

Edisford Physical Education Progression of Skills

EYFS & KS1

	EYFS	Y1	Y2
<u>Health, Body & Mind</u>	<ul style="list-style-type: none"> - Describe how the body changes during exercise (heart rate, heavy breath, hot, sweaty). - An understanding of the need for PE uniform (changing, safety) - Awareness of how exercise is important for a healthy lifestyle and mind). 	<ul style="list-style-type: none"> - Describe how the body changes during exercise (heart rate, heavy breath, hot, sweaty). - An understanding of the need for PE uniform (changing, safety) - -Awareness of how exercise is important for a healthy lifestyle and mind). - Carry and place equipment safely. 	<ul style="list-style-type: none"> - Describe how the body changes during exercise (heart rate, heavy breath, hot, sweaty). - An understanding of the need for PE uniform (changing, safety) - -Awareness of how exercise is important for a healthy lifestyle and mind). - -Carry and place equipment safely. - Explain what they need to stay healthy.
<u>Dance Skills</u>	<ul style="list-style-type: none"> - Move to music. - Join a range of different movements together. - Move around the space safely. - Change the speed of their actions. - Create a short movement phrase which demonstrates their own ideas. 	<ul style="list-style-type: none"> - Copy and repeat dance actions. - Put a sequence of actions together to create a motif. - Dance imaginatively. - Change rhythm, speed, level, and direction. - Change rhythm, speed, level, and direction. - 	<ul style="list-style-type: none"> - Copy, remember and repeat actions. - Change rhythm, speed, level, and direction with consistency. - Dance with control and co-ordination. - Make a sequence by linking sections together.

			<ul style="list-style-type: none"> - Link some movement to show a mood or feeling.
<u>Dance Unit – Evaluation</u>	<ul style="list-style-type: none"> - Talk about what they have done. - Talk about what others have done. - Create a short sequence of movements. 	<ul style="list-style-type: none"> - Watch and describe performances. - Begin to say how they could improve. 	<ul style="list-style-type: none"> - Watch and describe performances. - Begin to say how they could improve.
<u>Gymnastics</u>			
<u>Acquiring and Developing Skills in Gymnastics</u>	<ul style="list-style-type: none"> - Roll in different ways with control. - Travel in different ways. Stretch in different ways. - Jump in a range of ways from one space to another with control. - Begin to balance with control. - Move around, under, over, and through different objects and equipment. 	<ul style="list-style-type: none"> - Create and perform a movement sequence. - Copy actions and movement sequences with a beginning, middle and end. - Link two actions to make a sequence. - Recognise and copy contrasting actions (small/tall, narrow/wide). - Travel in different ways, changing direction and speed. - Hold still shapes and simple balances. - Carry out simple stretches. - Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. 	<ul style="list-style-type: none"> - Copy, explore and remember actions and movements to create their own sequence. - Link actions to make a sequence. - Travel in a variety of ways, including rolling. - Hold a still shape whilst balancing on different points of the body. - Jump in a variety of ways and land with increasing control and balance. - Climb onto and jump off the equipment safely. - Move with increasing control and care.

		<ul style="list-style-type: none"> - Begin to move with control and care. 	
<u>Rolls</u>	<ul style="list-style-type: none"> - Curled side roll (egg roll) - Log roll (pencil roll) - Teddy bear roll. 	<ul style="list-style-type: none"> - Curled side roll (egg roll) - Log roll (pencil roll) - Teddy bear roll. 	<ul style="list-style-type: none"> - Log roll (controlled) - Curled side roll (egg roll) (controlled) - Teddy bear roll (controlled) - Rocking forward roll - Crouched forward roll.
<u>Jumps</u>	<ul style="list-style-type: none"> - Straight jump - Tuck jump - Jumping jack - Half turn jump. 	<ul style="list-style-type: none"> - Straight jump - Tuck jump - Jumping jack - Half turn jump - Cat spring. 	<ul style="list-style-type: none"> - Straight jump - Tuck jump - Jumping jack - Half turn jump - Cat spring - Cat spring to straddle.
<u>Vault – with springboard and vault or other suitable raised platform</u>		<ul style="list-style-type: none"> - Straight jump 	<ul style="list-style-type: none"> - Hurdle step onto springboard - Straight jump off springboard - Tuck jump off springboard
<u>Handstands, Cartwheels, and round offs</u>	<ul style="list-style-type: none"> - Bunny Hop 	<ul style="list-style-type: none"> - Bunny hop - Front support wheelbarrow with partner. 	<ul style="list-style-type: none"> - Bunny hop - Front support wheelbarrow with partner - T-lever - Scissor kick.
<u>Travelling & Linking Actions</u>	<ul style="list-style-type: none"> - Tiptoe, step, hop and jump. 	<ul style="list-style-type: none"> - Tiptoe, Step, jump and hop - Hopscotch - Skipping 	<ul style="list-style-type: none"> - Tiptoe, step, jump and hop - Hopscotch - Skipping

		<ul style="list-style-type: none"> - Galloping. 	<ul style="list-style-type: none"> - Galloping - Straight jump half-turn.
<u>Shapes & Balances</u>	<ul style="list-style-type: none"> - Standing balances. 	<ul style="list-style-type: none"> - Standing balances - Kneeling balances - Large body part balances - Balances on apparatus 	<ul style="list-style-type: none"> - Standing balances - Kneeling balances - Large body part balances - Balances on apparatus - Balances with a partner; - Pike, tuck, star, straight, straddle shapes.
<u>Gymnastics Unit – Evaluation</u>	<ul style="list-style-type: none"> - Talk about what they have done - Talk about what others have done. 	<ul style="list-style-type: none"> - Watch and describe performances - Begin to say how they could improve. 	<ul style="list-style-type: none"> - Watch and describe performances and use what they see to improve their own performance. - Talk about the differences between their work and that of others.
<u>Invasion Games</u>			
<u>Sending and receiving</u>	<ul style="list-style-type: none"> - Explore with sending and receiving with hands and feet using a variety of equipment. - To know to look at the target when sending a ball and watching the ball to receive it. 	<ul style="list-style-type: none"> - Explore with sending and receiving with hands and feet to a partner. - To know to look at your partner before sending the ball. 	<ul style="list-style-type: none"> - Developing sending and receiving with increased control. - To know to control the ball before sending it.
<u>Dribbling</u>	<ul style="list-style-type: none"> - Explore dropping and catching with two hands and moving a ball with their feet. 	<ul style="list-style-type: none"> - Explore dribbling with hands and feet. 	<ul style="list-style-type: none"> - Explore dribbling with hands and feet with increasing control on the move.

	<ul style="list-style-type: none"> - To know that keeping the ball close will help keep control. 	<ul style="list-style-type: none"> - To know that moving with a ball is called dribbling. 	<ul style="list-style-type: none"> - To know that keeping our head up will help us to know where defenders are.
<u>Space</u>	<ul style="list-style-type: none"> - Move safely around the space and equipment. - Travel in different ways, including sideways and backwards. 	<ul style="list-style-type: none"> - Use different ways of travelling in different directions. - Begin to use space in a game – being in a good space helps us to pass the ball. 	<ul style="list-style-type: none"> - Use different ways of travelling at different speeds, directions, or courses. - Change speed and direction whilst running. - Begin to choose and use the best space in a game.
<u>Attacking and defending</u>	<ul style="list-style-type: none"> - Play a range of chasing games e.g., tagging games. - To know there are different roles in games. 	<ul style="list-style-type: none"> - play a range of chasing games e.g., tagging games. - To know there are different roles in games. - dodging to get past a defender. 	<ul style="list-style-type: none"> - Begin to use and understand the terms attacking and defending. - Use at least one technique to attack or defend to play a game successfully.
<u>Tactics and Rules</u>	<ul style="list-style-type: none"> - Follow simple rules. 	<ul style="list-style-type: none"> - Follow simple rules to play games, including team games. - Use simple attacking skills such as dodging to get past a defender. - Use simple defensive skills such as marking a player or defending a space. 	<ul style="list-style-type: none"> - Understand the importance of rules in. games. - Use at least one technique to attack or defend to play a game successfully.
<u>Invasion Games – Evaluation</u>	<ul style="list-style-type: none"> - Talk about what they have done. - Talk about what others have done. 	<ul style="list-style-type: none"> - Talk about what they have done. - Talk about what others have done. 	<ul style="list-style-type: none"> - Watch and describe what others have done, use what they see to improve their own skills and techniques.

		<ul style="list-style-type: none"> - Talk how they can improve their performance using the skills and techniques they have learnt. 	<ul style="list-style-type: none"> - Talk about the differences between their work and the work of others.
<p><u>Striking and</u></p> <p><u>Fielding skills</u></p>	<ul style="list-style-type: none"> - Explore stopping a rolling ball. - To know to scoop a ball with two hands. - Develop tracking and retrieving a ball. - Able to hold a bat correctly - Stand with opposite leg leading with relaxed body. - Know to look at the person throwing the ball to know when to hit target. - Able to send an object using hand or bat. 	<ul style="list-style-type: none"> - Explore striking a ball with their hand and equipment. - To understand that the harder we strike, the further the ball will travel. - Develop tracking and retrieving a ball. - To know that throwing a ball back is quicker than running with it. 	<ul style="list-style-type: none"> - Develop striking a ball with their hand and equipment with some consistency. - To understand the role of a batter. - To understand that striking quickly will increase the power. - Develop tracking and retrieving a ball. - To know that throwing a ball back is quicker than running with it.
<p><u>Throwing and catching</u></p>	<ul style="list-style-type: none"> - Explore rolling, throwing, and catching. - To know to point my hand at my target when throwing. - To know to have my hands out ready to catch. 	<ul style="list-style-type: none"> - Explore rolling, throwing, and catching. - To know to point my hand at my target when throwing. - To know to have my hands out ready to catch. - To catch with both hands, with knowledge to use wide fingers and pull the ball into our chest. 	<ul style="list-style-type: none"> - To know to point my hand at my target when throwing. - To know to have my hands out ready to catch. - Catch with two hands with some co-ordination and technique. - To know to use a wide fingers and pull the ball into our chest to help us securely catch.

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<u>Tactics & Rules</u>	<ul style="list-style-type: none"> - Make simple decisions in response to a task. - To know that rules help us to stay safe. 	<ul style="list-style-type: none"> - To know that tactics can help us when playing games. - To know that rules help us to play safely and fairly. - To know that tactics can help us when playing games. - To know that rules help us to play safely and fairly. 	<ul style="list-style-type: none"> - Understand and apply simple tactics for attack (batting) and defence (fielding). <p>To know how to score points and follow simple rules.</p>
<u>Athletics</u> <u>Running</u>	<ul style="list-style-type: none"> - Run in different ways for a variety of purposes. 	<ul style="list-style-type: none"> - Explore running at different speeds. - Run with a basic technique over different distances (swing arms to run faster). - Show good posture and balance. - Jog in a straight line. - Change direction when jogging. - Sprint in a straight line. - Change direction when sprinting. - Maintain control as they change direction when jogging/sprinting. 	<ul style="list-style-type: none"> - Run at different paces, describing the different paces. - Use a variety of different stride lengths. - Travel at different in speeds. - Begin to select the most suitable pace and speed for distance. - Complete an obstacle course. - Run with a basic technique following a curved line. - Be able to maintain and control a run over different distances.
<u>Jumping</u>	<ul style="list-style-type: none"> - Jumping and hopping safely. - To know that bending knees will help to land safely. 	<ul style="list-style-type: none"> - Perform 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>Perform a short jumping sequence</p>	<ul style="list-style-type: none"> - Perform 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.

			<ul style="list-style-type: none"> - Combine different jumps together with some fluency and control. - Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. - Choose the most appropriate jumps to cover different distances. - Know that the leg muscles are used when performing a jumping action.
<u>Throwing</u>	<ul style="list-style-type: none"> - Roll equipment in different ways - Throw underarm. - Throw an object at a target – to understand that bigger targets are easier to hit. 	<ul style="list-style-type: none"> - Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. - Improve the distance they can throw with more power. 	<ul style="list-style-type: none"> - Throw different types of equipment in different ways, for accuracy and distance. - Throw with accuracy at targets of different heights. - Investigate ways to alter their throwing technique to achieve greater distance.
<u>Athletics Unit - Evaluation</u>	<ul style="list-style-type: none"> - Talk about what they have done. - Talk about what others have done. 	<ul style="list-style-type: none"> - Watch and describe performances. - Begin to say how they could improve. 	<ul style="list-style-type: none"> - Watch and describe performances and use what they see to improve their own performance.

			<ul style="list-style-type: none">- Talk about the differences between their work and that of other
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