



**Sacred Heart
Progression of Skills document
Physical Education**

EYFS	Nursery	Reception
Gross motor skills	<p>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>Sits comfortably on a chair with both feet on the ground</p> <p>Runs safely on whole foot - Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</p> <p>Begins to walk, run and climb on different levels and surfaces</p> <p>Jumps up into the air with both feet leaving the floor and can jump forward a small distance</p> <p>Begins to understand and choose different ways of moving</p> <p>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>Walks down steps or slopes whilst carrying a small object, maintaining balance and stability</p> <p>Climbs up and down stairs by placing both feet on each step while holding a handrail for support</p>	<p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</p> <p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p>

	<p>Uses wheeled toys with increasing skill such as pedaling, balancing, holding handlebars and sitting astride</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>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.</p>	<p>Develop the 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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>PD ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
Fine motor skills	<p>May be beginning to show preference for dominant hand and/or leg/foot</p>	<p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention (Suggested tools: pencils for drawing and</p>

	<p>Turns pages in a book, sometimes several at once</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</p> <p>Holds mark-making tools with thumb and all fingers Creates lines and circles pivoting from the shoulder and elbow</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>writing, paintbrushes, scissors, knives, forks and spoons.)</p> <p>Shows a preference for a dominant hand</p> <p>Begins to use anticlockwise movement and retrace vertical lines</p> <p>Begins to form recognisable letters independently</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>PD ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Begin to show accuracy and care when drawing.</p>
Dance and rhythm	<p>Uses movement and sounds to express experiences, expertise, ideas and feelings</p> <p>Moves in response to music, or rhythms played on instruments such as drums or shakers</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences</p> <p>Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes</p> <p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p>

			EAD ELG: Being Imaginative and Expressive Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
Collaboration		Start taking part in some group activities which they make up for themselves, or in teams Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes
		Year 1	Year 2
Run, Jump, Throw	Head	Suggest links between types of exercises e.g. training speed for different jumping activities Demonstrate awareness for the need to improve and attempt to improve Recognise and implement concepts such as waiting your turn Select correct skill for the situation	Make choices about appropriate throws for different types of activity Begin to make links between components of fitness e.g. strength and outcome i.e. length of throw Can identify areas of activities that need improvement e.g. power in throws to throw further
	Hand	Can start and stop at speed, run in straight lines using a variety of speeds Attempt a variety of jumps taking off and landing on different foot combinations e.g., 2 to 1, 1 to 2 etc. Handle and throw a variety of different objects and attempt to throw for distance Copy and repeat basic movements for extended periods of time developing stamina Demonstrate some core strength to hold a variety of shapes and positions Move a variety of objects quickly showing a range of techniques Developed agility and coordination skills to competently take part in a range of activities	Develop power, agility, coordination and balance over a variety of activities Can throw and handle a variety of objects including quoits, beanbags, balls, hoops Can negotiate obstacles showing increased control of body and limbs Use agility in running games Apply skills in a variety of activities Practise to improve skills
	Heart	Work with a partner to help improve their performance Apply knowledge of boundaries such as lanes & avoid impeding others Participate as part of a team to compete in running relays	Discuss thoughts and feelings around physical challenges and what it means to be a team player Work cooperatively to complete running, jumping and throwing tasks Consider others when playing games to respect their space and boundaries
Hit, Catch, Run	Head	Able to identify when a point has been scored and keep count of score Can choose where to send the ball to maximise chance to score Can make choices where to stand in the field to restrict runs scored	Make choices about where to hit the ball Judge and change pace in a variety of running activities Make tactical decisions about where to position themselves in the field

	Hand	<p>Catch a medium sized ball thrown over a short distance</p> <p>Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency</p> <p>Track balls and other equipment sent to them, moving in line with the ball to collect it</p> <p>Run between bases to score points</p> <p>Retrieve and return a ball to a base</p> <p>Use a range of sending skills to put ball into space</p> <p>Able to self-feed ball to hit off hand and strike ball off cone</p>	<p>Has developed hitting skills with a variety of bats</p> <p>Practised bowling/feeding a ball to other players</p> <p>Run in a game to score points</p> <p>Attempted to play the role of wicket keeper or backstop</p> <p>Use skills as a team to prevent runs</p> <p>Makes attempts to catch balls coming towards player in games</p>
	Heart	<p>Work collaboratively to score runs showing encouragement and support</p> <p>Decide as a team the best positioning to intercept balls</p> <p>Show awareness of team mates fielding positions to restrict runs in a simple game scenario</p>	<p>Can work in small groups to field and bat</p> <p>Display sportsmanship when competing against others</p>
Send & Return	Head	<p>Identify space to send a ball into</p> <p>Can describe how they worked with their partner to send and receive</p>	<p>Decide on and play with dominant hand</p> <p>Develop tactics to outwit your opponent so they cannot return the ball</p>
	Hand	<p>Able to send an object with increased confidence using hand or bat</p> <p>Move towards a moving ball to return with hand or bat</p> <p>Score points against opposition over a line/net</p> <p>Select and apply skills to win points</p> <p>Chase, stop and control balls and other objects such as beanbags and hoops</p> <p>Track balls and other equipment sent to them, moving in line with the ball to collect or return</p>	<p>Demonstrate basic sending skills in isolation and small games</p> <p>Show agility to track the path of ball over a line/net and move towards it</p> <p>Hit a ball using both hand and racquet with some consistency</p> <p>Return a ball coming towards them using hand or racquet</p> <p>Play in a modified game send and returning the ball over a line/net</p> <p>Has developed hitting skills with a variety of bats</p> <p>Start a game using basic serving skills</p>
	Heart	<p>Work with a partner to send and return an object and play in a simple rally</p> <p>Recognise your actions impact others e.g. feeding a ball accurately and at correct pace</p> <p>Play cooperatively in a game situation</p>	<p>Recognise individual contribution and impact on a task</p> <p>Develop collaborative teams skills</p>
Attack, Defend, Compete	Head	<p>Recognise rules and apply them in competitive and cooperative games</p> <p>Discuss changes in the body brought about by exercise</p> <p>Make decisions about how to defend a target</p>	<p>Select and apply a small range of simple tactics</p> <p>Begin to look for space to pass into or run to in order to receive</p> <p>Select the more appropriate skill to move forwards to shoot</p>
	Hand	<p>Begin to engage in competitive activities</p> <p>Roll, slide or throw a beanbag or ball with accuracy</p>	<p>Can send a ball using feet</p> <p>Can receive a ball using feet</p>

		<p>Bounce a medium sized ball to self and attempt to bounce to others</p> <p>Judge when and where to move to get in a defensive position</p> <p>Attempt to intercept and catch a thrown ball</p>	<p>Link combinations of skills e.g. dribbling and passing with hands in isolation and combination</p> <p>Can send a ball using hands</p> <p>Can receive a ball using hands</p> <p>Perform the role of goal keeper using basic stopping and interception skills</p>
	Heart	<p>Work in collaboration with others to attack and score points</p> <p>Cooperate to perform a range of challenges using skills such as gesture/signaling</p> <p>Identify the things that they like about exercise both in and outside of school</p>	<p>Can play in a variety of positions in both defence and attack</p> <p>Show awareness of teammates and opponents in games</p> <p>Work with a partner and in small groups to develop skills</p>
Gymnastics	Head	<p>Use words such as rolling, travelling, balancing, climbing</p> <p>Can identify risks of working on and around apparatus</p> <p>Decide which supporting concepts and actions to add to their sequence</p>	<p>Independently show creative flare, refining and developing during tasks</p> <p>Comment on aspects of own and others performances</p>
	Hand	<p>Safely move and carry basic gym equipment such as mats and benches</p> <p>Recognise like actions and link them together</p> <p>Perform simple gymnastic actions and shapes</p> <p>Remember and perform a simple sequence using rolling, travelling, climbing, balancing and jumping</p> <p>Show spinning and rocking in isolation and in short sequence</p> <p>Make their body tense, relaxed, stretched and curled</p> <p>Perform in unison and canon</p>	<p>Perform with control and consistency basic actions at different speeds and on different levels</p> <p>Create and perform a simple sequence</p> <p>Show contrasts in gymnastics shapes and actions</p> <p>Work to improve flexibility and strength</p> <p>Attempt to use rhythm whilst performing a sequence</p> <p>Use core strength to link gymnastic elements e.g. back support and half twist</p>
	Heart	<p>Move on, off and over object with confidence</p> <p>Communicate with a partner to create short sequence</p> <p>Value other's efforts when they perform; watch and listen</p>	<p>Remember and repeat sequences</p> <p>Develop character and maturity to work in close proximity with others</p> <p>Reflect on own performance and use scoring system to judge performance</p>
Dance	Head	<p>Confident to explore space within their dances and movements</p> <p>Identify similarities between gymnastics and dance/other physical activity</p> <p>Recognise that dances can have themes and stories</p>	<p>Select movements that show a clear understanding of the theme/story/idea of the dance</p> <p>Volunteer and show leadership in group dances</p> <p>Show confidence to perform in front of others</p>
	Hand	<p>Perform basic body actions along with music</p> <p>Use different parts of the body, combine arm and leg actions</p> <p>Perform with an awareness of body shape required</p> <p>Remember and repeat simple movement patterns</p> <p>Move with control and show spatial awareness</p>	<p>Show some sense of dynamic, expressive and rhythmic qualities in their own dance</p> <p>Use different parts of the body in isolation and combination</p> <p>Perform with control and balance and demonstrating coordination</p>

		With help, compose a basic movement phrase	Explore and use basic choreography including levels, speed changes, unison and cannon Move with imagination responding the music Perform with expression
	Heart	Work with a partner Make some suggestions of how others can improve their work Engage with the class to perform marching sequence and canon	Attempt to work as part of a group to perform a dance Show engagement in task to perform with freedom e.g. freestyling Able to comment on ideas and emotions and how they can be portrayed through dance