



# Progression of Skills and Knowledge in Physical Education



## Nursery and Reception Progression Ladders

Yellow indicates Nursery Starting Point / Green is nursery end and reception starting point / Blue is end of Reception

<u>Physical Development</u>										
	4 19-24 mths	5 25-30 mths	6 31-36 mths	7 37-42 mths	8 43-48 mths	9 49-54 mths	10 55-60 mths	11 61- 66 mths	12 67-72 mths	ELG
<u>Gross Motor Skills</u>	Squats with steadiness and rises to feet with balance	Can move up and down a step/slope maintaining balance.	Climbs using hands and feet and able to use equipment that requires pulling and pushing.	Walks up steps using alternating feet one foot to each step.	Uses cross lateral movement to move forward and negotiate space when moving through tunnels or dens and when on made or created vehicles.	Moves with confidence in a range of ways developing core strength, balance, coordination and able to negotiate space.	Is able to adjust speed, direction and position.	Shows good control, coordination and agility in large and small movements, safely negotiating space.	Hops and skips when playing games or in time to music.	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.

<u>PSED</u>										
	4 19-24 mths	5 25-30 mths	6 31-36 mths	7 37-42 mths	8 43-48 mths	9 49-54 mths	10 55-60 mths	11 61- 66 mths	12 67-72 mths	ELG
<u>Building Relationships</u>	Parallel play present; plays contentedly near other children but not with them. Copies everyday adult activity.	Watches other children at play before joining in. Emotionally less dependent on familiar adult but still requires reassurance in unfamiliar situations.	Will approach familiar adults when upset, excited or want to play. Is able to explore or try out a new activity or experience with adult support.	Will willingly approach others to play.	Can play in a group with friends suggesting ideas. Can initiate an interaction with other children.	Has a good relationship with peers and familiar adults. Is confident to interact with others.	Confidently initiates conversations with unfamiliar adults. Begins to be able to compromise in social situations and negotiate with peers, working as part of a group - understanding and following rules, adapting their behaviours to different situations.	Takes account of one another's needs and feelings with a growing sense of managing conflict and forms positive relationships with adults and other children. Takes changes of routine in their stride	Plays group games with rules. Understands someone else's point of view can be different from their own. Resolves minor conflicts through listening to others to come up with a fair solution.	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs

The knowledge and skills then feed into the KS1 curriculum shared below

## KS1 & KS2 KNOWLEDGE, SKILLS AND UNDERSTANDING

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b><u>Dance</u></b>	<b>Pupils should perform dances using simple movement patterns</b>		<b>Perform dances using a range of movement patterns.</b>			
	I can copy dance moves I can move safely in a space I can make up a short dance	I can change rhythm, speed, level and direction in my dance I can dance with control and coordination I can use dance to show mood or feeling	I can improvise freely and translate ideas from a stimulus into movement I can share and create phrases with a partner and small group I can repeat, remember and perform phrases	I can use refined movements when I perform I can use dance to communicate an idea	My dance shows clarity, fluency, accuracy and consistency I can perform expressively and hold a precise and strong body posture I can suggest ways to improve my performance and that of others	I can perform and create complex sequences I can express an idea in original and imaginative ways
<b><u>Games</u></b>	<b>Pupils should master basic movements including running, jumping, throwing and catching. They should participate in team games, developing simple tactics for attacking and defending</b>		<b>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games that have been modified where needed and apply basic principles suitable for attacking and defending.</b>			
	I can throw underarm I can hit a ball with a bat I can move and stop safely I can throw and catch with both hands I can throw and kick in different ways	I can use hitting, kicking and/or rolling in a game I can decide the best space to be in during a game I understand the difference between attack and defence I can follow rules	I can throw and catch with control I am aware of space and use it to support team mates and to cause problems for the opposition I know and use rules fairly I can keep possession/control of a ball with my body or an implement	I can throw and catch accurately with both hands I can hit a ball with increasing consistency I can choose a tactic for defending or attacking	I can gain possession by working as a team I can send a ball over a net using forehand and backhand strokes I can use a range of fielding techniques I can vary tactics and adapt skills depending on what is happening in a game I can use a number of techniques to pass, dribble and shoot	I can choose and combine techniques in game situations I can field, defend and attack tactically by anticipating the direction of play I can play to agreed rules I can umpire and explain rules I can lead others when called upon and act as a good role model within a team
<b><u>Athletics</u></b>	<b>Use running, jumping, throwing and catching in isolation and in combination.</b>					
			I can throw in different ways I can jump in different ways I can take part in a relay, remembering when to run and what to do	I can run over long distances I can sprint over a short distance I can hit a target	I am controlled when taking off and landing I can throw with accuracy I can combine running and jumping	I can demonstrate stamina
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>

<b><u>Gymnastics</u></b>	<b>Pupils should develop balance, agility and co-ordination and apply these in a range of activities</b>		<b>Develop flexibility, strength, technique, control and balance.</b>			
	<p>I can make my body curled, tense, stretched and relaxed</p> <p>I can copy sequences and repeat them</p> <p>I can roll, curl, travel and balance in different ways</p>	<p>I can plan and perform a sequence of movements showing control</p> <p>I can improve my sequence based on feedback</p> <p>I can think of more than one way to create a sequence which follows some 'rules'</p>	<p>I can work in a controlled way</p> <p>I can include changes of speed and direction</p> <p>I can include a range of shapes</p>	<p>I can move between positions with control and fluency</p> <p>I can work with a partner to create, repeat and improve a sequence with at least three phases</p> <p>I can show kinaesthetic awareness in order to improve the alignment and placement of body parts</p>	<p>I can make complex, extended sequences including changes of speed, level and direction</p> <p>I can hold shapes that are strong, fluent and expressive</p>	<p>I can combine my own work with that of others</p> <p>I can create complex and well executed sequences that include a wide range of movements</p>
<b><u>Outdoor/ adventurous</u></b>			<b>Take part in outdoor and adventurous activity challenges both individually and within a team.</b>			
					<p>I can follow a map in a familiar context</p> <p>I can solve simple problems</p> <p>I can show initiative to try new ways of working</p>	<p>I can plan a route and a series of clues for someone else</p> <p>I can plan with others taking account of safety and danger</p>
<b><u>Swimming</u></b>			<p><b>Pupils are taught to swim competently, confidently and proficiently over a distance of at least 25 metres</b></p> <p><b>Use a range of strokes effectively.</b></p> <p><b>Perform safe self-rescue in different water based situations</b></p>			
			<p>I can enter the water carefully</p> <p>I can put my face in the water and blow bubbles</p> <p>I can swim over 5 metres with a floatation device</p> <p>I can swim for a sustained distance using a recognised stroke</p> <p>I can swim for at least 25 metres on my back</p>	<p>I can swim at least 25 metres on my front or back</p> <p>I am beginning to develop controlled breathing</p> <p>I can perform safe self-rescue in different water situations</p>		