

# Warbstow Primary Academy and Nursery

## PHYSICAL EDUCATION WHOLE SCHOOL PROGRESSION

<p><b>Key stage 1</b> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• ♣ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• ♣ participate in team games, developing simple tactics for attacking and defending</li> <li>• ♣ perform dances using simple movement patterns.</li> </ul>	<p><b>Key stage 2</b> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• ♣ use running, jumping, throwing and catching in isolation and in combination</li> <li>• ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• ♣ perform dances using a range of movement patterns</li> <li>• ♣ take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Swimming and water safety</b> All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• ♣ swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• ♣ perform safe self-rescue in different water-based situations.</li> </ul>
---	--	---

<p><b>EYFS Programme Physical Development</b> <b>ELG: Gross Motor Skills</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>○ - Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>○ - Demonstrate strength, balance and coordination when playing;</li> <li>○ - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>ELG: Fine Motor Skills</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>• - Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>• - Begin to show accuracy and care when drawing.</li> </ul>			
---	--	--	--

	Foundation Sequence towards KS1	KS1 Sequence towards KS1	Lower KS2 Sequence towards Upper KS2	KS2
<b>GAMES</b>	Describe how the body feels when still and when exercising.  Hit a ball with a bat or racquet.	Recognise and describe how the body feels during and after different physical activities.  Explain what they need to stay healthy.	Describe how the body reacts at different times and how this affects performance.  Explain why exercise is good for your health.	Understand the importance of warming up and cooling down.  Carry out warm-ups and cool-downs safely and effectively.

# Warbstow Primary Academy and Nursery

## PHYSICAL EDUCATION WHOLE SCHOOL PROGRESSION

	<p>Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands.</p> <p>Move a ball in different ways, including bouncing and kicking.</p> <p>Use equipment to control a ball.</p> <p>Kick an object at a target.</p> <p>Move safely around the space and equipment.</p> <p>Travel in different ways, including sideways and backwards.</p> <p>Play a range of chasing games.</p> <p>Follow simple rules.</p> <p>Control my body when performing a sequence of movements.</p> <p>Participate in simple games.</p> <p>Talk about what they have done. Talk about what others have done.</p>	<p>Strike or hit a ball with increasing control.</p> <p>Learn skills for playing striking and fielding games.</p> <p>Position the body to strike a ball.</p> <p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw, catch and bounce a ball with a partner.</p> <p>Use throwing and catching skills in a game.</p> <p>Throw a ball for distance.</p> <p>Use hand-eye coordination to control a ball.</p> <p>Vary types of throw used.</p> <p>Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.</p> <p>Know how to pass the ball in different ways.</p> <p>Use different ways of travelling at different speeds and following different pathways, directions or courses.</p> <p>Change speed and direction whilst running.</p> <p>Begin to choose and use the best space in a game.</p> <p>Begin to use and understand the terms attacking and defending.</p>	<p>Know some reasons for warming up and cooling down.</p> <p>Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.</p> <p>Accurately serve underarm. Build a rally with a partner.</p> <p>Use at least two different shots in a game situation.</p> <p>Use hand-eye coordination to strike a moving and a stationary ball.</p> <p>Develop different ways of throwing and catching.</p> <p>Move with the ball using a range of techniques, showing control and fluency.</p> <p>Pass the ball with increasing speed, accuracy and success in a game situation.</p> <p>Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</p> <p>Make the best use of space to pass and receive the ball.</p> <p>Use a range of attacking and defending skills and techniques in a game.</p> <p>Use fielding skills as an individual to prevent a player from scoring.</p> <p>Vary the tactics they use in a game. Adapt rules to alter games.</p>	<p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p> <p>Hit a bowled ball over longer distances.</p> <p>Use good hand-eye coordination to be able to direct a ball when striking or hitting.</p> <p>Understand how to serve in order to start a game.</p> <p>Throw and catch accurately and successfully under pressure in a game.</p> <p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p> <p>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p> <p>Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p> <p>Demonstrate a good awareness of space.</p> <p>Think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Work as a team to develop fielding strategies to prevent the opposition from scoring.</p>
--	--	---	--	--

# Warbstow Primary Academy and Nursery

## PHYSICAL EDUCATION WHOLE SCHOOL PROGRESSION

		<p>Use at least one technique to attack or defend to play a game successfully.</p> <p>Understand the importance of rules in games.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p> <p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p> <p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Follow and create complicated rules to play a game successfully.</p> <p>Communicate plans to others during a game.</p> <p>Lead others during a game.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
OOA			<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
GYMNASTICS	<p>Describe how the body feels when still and when exercising.</p> <p>Create a short sequence of movements.</p>	<p>Log roll (controlled)</p> <p>Curled side roll (egg roll) (controlled)</p> <p>Teddy bear roll (controlled)</p>	<p>Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle</p> <p>Straight jump</p> <p>Tuck jump</p>	<p>Forward roll from standing Straddle forward roll</p> <p>Pike forward roll</p> <p>Dive forward roll</p>

# Warbstow Primary Academy and Nursery

## PHYSICAL EDUCATION WHOLE SCHOOL PROGRESSION

Roll in different ways with control.	Rocking forward roll Crouched forward roll	Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap	Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll
Travel in different ways.	Straight jump Tuck jump Jumping jack Half turn jump Cat spring		
Stretch in different ways.	Cat spring to straddle		Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap
Jump in a range of ways from one space to another with control.	Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard	Cat leap half-turn	
Begin to balance with control.	Bunny hop Front support wheelbarrow with partner T-lever Scissor kick	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off	
Move around, under, over, and through different objects and equipment.		Tuck jump off Straddle jump off Pike jump off	Cat leap half-turn Cat leap full-turn Split leap Stag leap
Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll	Tiptoe, step, jump and hop Hopscotch Skipping Gallop	Lunge into handstand Lunge into cartwheel	
Straight jump Tuck jump Jumping jack Half turn jump	Straight jump half-turn	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off
Bunny hop	Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support	Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault
Tiptoe, step, jump and hop		1, 2, 3 and 4- point balances	Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off
Standing balances		Balances on apparatus	
Control my body when performing a sequence of movements.	Perform sequences of their own composition with coordination.	Balances with and against a partner	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps
Participate in simple games.	Perform learnt skills with increasing control.	Pike, tuck, star, straight, straddle shapes	
Talk about what they have done. Talk about what others have done.	Watch and describe performances, and use what they see to improve their own performance.	Front and back support	Straight jump half turn Straight jump full turn Cat leap Cat leap half turn
	Talk about the differences between their work and that of others.	Perform and create sequences with fluency and expression.	Cat leap full turn Pivot
		Perform and apply skills and techniques with control and accuracy.	1, 2, 3 and 4- point balances Balances on apparatus

# Warbstow Primary Academy and Nursery

## PHYSICAL EDUCATION WHOLE SCHOOL PROGRESSION

			<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Develop technique, control and complexity of part-weight partner balances</p> <p>Group formations</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p>Front and back support</p> <p>Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Begin to record their peers' performances, and evaluate these.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
<b>DANCE</b>	<p>Describe how the body feels when still and when exercising.</p> <p>Join a range of different movements together.</p> <p>Change the speed of their actions. Change the style of their movements.</p> <p>Create a short movement phrase which demonstrates their own ideas.</p> <p>Control my body when performing a sequence of movements.</p> <p>Talk about what they have done. Talk about what others have done.</p>	<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy.</p> <p>Copy, remember and repeat actions.</p> <p>Create a short motif inspired by a stimulus.</p> <p>Change the speed and level of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Use different transitions within a dance motif.</p>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p> <p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance style.</p> <p>Confidently improvise with a partner or on their own.</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p> <p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p>

# Warbstow Primary Academy and Nursery

## PHYSICAL EDUCATION WHOLE SCHOOL PROGRESSION

		<p>Move in time to music. Improve the timing of their actions.</p> <p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p> <p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Compose longer dance sequences in a small group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work.</p> <p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Use dramatic expression in dance movements and motifs.</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Show a change of pace and timing in their movements.</p> <p>Move rhythmically and accurately in dance sequences.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Dance with fluency and control, linking all movements and ensuring that transitions flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Modify some elements of a sequence as a result of self and peer evaluation.</p> <p>Use complex dance vocabulary to compare and improve work.</p> <p>Link actions to create a complex sequence using a full range of movement.</p>
--	--	--	---	--

# Warbstow Primary Academy and Nursery

## PHYSICAL EDUCATION WHOLE SCHOOL PROGRESSION

				<p>Perform the sequence in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
<b>ATHLETICS</b>	<p>Describe how the body feels when still and when exercising.</p> <p>Run in different ways for a variety of purposes.</p> <p>Jump in a range of ways, landing safely.</p> <p>Roll equipment in different ways. Throw underarm.</p> <p>Throw an object at a target.</p> <p>Control their body when performing a sequence of movements.</p> <p>Participate in simple games.</p> <p>Talk about what they have done. Talk about what others have done.</p>	<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy.</p> <p>Run at different paces, describing the different paces.</p> <p>Use a variety of different stride lengths.</p> <p>Travel at different speeds.</p> <p>Begin to select the most suitable pace and speed for distance.</p> <p>Complete an obstacle course.</p> <p>Vary the speed and direction in which they are travelling.</p> <p>Run with basic techniques following a curved line.</p> <p>Be able to maintain and control a run over different distances.</p> <p>Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p> <p>Confidently demonstrate an improved technique for sprinting.</p> <p>Carry out an effective sprint finish.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Speed up and slow down smoothly.</p> <p>Learn how to combine a hop, step and jump to perform the standing triple jump.</p> <p>Land safely and with control.</p> <p>Begin to measure the distance jumped.</p> <p>Perform a pull throw.</p> <p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p> <p>Recap, practise and refine an effective sprinting technique, including reaction time.</p> <p>Build up speed quickly for a sprint finish.</p> <p>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</p> <p>Accelerate to pass other competitors.</p> <p>Work as a team to competitively perform a relay.</p> <p>Confidently and independently select the most appropriate pace for different distances and different parts of the run.</p>

# Warbstow Primary Academy and Nursery

## PHYSICAL EDUCATION WHOLE SCHOOL PROGRESSION

	<p>Combine different jumps together with some fluency and control.</p> <p>Jump for distance from a standing position with accuracy and control.</p> <p>Investigate the best jumps to cover different distances.</p> <p>Choose the most appropriate jumps to cover different distances.</p> <p>Know that the leg muscles are used when performing a jumping action.</p> <p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw with accuracy at targets of different heights.</p> <p>Investigate ways to alter their throwing technique to achieve greater distance.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p> <p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> <p>Develop the technique for the standing vertical jump.</p> <p>Maintain control at each of the different stages of the triple jump.</p> <p>Land safely and with control.</p> <p>Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>Perform and apply different types of jumps in other contexts.</p> <p>Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p> <p>Perform a heave throw.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance and support others in improving their personal best.</p> <p>Develop and refine techniques to throw for accuracy.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>
--	--	--	---

# Warbstow Primary Academy and Nursery

## PHYSICAL EDUCATION WHOLE SCHOOL PROGRESSION

				<p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
--	--	--	--	--