

## Burlington Infant School PE Progression

‘Knowledge, Skills and Understanding’ progression breakdown for Physical Education

**EYFS** Through ‘Development Matters’ children in Reception will be learning to:

Movement skills	Motor skills	Ball skills / Apparatus
<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>• rolling</li> <li>• walking</li> <li>• running</li> <li>• skipping</li> <li>• crawling</li> <li>• jumping</li> <li>• hopping</li> <li>• climbing</li> </ul> <ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Combine different movements with ease and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• To use pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul>	<ul style="list-style-type: none"> <li>• To further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>
	<b>Body Strength</b>	
	<ul style="list-style-type: none"> <li>• To develop their overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> </ul>	

## Burlington Infant School PE Progression

### Knowledge, Skills and Understanding breakdown for Physical Education

#### Year 1

#### Acquiring and developing skills

- To copy actions
- To repeat actions and skills
- To move with control and care

#### Evaluating and improving

- To talk about what they have done
- To describe what other people did

#### Health and fitness

- To describe how their body feels before, during and after an activity

#### Dance

- To move to music
- To copy dance moves
- To perform some dance moves
- To make up a short dance
- To move around the space safely

#### Games

- To throw underarm
- To roll a piece of equipment
- To hit a ball with a bat
- To move and stop safely
- To catch with both hands
- To throw in different ways
- To kick in different ways

#### Gymnastics

- To make their bodies tense, relaxed, curled and stretched
- To control their body when travelling
- To control their body when balancing
- To copy sequences and repeat them
- To roll in different ways
- To travel in different ways
- To balance in different ways
- To climb safely
- To stretch in different ways
- To curl in different ways

## Burlington Infant School PE Progression

### Knowledge, Skills and Understanding breakdown for Physical Education

#### Year 2

#### Acquiring and developing skills

- To copy and remember actions
- To repeat and explore actions with control and coordination

#### Evaluating and improving

- To talk about what is different between what they did and what someone else did
- To say how they could improve

#### Health and fitness

- To show how to exercise safely
- To describe how their body feels different during activities

#### Dance

- To dance imaginatively
- To change rhythm, speed, level and direction
- To dance with control and coordination
- To make a sequence by linking sections together
- To link some movement to show a mood or feeling

#### Games

- To use hitting, kicking and / or rolling in a game
- To stay in a 'zone' during a game
- To decide where the best place to be is during a game
- To use one tactic in a game
- To follow rules

#### Gymnastics

- To plan and show a sequence of movements
- To use contrast in their sequences
- To control movements
- To think of more than one way to create a sequence which follows a set of rules
- To work on their own and with a partner to create a sequence

## Burlington Infant School PE Progression

### Knowledge, Skills and Understanding breakdown for Physical Education

#### Year 3

#### Acquiring and developing skills

- To select and use the most appropriate skills, actions or ideas
- To move and use actions with coordination and control

#### Evaluating and improving

- To explain how their work is similar and different from that of others
- With help, to recognise how performances could be improved

#### Health and fitness

- To explain why it is important to warm up and cool down
- To identify some muscle groups used in gymnastic activities

#### Dance

- To improvise freely translating ideas from a stimulus into movement
- To share and create phrases with a partner and in small groups
- To repeat, remember and perform these phrases into a dance

#### Games

- To throw and catch with control when under limited pressure
- To be aware of space and use it to support team mates and cause problems for the opposition
- To know and use rules fairly to keep games going
- To keep possession with some success when using equipment that is not used for throwing and catching skills

#### Gymnastics

- To use a greater number of their own ideas for movement in response to a task
- To adapt sequences to suit different types of apparatus and their partner's ability
- To explain how strength and suppleness affect performances
- To compare and contrast gymnastic sequences commenting on similarities and differences

#### Athletics

- To run at fast, medium and slow speed, changing speed and direction
- To link running and jumping activities with fluency, control and consistency
- To make up and repeat a short sequence of linked jumps
- To take part in a relay activity remembering when to run
- To throw a variety of objects changing their action for accuracy and distance