**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.