



Physical Education Progression in Skills at Fawkham CEP School



Physical Education Topics – all skills run throughout all topics

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year 1 of cycle Term 1 Cricket BEAM/write dance Dance Term 2 BEAM/write dance Dance Term 3 Gymnastics Term 4 Gymnastics Term 5 Multi skills Term 6 Multi skills Year 2 of cycle Term 1 Cricket BEAM/write dance Dance Term 2 BEAM/write dance Dance Term 3 Gymnastics Term 4 Gymnastics Term 5 Multi skills Term 6 Multi skills	Term 1 Cricket Term 2 Dance Term 3 Dance Invasion games Term 4 Gymnastics Yoga Term 5 Attacking &defending Running & Jumping Term 6 Multi-skills	Term 1 Cricket Throwing and catching Term 2 Dance Term 3 Dance Invasion games Term 4 Gymnastics Circuit training Term 5 Gymnastics Yoga Term 6 Multi-skills	Term 1 Swimming Cricket Term 2 Dance Gymnastics – shape Term 3 Gymnastics - movement Term 4 Invasion games Term 5 Striking and fielding Term 6 Athletics Orienteering - forest	Term 1 Swimming Gymnastics Term 2 Dance Term 3 Tag rugby Term 4 Invasion games Term 5 Hockey Term 6 Athletics Dance	Term 1 Cricket Term 2 Gymnastics Term 3 Dance Term 4 Striking & fielding Term 5 Team games Term 6 Adventurous activities	Term 1 Dance Term 2 Gymnastics Term 3 Dance Term 4 Invasion games Term 5 Adventurous Activities Term 6 Athletics



Physical Education

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Physical Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -Dress and undress themselves -Demonstrate spatial awareness -Control their fundamental movement skills (e.g. stopping and starting on command, walking and running safely) -Develop fundamental movement skills (including running, jumping, throwing) -Identify a target and use effective throwing techniques -Move creatively using whole body (e.g. dancing, posing, balancing) -Develop basic strength and flexibility -Copy and perform basic movements 	<ul style="list-style-type: none"> -Develop fundamental movement skills (including running, jumping, throwing and catching) -Improve running technique and run for longer distances -Perform a run and jump sequence -Develop an under and over arm throwing action -Maintains stillness on different bases of support with different body shapes -Develop basic strength and flexibility. -Perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required -Link and repeat basic actions to copy and perform a movement phrase with a beginning, middle and end 	<p>All of Yr 1 skills</p>	<ul style="list-style-type: none"> -Master fundamental movement skills with a good level of consistency when moving and standing still (specifically master basic movements including running, jumping, throwing and catching) -Throw and catch with control when under limited pressure to keep possession and score goals (2) -Show an awareness of opponents and team mates during games -Select running speed for appropriate activity -Make up and repeat a short sequence of linked jumps -Adapt a gymnastic sequence to include different levels, speeds or directions -Use more detailed plans and diagrams that take them from familiar to less familiar areas -Develop gymnastic techniques and transitions 	<ul style="list-style-type: none"> See Yr 3 skill (2) -Change pace, length and direction to outwit their opponent -Show some control when using a range of basic running, jumping and throwing actions with some accuracy and power into a target area -Perform a range of gymnastic actions with increased consistency and fluency -Perform a range of jumps showing contrasting techniques and sometimes using a short run up -Work with a partner to show similar and contrasting actions on the floor and apparatus -Combine actions and show clarity of shape in longer sequences, alone or with a partner -Perform dances using a range of movement patterns (6) 	<ul style="list-style-type: none"> See Yr 4 skills (6) -Use a large range of sending, receiving and travelling techniques in games, with varied control (1) -Demonstrate a range of throwing actions using modified equipment with some accuracy and control -Understand and demonstrate the differences between sprinting and distance running -Show control in take-off activities -Work cooperatively to put strategies and solutions into actions -Develop and refine orienteering and problem-solving skills when working in groups and on their own -Perform combinations of gymnastic actions with different levels, speeds and directions 	<ul style="list-style-type: none"> See Yr 4 skills (6) See Y5 skill (1) -Perform skills with greater speed, fluency and accuracy in invasion, striking and net games -Choose appropriate techniques for specific events -Choose the best pace for a running event, in order to sustain running and improve their personal target -Show control and power in take-off and landing activities -Show accuracy and good technique when throwing for distance -Find appropriate solutions to problems and challenges -Work with a partner or small group to practise and refine a sequence



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Physical Skills - Greater Depth

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -Tie shoelaces and fasten buttons -Perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required 	<ul style="list-style-type: none"> -Create and perform a movement phrase with a beginning, middle and end -Show good awareness of space, apparatus and the actions of others 	<ul style="list-style-type: none"> -Repeat a sequence of gymnastic actions incorporating smooth transitions and stillness -Know the difference between tension and relaxation in their body 	<ul style="list-style-type: none"> -Throw a variety of objects, changing their action for accuracy and distance -Perform combinations of gymnastic actions using floor, mats and apparatus 	<ul style="list-style-type: none"> -Choose and use a range of ball skills with a good degree of accuracy -Use a variety of techniques and tactics to attack, keep possession and score 	<ul style="list-style-type: none"> -Develop a broad range of techniques and skills for attacking and defending, using them with consistent accuracy, confidence and control -Perform actions, shapes and balances with good body tension and extension 	<ul style="list-style-type: none"> -Prepare physically and organisationally for challenges they are set, taking into account group safety and adapt their skills and understanding as they move from familiar to unfamiliar environments -Combine and perform actions, shapes and balances with fluency increasingly difficult combinations



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Thinking Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -Listen to, understand and follow some basic rules -Show good awareness of personal space -Watch and comment on what they have seen 	<ul style="list-style-type: none"> -Develop simple tactics for attacking and defending and ways to score -Describe some basic rules (2) -Watch, describe and comment on what they have seen -Develop ways to score -Show good awareness of space and the actions of others 	<ul style="list-style-type: none"> See Yr 1 skills (2) -Show good awareness of space and the actions of others during games -Use a variety of simple tactics in a small sided game -Begin to watch others and focus on specific actions to improve own skills -Handle apparatus safely and recognise risks involved 	<ul style="list-style-type: none"> -Show good awareness of space and the actions of others -Use simple rules fairly and extend them to devise their own games -Recognise good performances in themselves and others and use what they have learned improve their own work -Take part in relay activities remembering when to run and what to do 	<ul style="list-style-type: none"> -Describe their own and others' performance, making simple judgements about the quality of performances and suggesting ways they could be improved -Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others (2) -Work in cooperative groups to use different techniques, speeds and effort to meet challenges (3) -Handle apparatus safely and recognise risks involved 	<ul style="list-style-type: none"> See Yr 4 skill (2, 3) -Know and apply the basic strategic and tactical principles of a some games and adapt them to different situations -Show good awareness of space and the actions of others -Identify good performances and suggest ideas for practices that will improve their play -Predict how different activities will affect heart rate, temperature and performance -Evaluate a sequence and suggest improvements to speed, direction and level, applying some basic criteria 	<ul style="list-style-type: none"> See Yr 4 skill (2) -Understand, choose and apply a range of tactics and strategies for defence and attack -With help, devise warm up and cool down activities and justify their choices -Develop their ability to evaluate their own and others' work, and to suggest ways to improve it using appropriate terminology



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Thinking Skills - Greater Depth

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">-Use equipment safely and effectively-Comment and reflect on their own skills and those of others-Apply skills in a variety of situations	<ul style="list-style-type: none">-Carry and set up equipment safely with help-Apply skills in a variety of situations	<ul style="list-style-type: none">-Use appropriate language to accurately describe a gymnastic sequence, choosing one aspect and say how to improve it	<ul style="list-style-type: none">-Use ideas they have learned in one task and apply them in another-Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding, team and net games (2)	<ul style="list-style-type: none">See Yr 3 skill (2)-Relate different athletic activities to changes in heart rate, breathing and temperature-Develop calming techniques and self-regulate emotions	<ul style="list-style-type: none">-With help, devise warm up and cool down activities and justify their choices-Know and apply the strategic and tactical principles of various games and adapt them to different situations (2)	<ul style="list-style-type: none">See Yr 5 skill (2)-Organise and judge events and challenges well



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Personal Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -Develop confidence and resilience -Describe the differences in the way their body works and feels when playing different games -Compete fairly showing good sportsmanship 	<p>All of EYFS skills</p>	<ul style="list-style-type: none"> -Work and compete individually and with others -Develop competence -Develop confidence -Know playing games is good for them and describe what it feels like -Know running, jumping and throwing is good for them and describe what it feels like -Compete fairly showing good sportsmanship 	<ul style="list-style-type: none"> -Begin to understand the importance of warming up -Identify that playing extended games improves their stamina -Compete fairly showing good sportsmanship individually and with others -Develop competence and confidence -Recognise when their body is warmer or cooler and when their heart beats faster and slower (5) -Get changed to and from PE kit independently in 3 minutes 	<ul style="list-style-type: none"> See Yr 3 skills (4) -Work and compete individually and with others (1) -Develop competence (2) -Develop confidence(3) -Understand how strength, stamina and speed can be improved by playing games -Compete in small sided games fairly showing good sportsmanship (5) -Recognise that strength and suppleness are important parts of fitness -Get changed to and from PE kit independently in 3 minutes 	<p>All of Yr 4 skills</p>	<ul style="list-style-type: none"> See Yr 4 skills (1, 2, 3, 5) -Compete in a range of team events - Get changed to and from PE kit independently in 2 minutes



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Personal Skills - Greater Depth

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-Know that physical exercise is good for them and describe what it feels like	-Know running, jumping and throwing is good for them and describe what it feels like	-Know flexibility, strength and body control is good for them and describe what it feels like.	-Know and describe the effects of different exercise activities on the body and how to improve stamina	-Lead activities and teach to other children	-Design and lead activities and teach to other children	-Know the importance and types of fitness and how playing games contributes to a healthy lifestyle



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Health Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -Identifies the impact of physical activity on their bodies -Differentiate between healthy and unhealthy foods 	<ul style="list-style-type: none"> -Identifies the heart as a muscle that grows stronger with exercise, play and physical activity 	<ul style="list-style-type: none"> -Identify physical activities that contribute to fitness -Recognise the "good health balance" of nutrition and physical activity 	<ul style="list-style-type: none"> -Recognise that strength and suppleness are important parts of fitness -Develop calming techniques and self-regulate emotions with an adult. 	<ul style="list-style-type: none"> -Examines the health benefits of participating in physical activity 	<ul style="list-style-type: none"> -Understand fully why exercise is good for fitness, health and wellbeing (1) -Develop calming techniques and self-regulate emotions 	<ul style="list-style-type: none"> See Yr 5 skill (1) -Identify activities that help develop stamina or power and suggest how some can be used in other types of activities

Health Skills - Greater Depth

<ul style="list-style-type: none"> -Explain the impact that healthy or unhealthy foods will have on their bodies 	<ul style="list-style-type: none"> -Differentiates between healthy and unhealthy foods 	<ul style="list-style-type: none"> -Know flexibility, strength and body control is good for them and describe what it feels like. 	<ul style="list-style-type: none"> -Describes the concept of fitness and provides examples of physical activity to enhance fitness -Identifies foods that are beneficial for before and after physical activity 	<ul style="list-style-type: none"> -Discusses the importance of hydration and hydration choices relative to physical activities. 	<ul style="list-style-type: none"> -Designs a fitness plan to address ways to use physical activity to enhance fitness -Analyses the impact of food choices relative to physical activity, youth sports & personal health 	<ul style="list-style-type: none"> See Yr 5 greater depth skills
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Swimming – by the end of KS2

Working toward	Expected	Greater depth
<ul style="list-style-type: none">- Swim between 15 metres unaided-Keep swimming for 30 to 45 seconds, using swimming aids and support-Use a variety of basic arm and leg actions when on their front and on their back-Swim on the surface and lower themselves under water-Take part in group problem-solving activities on personal survival-Recognise how their body reacts and feels when swimming-Recognise and concentrate on what they need to improve	<ul style="list-style-type: none">-Swim 25 metres keep swimming for 45 to 90 seconds-Use 3 different strokes, swimming on their front and back-Control their breathing-Swim confidently and fluently on the surface and under water-Work well in groups to solve specific problems and challenges, sharing out the work fairly-Recognise how swimming affects their body, and pace their efforts to meet different challenges-Suggest activities and practices to help improve their own performance	<ul style="list-style-type: none">-Swim further than 100 metres-Swim fluently and confidently for over 90 seconds-Use all 3 strokes with control-Swim short distances using butterfly-Breathe so that the pattern of their swimming is not interrupted-Perform a wide range of personal survival techniques confidently-Know what the different tasks demand of their body, and pace their efforts well to meet challenges-Describe good swimming technique and show and explain it to others