



St Mary's Catholic Primary School
Living and Learning Together – Shining in our Faith
**PE Key Skills and Progression in
 Disciplinary Knowledge**

**Early Years Foundation Stage Curriculum
 Personal, Social & Emotional Development – 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. Through the children's learning opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

3 and 4 year olds	Reception	End of Reception Early Learning Goals
<p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skill • 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. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of music that 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. 	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling – running - crawling- hopping - walking - skipping - jumping – climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, coordination 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 outdoors, alone and in a group. 	<p><u>ELG: Physical Development – Gross Motor Skills</u></p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p><u>ELG: Expressive Arts and Design – Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. <p><u>ELG: Personal, Social and Emotional Development – Managing self</u></p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. <p><u>ELG: Personal, Social and Emotional Development – Building Relationships</u></p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others.

<ul style="list-style-type: none"> • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. 	<ul style="list-style-type: none"> • Develop overall body strength, balance, coordination and agility. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills. • Explore and engage in music making and dance, performing solo or in group 	
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NATIONAL CURRICULUM KEY STAGES 1 & 2: PE

The National Curriculum 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.

Gymnastics						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Introduce basic skills of travelling.	Develop the basic skills of travelling.	Improve their travelling, jumping and rolling.	Develop ways of travelling on hands and feet.	To develop ways of travelling on feet and hands and feet.	To perform partner balances (matched and mirrored).	To perform matched and mirrored paired balances
Introduce basic skills of rolling.	Develop basic skills of rolling.	Develop simple balancing skills individually and with a partner.	Improve balance on small and large body parts.	To develop balance on small body parts. To develop a range of jumping actions	To perform counter balance.	To perform counter balance and counter tension paired balances.
Introduce basic skills of jumping.	Develop basic skills of jumping. Perform basic skills with straight and tuck shapes. To link movements together. Link travel, roll and jump with two different shapes.	Remember and repeat simple sequences and perform them on the floor and apparatus. Set up apparatus safely.	Create a sequence of travelling and balancing actions. To develop more challenging rolls. Develop Jump-Shape-Landing.	To develop balance on large body parts. To create a gymnastic sequence of travelling and balancing. To explore different ways of rolling.	To perform Counter tension balances. To evaluate and recognise their own success. To create a gymnastic sequence with a partner.	To perform a group counter balance. To create a gymnastic sequence with counter balances and counter tension in a group.

	Create a sequence on the floor and adapt to apparatus.		<p>Create a sequence of gymnastic actions.</p> <p>Recognise and evaluate their own and others success.</p> <p>Perform gym actions using apparatus.</p>	<p>To perform rolling actions and link these with other actions to create a sequence.</p> <p>To explore different ways of balancing, jumping and travelling. To create a sequence using travelling, balancing, jumping and rolling that meet a set of conditions.</p> <p>To make simple judgements about the quality of performances.</p> <p>To create a sequence using travelling, balancing, jumping and rolling that meet a set of conditions.</p>	<p>To perform the core task "Acrobatic gymnastics".</p> <p>To evaluate and recognise their success.</p> <p>To develop a sequence onto apparatus.</p>	To evaluate success of group and paired balances.
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Dance						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To explore and perform different travelling actions.</p> <p>Experiment with different creative movements.</p> <p>Start to move using different pathways.</p>	<p>Explore different ways of travelling and using space.</p> <p>Create travelling patterns using a stimulus.</p> <p>Create pathways using a stimulus.</p> <p>Develop simple dance phrases.</p> <p>Change speed and direction.</p> <p>Explore basic body patterns.</p>	<p>Create ideas adding expressions and develop ways to improve our work.</p> <p>Create effective travelling pathways individually and in a group.</p> <p>Perform a whole class performance.</p> <p>Understand unison and cannon.</p> <p>Improve timings.</p> <p>Work to music.</p>	<p>Create movement using a stimulus.</p> <p>To explore dance movements and patterns.</p> <p>To work with a partner to create dance patterns.</p> <p>Show rhythm and expression.</p> <p>Precision in movement.</p> <p>To work co-operatively.</p> <p>Perform in front of others.</p>	<p>Identify and practise patterns and actions of dance style.</p> <p>Demo an awareness of the music's beat and rhythm.</p> <p>Create an individual dance and partner dance that reflects the theme.</p> <p>To dance using a range of movements</p> <p>Evaluate own work.</p>	<p>Identify and practise the patterns and actions of the chosen dance theme.</p> <p>Produce a dance phrase in response to the music.</p> <p>Apply key components of dance: Travel, Jump, Stillness, Gesture and Turn.</p> <p>To create a group dance with creative ideas.</p> <p>Evaluate own and others work.</p>	<p>To practise patterns and actions in the Haka style.</p> <p>Demo an awareness of music's rhythm when improvising.</p> <p>Show strong gesture and dynamics throughout.</p> <p>To create a dance that represents a haka style.</p> <p>To perform and analyse own and other performance.</p>

Invasion Games						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Send & receive a ball by rolling from hand & striking with foot</p> <p>Aim & throw object underarm</p> <p>Catch and bounce a variety of balls</p> <p>Move and stop safely in a specific area</p> <p>Play a passing & target game alone and with a partner</p>	<p>Throw underarm, bounce & catch a variety of balls by self & with partner</p> <p>pass/stop a ball using both feet</p> <p>Invade and evade using different movements such as Run straight and on a curve and sidestep with correct technique</p> <p>Begin to follow some simple rules</p>	<p>Perform some dribbling skills with hands, feet and a stick using space</p> <p>Pass a ball accurately (hands & feet) over longer distances to a team mate</p> <p>Combine stopping, receiving, sending and passing in multiple forms to other players</p> <p>Make simple decisions about when /where to move in game to receive a ball</p>	<p>Send and receive a ball.</p> <p>Send a ball and move into space</p> <p>Send and receive in a simple game.</p> <p>Use more than one simple tactic.</p> <p>Evaluate success.</p>	<p>To send and receive a ball.</p> <p>To travel with a ball.</p> <p>Travel with a ball with control.</p> <p>Use various simple tactics to outwit an opponent.</p> <p>Apply basic principles of attack.</p> <p>Travel with a ball with control in a game.</p> <p>Evaluate success.</p>	<p>To develop the skill of passing and catching a netball.</p> <p>Develop the skill of a shoulder pass.</p> <p>Develop the skill of shooting in netball/Handball/Basketball.</p> <p>Select appropriate strategies for attack.</p> <p>Evaluate work and suggest ways to improve. Choose and apply netball/ handball/ basketball based skills consistently in a game situation.</p>	<p>Develop the skill of running with a rugby ball in two hands.</p> <p>Develop the skill of passing a catching a ball.</p> <p>To be able to score.</p> <p>Develop an understanding of when to run and when to pass the ball.</p> <p>Apply basic strategic and tactical principles of attack.</p> <p>Apply basic strategic and tactical principles of defence.</p> <p>Use skills and tactics for an invasion typed game.</p> <p>Evaluate their own and others success and suggest ways to improve.</p> <p>Understand basic principles of a warm up that will lead to invasion based activities.</p>

Athletics						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>To begin to develop an understanding of Fundamental Movement Skills FMS</p> <p>To develop running, jumping and throwing related to athletics</p> <p>Begin to understand how to change speed, jump for distance and throw for distance</p>	<p>Use varying speeds when running</p> <p>Understand the importance of a controlled landing when developing skipping, hopping and two footed landings</p> <p>To begin to link overarm throwing action with athletics based throwing events</p> <p>Begin to travel at speed through obstacles (high and low)</p>	<p>Apply different types of movements linked to running to ensure it is embedded</p> <p>Jump with control both 1 footed and two footed</p> <p>Throw different objects in a variety of ways</p> <p>Complete an obstacle course with control and agility</p>	<p>Run, throw, jump.</p> <p>To perform the pull throwing action.</p> <p>To explore different running techniques.</p> <p>To perform the sling throw.</p> <p>To develop jumping actions.</p> <p>Select an appropriate running technique for distance.</p> <p>To perform a push throw.</p>	<p>To perform a start in a sprint type race.</p> <p>To throw for distance using three different throws.</p> <p>To perform a hop, step and jump.</p> <p>To pass a baton successfully in a race.</p> <p>To perform 5 different jumps.</p> <p>To perform in athletic type competitive events (run, jump and throw).</p>	<p>To develop running skills in isolation.</p> <p>To develop throwing skills.</p> <p>To evaluate their own success.</p> <p>To explore ways of combining jumping actions.</p> <p>To develop throwing skills in an athletic type activity.</p> <p>To develop jumping actions in combination.</p>	<p>To develop running skills in isolation.</p> <p>To develop throwing skills in an athletic type activity.</p> <p>To develop running, jumping and throwing skills in an athletic type activity.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
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Striking and Fielding						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Aim & throw object underarm</p> <p>Catch balloon/bean bag/scarf & sometimes a bouncing ball</p> <p>Use hand to strike a bean bag or ball and move towards a scoring area</p> <p>Begin to use a bat or racket to hit a ball</p>	<p>Show some different ways of hitting, throwing and striking a ball</p> <p>Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points)</p> <p>Understand a as a fielder how to get the ball back to the designated area</p> <p>Begin to follow some simple rules (carrying the</p>	<p>Send a ball off a tee using a bat</p> <p>Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops</p> <p>Stop moving when the 'bowler' has the ball</p> <p>Play as a fielder and pass the ball back to the bowler to make the runner stop</p>	<p>To send a ball in a striking and fielding game.</p> <p>To receive a ball in a striking and fielding game.</p> <p>To evaluate success.</p> <p>To strike a ball in a striking and fielding game.</p> <p>Use simple tactics in a game.</p>	<p>To strike a ball a striking and fielding game.</p> <p>To use simple tactics in a striking and fielding game.</p> <p>To evaluate tactics used in a striking and fielding game.</p>	<p>To bowl underarm with accuracy.</p> <p>To catch a ball when fielding.</p> <p>To run with a bat between wickets.</p> <p>To bowl overarm with accuracy.</p> <p>To strike a ball with a cricket bat.</p> <p>To learn how to field a ball.</p>	<p>To bowl underarm / overarm with accuracy in a game.</p> <p>To bowl underarm / overarm with accuracy in a pairs cricket.</p> <p>To play a modified competitive cricket game.</p> <p>To evaluate what was successful in a game.</p>

	bat, not over taking someone)	Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops)				
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OAA and Team Building

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Describe different types of movement to travel (Walking, jogging, sprinting)</p> <p>Apply basic movements in a range of outdoor activities</p> <p>Developing improved physical capacity</p> <p>Apply fundamental movement skills in a range of activities</p> <p>Develop simple tactics</p>	<p>Describe with some detail the best techniques to use in running, jumping and throwing</p> <p>Make and apply decisions in a range of contexts</p> <p>Participate in competitive and cooperative physical activities</p> <p>Develop and master fundamental movement skills</p>	<p>Explain how they can make informed choices about healthy, active lifestyles both in school and beyond</p> <p>Participate in competitive and cooperative physical activities</p> <p>Apply tactics and creative ideas to tasks</p> <p>Continue to apply and develop a broader range of skills.</p> <p>Enjoy communicating, collaborating and competing with each other and how to improve</p>	<p>To describe how to use simple maps within a lesson.</p> <p>To develop map work and orientation of the school site.</p> <p>To work in collaboration to solve tasks and problems.</p> <p>To warm up and prepare appropriately for different OAA activities.</p> <p>To work in small groups with minimal support from teacher.</p> <p>To describe the short term and beneficial effects of different OAA activities on the body.</p>	<p>To describe how we can work in small groups to support plans.</p> <p>To embed map work and orientation of the school site.</p> <p>To use and create routes for each other using simple plans.</p> <p>To support and assist in group problem solving tasks.</p> <p>To consolidate map work and orientation.</p> <p>To talk about what they have done, using appropriate vocabulary with support.</p> <p>To talk about exercising, safety and short term exercise.</p>	<p>To describe how collaboration is required during OAA.</p> <p>To consolidate map work and orientation.</p> <p>To set up courses for others to navigate.</p> <p>To work in small groups with minimal support from teacher.</p> <p>To explain how working in teams and having good sportsmanship supports the development of skills, playing fairly and respectfully in all competitive situations.</p> <p>To safely perform teacher led warm-ups.</p>	<p>To describe how to create a course/map.</p> <p>To set up courses for others with confidence.</p> <p>To warm up and prepare appropriately for different OAA activities.</p> <p>Can recognise hazards.</p> <p>To develop more advanced Orienteering techniques.</p> <p>Can feedback the importance of team work and communication.</p> <p>To talk about exercising, safety and short term effects of exercise.</p>

Fundamental Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>To introduce locomotor Skills – These involve transporting your body from A – B. This includes running, jumping and hopping.</p> <p>To introduce body management skills – this includes balancing actions.</p> <p>To introduce manipulative skills – this involves imparting force with or on an external object. This includes rolling/underarm throw and catching.</p> <p>Gymnastics – To introduce the basic skills of travelling, rolling and jumping.</p> <p>Dance – To explore and experiment with different creative movement actions in response to a theme.</p>	<p>FMS A</p> <p>To develop locomotor Skills – These involve transporting your body from A – B. This includes running, jumping, skipping, hopping and side stepping.</p> <p>To develop body Management Skills – This includes balancing actions.</p>	<p>FMS A</p> <p>To develop locomotor Skills – These involve transporting your body from A – B. This includes running, jumping, skipping, hopping and side stepping.</p> <p>To develop body Management Skills – This includes balancing actions.</p>				
	<p>FMS B</p> <p>To develop manipulative Skills –this involves imparting force with or on an external object. These skills include kicking, striking, rolling, underarm throwing, overarm throwing and catching.</p>	<p>FMS B</p> <p>To develop manipulative Skills –this involves imparting force with or on an external object. These skills include kicking, striking, rolling, underarm throwing, overarm throwing and catching.</p>				

