



Physical Education – Progression of skills



Objectives		Stepping stone 1 and 2	Footstep 1 and 2
Year Groups	By the end of Nursery	By the end of Reception	Y1 – Y2

Black = What children should ‘achieve’

Green = What pupils should be ‘taught’

Movement Develop competence to excel in a broad range of physical activities Multi-skills Athletics	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <ul style="list-style-type: none">• 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. <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<ul style="list-style-type: none">• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.• Combine different movements with ease and fluency.• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Develop fundamental movement skills, becoming increasingly confident and competent.</p> <p>Master basic movements such as running, jumping, throwing and catching</p>
Using skills, Techniques Climbing wall	<ul style="list-style-type: none">• 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>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>Revise and refine the fundamental movement skills they have already</p>	<p>Access a broad range of opportunities to extend their agility, balance and coordination.</p> <p>Developing balance, agility and coordination</p>



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		<p>acquired: – rolling – crawling – walking – jumping – running – hopping – skipping – climbing • Progress towards a more fluent style of moving, with developing control and grace. •</p> <p>Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>• Demonstrate strength, balance and coordination when playing. •</p>	
Range of activities Application	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. •	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Begin to apply basic movements in a range of activities
Dance Dance units and Stages	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. •	Explore and engage in music making and dance, performing solo or in groups. Watch and talk about dance and performance art, expressing their feelings and responses.	Perform dances using simple movement patterns



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Cooperation (social) Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect	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.		(Work) individually and with others. Engage in cooperative physical activities.
Games	Start taking part in some group activities which they make up for themselves, or in teams.		Participate in team games
Tactics Attack/defend			Developing simple tactics for attacking and defending
Challengesucceed and excel (in competitive sport) and other physically			Range of increasingly challenging situations.



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demanding activities Team games Sports day House days			
Preparation for life and participation It should provide opportunities for pupils to become physically confident in a way, which supports their health and fitness PSHE Science			Access a broad range of opportunities.
Health and fitness Are physically active for sustained periods of time	<ul style="list-style-type: none">• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.• Make healthy choices about food, drink, activity and toothbrushing.	Know and talk about the different factors that support their overall health and wellbeing: – regular physical activity – healthy eating – toothbrushing – sensible amounts of ‘screen time’ – having a good sleep routine – being a safe pedestrian	Begin to understand and apply the long-term health benefits of physical activity.



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Lead healthy, active lives PSHE Science Assemblies			