**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:

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

| **PROGRESSION OF SKILLS** | **Nursery** | **Reception** | **Year 1** | **Year 2** |
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| **Athletics****(also explored in game unit 1 and 2, Fundamental skills unit 1 and 2, Ball skills unit 1 and 2)** | **Running:**Explore running and stopping. Explore running on the balls of their feet.**Jumping**Explore jumping and hopping safely.**Throwing**Explore throwing to a target. | **Running** Explore running at different speeds.**Jumping** Develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance**Throwing**Explore throwing for distance and accuracy. | **Running** Develop the sprinting action.**Jumping** Develop jumping, hopping and skipping actions.Explore safely jumping for distance and height.**Throwing**Develop overarm throwing for distance. |
| **Ball Skills** | **Sending**Explore sending an object with hands and feet.**Catching**Explore catching using a variety of larger balls and beanbags.**Tracking** Explore stopping a ball with hands and feet.**Dribbling**Explore bouncing and catching. | **Sending**Roll and throw with some accuracy towards a target.**Catching**Begin to catch with two hands. Catch after a bounce.**Tracking** Track a ball being sent directly.**Dribbling**Begin to dribble with hands and feet. | **Sending**Roll, throw and kick a ball to hit a target**Catching**Develop catching a range of objects with two hands.Catch with and without a bounce.**Tracking** Consistently track and collect a ball being sent directly.**Dribbling**Dribble a ball with hands and feet with some control. |
| **Dance**  | **Actions**Explore how their bodies move.Copy basic body actions and rhythms.**Dynamics**Explore actions in response to music and an idea**Space** Explore pathways and the space around them and in relation to others.**Performance** Are given opportunities to perform in front of others**Relationships** | **Actions**Copy, remember and repeat actions to represent a theme. Explore creating their own actions in relation to a theme.**Dynamics**Explore varying speeds to represent an idea.**Space** Explore pathways within their performances.**Performance** Begin to use counts within their performance.**Relationships**Begin to explore actions and pathways with a partner. | **Actions**Accurately remember, repeat and link actions to express an idea.**Dynamics**Develop an understanding of dynamics.**Space** Develop the use of pathways and travelling actions to include levels.**Performance** Develop the use of facial expressions in their performance**Relationships**Explore working with a partner using unison, matching and mirroring. |
| Fitness(Also explored in Gymnastics and Fundamentals Unit 1 and 2). | **Agility** Explore changing direction safely.**Balance**Explore balancing whilst stationary and on the move.**Coordination**Explore moving different body parts together.**Speed**Explore moving and stopping with control.**Stamina**Explore moving for extended periods of time.**Strength**Explore taking weight on different body parts. | **Agility** Change direction whilst running.**Balance**Explore balancing in more challenging activities with some success.**Coordination**Explore coordination through the use of equipment.**Speed**Explore running at different speeds.**Stamina**Explore moving for longer periods of time and identify how it makes them feel.**Strength**Explore exercises using their own body weight. | **Agility** Demonstrate improved technique when changing direction on the move.**Balance**Demonstrate increased balance whilst travelling along and over equipment.**Coordination**Perform actions with increased control when coordinating their body with and without equipment.**Speed**Can demonstrate running at different speeds.**Stamina**Show an ability to work for longer periods of time.**Strength**Demonstrate increased control in body weight exercises. |
| **Gymnastics** | **Running**Explore running and stopping. Explore changing direction safely.**Balance** Explore balancing whilst stationary and on the move.**Jumping** Begin to explore take-off and landing safely.**Hopping** Explore hopping on both feet.**Skipping**Explore skipping as a travelling action. | **Running**Explore changing direction and dodging. Discover how the body moves at different speeds**Balance** Move with some control and balance. Explore stability and landing safely.**Jumping** Demonstrate control in take-off and landing when jumping.**Hopping** Begin to explore hopping in different directions.**Skipping**Show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope. | **Running**Demonstrate balance when changing direction. Clearly show different speeds when running.**Balance** Demonstrate balance when performing movements.**Jumping** Demonstrate jumping for distance, height and in different directions.**Hopping** Demonstrate hopping for distance, height and in different directions.**Skipping**Explore single and double bounce when jumping in a rope. |
| **Gymnastics** | **Shapes** Show contrast with their bodies including wide/narrow, straight/curved.**Balances**Explore shapes in stillness using different parts of their bodies.**Rolls**Explore rocking and rolling**Jumps**Explore jumping safely. | **Shapes** Explore basic and still shapes straight, tuck, straddle, pike.**Balances** Perform balances making their body tense, stretched and curled.**Rolls**Explore barrel, straight and forward roll progressions.**Jumps**Explore shape jumps including jumping off low apparatus. | **Shapes** Explore using shapes in different gymnastic balances.**Balances** Remember, repeat and link combinations of gymnastic balances.**Rolls**Explore barrel, straight and forward roll and put into sequence work.**Jumps**Explore shape jumps and take off combinations. |
| **Invasion Games****(also explored in Ball Skills and Games Units 1 and 2)** | **Sending and Receiving**Explore S&R with hands and feet using a variety of equipment.**Dribbling**Explore dropping and catching with two hands and moving the ball with their feet.**Attacking and Defending**Explore changing direction and tagging games.**Space**Recognise their own space. | **Sending and Receiving** Explore S&R with hands and feet to a partner.**Dribbling**Explore dribbling with hands and feet.**Attacking** Explore changing direction to move away from a partner.**Defending**Explore tracking and move to stay with a partner.**Space**Recognise good space when playing games. | **Sending and Receiving** Developing S&R with increased control.**Dribbling**Explore dribbling with hands and feet with increasing control on the move.**Attacking** Developing moving into space away from defenders.**Defending**Explore staying close to other players to try and stop them getting the ball**Space**Explore moving with a ball towards goal. |
| **Net and Wall****(Taught in Year 1)****(also explored in Ball Skills and Games Units 1 and 2)** |  | **Hitting**Explore hitting a dropped ball with a racket.**Feeding**Throw a ball over a net to land into the court area.**Rallying**Explore underarm rallying with a partner.**Footwork**Use the ready position to move towards a ball. | **Hitting**Develop hitting a dropped ball over a net.**Feeding**Accurately underarm throw over a net to a partner.**Rallying**Explore underarm rallying with a partner catching after one bounce.**Footwork**Consistently use the ready position to move towards a ball. |
| **Outdoor Adventurous Activities****(Taught in Year 1 and 2)****(also explored in Intro to PE Unit 1 and 2and Games Unit 1 and 2).** | **Problem Solving** Explore activities in which they make their own decisions in response to a task.**Navigational Skills**Make decisions about where to move in space.**Communication**Develop their confidence in expressing themselves.**Reflection**Begin to identify when they were successful. | **Problem Solving** Suggest ideas in response to a task.**Navigational Skills**Follow a path and lead others.**Communication**Communicate simple instructions and listen to others. **Reflection**Identify when they were successful and make basic observations about how to improve. | **Problem Solving** Begin to plan and with some success, apply strategies to overcome a challenge.**Navigational Skills**Understand how to use, follow and create a simple diagram/map.**Communication**Work cooperatively with a partner and a small group. **Reflection**Verbalise when they were successful and areas that they could improve.  |
| **Striking and Fielding (Taught in Year 2)****(also explored in Ball Skills and Games Units 1 and 2)** | **Striking** Explore sending a ball to a partner.**Fielding** Explore tracking and stopping a rolling ball.**Throwing and Catching**Explore rolling, throwing and catching using a variety of equipment. | **Striking** Explore striking a ball with their hand and equipment. **Fielding** Develop tracking and retrieving a ball for their team.**Throwing** Explore technique when throwing over and underarm.**Catching**Develop coordination and technique when catching. | **Striking** Develop striking a ball with their hand and equipment with some consistency. **Fielding** Understand that there are different roles within a fielding team.**Throwing** Develop coordination and technique when throwing over and under arm. **Catching**Catch with two hands with some coordination and technique. |
| **Target Games****(also explored in Fundamentals, Ball Skills and Games Units 1 and 2)** | **Catching**Explore catching using a variety of equipment.**Throwing** Explore throwing using a variety of equipment.**Striking**Explore sending a ball to a partner. | **Throwing Overarm**Explore technique when throwing overarm towards a target.**Throwing Underarm**Explore technique when throwing underarm towards a target.**Striking**Explore striking a ball with their hand and equipment. | **Throwing Overarm**Develop co-ordination and technique when throwing overarm at a target.**Throwing Underarm**Develop co-ordination and technique when throwing underarm at a target.**Striking**Develop striking a ball with equipment with some consistency. |
| **Yoga****(also explored in Fundamentals and Gymnastic Units 1 and 2).**  | **Balance** Explore shapes in stillness using different parts of their body.**Flexibility** Explore shapes and actions to stretch their body.**Strength**Explore taking weight on different body parts.**Mindfulness**Explore their own feelings in response to an activity or task. | **Balance** Perform balances and poses making their body tense, stretched and curled.**Flexibility** Explore poses and movements that challenge their flexibility.**Strength**Explore strength whilst transitioning from one pose to another.**Mindfulness**Recognise their own feelings in response to a task or activity. | **Balance** Remember, copy, and repeat sequences of linked poses.**Flexibility** Show increased awareness of extension in poses.**Strength**Demonstrate increased control in performing poses.**Mindfulness**Explore controlling their focus and sense of calm. |
| **Social, Emotional and Thinking Skills****(Taught throughout all units)** | **Take turns.****Learn to share equipment with others.****Share their ideas with others.****Try again if they do not succeed.****Practise skills independently.****Confident to try new tasks and challenges.****Begin to identify personal success.****Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.****Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.** | **Encourage others to keep trying.** **Talk to a partner about their ideas and take turns to listen to each other.** **Work with a partner and small group to play games and solve challenges.****Show determination to continue working over a longer period of time.****Determined to complete the challenges and tasks set.****Explore skills independently before asking for help.****Confident to share ideas, contribute to class discussion and perform in front of others.****Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.****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.****Provide feedback beginning to use key words from the lesson.** |

Red sections indicate skills needed to be at the expected standard.