



SANDRINGHAM INFANT AND NURSERY ACADEMY

Progression of Skills



PHYSICAL EDUCATION

EYFS	
NURSERY (3-and 4-year-olds)	RECEPTION
<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, • Paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. 	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking, skipping, jumping and climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture, when sitting at a table or sitting on the floor • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Develop overall body strength, balance, coordination and agility. • Know and talk about the different factors that support overall health and wellbeing: • Regular physical activity
Vocabulary	
Moving, pushing, pulling, balancing, riding, skipping, hopping, crawling, walking, running, pose, sequence, patterns, carrying, apparatus, safely.	Rolling, running, crawling, hopping, walking, skipping, jumping, climbing, posture, body strength, balance, coordination, agility and control.

KS1

Dance

Year 1

- Copies and explores basic movements and body patterns.
- Remembers simple movements and dance steps.
- Links movements to sounds and music.
- Responds to range of stimuli.

Year 2

- Copies and explores basic movements with clear control.
- Varies levels and speed in sequence.
- Varies the size of their body shapes.
- Adds change of direction to a sequence.
- Uses space well and negotiates space clearly.
- Describes a short dance using appropriate vocabulary.
- Responds imaginatively to stimuli.

Vocabulary

Travel, jump, spin, shape, motif, control, describe, evaluate, feedback, mirror, unison, improvise, canon, beat.

Gymnastics

Year 1

- Copies and explores basic movements with some control and coordination.
- Performs different body shapes.
- Performs at different levels.
- Can perform a 2 footed jump.
- Uses equipment safely.
- Balances with some control.
- Links 2-3 simple movements.

Year 2

- Explores and creates different pathways and patterns.
- Uses equipment in a variety of ways to create a sequence.
- Link movements together to create a sequence.

Vocabulary

Travel, link, sequence, level, tension, posture, tuck, pike, straight, straddle, star, egg, forward, teddy bear rolls, along, over, onto and off, tuck, pike, straddle, star, straight, direction, level, travelling, combination.

Games

Year 1

- Travels in a variety of ways including running and jumping.
- Begins to perform a range of throws.
- Receives a ball with basic control.
- Begins to develop hand-eye coordination.
- Participates in simple games.

Year 2

- Confident to send the ball to others in a range of ways.
- Begins to apply and combine a variety of skills (to a game situation).
- Develops strong spatial awareness.
- Begins to develop own games with peers.
- Understands the importance of rules in games.
- Develops simple tactics and use them appropriately
- Begins to develop an understanding of attacking/ defending.

Vocabulary

Throw, catch, target, bat, racket, warm up, scoring, send, receive, underarm, overarm, balance, agility, co-ordination, accuracy, timing, bounce, shot.

Throw, catch, target, bat, racket, warm up, scoring, send, receive, underarm, overarm, balance, agility, co-ordination, accuracy, timing, bounce, shot. weight, dribble, trap, kick, sideways, cushion. Kwik Cricket, rotate, movement pattern, fielding, strike, rounders, base.

Athletics

Year 1

- Runs at different speeds.
- Jumps from a standing position.
- Performs a variety of throws with basic control.

Year 2

- Changes speed and direction whilst running.
- Jumps from a standing position with accuracy.
- Performs a variety of throws with control and co-ordination.
(Preparation for shot put and javelin).
- Uses equipment safely.

Vocabulary

Speed, take off, landing, hopping, balance, mobility, underarm, overarm throw, balance, jog, sprint, obstacle, relay, skipping.

Speed, take off, landing, hopping, balance, mobility, underarm, overarm throw, balance, jog, sprint, obstacle, relay, skipping, direction, swing, power, hurdle, relaxed, distance.

Fitness

Year 1

- Engages core and demonstrates exercises that strengthen it with some control.
- Performs a range of exercises which can improve fitness: running, skipping, hula hooping, jumping, arm circles, agility runs and balances.
- Shows which part of the body the different exercises focus on.

Year 2

- Engages core and demonstrates exercises that strengthen it with some control.
- Performs a range of exercises which can improve fitness: running, skipping, hula hooping, jumping, arm circles, agility runs and balances.
- Shows which part of the body the different exercises focus on.

Vocabulary

Bridge, agility, core plank, balance, front, back, support, core, strength, posture, crab, travelling, spotting, extend, flexible, stretch, reach, exercise, fitness, heart rate, co-ordination, circuit, technique,

Bridge, agility, core plank, balance, front, back, support, core, strength, posture, crab, travelling, spotting, extend, flexible, stretch, reach, exercise, fitness, heart rate, co-ordination, circuit, technique, abdominals, squat, hopscotch, hoop, hop, skip, jump

Evaluation

Year 1

- Can comment on own and others performance.
- Can give comments on how to improve performance.
- Uses appropriate vocabulary when giving feedback.

Year 2

Healthy Lifestyles

Year 1

Year 2

- Can describe the effect exercise has on the body.
- Can explain the importance of exercise and a healthy lifestyle.