, jump and climb</i> <i>Spin, roll and independently use ropes and swings</i> <i>Sit on a push-along wheeled toy, use a scooter or ride a tricycle (without pedals first)</i>	<i>Move freely and with pleasure and confidence in a range of ways</i> <i>Move in different directions</i>	<i>Jump in different ways and in control</i> <i>Adjust speed or obstacle to avoid obstacles</i>
Go up steps and stairs, or climb up apparatus, using alternate feet.	<i>Begin to climb the stairs independently</i> <i>Climb up and down stairs independently</i>	<i>Travel with confidence and skill around, under, over and through</i>	<i>Climb safely, showing awareness of risk</i>
Skip, hop, stand on one leg and hold a pose for a game like musical statues.	<i>Clap and stamp to music</i> <i>Begin to stand on one leg</i>	<i>Freeze their body when the music stops</i> <i>Stand on one leg</i> <i>Hop on either leg</i> <i>Begin to skip with support</i>	<i>Skip independently</i>
Use large-muscle movements to wave flags and streamers, paint and make marks.	<i>Wave arms from side to side</i> <i>Wave resources such as flags and streamers</i>	<i>Make marks with a variety of resources on large vertical surfaces (cross the 'mid-line' of their body)</i>	<i>Make controlled marks with a variety of resources on large vertical surfaces (cross the 'mid-line' of their body)</i>

Start taking part in some group activities which they make up for themselves, or in teams.	Find space	Negotiate space successfully Play ring games including games with a parachute or actions	Work as part of a team
Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	<i>Move to music</i> Copy movements from a leader	Use a range of movements in a sequence Gallop	Gallop confidently, with either leg as the lead leg Perform a movement piece with support Remember sequences and patterns of movements and perform independently
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.	<i>Children to explore large equipment within nursery</i>	<i>Explore a range of park equipment</i>	Balance across a plank with the correct action
Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Move large items safely with support from an adult	Begin to move large items safely with peers independently	Move large items safely with peers independently
Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	<i>Explore a range of resources</i>	Choose correct resources	Create a plan of how to use a resources Use the right resource for the task Use the resources safely
Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Pulls off shoes and socks Helps pull down pants Finds armholes in pullover shirts Removes unfastened jacket Removes unties shoes Removes pull-down elastic waist pants Unbutton large buttons Puts on front button shirt	Puts on socks and shoes (though it might be the wrong feet or socks upside down) Puts on pullover shirt with some help Buttons large buttons Zips and unzips with help to place on track Identifies front of clothing	Snap fasteners Buttons ¾ buttons at a time Unzips /zips jacket zipper Removes pullover shirts without hep Puts socks on correctly Identifies front and back of clothing
Use one-handed tools and equipment, for example, making snips in paper with scissors	<i>Develop manipulation and control of resources and equipment</i> <i>Hold and grasp different equipment and tools</i> <i>Explore different materials and tools, making marks in a range of malleable materials</i> <i>Tear paper</i> Explore one-handed tools and equipment	Make controlled marks Hold one-handed tools correctly (digging tools, paint brushes, mark making tools, scissors)	Use one-handed tools effectively Use one-handed tools and equipment for a purpose



Use a comfortable grip with good control when holding pens and pencils.	Hold mark making equipment using a Palmer-supinate Grip. Holds the crayon/pencil in fist (whole hand) like a dagger. (They use whole arm movements from the shoulder to mark-make. Due to this whole arm movement they prefer to work on a vertical surface.) Make scribble marks Hold mark making equipment using a Digital Pronate Grip. The palm faces down and all 4 fingers grip the pencil with the index finger pointing down. (Movement comes from the elbow.) Draw horizontal and vertical lines	Hold mark making equipment using a four finger and a thumb grip. The pencil is held with 4 fingers and the thumb like a dart. (Movement comes from the wrist.) Draw circles and crosses.	Draw circles, crosses, diagonal lines and squares
Show a preference for a dominant hand.	<i>Use both hands freely</i> One hand to begin to be chosen more frequently for one handed activities or used more consistently for grasping for writing implements, scissors etc.	One hand to be chosen more frequently for one handed activities or used more consistently for grasping for writing implements, scissors etc.	Develop the dominant and assisting roles for the two hands

## Progression in Reception

### Physical Development: EYFS Statutory Educational Programme:

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

<b>Development Matters Objectives</b>	<b>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running,</b>	<b>Progress towards a more fluent style of moving, with developing control and grace.</b>	<b>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education</b>	<b>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</b>	<b>Combine different movements with ease and fluency.</b>
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	hopping, skipping, climbing		sessions and other physical disciplines including dance, gymnastics, sport and swimming.		
<b>Skills Development</b>	<p>Use my body to create simple shapes, movements and actions</p> <p>Move safely in a space taking care of ourselves and others</p> <p>Jump in a variety of ways</p> <p>Bend my knees when landing</p> <p>Create movements in response to poems</p> <p>Create movements in response to images</p> <p>Show different levels when I travel</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Jump over a line</p> <p>Begin to skip with a rope</p>	<p>Perform the basic actions</p> <p>Perform a basic sequence of movements</p> <p>Stopping on request</p> <p>Travel with more speed and control</p> <p>Conclude movements in balance and stillness ( starting and finishing position)</p> <p>Combine different movements with ease and fluency</p> <p>Reflect on the performance of themselves and others</p>	<p>Develop stamina to be highly active</p> <p>Travel around with control and awareness of others</p> <p>Twist, bend and reach whilst maintaining balance</p> <p>Dodge to the left and right</p>	<p>Sit on the floor</p> <p>Sit on the floor engaging the core</p> <p>Sit on a chair with support</p> <p>Sit on a chair with good posture</p>	<p>Perform a range of movements</p> <p>Combine different movements</p> <p>Combine different movements with ease and fluency</p> <p>Use body and create simple theme related shapes, movements and actions</p> <p>Show different levels when travelling</p>
<b>Knowledge</b>	<p>Names of movements</p> <p>Vocabulary linked to directionality</p> <p>A variety of jumps</p> <p>To bend their knees when landing</p> <p>How to jump higher and further</p> <p>How to skip with a rope</p> <p>To look forward/backwards to safely move around space</p> <p>That we need to control our speed to ensure safety</p>	<p>How to perform the basic actions</p> <p>Vocabulary linked to performance</p> <p>Control is important when performing</p>	<p>To keep my arms out to help me balance</p> <p>To focus my eyes to help me balance</p> <p>How to dodge</p>	<p>How to sit on a chair or the floor</p> <p>How to be safe on a chair</p>	<p>How to perform the basic movements</p> <p>Vocabulary linked to performance</p> <p>How to translate ideas into simple theme related shapes, movements, actions</p>
<b>Vocabulary</b>	Land, crouch, squat, sideways, slope, avoid, dodge. hang, stable, march, rotate, swirl, aim, shoot, strike, dribble, speed, brake, dash, steady, reverse, swerve/sway, team, skill, obstacle, apparatus, stop watch, time				
<b>Development Matters Objectives</b>	Confidently and safely use a range of large	Develop overall body-strength,	Further develop and refine a range of ball	Develop confidence, competence, precision	Develop Further develop the skills they

	and small apparatus indoors and outside, alone and in a group.	balance, coordination and agility	skills including: throwing, catching, kicking, passing, batting, and aiming.	and accuracy when engaging in activities that involve a ball.	need to manage the school day successfully: • lining up and queuing • mealtimes
<b>Skills Development</b>	To travel with confidence and skill around, under, over and through apparatus Throw a ball Throw a ball with accuracy Kick a ball Kick a ball with some accuracy with both feet Roll a ball Roll a ball with accuracy	Run skillfully Negotiate space successfully Perform a simple balance Balance on one leg Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles	Explore using a ball Explore using a ball with a partner Catch a large ball Catch a small ball Throw a ball accurately Throw a ball at a target Kick a moving ball, using opposing leg and arm movements	Explore using a ball Explore using a ball with a partner Catch a large ball Catch a small ball Throw a ball accurately Throw a ball at a target Kick a moving ball, using opposing leg and arm movements	Follow routines with modelling Line up independently
<b>Knowledge</b>	How to use equipment safely How to share equipment and take turns How to play fairly and accept decisions in games Different techniques to move a ball- throw, kick and roll	Which parts of my body help me with balancing To be aware of other children and obstacles	How to move a ball Range of ball skills Techniques for various ball skills eg throwing, kicking, rolling	How to move a ball Range of ball skills Techniques for various ball skills eg throwing, kicking, rolling	Learn the routines
<b>Vocabulary</b>	Land, crouch, squat, sideways, slope, avoid, dodge. hang, stable, march, rotate, twirl, aim, shoot, strike, dribble, speed, brake, dash, steady, reverse, swerve/sway, team, skill, obstacle, apparatus, stop watch, time				

Development Matters Objectives	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <b>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</b>	Develop the foundations of a handwriting style which is fast, accurate and efficient.
Skills Development	Explore a range of tools Hold one-handed tools correctly (pencils, paint brushes, scissors, knives, forks and spoons) Use one-handed tools effectively Use one-handed tools and equipment for a purpose such as cutting a straight line with a scissor or using a knife and fork to cut up food	Hold mark making equipment using a four finger and a thumb grip. The pencil is held with 4 fingers and the thumb like a dart. <i>(Movement comes from the wrist).</i> Hold a pencil or pen using a Static Tripod or Quadropod Grip. For the Static Tripod grip, the thumb, index and middle finger hold the pencil. For the Quadropod grip a fourth finger also holds the pencil or pen. <i>( Movement comes from the wrist)</i> Draw crosses, squares, diagonal lines and triangles Hold a pencil using the Dynamic Tripod Grip. The pencil is held between the index finger and thumb and supported by the middle finger. The other fingers are tucked into the palm. <i>(Movement comes from the fingers)</i> <i>Form all letters from their name correctly</i> <i>Form recognisable letters</i> <i>Forms letters correctly (using formation phrases)</i>
Knowledge	How to use a range of tools correctly and safely	How to form the letters (formation phrases) How to hold a pencil or pen

<b>Vocabulary</b>	Wide, mould, flatten, pluck, construct, collapse, grip, snip, beat, words to support writing e.g. <i>arch, flick, under, line, space, neat, below</i> , filter, pipe, fasten, resources, tools
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	First	Second	Third
Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing	Use my body to create simple shapes, movements and actions Move safely in a space taking care of ourselves and others	Jump in a variety of ways Bend my knees when landing Create movements in response to poems Create movements in response to images Show different levels when I travel Begin to negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Jump over a line	Begin to skip with a rope Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
Progress towards a more fluent style of moving, with developing control and grace.	Perform the basic actions Perform a basic sequence of movements Stopping on request	Travel with more speed and control Conclude movements in balance and stillness (starting and finishing position)	Combine different movements with ease and fluency Reflect on the performance of themselves and others
Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	Perform the basic actions Begin to develop stamina to be highly active Travel around with some control and some awareness of others	Develop stamina to be highly active Travel around with control and awareness of others	Twist, bend and reach whilst maintaining balance Dodge to the left and right

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Sit on the floor	Sit on the floor engaging the core Sit on a chair with support	Sit on a chair with good posture
Combine different movements with ease and fluency.	Perform a range of movements Begin to combine different movements	Combine different movements Show different levels when travelling	Combine different movements with ease and fluency Use body and create simple theme related shapes, movements and actions
Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Travel with around, under, over and through apparatus Throw a ball Kick a ball Roll a ball	Begin to travel with confidence and skill around, under, over and through apparatus Throw a ball with some accuracy Kick a ball with some accuracy with both feet Roll a ball with some accuracy	Begin to travel with confidence and skill around, under, over and through apparatus Throw a ball with accuracy Kick a ball with accuracy with both feet Roll a ball with accuracy
Develop overall body-strength, balance, co-ordination and agility	Begin to run skillfully Begin to negotiate space successfully Perform a simple balance	Balance on one leg Begin to negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	Balance on one leg with control Perform a simple balance with control Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles
Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Explore using a ball Explore using a ball with a partner	Catch a large ball	Catch a small ball Throw a ball accurately Throw a ball at a target Kick a moving ball, using opposing leg and arm movements
Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Explore using a ball Explore using a ball with a partner	Catch a large ball	Catch a small ball Throw a ball accurately Throw a ball at a target Kick a moving ball, using opposing leg and arm movements
Develop Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes	Follow routines with modelling	Line up independently	Line up and transition independently

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Explore a range of tools Hold one-handed tools correctly (pencils, paint brushes, scissors, knives, forks and spoons)	Use one-handed tools effectively Use one-handed tools and equipment for a purpose such as cutting a straight line with a scissor or using a knife and fork to cut up food	Use one-handed tools and equipment with control for a purpose such as cutting a straight line with a scissor or using a knife and fork to cut up food
Develop the foundations of a handwriting style which is fast, accurate and efficient.	Hold mark making equipment using a four finger and a thumb grip. The pencil is held with 4 fingers and the thumb like a dart. <i>(Movement comes from the wrist).</i>	Hold a pencil or pen using a Static Tripod or Quadropod Grip. For the Static Tripod grip, the thumb, index and middle finger hold the pencil. For the Quadropod grip a fourth finger also holds the pencil or pen. <i>( Movement comes from the wrist)</i> Draw crosses, squares, diagonal lines and triangles	Hold a pencil using the Dynamic Tripod Grip. The pencil is held between the index finger and thumb and supported by the middle finger. The other fingers are tucked into the palm. <i>(Movement comes from the fingers)</i> <i>Form all letters from their name correctly</i> <i>Form recognisable letters</i> <i>Forms letters correctly (using formation phrases)</i>

## BRIDGING INTO THE NATIONAL CURRICULUM

How our early years curriculum prepares for the next stage of education

Early Learning Goals	NC Areas	Year 1
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<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others;</li> </ul>	<b>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</b>	Fundamentals Gymnastics Gymnastics Fitness Team Building Invasion Striking and Fielding Net and Wall Athletics
	<b>participate in team games, developing simple tactics for attacking and defending</b>	Target Games Team Building Invasion Striking and Fielding Net and Wall
	<b>perform dances using simple movement patterns.</b>	Dance Dance
<ul style="list-style-type: none"> <li>Demonstrate strength, balance and coordination when playing;</li> </ul>	<b>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</b>	Fundamentals Gymnastics Gymnastics Fitness Team Building Invasion Striking and Fielding Net and Wall Athletics
	<b>participate in team games, developing simple tactics for attacking and defending</b>	Target Games Team Building Invasion Striking and Fielding Net and Wall
<ul style="list-style-type: none"> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<b>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</b>	Fundamentals Gymnastics Gymnastics Fitness Team Building Invasion Striking and Fielding Net and Wall Athletics
	<b>perform dances using simple movement patterns.</b>	Dance Dance



## How our early years curriculum prepares for the next stage of education

Early Learning Goals	NC Areas	Year 1
<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> </ul>	<b>Handwriting</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>from capital letters</li> <li>form digits 0-9</li> <li>understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</li> </ul>	Handwriting lessons daily using Little Wandle Letters and Sounds Revised.
<ul style="list-style-type: none"> <li>Use a range of small tools, including scissors, paint brushes and cutlery;</li> </ul>	<b>Art and Design</b> To use a range of materials creatively to design and make products	Pupils use a range of media to try out new ways of making marks and lines. Pupils draw from their imagination and observation. Chn develop skills in mixing paint, they blend in palettes, on paper and develop the ability to apply paint skillfully.
	<b>Design and Technology</b> Make	Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
<ul style="list-style-type: none"> <li>Begin to show accuracy and care when drawing.</li> </ul>	<b>Art and Design</b> Drawing	Pupils develop their ability to use and apply the formal elements by increasing their control of line and using simple 2D geometric shapes when drawing. They explore the concept of light and dark, learning how to create both values by manipulating the pressure of their drawing materials. They practise shading tones neatly and accurately.  Pupils use a range of media to try out new ways of making marks and lines. Pupils draw from their imagination and observation.
	<b>Design and Technology</b> Design	Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where

## NATIONAL CURRICULUM

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### **National Curriculum**

#### **Purpose of study**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

#### **Aims**

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

#### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

#### **Key stage 1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

NC Objectives	Year 1	Year 2
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	/	/

## Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught:

NC Objectives	Year 3	Year 4	Year 5	Year 6
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	/	/	/	/

## DELIVERING THE NATIONAL CURRICULUM

**Aims** - The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

<b>Year Group</b>	<b>Motor Competence</b>  accurate movements, movement patterns, movement techniques and sequences	<b>Rules, strategies and tactics</b>  conventions, regulations, strategies that are specific to participation in an activity/sport	<b>Healthy Participation</b>  safe practice, how to participate, short and long term impacts of participation
Nursery	Run and stop with some control. Travel in different ways. Move around, under, over and through different objects and equipment. Begin to balance with control.	Follow simple rules	Notice how the body feels when exercising.
Reception	Run and stop with some control.	Follow simple rules.	Describe how the body feels when still and when

	<p>Travel in different ways. Explore skipping as a travelling action. Balance whilst stationary and on the move. Jump and hop with bent knees. Change direction at a slow pace. Throw beanbags and larger balls into space. Create a short sequence of movements.</p>	<p>Play a range of chasing games.</p>	<p>exercising.</p>
Year 1	<p>Attempts to run at different speeds showing awareness of technique. Begin to link running and jumping movements with some control. Jump, leap and hop. Throw towards a target. Show some control and balance when travelling at different speeds. Begin to show balance and coordination when changing directions. Use coordination with and without equipment. Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence.</p>	<p>Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space. Begin to use the terms attacking and defending.</p>	<p>Describe how the body feels before, during and after exercise. Carry and place equipment safely,</p>
Year 2	<p>Show balance and coordination when running at different speeds. Link running and jumping movements with some control and balance. Show hopping and jumping movements with some balance and control. Change technique to throw for distance. Show control and balance when travelling at different speeds. Demonstrates balance and coordination when changing direction. Perform actions with increased control when coordinating their body with and without equipment. Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence.</p>	<p>Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully. Begin to use and understand the terms attacking and defending.</p>	<p>Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.</p>
Year 3	<p>Show balance, coordination and technique when running at different speeds, stopping with control. Link running, hopping and jumping actions using different take offs and landing. Jump for distance and height with an awareness of technique. Throw a variety of objects, changing action for</p>	<p>Apply and follow rules fairly. Understand and begin to apply basic principles of invasion games. Know how to play a striking and fielding game fairly. Use simple attacking and defending skills in a game.</p>	<p>Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.</p>

	<p>accuracy and distance. Demonstrate balance when performing other fundamental skills. Show balance when changing direction in combination with other skills. Can coordinate their bodies with increased consistency in a variety of activities. Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Begin to show flexibility in movements.</p>		
Year 4	<p>Demonstrate how and when to speed up and slow down. Link hopping and jumping actions with some control. Jump for distance and height showing balance and control. Throw with some accuracy and power towards a target area. Demonstrate good balance when performing other fundamental skills. Show balance when changing direction at speed in combination with other skills. Begin to coordinate their body at speed in response to a task. Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Travel in different ways, including flight. Improve the placement and alignment of body parts in balances.</p>	<p>Vary the tactics they use in a game. Adapt rules to alter games. Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.</p>	<p>Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.</p>
Year 5	<p>Run at appropriate speed over longer distances for longer periods of time. Show control at taking off and landing in more complex jumping activities. Perform a range of more complex jumps showing some technique. Show accuracy and power when throwing for distance. Demonstrate good balance and control when performing other fundamental skills. Demonstrate improved body posture and speed</p>	<p>Know when to pass and when to dribble in a game. Devise and adapt rules to create own game. Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.</p>	<p>Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.</p>

	<p>when changing direction.</p> <p>Can coordinate a range of body parts at increased speed.</p> <p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Perform jumps, shapes and balances fluently and with control.</p> <p>Confidently develop the placement of their body parts in balances.</p> <p>Develop strength, technique and flexibility throughout performances.</p>		
Year 6	<p>Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.</p> <p>Link running, jumping and hopping actions with greater control and coordination.</p> <p>Perform jumps for height and distance using good technique.</p> <p>Show accuracy and good technique when throwing for distance.</p> <p>Show some control and balance when travelling at different speeds.</p> <p>Show fluency and control when travelling, landing, stopping and changing direction.</p> <p>Change direction with a fluent action and can transition smoothly between varying speeds</p> <p>Can coordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</p> <p>Create their own complex sequences involving the full range of actions and movements.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Develop strength, technique and flexibility throughout performances.</p>	<p>Follow and create complicated rules to play a game successfully.</p> <p>Communicate plans to others during a game.</p> <p>Lead others during a game.</p> <p>Think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Work as a team to develop fielding strategies to prevent the opposition from scoring.</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing,</p> <p>Know ways they can become healthier.</p>

## National Curriculum Skills (linked to Get Set 4 PE)

Invasion Games Net and Wall Striking and fielding Gymnastics Dance OAA Athletics Swimming Health Fundamental Skills

	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Nursery	<b>Continuous Provision</b>	<b>Introduction to Pe Unit 1</b> Physical: run, jump, hop, skip, balance, crawl Social: share, communication, work safely, co-operation, leadership Emotional: independence, perseverance, confidence Thinking: select and apply actions, comprehension, reflection, make decisions	<b>Fundamentals Unit 1</b> Physical: balance, run, jump, hop, change direction Social: support others, work safely, take turns Emotional: honesty, determination Thinking: decision making, comprehension, select and apply	<b>Dance Unit 1</b> Physical: actions, dynamics, space Social: work safely, respect, collaboration Emotional: independence, confidence Thinking: select and apply actions, creativity, exploration, recall, provide feedback	<b>Ball skills unit 1</b> Physical: roll, stop a rolling ball, throw, bounce, catch, dribble with feet, kick Social: work safely, collaboration, co-operation, support others Emotional: perseverance, independence, honesty Thinking: use tactics, comprehension	<b>Games unit 1</b> Physical: run, balance, change direction, throw, catch Social: work safely, communication, co-operation, support and encourage others Emotional: confidence, honesty, determination, manage emotions Thinking: comprehension, decision making
Reception	<b>Introduction to Pe Unit 2</b> Physical: run, jump, throw, catch, roll, skip Social: work safely, co-operation, support others, communication Emotional: honesty, confidence, perseverance, determination Thinking: comprehension, make decisions, creativity	<b>Dance Unit 2</b> Physical: actions, dynamics, space Social: work safely, respect, collaboration Emotional: confidence, independence Thinking: comprehension, provide feedback, select and apply actions, creativity	<b>Gymnastics</b> Physical: shapes, balances, jumps, rocking, rolling, travel Social: work safely, collaboration, share and take turns Emotional: determination, confidence Thinking: comprehension, creativity, select and apply	<b>Fundamentals Unit 2</b> Physical: run, jump, hop, balance, change direction, travel Social: work safely, support others, share and take turns, co-operation Emotional: perseverance, honesty, determination, confidence, acceptance Thinking: comprehension, creativity, select and apply, exploration	<b>Ball skills unit 2</b> Physical: roll, track, throw, dribble with hands, dribble with feet, kick, catch Social: co-operation, take turns, work safely, communication Emotional: perseverance, independence, determination, honesty Thinking: comprehension, use tactics	<b>Games unit 2</b> Physical: run, change direction, throw, catch, strike Social: communication, help others, respect, take turns, co-operation Emotional: perseverance, honesty, determination, manage emotions Thinking: comprehension, decision making, select and apply, reflection



1	<p><b>Fundamentals</b></p> <p>Physical: balance, jump, hop, run, speed, agility, dodge, skip, co-ordination</p> <p>Social: collaboration, work safely, support others</p> <p>Emotional: determination, self regulation, honesty, perseverance</p> <p>Thinking: comprehension, select and apply skills</p>	<p><b>Target Games</b></p> <p>Physical: underarm throw, overarm throw</p> <p>Social: collaboration, leadership, work safely, encourage others</p> <p>Emotional: perseverance, honesty</p> <p>Thinking: comprehension, select and apply, creativity</p>	<p><b>Fitness</b></p> <p>Physical: run, jump, co-ordination, stamina, strength, agility, balance</p> <p>Social: communication, co-operation, support, work safely, kindness</p> <p>Emotional: kindness, perseverance, honesty, independence, determination</p> <p>Thinking: comprehension, creativity, problem solving, reflection, feedback</p>	<p><b>Team Building</b></p> <p>Physical: run, jump, hit, balance, co-ordination</p> <p>Social: trust, communication, inclusion</p> <p>Emotional: determination, confidence</p> <p>Thinking: identify, comprehension, reflection, planning</p>	<p><b>Invasion</b></p> <p>Physical: dribble, throw, catch, kick, receive, run, jump, change direction, change speed</p> <p>Social: supporting others, communication, co-operation, kindness</p> <p>Emotional: perseverance, confidence, honesty</p> <p>Thinking: comprehension, identifying strengths and areas for development, select and apply</p>	<p><b>Net and Wall</b></p> <p>Physical: throw, catch, hit a ball, track a ball</p> <p>Social: support others, work safely, communication, co-operation</p> <p>Emotional: perseverance, independence, determination</p> <p>Thinking: comprehension, select and apply, reflection, identify areas of strength and areas for development, decision making</p>
	<p><b>Dance</b></p> <p>Physical: actions, dynamics, space, relationships</p> <p>Social: respect, work safely, collaboration, communication</p> <p>Emotional: empathy, confidence, acceptance, determination, kindness</p> <p>Thinking: creativity, select and apply actions, copy and repeat actions, provide feedback, recall</p>	<p><b>Gymnastics</b></p> <p>Physical: travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll</p> <p>Social: respect, collaboration, sharing, work safely</p> <p>Emotional: confidence, self regulation, perseverance</p> <p>Thinking: comprehension, select and apply action, creativity</p>	<p><b>Dance</b></p> <p>Physical: actions, dynamics, space, relationships</p> <p>Social: respect, work safely, collaboration, communication</p> <p>Emotional: empathy, confidence, acceptance, determination, kindness</p> <p>Thinking: creativity, select and apply actions, copy and repeat actions, provide feedback, recall</p>	<p><b>Gymnastics</b></p> <p>Physical: travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll</p> <p>Social: respect, collaboration, sharing, work safely</p> <p>Emotional: confidence, self regulation, perseverance</p> <p>Thinking: comprehension, select and apply action, creativity</p>	<p><b>Striking and Fielding</b></p> <p>Physical: underarm throw, overarm throw, catch, track, bat</p> <p>Social: communication, collaboration, support and encourage others, kindness</p> <p>Emotional: manage emotions, honesty, perseverance</p> <p>Thinking: comprehension, use tactics, select and apply, decision making</p>	<p><b>Athletics</b></p> <p>Physical: run, balance, agility, co-ordination, hop, jump, leap, throw</p> <p>Social: work safely, collaboration</p> <p>Emotional: perseverance, independence, honesty, determination</p> <p>Thinking: reflection, comprehension, select and apply skills</p>

2	<p><b>Invasion</b></p> <p>Physical: dribble, throw, catch, kick, receive, run, jump, change direction, change speed</p> <p>Social: communication, kindness, support others, co-operation, respect, collaborate</p> <p>Emotional: empathy, perseverance, honesty, integrity, independence</p> <p>Thinking: creativity, select and apply, comprehension, problem solving, provide feedback</p>	<p><b>Target Games</b></p> <p>Physical: roll, overarm throw, underarm throw, strike, dodge, jump</p> <p>Social: congratulate, support others, co-operation, kindness</p> <p>Emotional: manage emotions, honesty</p> <p>Thinking: identify areas of strength and areas for development, select and apply, comprehension, decision making</p>	<p><b>Dance</b></p> <p>Physical: actions, dynamics, space, relationships</p> <p>Social: respect, collaboration, work safely, communication</p> <p>Emotional: independence, confidence, perseverance, determination</p> <p>Thinking: provide feedback, comprehension, reflection, observation, creativity</p>	<p><b>Net and wall</b></p> <p>Physical: throw, catch, hit, track</p> <p>Social: co-operation, respect, support others</p> <p>Emotional: perseverance, honesty</p> <p>Thinking: select and apply, reflection, decision making, comprehension</p>	<p><b>Yoga</b></p> <p>Physical: balance, flexibility, strength, co-ordination</p> <p>Social: respect, leadership, work safely, collaboration</p> <p>Emotional: confidence, perseverance, honesty, focus, identify feelings</p> <p>Thinking: create, select and apply, comprehension, decision making, reflection</p>	<p><b>Striking and Fielding</b></p> <p>Physical: underarm throw, overarm throw, catch, track, bowl, bat</p> <p>Social: communication, encourage others, collaboration</p> <p>Emotional: honesty, perseverance, determination, acceptance</p> <p>Thinking: use tactics, comprehension, select and apply, decision making</p>
	<p><b>Dance</b></p> <p>Physical: actions, dynamics, space, relationships</p> <p>Social: respect, collaboration, work safely, communication</p> <p>Emotional: independence, confidence, perseverance, determination</p> <p>Thinking: provide feedback, comprehension, reflection, observation, creativity</p>	<p><b>Gymnastics</b></p> <p>Physical: shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll</p> <p>Social: leadership, work safely, respect</p> <p>Emotional: confidence, independence</p> <p>Thinking: select and apply actions, creativity</p>	<p><b>Fitness</b></p> <p>Physical: run, stamina, skip, co-ordination, agility, strength, balance</p> <p>Social: encourage others, communication</p> <p>Emotional: determination, perseverance</p> <p>Thinking: comprehension, identify strengths and areas for improvement</p>	<p><b>Gymnastics</b></p> <p>Physical: shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll</p> <p>Social: leadership, work safely, respect</p> <p>Emotional: confidence, independence</p> <p>Thinking: select and apply actions, creativity</p>	<p><b>Fundamentals</b></p> <p>Physical: run, speed, agility, dodge, balance, jump, hop, skip</p> <p>Social: collaboration, respect, take turns, communication, encourage others</p> <p>Emotional: determination, honesty, perseverance</p> <p>Thinking: comprehension, make decisions, creativity, use tactics, recall</p>	<p><b>Athletics</b></p> <p>Physical: run, jump for distance, jump for height, throw for distance, throw for accuracy</p> <p>Social: communication, work safely, support others</p> <p>Emotional: determination, independence</p> <p>Thinking: comprehension, observe and provide feedback, explore ideas, select and apply skills</p>

3	<p><b>Hockey</b></p> <p>Physical: dribble, pass, receive, intercept, run, shoot</p> <p>Social: communication, collaboration, work safely, respect</p> <p>Emotional: honesty, perseverance, determination</p> <p>Thinking: decision making, select and apply, comprehension, identifying strengths and areas for development</p> <p><b>Gymnastics</b></p> <p>Physical: point and patch balances, jumps, straight roll, barrel roll, forward roll</p> <p>Social: work safely, collaboration, supportive</p> <p>Emotional: perseverance, confidence, independence</p> <p>Thinking: observe and provide feedback, creativity, select and apply skills</p>	<p><b>Fitness</b></p> <p>Physical: agility, balance, co-ordination, speed, stamina, strength</p> <p>Social: support others, work safely, communication</p> <p>Emotional: perseverance, determination, honesty</p> <p>Thinking: identify areas of strength and areas for development</p> <p><b>Dance</b></p> <p>Physical: actions, dynamics, space, relationships</p> <p>Social: share ideas, respect, collaboration, inclusion, leadership, work safely</p> <p>Emotional: confidence, acceptance, sensitivity, perseverance</p> <p>Thinking: select and apply actions, creativity, observe and provide feedback</p>	<p><b>Handball</b></p> <p>Physical: throw, catch, run, dribble, shoot, change direction, change speed</p> <p>Social: kindness, communication, co-operation</p> <p>Emotional: honesty and fair play, determination, perseverance, confidence</p> <p>Thinking: decision making, select and apply, problem solving, comprehension</p> <p><b>Gymnastics</b></p> <p>Physical: point and patch balances, jumps, straight roll, barrel roll, forward roll</p> <p>Social: work safely, collaboration, supportive</p> <p>Emotional: perseverance, confidence, independence</p> <p>Thinking: observe and provide feedback, creativity, select and apply skills</p>	<p><b>Basketball</b></p> <p>Physical: run, jump, throw, catch, dribble, shoot</p> <p>Social: working safely, collaboration, support and encourage others</p> <p>Emotional: honesty, determination, perseverance</p> <p>Thinking: exploration, identify areas of strength and areas for development, decision making, use tactics, reflection</p> <p><b>Dance</b></p> <p>Physical: actions, dynamics, space, relationships</p> <p>Social: share ideas, respect, collaboration, inclusion, leadership, work safely</p> <p>Emotional: confidence, acceptance, sensitivity, perseverance</p> <p>Thinking: select and apply actions, creativity, observe and provide feedback</p>	<p><b>Tennis</b></p> <p>Physical: forehand, backhand, throwing, catching, rallying</p> <p>Social: co-operation, collaboration, respect, support and encourage others</p> <p>Emotional: honesty, perseverance</p> <p>Thinking: comprehension, decision making, select and apply, understand rules, use tactics, reflection</p> <p><b>OAA</b></p> <p>Physical: balance, co-ordination, run at speed, run over distance</p> <p>Social: communication, co-operation, inclusion, collaborate</p> <p>Emotional: determination, trust, confidence, honesty</p> <p>Thinking: problem solving, evaluate, reflection, create, comprehension, select and apply</p>	<p><b>Athletics</b></p> <p>Physical: sprint, jump for distance, push throw, pull throw</p> <p>Social: collaborate, work safely</p> <p>Emotional: determination, perseverance</p> <p>Thinking: observe and provide feedback, comprehension, explore technique</p> <p><b>Rounders</b></p> <p>Physical: underarm and overarm throw, catch, bowl, track a ball, field and retrieve a ball, bat</p> <p>Social: collaboration, communication, co-operate, support and encourage others</p> <p>Emotional: honesty, fair play, confidence, determination</p> <p>Thinking: comprehension, select and apply skills, tactics, make decisions</p>
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4	<p><b>Netball</b></p> <p>Physical: throw, catch, change direction, change speed, shoot</p> <p>Social: communication, collaboration, support others</p> <p>Emotional: honesty and fair play, persevere, confidence</p> <p>Thinking: comprehension, decision making, recognition, identify, observe and provide feedback, select and apply</p>	<p><b>Gymnastics</b></p> <p>Physical: individual and partner balances, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand</p> <p>Social: work safely, determination, collaboration, communication, respect</p> <p>Emotional: confidence, perseverance</p> <p>Thinking: observe and provide feedback, select and apply actions, creativity, evaluate and improve</p>	<p><b>Dance</b></p> <p>Physical: actions, dynamics, space, relationships</p> <p>Social: co-operation, communication, inclusion, collaboration</p> <p>Emotional: confidence, empathy, determination</p> <p>Thinking: observe and provide feedback, select and apply skills, creativity, comprehension</p>	<p><b>Cricket</b></p> <p>Physical: underarm and overarm throwing, overarm bowling, batting, two handed pick up, short barrier</p> <p>Social: collaboration and communication, respect</p> <p>Emotional: perseverance, honesty, determination</p> <p>Thinking: observing and providing feedback, applying strategies</p>	<p><b>Athletics</b></p> <p>Physical: pace, sprint, jump for distance, throw for distance</p> <p>Social: collaboration, leadership</p> <p>Emotional: perseverance, determination, honesty,</p> <p>Thinking: reflection, observing and providing feedback, exploring ideas, comprehension</p>	<p><b>Tennis</b></p> <p>Physical: throwing, catching, forehand, backhand, rallying</p> <p>Social: co-operation, support and encourage others, collaboration, respect</p> <p>Emotional: perseverance, honesty, determination</p> <p>Thinking: identifying strengths and areas for improvement, reflection, select and apply, comprehension, use tactics</p>
	<p><b>Swimming</b></p> <p>Physical: submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position</p> <p>Social: communication, support and encourage others, keep myself and others safe, collaboration,</p> <p>Emotional: confidence, honesty, determination, independence, perseverance</p>	<p><b>Swimming</b></p> <p>Physical: submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position</p> <p>Social: communication, support and encourage others, keep myself and others safe, collaboration,</p> <p>Emotional: confidence, honesty, determination, independence, perseverance</p> <p>Thinking: comprehension, observe and provide feedback, tactics, select and apply skills</p>	<p><b>Swimming</b></p> <p>Physical: submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position</p> <p>Social: communication, support and encourage others, keep myself and others safe, collaboration,</p> <p>Emotional: confidence, honesty, determination, independence, perseverance</p>	<p><b>Swimming</b></p> <p>Physical: submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position</p> <p>Social: communication, support and encourage others, keep myself and others safe, collaboration,</p> <p>Emotional: confidence, honesty, determination, independence, perseverance</p>	<p><b>Swimming</b></p> <p>Physical: submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position</p> <p>Social: communication, support and encourage others, keep myself and others safe, collaboration,</p> <p>Emotional: confidence, honesty, determination, independence, perseverance</p> <p>Thinking: comprehension, observe and provide feedback, tactics, select and apply skills</p>	<p><b>Swimming</b></p> <p>Physical: submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position</p> <p>Social: communication, support and encourage others, keep myself and others safe, collaboration,</p> <p>Emotional: confidence, honesty, determination, independence, perseverance</p> <p>Thinking: comprehension, observe and provide feedback, tactics, select and apply skills</p>

	<p>Thinking: comprehension, observe and provide feedback, tactics, select and apply skills</p>	<p>Emotional: confidence, honesty, determination, independence, perseverance</p> <p>Thinking: comprehension, observe and provide feedback, tactics, select and apply skills</p>		<p>Thinking: comprehension, observe and provide feedback, tactics, select and apply skills</p>	<p>Thinking: comprehension, observe and provide feedback, tactics, select and apply skills</p>	
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5	<p><b>Hockey</b></p> <p>Physical: dribble, pass, receive, tackle, intercept, run, shoot</p> <p>Social: communication, collaboration, respect, support others</p> <p>Emotional: perseverance, honesty and fair play, determination</p> <p>Thinking: identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection</p> <p><b>Gymnastics</b></p> <p>Physical: symmetrical and asymmetrical balances, rotation jumps, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand</p> <p>Social: work safely, support others, collaboration</p> <p>Emotional: confidence, perseverance, resilience, determination</p> <p>Thinking: observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequen</p>	<p><b>Basketball</b></p> <p>Physical: run, jump, throw, catch, dribble, shoot</p> <p>Social: collaboration, communication, co-operation, respect</p> <p>Emotional: honesty and fair play, confidence, persevere</p> <p>Thinking: reflection, decision making, select and apply, use tactics, observe and provide feedback, identify areas of strength and areas for development</p> <p><b>Dance</b></p> <p>Physical: actions, dynamics, space, relationships</p> <p>Social: collaboration, consideration and awareness of others, inclusion, respect, leadership</p> <p>Emotional: empathy, confidence, perseverance</p> <p>Thinking: creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills</p>	<p><b>Fitness</b></p> <p>Physical: agility, balance, co-ordination, speed, stamina, strength</p> <p>Social: support and encourage others, collaboration</p> <p>Emotional: perseverance, determination</p> <p>Thinking: observation, analysis, comprehension</p> <p><b>Gymnastics</b></p> <p>Physical: symmetrical and asymmetrical balances, rotation jumps, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand</p> <p>Social: work safely, support others, collaboration</p> <p>Emotional: confidence, perseverance, resilience, determination</p> <p>Thinking: observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequen</p>	<p><b>Handball</b></p> <p>Physical: throw, catch, run, dribble, shoot, change direction, change speed</p> <p>Social: communication, kindness, respect, collaboration</p> <p>Emotional: confidence, honesty and fair play, determination, perseverance</p> <p>Thinking: select and apply, decision making, problem solving, comprehension, reflection</p> <p><b>Dance</b></p> <p>Physical: actions, dynamics, space, relationships</p> <p>Social: collaboration, consideration and awareness of others, inclusion, respect, leadership</p> <p>Emotional: empathy, confidence, perseverance</p> <p>Thinking: creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills</p>	<p><b>Tennis</b></p> <p>Physical: forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying</p> <p>Social: encourage and support others, co-operation, collaboration, communication</p> <p>Emotional: perseverance, honesty</p> <p>Thinking: observe and provide feedback, reflection, comprehension, select and apply, decision making, use of tactics</p> <p><b>OAA</b></p> <p>Physical: balance, co-ordination, run at speed, run over distance</p> <p>Social: negotiation, communication, leadership, work safely</p> <p>Emotional: empathy, confidence, resilience</p> <p>Thinking: problem solving, reflect, critical thinking, select and apply, comprehension</p>	<p><b>Athletics</b></p> <p>Physical: pace, sprint, relay changeovers, jump for distance, push throw, pull throw</p> <p>Social: collaboration, negotiation, communication, supporting others</p> <p>Emotional: perseverance, confidence, concentration, determination</p> <p>Thinking: observing and providing feedback, selecting and applying, comprehension</p> <p><b>Rounders</b></p> <p>Physical: throw, catch, bowl, bat, field</p> <p>Social: communication, collaboration, respect, co-operation</p> <p>Emotional: honesty, self regulation, sportsmanship</p> <p>Thinking: select and apply skills, reflection, assess, tactics</p>
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6	<p><b>Football</b></p> <p>Physical: dribble, pass, receive, track, tackle</p> <p>Social: communication, respect, collaboration, co-operation</p> <p>Emotional: honesty, persevere, determination</p> <p>Thinking: assess, explore, decision making, select and apply</p> <p><b>Gymnastics</b></p> <p>Physical: straddle roll, forward roll, backward roll, counter balance, counter tension, bridge, shoulder stand, handstand, cartwheel, flight</p> <p>Social: work safely, collaboration, communication, respect</p> <p>Emotional: independence, confidence, determination</p> <p>Thinking: observe and provide feedback, comprehension, select and apply actions, evaluate and improve sequences</p>	<p><b>Tag Rugby</b></p> <p>Physical: throw, catch, run, change direction, change speed</p> <p>Social: communication, support others, collaboration</p> <p>Emotional: honesty and fair play, confidence, determination, trust</p> <p>Thinking: decision making, comprehension, reflection, identify strengths and areas for development, plan</p> <p><b>Dance</b></p> <p>Physical: actions, dynamics, space, relationships</p> <p>Social: share ideas, collaboration, support, communication, inclusion, respect, leadership</p> <p>Emotional: confidence, self-regulation, perseverance, determination, integrity, empathy</p> <p>Thinking: creativity, observation, provide feedback, comprehension, use feedback to improve, select and apply skills</p>	<p><b>Netball</b></p> <p>Physical: throw, catch, change direction, change speed, shoot</p> <p>Social: communication, collaboration, respect</p> <p>Emotional: honesty and fair play, pride, empathise, persevere</p> <p>Thinking: select and apply, decision making, comprehension</p> <p><b>Gymnastics</b></p> <p>Physical: straddle roll, forward roll, backward roll, counter balance, counter tension, bridge, shoulder stand, handstand, cartwheel, flight</p> <p>Social: work safely, collaboration, communication, respect</p> <p>Emotional: independence, confidence, determination</p> <p>Thinking: observe and provide feedback, comprehension, select and apply actions, evaluate and improve sequences</p>	<p><b>OAA</b></p> <p>Physical: balance, co-ordination, run at speed, run over distance</p> <p>Social: communication, collaboration, inclusion, leadership, work safely</p> <p>Emotional: confidence, honesty, trust</p> <p>Thinking: evaluation, reflection, problem solving, comprehension, select and apply</p> <p><b>Cricket</b></p> <p>Physical: deep and close catch, underarm and overarm throw, overarm bowl, long and short barrier, batting</p> <p>Social: collaboration, communication, respect</p> <p>Emotional: honesty, perseverance</p> <p>Thinking: observation, provide feedback, select and apply skills, tactics, assessing</p>	<p><b>Athletics</b></p> <p>Physical: pace, sprint, jump for distance, push throw, fling throw</p> <p>Social: negotiating, collaborating, respect</p> <p>Emotional: empathy, perseverance, determination</p> <p>Thinking: observing and providing feedback, comprehension</p> <p><b>Yoga</b></p> <p>Physical: balance, strength, flexibility, co-ordination</p> <p>Social: respect, co-operate leadership, communication, share ideas, work safely</p> <p>Emotional: focus, concentration, confidence, independence, determination</p> <p>Thinking: identify, create, select and apply actions, observe and provide feedback</p>	<p><b>Tennis</b></p> <p>Physical: forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying</p> <p>Social: support and encourage others, co-operation, collaboration, respect</p> <p>Emotional: honesty, perseverance</p> <p>Thinking: comprehension, observe and provide feedback, select and apply, use tactics, reflection, identifying areas of strength and areas for development</p> <p><b>Fitness</b></p> <p>Physical: agility, balance, co-ordination, speed, stamina, strength</p> <p>Social: support and encourage others, collaboration</p> <p>Emotional: perseverance, determination</p> <p>Thinking: observation, analysis, comprehension</p>
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## NATIONAL CURRICULUM STRAND PROGRESSION

### Progression Journey: Dance

This unit links to the following strand of the NC:  
KS1: perform dances using simple movement patterns.

KS2: perform dances using a range of movement patterns.

EYFS	1	2	3	4	5	6
Copy basic body actions and rhythms.	Copy, remember and repeat actions.	Copy, remember and repeat a series of actions.	Copy remember and perform a dance phrase.	Copy, remember and adapt set choreography.	Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.	Perform dances confidently and fluently with accuracy and good timing.
Choose and use travelling actions, shapes and balances.	Choose actions for an idea.	Select from a wider range of actions in relation to a stimulus.	Create short dance phrases that communicate an idea.	Choreograph considering structure individually, with a partner and in a group.	Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.	Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.
Travel in different pathways using the space around them.	Use changes of direction, speed and levels with guidance.	Use pathways, levels, shapes, directions, speeds and timing with guidance.	Use canon, unison and formation to represent an idea.	Use action and reaction to represent an idea.	Confidently perform choosing appropriate dynamics to represent an idea.	Improvise and combine dynamics demonstrating an awareness of the impact on performance.
Begin to use dynamics and expression with guidance.	Show some sense of dynamic and expressive qualities.	Show a character through actions, dynamics and expression.	Match dynamic and expressive qualities to a range of ideas.	Change dynamics to express changes in character or narrative.	Use counts accurately when choreographing to perform in time with others and the music.	Use counts when choreographing and performing to improve the quality of work.
Begin to count to music.	Begin to use counts.	Use counts with help to stay in time with the music.	Use counts to keep in time with a partner and group.	Use counts when choreographing short phrases.		



## Progression Journey: F.M.S through fundamentals, fitness and athletics

These units link to the following strands of the NC:

KS1: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.

KS2: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.

EYFS	1	2	3	4	5	6
Run and stop with some control.	Attempt to run at different speeds showing an awareness of technique.	Show balance and co-ordination when running at different speeds.	Show balance, co-ordination and technique when running at different speeds, stopping with control.	Demonstrate how and when to speed up and slow down when running.	Run at the appropriate speed over longer distances or for longer periods of time.	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
Explore skipping as a travelling action.	Begin to link running and jumping movements with some control.	Link running and jumping movements with some control and balance.	Link running, hopping and jumping actions using different take offs and landing.	Link hopping and jumping actions with some control.	Show control at take-off and landing in more complex jumping activities.	Link running, jumping and hopping actions with greater control and co-ordination.
Jump and hop with bent knees.	Jump, leap and hop and choosing which allows them to jump the furthest.	Show hopping and jumping movements with some balance and control.	Jump for distance and height with an awareness of technique.	Jump for distance and height showing balance and control.	Perform a range of more complex jumps showing some technique.	Perform jumps for height and distance using good technique.
Throwing larger balls and beanbags into space.	Throw towards a target.	Change technique to throw for distance.	Throw a variety of objects, changing action for accuracy and distance.	Throw with some accuracy and power towards a target area.	Show accuracy and power when throwing for distance.	Show accuracy and good technique when throwing for distance.
Balance whilst stationary and on the move.	Show some control and balance when travelling at different speeds.	Show control and balance when travelling at different speeds.	Demonstrate balance when performing other fundamental skills.	Demonstrate good balance when performing other fundamental skills.	Demonstrate good balance and control when performing other fundamental skills.	Show fluency and control when travelling, landing, stopping and changing direction.
Change direction at a slow pace.	Begin to show balance and co-ordination when changing direction.	Demonstrates balance and co-ordination when changing direction.	Show balance when changing direction in combination with other skills.	Show balance when changing direction at speed in combination with other skills.	Demonstrate improved body posture and speed when changing direction.	Change direction with a fluent action and can transition smoothly between varying speeds.
Explore moving different body parts together.	Use co-ordination with and without equipment.	Perform actions with increased control when co-ordinating their body with and without equipment.	Can co-ordinate their bodies with increased consistency in a variety of activities.	Begin to co-ordinate their body at speed in response to a task.	Can co-ordinate a range of body parts at increased speed.	Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.

## Progression Journey: Games through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games

These units link to the following strands of the NC:

KS1: master basic movements including throwing and catching.

Participate in team games, developing simple tactics for attacking and defending.

KS2: use running, jumping, throwing and catching in isolation and in combination.

Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

EYFS	1	2	3	4	5	6
Drop and catch with two hands.	Drop and catch a ball after one bounce on the move.	Dribble a ball with two hands on the move.	Dribble the ball with one hand with some control in game situations.	Link dribbling the ball with other actions with increasing control.	Use dribbling to change the direction of play with some control under pressure.	Use dribbling to change the direction of play with control under pressure.
Move a ball with feet.	Move a ball using different parts of the foot.	Dribble a ball with some success, stopping it when required.	Dribble a ball with feet with some control in game situations.	Change direction when dribbling with feet with some control in game situations.	Dribble with feet with some control under increasing pressure.	Use a variety of dribbling techniques to maintain possession under pressure.
Throw and roll a variety of beanbags and larger balls to space.	Throw and roll towards a target with some varying techniques.	Throw and roll towards a target using varying techniques with some success.	Use a variety of throwing techniques in game situations.	Use a variety of throwing techniques with increasing success in game situations.	Use a variety of throwing techniques with some control under increasing pressure.	Use a variety of throwing techniques including fake passes to outwit an opponent.
Kick larger balls to space.	Kick towards a stationary target.	Show balance when kicking towards a target.	Kick towards a partner in game situations.	Kick with increasing success in game situations.	Use a variety of kicking techniques with some control under increasing pressure.	Select and apply the appropriate kicking technique with control.
Stop a beanbag or large ball sent to them using hands.	Catch a beanbag and a medium-sized ball.	Catch an object passed to them, with and without a bounce.	Catch a ball passed to them using one and two hands with some success.	Catch a ball passed to them using one and two hands with increasing success.	Catch and intercept a ball using one and two hands with some success in game situations.	Catch and intercept a ball using one and two hands with increasing success in game situations.
Attempt to stop a large ball sent to them using feet.	Attempt to track balls and other equipment sent to them.	Move to track a ball and stop it using feet with limited success.	Receive a ball sent to them using different parts of the foot.	Receive a ball using different parts of the foot under pressure.	Receive a ball using different parts of the foot under pressure with increasing control.	Receive a ball with consideration to the next move.
Hit a ball with hands.	Strike a stationary ball using a racket.	Strike a ball using a racket.	Strike a ball with varying techniques.	Strike a ball using varying techniques with increasing accuracy.	Strike a ball using a wider range of skills. Apply these with some success under pressure.	Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.
Run and stop when instructed.	Run, stop and change direction with some balance and control.	Run, stop and change direction with balance and control.	Change direction with increasing speed in game situations.	Change direction to lose an opponent with some success.	Use a variety of techniques to change direction to lose an opponent.	Confidently change direction to successfully outwit an opponent.
Move around showing limited awareness of others.	Recognise space in relation to others.	Move to space to help score goals or limit others scoring.	Use space with some success in game situations.	Create and use space with some success in game situations.	Create and use space for self and others with some success.	Effectively create and use space for self and others to outwit an opponent.
Make simple decisions in response to a situation.	Begin to use simple tactics with guidance.	Use simple tactics.	Use simple tactics individually and within a team.	Use simple tactics to help their team score or gain possession.	Understand the need for tactics and can identify when to use them in different situations.	Work collaboratively to create tactics within their team and evaluate the effectiveness of these.

## Progression Journey: Body Management through yoga and gymnastics

These unit link to the following strands of the NC:  
KS1: master basic movements as well as developing balance, agility and co-ordination.

KS2: develop flexibility, strength, technique, control and balance.

EYFS	1	2	3	4	5	6
Create shapes showing a basic level of stillness using different parts of their bodies.	Perform balances making their body tense, stretched and curled.	Perform balances on different body parts with some control and balance.	Complete balances with increasing stability, control and technique.	Use body tension to perform balances both individually and with a partner.	Show increasing control and balance when moving from one balance to another.	Combine and perform more complex balances with control, technique and fluency.
Begin to take weight on different body parts.	Take body weight on hands for short periods of time.	Take body weight on different body parts, with and without apparatus.	Demonstrate some strength and control when taking weight on different body parts for longer periods of time.	Demonstrate increasing strength, control and technique when taking own and others weight.	Use strength to improve the quality of an action and the range of actions available.	Demonstrate more complex actions with a good level of strength and technique.
Show shapes and actions that stretch their bodies.	Demonstrate poses and movements that challenge their flexibility.	Show increased awareness of extension and flexibility in actions.	Demonstrate increased flexibility and extension in their actions.	Demonstrate increased flexibility and extension in more challenging actions.	Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.	Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.
Copy and link simple actions together.	Remember, repeat and link simple actions together.	Copy, remember, repeat and plan linking simple actions with some control and technique.	Choose actions that flow well into one another both on and off apparatus.	Plan and perform sequences showing control and technique with and without a partner.	Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.	Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.

### Progression Journey: OAA through team building and OAA

These units link to the following strands of the NC:  
KS1: participate in team games, developing simple tactics.

KS2: take part in outdoor and adventurous activity challenges both individually and within a team.



EYFS	1	2	3	4	5	6
Follow simple instructions.	Follow instructions.	Follow instructions accurately.	Follow instructions from a peer and give simple instructions.	Accurately follow instructions given by a peer and give clear and usable instructions to a peer.	Use clear communication when working in a group and taking on different roles.	Communicate with others clearly and effectively when under pressure.
Share their ideas with others.	Begin to work with a partner and a small group.	Work co-operatively with a partner and a small group, taking turns and listening to each other.	Work collaboratively with a partner and a small group, listening to and accepting others' ideas.	Confidently communicate ideas and listen to others before deciding on the best approach.	Begin to lead others, providing clear instructions.	Confident to lead others and show consideration of including all within a group.
Explore activities making own decisions in response to a task.	Understand the rules of the game and suggest ideas to solve simple tasks.	Try different ideas to solve a task.	Plan and attempt to apply strategies to solve problems.	Plan and apply strategies to solve problems.	Plan and apply strategies with others to more complex challenges.	Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.
Make decisions about where to move in space.	Copy a simple diagram/map.	Follow and create a simple diagram/map.	Orientate and follow a diagram/map.	Identify key symbols on a map and use a key to help navigate around a grid.	Orientate a map confidently using it to navigate around a course.	Confidently and efficiently orientate a map, identifying key features to navigate around a course.
Follow a path.						
Begin to identify personal success.	Identify own and others' success.	Understand when a challenge is solved successfully and begin to suggest simple ways to improve.	Reflect on when and why challenges are solved successfully and use others' success to help them to improve.	Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.	Explain why a particular strategy worked and alter methods to improve.	Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.

**Progression Journey: Swimming** NC: All schools must provide swimming instruction either in key stage 1 or key stage 2.



Beginners	Developers	Intermediate
Submerge and regain feet in the water.	Confidently and consistently retrieve an object from the floor with the same breath.	Confidently combine skills to retrieve an object from greater depth.
Breathe in sync with an isolated kicking action from poolside.	Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.	Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.
Use arms and legs together to move effectively across a short distance in the water.	Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.	Confidently demonstrate good technique in a wider range of strokes over increased distances.
Glide on front and back over short distances.	Combine gliding and floating on front and back over an increased distance.	Combine gliding and transitioning into an appropriate stroke with good control.
Float on front and back for short periods of time.	Float on front and back using different shapes with increased control.	Confidently link a variety of floating actions together demonstrating good technique and control.
Confidently roll from front to back and then regain a standing position.	Comfortably demonstrate sculling head first, feet first and treading water.	Select and apply the appropriate survival technique to the situation.

## Progression Journey: SET



	EYFS	1 2	3 4	5 6
<b>SOCIAL</b>	<p>Take turns.</p> <p>Learn to share equipment with others.</p> <p>Share their ideas with others.</p>	<p>Encourage others to keep trying.</p> <p>Talk to a partner about their ideas and take turns to listen to each other.</p> <p>Work with a partner and small group to play games and solve challenges.</p>	<p>Encourage and motivate others to work to their personal best.</p> <p>Work with others to achieve a shared goal.</p> <p>Work with others to self manage games.</p>	<p>Share ideas with others and work together to decide on the best approach to a task.</p> <p>Lead others and show consideration of including all within a group.</p> <p>Communicate with others clearly and effectively.</p>
<b>EMOTIONAL</b>	<p>Try again if they do not succeed.</p> <p>Practise skills independently.</p> <p>Confident to try new tasks and challenges.</p>	<p>Show determination to continue working over a longer period of time.</p> <p>Determined to complete the challenges and tasks set.</p> <p>Explore skills independently before asking for help.</p> <p>Confident to share ideas, contribute to class discussion and perform in front of others.</p>	<p>Persevere when finding a challenge difficult.</p> <p>Understand what their best looks like and they work hard to achieve it.</p> <p>Begin to use rules showing awareness of fairness and honesty.</p> <p>Show an awareness of how other people feel.</p>	<p>Understand what maximum effort looks and feels like and show determination to achieve it.</p> <p>Use different strategies to persevere to achieve personal best.</p> <p>Compete within the rules showing fair play and honesty when playing independently.</p> <p>Confident to attempt tasks and challenges outside of their comfort zone.</p>
<b>THINKING</b>	<p>Begin to identify personal success.</p> <p>Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.</p> <p>Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.</p>	<p>Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.</p> <p>Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.</p> <p>Provide feedback beginning to use key words from the lesson.</p>	<p>Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.</p> <p>Select and apply from a wider range of skills and actions in response to a task.</p> <p>Provide feedback using key terminology.</p>	<p>Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.</p> <p>Recognise and explain their thought process when playing games or completing tasks. E.g. I moved here because my teammate was over there.</p> <p>Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.</p> <p>Select and apply appropriate skills for the situation when under pressure.</p>