



## Physical Education Skills Progression from Reception to Year 4

Areas	EYFS Skills	Key Stage 1 Skills		Lower Key Stage 2 Skills	
	End of Reception Expectations	End of Year 1 Expectations	End of Year 2 Expectations	End of Year 3 Expectations	End of Year 4 Expectations
Invasion	N/A	N/A	N/A	<p>Use a range of skills to help them keep possession and control of the ball.</p> <p>Pass, receive and dribble the ball, keeping control and possession consistently use a range of skills to keep possession and make progress towards a goal, on their own and with others.</p>	<p>Use a range of techniques when passing, e.g. high, low, bounced, fast and slow.</p> <p>Change direction and speed when dribbling the ball. Show growing consistency and control in games.</p> <p>Play with greater speed and flow.</p>
Striking and Fielding	N/A	N/A	N/A	<p>Use a range of skills with increasing control.</p> <p>Use accuracy when bowling or fielding and strike with intent.</p> <p>Intercept using agility and speed to stop the ball and return it.</p> <p>Use batting and throwing skills wisely to make it harder on the other team.</p> <p>Use judgement within competitive games and work as a team.</p>	

Net and Wall	N/A	N/A	N/A	<p>Perform basis game skills with control and consistency.</p> <p>Vary speed and direction of ball skills.</p> <p>Play a game using a racket, getting in to good positions and keeping a consistent rally going using a range of shots.</p> <p>Support why you are moving around the court and getting in to good positions.</p> <p>Use speed and height to make things difficult for your opponent.</p>	
Fundamentals	<p><b>EYFS Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Walking</li> <li>• Hopping</li> <li>• Skipping</li> <li>• Kicking</li> <li>• Running</li> <li>• Jumping</li> <li>• Landing</li> <li>• Throwing</li> <li>• Catching</li> </ul> <p>Starting to show control in these skills when playing racing and chasing games in pairs or groups and adjusting speed or changing direction to avoid obstacles. Using equipment.</p>	<p><b>Year 1 Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Dodging</li> <li>• Striking with hands</li> <li>• Consolidating throwing, catching and kicking.</li> </ul> <p>Increase stamina and control when improving on previous skills. Move fluently when using agility, speed and coordination. Basic actions are accurate including rolling, underarm throwing, striking a ball and retrieving.</p>	<p><b>Year 2 Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Striking with implement</li> <li>• Consolidating dodging and striking with hands.</li> </ul> <p>Perform a range of the previous skills with control. Run with coordination and speed showing clear awareness of others in running, chasing and avoiding games. Make simple decisions within game scenarios. Jump from one foot, landing on the opposite foot or both feet.</p>	N/A	N/A

Gymnastics	<p>Experiment with different ways of moving.</p> <ul style="list-style-type: none"> <li>• Jumping and landing</li> <li>• Travelling</li> <li>• Balancing</li> <li>• Climbing</li> </ul> <p>Show good control, confidence and coordination in large and small movements.</p>	<p>Make up and perform simple movement routines.</p> <p>Link and repeat basic gymnastic movements together to create a short routine.</p>	<p>Repeat sequences of gymnastic actions.</p> <p>Move confidence from a stillness position to a travelling movement. Move in a controlled way from one position to another. Devise repeat and perform a short sequence in which there is a clear beginning, middle and end.</p>	<p>Improve the quality of their gymnastic actions and transitions between movements. Complete actions individually and with a partner showing control and fluency over their actions.</p> <p>When planning and delivering a routine ensure that, the sequence includes different levels, speeds and directions.</p>	<p>Gradually increase the length of sequences and ensure the level of difficulty in their actions. Include changes in speed, level, direction and clarity of the shapes they are producing individually, in pairs or in groups.</p>
Dance	<p>Represent their own ideas through thoughts and feelings.</p> <p>Make music and dance while experimenting with ways of changing.</p>	<p>Make a motif through a sequence of actions using varied speed.</p> <p>Use simple choreography such as unison, canon and mirroring a partner.</p>	<p>Copy, remember and repeat actions. Create a motif, which links with the overall year topic. Change the speed, level of their actions and use different transitions.</p>	<p>Create a longer sequence by adapting movements and thinking about rhythm and expressions.</p>	<p>Compose longer dance sequences in groups, which reflect individual dance styles. Repeat movement patterns and actions in that chosen dance style.</p>
Athletics	<p>Simple running races and collecting objects along a set course with the support of adults in some form.</p> <p>(Take part in Sports Day)</p>	<p>Throwing objects and can perform some jumps.</p> <p>Take part in running races and jumping races sometimes with adult support.</p>	<p>Throwing objects effectively and perform some jumps from one foot or two.</p> <p>Take part in running races and jumping races.</p> <p>Can use agility and coordination well to complete obstacles.</p>	<p>Demonstrate a range of throwing techniques and perform a range of jumps using the correct landing techniques and sometimes with run-ups.</p>	<p>Demonstrate a range of throwing techniques using accuracy and power. Perform a range of jumps.</p> <p>Run over longer distances while keeping the pace.</p>

					Think about length and height when performing jumps.
Swimming	N/A	N/A	N/A	Swim competently, confidently and proficiently for 25m Use front crawl, back stroke and breaststroke effectively. Tread water for 30 seconds, get in and out of the pool safely, and call for help from the pool, float for 30 seconds.	
Strategy	Move confidently being aware of the space around you.	Begin to use terms of attacking and defending. Use skills such as: <ul style="list-style-type: none"> <li>• Marking a player</li> <li>• Defending a space</li> </ul>	Use at least one technique to attack or defend to play in a competitive game successfully.	Weigh up options and make good decisions about what to do in game situation in regards strategy. Know how to use all the space in games and be aware of not just your space but other around you and on the same team. Keep stamina to run for a prolonged period.	Keep and use rules for each individual game. Suggest how rules could be changed to improve the game and adapt rules depending on situation and environment.
Evaluating and Improving performance	Talk about short and simple movement patterns or dance work that they have done.	Be an audience to others performances. Be able to give short and simple responses to performances they have seen and say what was good about them.	What and describe performances. With support, recognise what has been achieved and what could be improved. Use the information they have been given and improve their	Be able to themselves identify what they have done well and what they find difficult. Recognise players that play well in competitive games or performers who have done well and given them	Know and explain the tactics and skills they are confident in. Describe how they could improve their own skills and how different ways of practicing might help.

			skills for that specific performance.	feedback and reasons why.	
Healthy Lifestyles/Diet	Show some understanding about why exercise, eating, sleeping and hygiene can contribute to good health.	Recognise what changes happen to the before, during and after exercise. Carry some equipment safely.	Recognise and describe how the body feels before, during and after physical activities. Explain what they need to stay healthy in regards to diet and physical attributes.	Describe in detail the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Be able to talk about a balanced diet.	Describe how the body reacts at different times and how this affects performance. Know some reasons for why we warm up and cool down. Explain why exercise is good for your health.
Safety	Show some understanding about the need for safety when completing challenges. Understand how to transport equipment safely. With support, practice some safety measures.	Manage the space effectively, showing awareness of others and equipment/apparatus. Carry and place some equipment safely without guidance. With support, ensure they are dressed suitability for the task they are undertaking e.g. earring removed, hair tied up, correct kit.	Recognise and avoid risks when handling and placing equipment. Begin to recognise when they are dressed appropriately for the activity and make adjustments if not independently.	Identify when their body is warm, stretched, and ready for physical activity. Identify risk within the area. Independently ensure they are dressed appropriately.	Devise routines for warming up and cooling down. Identify risks with the area at the start of each lesson. Begin to recognise that different activity within physical education need different safety precautions and added safety measures. E.g. shin pads for football and gum shield for rugby.

**Children also take part in forest school**

All area of Physical Education are linking to our Manor Hill values.

- Collaboration- teamwork/competitive games/OAA/invasion games

- Creativity- gymnastics/dance
- Resilience- swimming/fundamental skills/striking and fielding/net and wall/athletics
- Exploration- forest school/OAA/safety/evaluating and improving/healthy lifestyle linking to exercise

Outdoor adventurous activities- All year groups have the opportunity to partake in outdoor adventurous activities at Manor Hill. These also link to our core values.

- Bike ability (Yr3)
- Scoot ability (Yr2)
- Balance Bikes (Reception/Yr1)
- Trips- clip and climb/flip out/ski slope etc.
- Swimming (KS2)
- Residential (Yr4)

OAA Skills	EYFS	KS1	KS2 (Lower)
Decision making	With support (adults or peers).	Increasing independence.	Offering explanations and justifying their own decisions.
Taking risks	Understanding that adults have make it safe to take risks.	Developing the understanding of evaluating a risk before having a go.	Calculate the risk and understanding what the repercussions may be.
Problem solving (resilience)	Through questioning from an adult.	With increasing independence and with help from peers.	Assessing own success and altering accordingly.
Self-confidence	With adult praise and reassurance. Developing and understanding that it is ok to fail or not succeed the first time.	Become leaders and work as part of a team, listening and considering others opinions. Beginning to consider others feeling and show sportsmanship.	Support younger/less confident peers to succeed and independently value others participation and show sportsmanship.
Stamina	Overcome fears with support e.g. getting through an obstacle course or riding a balance bike.	Sustain activities for longer periods. Complete activity in cold and wet conditions.	Complete a task without adult intervention.

Teamwork	With support, children work in groups to complete a task.	Increasing independence to choose people to work with in game scenarios and other tasks and discuss with peers positions of strength within a team.	Work well as a team without adult intervention and use sportsmanship when playing in competitive activities.
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