



Osgodby Primary School Progression of skills and concepts: Physical Education

EYFS Area of Study

Movement and Handling

ELG: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pen

➤ Skills progression:

- Move freely using suitable spaces and speed.
- Draw lines and circles.
- Hold a pen correctly.
- Move freely in a variety of different ways.
- Show a dominant hand.
- Make anticlockwise movement.
- Stand on one foot.
- Catch a ball.
- Write some letters and copy their name.
- Experiment moving in different ways on equipment and jump landing safely.
- Demonstrate increasing control over objects.
- Use tools to change to materials.
- Move confidently.
- Demonstrate good control and co-ordination in large and small movement.
- Participate in Sports day and physical activities that are included within this using a variety of equipment, taking turns and celebrating other's successes.

Health and self-care

ELG: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, going to the toilet independently.

➤ Skills Progression:

- Understand their own needs hunger/toilet/personal hygiene. Dress with support.
- Know equipment needs to be used safely.
- Understand the need for varied and healthy food
- Use scissors and other tools safely.
- Manage own risk assessment.
- Help to put away equipment correctly.
- Use safety measures without direct supervision.
- Understand the importance for good health of physical exercise, healthy diet and talk about different ways to keep healthy and safe.

Gymnastics

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• To explore movement actions with control and link them together with flow. • To explore gymnastic actions and shapes. • To explore travelling on	• 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	• To explore jumping techniques and link them with other gymnastic actions. • To select and adapt gymnastic actions to meet the task.	• To identify and practise body shapes. • To identify and practise symmetrical and asymmetrical body shapes. • To construct sequences using balancing and linking	• To identify and practise body shapes and balances. • To identify and practise symmetrical and asymmetrical body shapes. • To use and refine the following skills: flexibility,	• To identify and practise gymnastic shapes and balances. • To identify and practise symmetrical and asymmetrical body shapes. • To construct sequences



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	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. • To repeat and link combinations of gymnastic actions. • To link combinations of movements and shapes with control. • To explore static balancing and understand the concept of bases. • To travel in different ways, showing clear transitions between movements. • To practise ABC (agility, balance and coordination) at circuit stations.	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.	• 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.	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.	strength, balance, power and mental focus. • To develop skills for movement, including rolling, bridging and dynamic movement. • To perform movements in canon and in unison. • To perform and evaluate own and others' 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.
Movements to Music						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• 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.	• 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.	• 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 increasing confidence.	• 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 identify and practise the patterns and actions of the chosen dance style. • To demonstrate an awareness of the music's rhythm and phrasing when improvising. • 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	• To identify and practise the patterns and actions in a Bollywood dance style. • To demonstrate an awareness of the music's rhythm and phrasing when improvising. • To create a dance that represents a Bollywood dance style. • To create a dance as a group, using any Bollywood dance moves. • To perform and analyse own and others' performance.



	• To practise taking off from different positions. • To combine a number of co-ordination drills, using upper and lower body movements. • To travel in different directions (side to side, up and down) with control and fluency.			• To perform and evaluate own and others' work.	style. • To perform a dance using a range of movement patterns. • To perform and evaluate own and others' work.	
Ball Skills – Invasion Games						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• To master basic sending and receiving techniques. • To develop balance, agility and co-ordination. • To make use of coordination, accuracy and weight transfer. • To develop receiving skills. • To use ball skills in game-based activities • To aim a variety of balls and equipment accurately. • To time running to stop or intercept the path of a ball.	• 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.	• 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	• 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.	(Netball, Hockey, Tag Rugby) • To demonstrate basic passing and receiving skills using a ball. • 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 – 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.	(Basketball and Football) To understand that when team has ball they are attacking and when they haven't they are defending. • To understand different ways of attacking and encourage them to use positions for their team carefully. • To understand different ways to attack and defend. • To choose right formations and tactics for attack and defence. • To Know how they support other players in attack and defence. • To understand how to get ready for games. • To know some ideas for warm up exercises and routines. • To Know what makes a good warm up. • To Know what clothing and footwear is best to wear. • To Know how to check playing area. • To Know how playing invasion games helps your



					• 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. • To understand the basic rules of tag rugby. • To work as a team, using ball-handling skills. • To pass and carry a ball using balance and coordination. • To use skills learned to play a game of tag rugby. • To apply rules and skills learned to a game. • To play in a mini	fitness and benefits
Ball Skills – Net and Wall Games						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• To throw a ball to a target. • To defend a ball from hitting a target. • To throw a ball or beanbag over a distance. • To throw with accuracy to a still or moving target. • To throw a ball against a target. • To catch a ball that has rebounded from a target. • To bounce and catch a ball to yourself.		• 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. • To explore when different shots should be played. • To play a competitive tennis game.		• To identify and apply techniques for hitting a tennis ball. • To develop the techniques for ground strokes and volleys. • 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.	• To demonstrate and use the correct grip of the racket and understand how to get into the ready position. • To use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket. • Understand how to serve the shuttle in order to start the game. • Recognise the difference between the low serve and the high serve. • To develop children's ability to perform and understand the 'overhead clear' shot and the impact that playing the overhead clear can have on winning



						points during game play. • To understand that the drop shot is an attacking shot, and why. • To know where the drop should be aimed for, for it to be most productive, and why. • To understand how to use different shots to outwit an opponent in a game. • To develop knowledge, understanding and principles within a doubles game, including tactics and strategies used.
Striking and Fielding						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		• 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.	• To consolidate and develop a range of skills in striking and fielding games. • To develop and investigate different ways of throwing and to know when it is appropriate to use them. • To practise the correct technique for catching a ball and use it in a game. • To practise and the correct batting technique and use it in a game. • To practise the correct technique for fielding and use it in a game. • To consolidate the throwing, catching and batting skills already learned. • To strike the ball for distance. • To know how to play a striking and fielding game competitively and fairly.	• 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.	• To develop skills in batting and fielding. • To choose fielding techniques. • To run between the bases. • To run, throw and catch. • To develop a safe and effective overarm throw. • To learn bowling control. • To use all the skills learned by playing in a mini tournament.	• To throw and catch under pressure. • To use fielding skills to stop the ball effectively. • To learn batting control. • To learn the role of backstop. • To play in a tournament and work as team, using tactics in order to beat another team. • To play in a tournament and work as team, using tactics in order to beat another team.



Athletics						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• 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. • To complete an obstacle course with control and agility.		• To run in different directions and at different speeds, using a good technique. • To improve throwing techniques. • To reinforce jumping techniques. • To understand the relay and passing the baton. • To choose and understand appropriate running techniques. • To complete in a mini-competition, recording scores.	• 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.	• To use correct technique to run at speed. • To develop the ability to run for distance. • To throw with accuracy and power. • 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.	• To investigate running styles and changes of speed. • 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.