

Longfields Skills Progression Physical Education

	Gymnastics	Dance	Multi Skills Swimming	Ball Skills	Mini-Field Games	Net Games	Athletics
EYFS	<p>Range 3 PD MH -Changes position from standing to squatting and sitting with little effort</p> <p>Range 4 PD MH -Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</p> <p>-Jumps up into the air with both feet leaving the floor and can jump forward a small distance</p> <p>Range 5 PD MH -Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</p> <p>-Walks down steps or slopes whilst carrying a small object, maintaining balance and stability</p> <p>-Can balance on one foot or in a squat</p>	<p>Range 3 PD MH -Shows interest, dances and sings to music rhymes and songs, imitating movements of others.</p> <p>Range 3 EAD CM -Mirrors and improvises actions they have observed, e.g. clapping or waving</p> <p>Range 3 EAD BI -Expresses self through physical actions and sound</p> <p>-Creates sound effects and movements</p> <p>Range 4 PD MH -Moves in response to music, or rhythms played on instruments such as drums or shakers</p> <p>Range 4 EAD BI -Creates rhythmic sounds and movements</p> <p>Range 5 EAD CM -Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns.</p>	<p>Range 4 PD MH -Begins to walk, run and climb on different levels and surfaces</p> <p>-Begins to understand and choose different ways of moving</p> <p>Range 6 PD MH -Travels with confidence and skill around, under, over and through balancing and climbing equipment</p>	<p>Range 4 PD MH -Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it.</p> <p>Range 5 PD MH -Can grasp and release with two hands to throw and catch a large ball, beanbag or an object</p> <p>Range 6 PD MH -Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</p>			<p>Range 3 PD MH -Develops security in walking upright using feet alternately and can also run short distances</p> <p>-Can walk considerable distance with purpose, stopping, starting and changing direction</p> <p>Range 4 PD MH -Runs safely on whole foot</p> <p>Range 5 PD MH -Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</p> <p>-Range 6 PD MH Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p>

momentarily, shifting body weight to improve stability

Range 6 PD MH

-Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance

-Enjoys joining in with moving, dancing and ring games

Range 5 EAD BI

-Uses movement and sounds to express experiences, expertise, ideas and feelings - Experiments and creates movement in response to music, stories and ideas

Range 6 PD MH

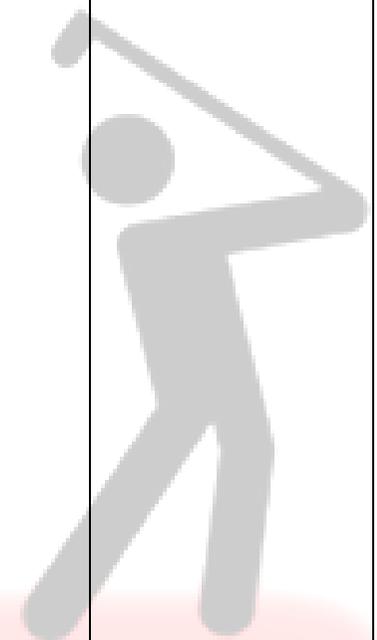
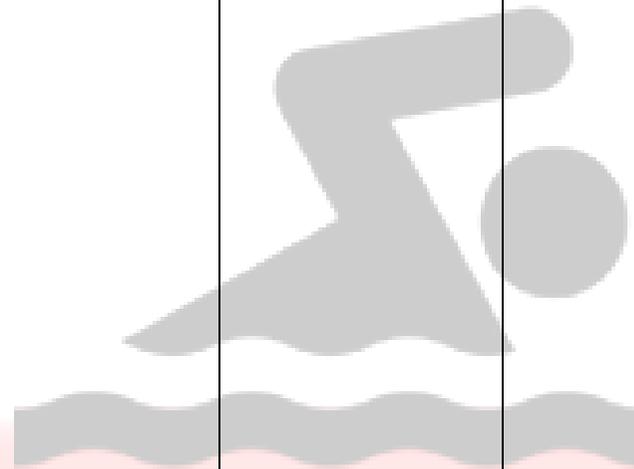
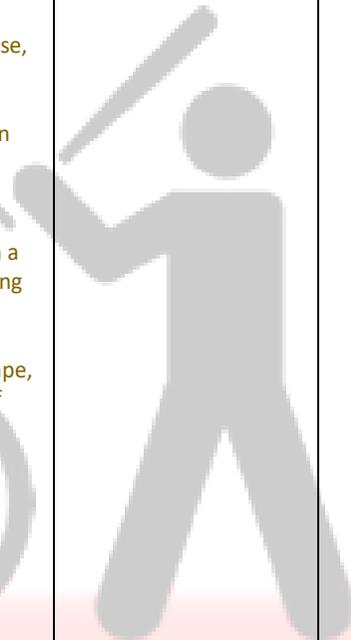
-Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping
-Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk

Range 6 EAD CM

-Begins to build a collection of dances
-Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance

Range 6 EAD BI

-Initiates new combinations of movements and gestures in order to



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		<p>express and respond to feelings, ideas and experiences</p> <p>ELG EAD BI&E <i>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</i></p>					
<p>CofEL</p> <p>Active Learning: Maintaining focus on their activity for a period of time. Persisting with an activity or toward a goal when challenges occur.</p> <p>Playing & Exploring: Showing a 'can do' attitude.</p> <p>Statutory ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 							
Year 1	<ul style="list-style-type: none"> • To explore movement actions with control and link them together with flow. • To explore gymnastic actions and shapes. • To explore travelling on benches. • To explore movement actions with control, and to link them together with flow. • To choose and use simple compositional ideas by creating and performing sequences. 	<ul style="list-style-type: none"> • To change direction during travelling moves. • To link travelling moves that change direction and level. • To link moves together. • To use a variety of moves. • To explore basic body patterns and movements to music. • To use a variety of moves that change speed and direction. • To link together dance moves with gestures and changing direction in time to music. 	<ul style="list-style-type: none"> • To explore static balancing and understand the concept of bases. • To combine a number of co-ordination drills, using upper and lower body movements. • To aim a variety of balls and equipment accurately. • To time running to stop or intercept the path of a ball. • To travel in different ways, showing clear transitions between movements. • To travel in different 	<ul style="list-style-type: none"> • To master basic sending and receiving techniques • To develop balance, agility and co-ordination. • To master basic sending and receiving skills. • To develop balance, agility and co-ordination.: • To master basic sending and receiving techniques • To develop balance, agility and co-ordination. • To master basic sending and receiving as well as developing balance agility and co-ordination. 	<ul style="list-style-type: none"> • To learn skills for striking and fielding games. • To practise basic striking, sending and receiving. • To use throwing and catching skills in a game. • To practise accuracy of throwing and consistent catching. • To strike with a racket or bat. • To play a game fairly and in a sporting manner. • To use fielding skills to play a game 	<ul style="list-style-type: none"> • To use varying speeds when running. • To explore footwork patterns. • To explore arm mobility. • To explore different methods of throwing. • To practise short distance running 	

	<ul style="list-style-type: none"> To repeat and link combinations of gymnastic actions. To link combinations of movements and shapes with control 	<ul style="list-style-type: none"> To practise taking off from different positions. To complete an obstacle course with control and agility. 	<p>directions (side to side, up and down) with control and fluency.</p> <ul style="list-style-type: none"> To practise ABC (agility, balance and coordination) at circuit stations. 	<ul style="list-style-type: none"> To make use of coordination, accuracy and weight transfer To develop receiving skills. To use ball skills in game-based activities. 			
Year 2	<ul style="list-style-type: none"> To remember and repeat simple gymnastic actions with control To balance on isolated parts of the body using the floor and hold balance. To develop a range of gymnastic moves, particularly balancing. To link together a number of gymnastic actions into a sequence. To explore ways of travelling around on large apparatus. To choose and use a variety of gymnastic actions to make a sequence. 	<ul style="list-style-type: none"> To explore different levels and speeds of movement. To compose and perform simple dance phrases. To show contrasts in simple dances with good body shape and position. To develop a range of dance movements and improve timing. To work to music, creating movements that show rhythm and control. To work to music, creating movements that show rhythm and control. 	<ul style="list-style-type: none"> To explore static balancing and understand the concept of bases. To combine a number of co-ordination drills, using upper and lower body movements. To aim a variety of balls and equipment accurately. To time running to stop or intercept the path of a ball. To travel in different ways, showing clear transitions between movements. To travel in different directions (side to side, up and down) with control and fluency. To practise ABC (agility, balance 	<ul style="list-style-type: none"> To use hand-eye coordination to control a ball. To catch a variety of objects. To vary types of throw. To kick and move with a ball. To develop catching and dribbling skills. To use ball skills in a mini festival. 	<ul style="list-style-type: none"> To learn skills for playing striking and fielding games. To position the body to strike a ball. To develop catching skills. To throw a ball for distance. To practise throwing skills in a circuit. To play a game fairly and in a sporting manner. To use fielding skills to play a game. 	<ul style="list-style-type: none"> To run with agility and confidence. To learn the best jumping techniques for distance. To throw different objects in a variety of ways. To hurdle an obstacle and maintain effective running style. To run for distance. To complete an obstacle course with control and agility. 	

			and coordination) at circuit stations.				
Year 3	<ul style="list-style-type: none"> To explore jumping techniques and link them with other gymnastic actions. To explore jumping techniques and to link them with other gymnastic actions. To select and adapt gymnastics actions to meet the task To work with a partner or a small group to create a sequence that develops jumping skills. To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music. 	<ul style="list-style-type: none"> To explore dance movements and create patterns of movement. To work with a partner to create dance patterns. To perform a dance with rhythm and expression. To use knowledge of dance to create a story in small groups. To develop precision of movement. To work co-operatively with a group to create a dance piece. To perform in front of others with confidence 	<ul style="list-style-type: none"> To develop basic pool safety skills and confidence in water. To develop travel in vertical or horizontal position and introduce floats. To develop push and glides, any kick action on front and back with or without support aids. To develop entry and exit, travel further, float and submerge. To develop balance, link activities and travel further on whole stroke. To show breath control. Introduction to deeper water. Treading water 	<ul style="list-style-type: none"> To be aware of others when playing games. To choose the correct skills to meet a challenge. To perform a range of actions, maintaining control of the ball. To perform a range of catching and gathering skills with control. To master the basic catching technique. To catch with increasing control and accuracy. To master the basic throwing technique. To throw and hit a ball in different ways (e.g. high, low, fast or slow). To apply skills and tactics in small-sided games. To identify and follow the rules of games. To choose and use simple tactics to suit different situations. To react to situations in ways that make it difficult for opponents to win 	<ul style="list-style-type: none"> To consolidate and develop a range of skills in striking and fielding. To develop and investigate different ways of throwing and to know when it is appropriate to use them. To consolidate and develop a range of skills in striking and fielding. To practise the correct technique for catching a ball and use it in a game. To consolidate and develop a range of skills in striking and fielding. To practise the correct batting technique and use it in a game situation. To consolidate and develop a range of skills in striking and fielding. To practise the correct technique for fielding and use it in a game situation. To consolidate the throwing, catching and batting skills already learned. To strike the ball for distance. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> To run in different directions and at different speeds, using a good technique. To improve throwing technique. To reinforce jumping techniques. To understand the relay and passing the baton. To choose and understand appropriate running techniques. To compete in a mini competition, recording scores

					<ul style="list-style-type: none"> To know how to play a striking and fielding game competitively and fairly. 		
Year 4	<ul style="list-style-type: none"> To identify and practise body shapes. To identify and practise symmetrical and asymmetrical body shapes. To construct sequences using balancing and linking movements. To use counterbalances and incorporate them into a sequence of movements. To perform movements in canon and in unison. To perform and evaluate own and others' sequences. 	<ul style="list-style-type: none"> To identify and practise the patterns and actions of chosen dance style. To demonstrate an awareness of the music's rhythm and phrasing when improvising. To create an individual dance that reflects the chosen dancing style. To create partnered dances that reflect the dancing style and apply the key components of dance. To perform dance using a range of movement patterns. To perform and evaluate own and others' work. 	<ul style="list-style-type: none"> To develop basic pool safety skills and confidence in water. To develop travel in vertical or horizontal position and introduce floats. To develop push and glides, any kick action on front and back with or without support aids. To develop entry and exit, travel further, float and submerge. To develop balance, link activities and travel further on whole stroke. To show breath control. Introduction to deeper water. Treading water 	<ul style="list-style-type: none"> To keep possession of a ball. To use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation. To use accurate passing and dribbling in a game. To identify and apply ways to move the ball towards an opponent's goal. To learn concepts of attack and defence. To play in a mini competition. 	<ul style="list-style-type: none"> To develop and investigate different ways of throwing, and to know when each is appropriate. To use ABC (agility, balance, co-ordination) to field a ball well. To use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation. To use hand-eye coordination to strike a moving and a stationary ball. To develop fielding skills and understand their importance when playing a game. To play in a competitive situation, and to demonstrate sporting behaviour. 	<p>Tennis</p> <ul style="list-style-type: none"> To become familiar with balls and short tennis rackets. To get the ball into play. To accurately serve underarm. To build up a rally. To build a rally, focusing on accuracy of strokes. To play a variety of shots in a game situation and to explore when different shots should be played. Learning objective: To play a competitive tennis game. 	<ul style="list-style-type: none"> To select and maintain a running pace for different distances. To practise throwing with power and accuracy. To throw safely and with understanding. To demonstrate good running technique in a competitive situation. To explore different footwork patterns. To understand which technique is most effective when jumping for distance. To utilise all the skills learned in this unit in a competitive situation.
Year 5	<ul style="list-style-type: none"> To identify and practise body shapes and balances. To identify and practise symmetrical and asymmetrical body shapes. : 	<ul style="list-style-type: none"> To identify and practise the patterns and actions of the chosen dance style. To demonstrate an awareness of the music's 	<ul style="list-style-type: none"> To develop basic pool safety skills and confidence in water. To develop travel in vertical or horizontal position and introduce floats. 	<ul style="list-style-type: none"> To use hand-eye coordination to control a ball To catch a variety of objects. To vary types of throw. To kick and move with a ball. 	<ul style="list-style-type: none"> To learn skills for playing striking and fielding games. To position the body to strike a ball. To develop catching skills. To throw a ball for distance. 	<p>Tennis</p> <ul style="list-style-type: none"> To identify and apply techniques for hitting a tennis ball. To develop the techniques for ground strokes and volleys. 	<ul style="list-style-type: none"> To use correct technique to run at speed. To develop the ability to run for distance. To throw with accuracy and power.

	<ul style="list-style-type: none"> To use and refine the following skills: flexibility, strength, balance, power and mental focus. To develop skills for movement, including rolling, bridging and dynamic movement. To use counterbalances and incorporate them into a sequence of movements. To perform movements in canon and in unison. To perform and evaluate own and others' sequences. 	<p>rhythm and phrasing when improvising.</p> <ul style="list-style-type: none"> To create and perform an individual dance that reflects the chosen dance style. To create partnered dances that reflect the chosen dancing style and apply the key components of dance. To create group dances that reflect the dance style. To perform a dance using a range of movement patterns. To perform and evaluate own and others' work. 	<ul style="list-style-type: none"> To develop push and glides, any kick action on front and back with or without support aids. To develop entry and exit, travel further, float and submerge. To develop balance, link activities and travel further on whole stroke. To show breath control. Introduction to deeper water. Treading water. 	<ul style="list-style-type: none"> To develop catching and dribbling skills. To use ball skills in a mini festival. 	<ul style="list-style-type: none"> To practise throwing skills in a circuit. To play a game fairly and in a sporting manner. To use fielding skills to play a game.. 	<ul style="list-style-type: none"> To develop a backhand technique and use it in a game. To practise techniques for all strokes. To use the scoring system and court for singles tennis. To play a tennis game using an overhead serve and the correct selections of shots. To understand and use doubles scoring in a tennis game. 	<ul style="list-style-type: none"> To identify and apply techniques of relay running. To explore different footwork patterns. To understand which technique is most effective when jumping for distance. Learn how to use skills to improve the distance of a pull throw. To demonstrate good techniques in a competitive situation.
Year 6	<ul style="list-style-type: none"> To identify and practise gymnastic shapes and balances. To identify and practise symmetrical and asymmetrical body shapes. To construct sequences using balancing and linking movements To use counterbalances 	<ul style="list-style-type: none"> To identify and practise the patterns and actions in a street dance style. To demonstrate an awareness of the music's rhythm and phrasing when improvising. To create a dance that represents a street dance style. To create a dance as a group, using 	<ul style="list-style-type: none"> To develop basic pool safety skills and confidence in water. To develop travel in vertical or horizontal position and introduce floats. To develop push and glides, any kick action on front and back with or without support aids. 	<ul style="list-style-type: none"> To demonstrate basic passing and receiving skills using a netball. To develop an understanding and knowledge of the basic footwork rule of netball. To use good hand/eye co-ordination to pass and receive a ball successfully. To develop skills in the range of passes 	<ul style="list-style-type: none"> To develop skills in batting and fielding. To choose fielding techniques. To run between the wickets. To run, throw and catch. To develop a safe and effective overarm throw. To learn batting control. To use all the skills learned by playing 	<ul style="list-style-type: none"> To run with agility and confidence. To learn the best jumping techniques for distance. To throw different objects in a variety of ways. To hurdle an obstacle and maintain effective running style. To run for distance. To complete an obstacle course with control and agility. 	

and incorporate them into a sequence of movements.

- To perform movements in canon and in unison.
- To perform and evaluate own and others' sequences.

any street dance moves.

- To create a dance as a group, using any street dance moves.
- To perform and analyse own and others' performance.

- To develop entry and exit, travel further, float and submerge.
- To develop balance, link activities and travel further on whole stroke.
- To show breath control.
Introduction to deeper water.
Treading water

– chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel.

- To understand the importance of 'getting free' in order to receive a pass.
- To understand how to make space by moving away and coming back and by dodging.
- To be able to demonstrate a range of defending skills and understand how to mark an opponent.
- To understand how to intercept a pass.
- To learn how to shoot.
- To understand the different positions in a netball team (five-a-side).
- To recognise which positions are attacking and which are defending

in a mini tournament

PHYSICAL EDUCATION

