



Leamington Hastings C of E Academy

Physical Education and Physical Development curriculum progression



At Leamington Hastings C of E Academy, the curriculum provides opportunities for children to become physically confident in a way which supports their enjoyment, health and fitness. Children begin to develop their physical skills in nursery as part of continuous provision and when taking part in core strength sessions. Children in Reception build on this by continuing to develop their physical skills in continuous provision, core strength and P.E. lessons. Children in KS1 take part in twice weekly P.E. sessions for an hour at a time. Children in KS1 are given the opportunity to take part in competitive sport within the curriculum, and opportunities are also provided for children to compete against other schools locally. Together, these opportunities support the children to develop the strength and competence to participate in a broad range of physical activities which results in children developing an enjoyment of physical exercise, understanding how being active has a positive effect on their health and wellbeing. The curriculum supports children to lead healthy lives, develop teamwork and build resilience.

Aims

At Leamington Hastings C of E Academy we aim that children:

- enjoy taking part in physical activities
- have a well developed core strength by the end of their reception year
- develop agility, balance and coordination throughout the P.E. curriculum
- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- are supported to lead healthy, active lives

*Although part of physical development, all information related to handwriting and handling small tools can also be found within the handwriting progression grid.

Skills and knowledge taught as part of continuous provision / core strength sessions:

	Rising 3s	Pre school	Reception
Physical activities –	Fit themselves into spaces like tunnels, dens and large boxes and moves around in them.	Choose resources to carry out plans e.g. spades to dig a hole, large containers to	Complete standing balances, spin, rock, tilt, fall, slide and bounce with increasing control.

gross motor skills

	transport water or trowels to gather mud for the mud kitchen.	
Begins to collaborate with others to manage large items, although may need the support and direction of an adult.	Collaborate with others to manage large items, such as moving a long plank or a pile or blocks.	Carry things up and down different surface levels to develop strength, sometimes in collaboration with others.
Walk, run and climb on different levels and surfaces.	Decide whether to crawl, run or walk when carryout out physical activities, negotiating the space with safety.	Can move energetically, run, jump, dance, hop, skip, stand on one leg and climb, negotiating the space with safety.
Engage in activities involving movement, balancing, climbing and ball skills.	Tummy crawl and crawl on all fours.	Use wheeled toys, wheelbarrows, mats, spinning cones, balance boards, tunnels, tyres, structures to jump off of, dens making materials, lots and planks, a frames and ladders and the climbing frame to develop overall body strength, coordination and agility.
	Creates lines and circles with their hands and arms, pivoting from the shoulder and elbow.	Develop ball skills throwing, catching, kicking, passing, batting and aiming with balls of a range of sizes, beanbags and other equipment.
	Continue to develop movement, balancing, climbing and ball skills.	Use a range of resources to bat, pat and hit a ball.
	Skip, hop, stand on one leg and hold a pose with increasing control.	Jump around like a frog with control (crouched down, arms between knees, hands flat next to feet – legs are always outside of arms).
	Use a range of movements such as slither and slide, gallop, hop, jump and skip. Use them to form sequences of movement related to music using follow, lead and copy.	Can regularly use physical skills of lifting, carrying, pushing, pulling, constructing, stacking, spinning and climbing independently.
		Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.

	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.	Can grasp and release with two hands to throw and catch a large ball, beanbag or an object	Complete obstacle courses with control, including crawling, climbing, jumping, running and walking, changing speed and direction.
	Take physical risks e.g. crawling through tunnels, creating dens and climbing on crates or the climbing frame.	Continue to take physical risks e.g. crawling through tunnels, creating dens and climbing on crates or the climbing frame.	Engages in challenges such as run faster, climb higher or jump further.
	Use large movements such as waving streamers and flags and using a paint brush.		Negotiate space and obstacles safely, with consideration for themselves and others.
Physical activities – fine motor skills	Begin to refine fine motor skills through threading, sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys , making models with materials and construction tools and malleable materials such as playdough and clay.	Continue to refine fine motor skills through threading, sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys , making models with materials and construction tools and malleable materials such as playdough and clay.	Continue to refine fine motor skills through threading, sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys , making models with materials and construction tools and malleable materials such as playdough and clay.
	Confidently uses a range of implements to make marks on a paper e.g. pencils, felt tips, paint and crayons.	Paint, use chalk and make marks with water on large vertical surfaces such as easels, crossing the midline.	Continue to develop skills using scissors, paint brushes, pencils, pens and other materials that could be used for writing, showing increasing control.
		Uses a pencil with good control e.g. tracing over vertical lines.	
		Make marks on paper using a range of implements.	
	Imitates simple shapes such as circles and lines.	Uses clockwise and anticlockwise movements when tracing correctly over lines and shapes.	Forms recognisable lower case letters, most of which are correctly formed, using a printed style.
	Makes attempts to trace over shapes and lines.		Forms recognisable capital letters, most of which are correctly formed.
	Shows an interest in colouring shapes and pictures.	Colour in a range of shapes and pictures, attempting to colour in the lines, and make attempts to draw pictures using a range of shapes.	Begin to show accuracy and care when drawing and colouring.

	Use scissors to make snips in paper.	Use scissors to cut around an outline, beginning to use them one handed.	Uses scissors one handed to cut out lines or shapes in paper with good control.
	Begins to show a preference for a dominant hand.	Shows a preference for a dominant hand.	Consistently use their dominant hand when writing, drawing and colouring.
	Begins to hold pencils between the thumb and fingers e.g. digital pronate grip.	Holds a pencil between the thumb and fingers e.g. a four finger grasp.	Hold a pencil effectively, using the tripod grid.
Self care skills	Use large and small motor skills to do things independently e.g. manage buttons and zips or pour a drink of water from a jug.	Be increasingly independent as they get dressed and undressed, for example putting coats on and doing up zips and buttons.	Independently get dressed and undressed into clothes and dressing up clothes, including putting coat on a fastening the buttons / zipping it up.
	Begin to use a knife, fork and spoon when eating.	Hold a knife, fork and spoon accurately most of the time.	Consistently hold a knife, fork and spoon correctly.

Skills and knowledge taught as part of P.E. sessions:

	Reception	Year 1	Year 2
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Core strength / agility, balance and coordination

Physical me	Complete standing balances.	Complete standing and kneeling balances on the floor.	Complete large body part balances standing on one foot or tip toes on the floor.
	Complete standing balances on apparatus with the support of an adult.	Complete standing balancing on apparatus.	Complete large body part balances on apparatus using knees, foot or tip toes.
	Begin to complete whole body pencil rolls.	Roll as a whole body with arms tucked in.	Complete controlled body rolls.
	Move the body into a 'nosy sea lion' pose – body flat, chest and shoulders raised and head in the air.	Complete a superman pose with some control – laying on tummy with arms and legs in the air.	Complete a superman pose with control – laying on tummy with arms and legs in the air.
	Complete an egg balance (lay on back, whole body tucked in).	Complete a two handed football roll with control – laying on tummy propped up on forearms – roll a ball to partner.	Complete a one football roll with control – laying on tummy propped up on forearms – roll a ball to partner.
	Form a crab walk pose for a short period of time.	Complete a crab walk, moving forwards, backwards and side to side.	Use the crab walk position to kick a ball along a route or between partners.
	Continue to develop core strength by beginning to form some simple children's yoga poses as directed by an adult.	Continue to develop core strength by beginning to talk part in some children's yoga poses with some control.	Continue to develop core strength by taking part in children's yoga poses with control.

	Stands on one foot with developing control.	Begins to maintain balance in static freeze games, including when standing on one foot.	Maintain balance in static freeze games, including standing on one foot.
	Perform adult directed sequences of movements, with pauses between changes of movement.	Perform a sequence of movements although may need to pause for changes in level, direction and speed.	Perform a sequence of movements without pausing for changes in level, direction and speed.
Social me	Work with a partner to create a balance e.g. hold hands when lifting a foot briefly.	Mirror partner balances and work together as a team.	Use partner work to assess and improve. Work together as a team.
Thinking me	Experiment with ways of moving in different ways.	Copy actions and movement sequences in order.	Copy and remember actions and movements to create own sequence of moves
Healthy me	Develop core strength to make large movements with control.	Demonstrate the ability to move whilst maintaining core strength when moving on feet or knees e.g. no wobbling or falling over.	Demonstrate the ability to move whilst maintaining core strength on feet, knees and tip toes e.g. no wobbling or falling over.

Ball skills – throwing, catching and striking

Physical me	Roll, throw and catch large balls, hoops and beanbags using two hands.	Roll, throw and catch large and small balls, hoops and beanbags using two hands.	Throw a variety of equipment underarm and overarm. Consistently bounce and catch balls of a range of sizes.
	Begin to hit a large ball with a racquet.	Hit a large ball with a racquet with consistent success.	Hit a small ball with a racquet with consistent success.
	Move a large ball by throwing and kicking with some accuracy.	Move a large ball by bouncing, throwing and kicking with mainly consistent accuracy.	Move balls of various sizes by bouncing, throwing and kicking with accuracy.
	Roll and kick large balls towards a target with some accuracy.	Roll and kick balls of different sizes towards a target with accuracy.	Stop and gather a moving ball.
	Travel forwards with a ball with some accuracy.	Travel forwards and backwards with a ball.	Travel forwards, backwards and sideways with a ball.
		Pass and receive a ball in different ways with developing control and accuracy.	Pass and receive a ball in different ways with control and increased accuracy.
		Participate in team games, beginning to simple tactics for attacking and defending.	Participate in team games, developing simple tactics for attacking and defending.
Social me	Participate in individual, paired and small group tasks as directed by an adult.	Participate in paired and team activities with developing control and accuracy, and developing emotional resilience.	Participate in paired and team activities with increasing control and accuracy, and demonstrate emotional resilience.

Thinking me	Begin to roll, throw and kick with a developing level of accuracy.	Consider how to roll, throw and kick accurately according to the distance of the target, using large equipment.	Consider how to roll, throw and kick accurately according to the distance of the target, using a range of different equipment.
Healthy me	Begin to develop hand-eye coordination and gross motor skills.	Develop hand-eye coordination, gross motor skills and strength using large equipment.	Develop hand-eye coordination, gross motor skills and strength using a range of equipment.
Target and invasion games (involving throwing, catching, jumping, running and skipping)			
Physical me	Run at different speeds.	Demonstrate running at different speeds, developing an increasing stamina and speed .	Quickly change the speed and direction when running.
	Run and jump confidently as part of games.	Runs, jumps and skips confidently, negotiating space and beginning to quickly change speed and direction.	Runs, jumps and skips confidently, negotiating space and confidently and quickly changes speed and direction in a game including when running.
	Demonstrate increasing control when catching, kicking, rolling and throwing.	Begin to control a variety of equipment in games by catching, kicking, rolling and throwing.	Control a variety of equipment in games by catching, kicking, rolling and throwing.
	Take part in games where there is an opposition.	Being to use tactics in game scenarios.	Uses basic tactics appropriately such as deciding where to stand.
Social me	Participate in running and chasing games.	Participate in team games, beginning to simple tactics for attacking and defending.	Participate in team games, developing simple tactics for attacking and defending.
	Takes part in adult directed games, following the instructions.	Takes part in group games, include those with a competitive element, developing emotional resilience.	Takes part in group games with resilience, using simple tactics to their advantage.
	Follows simple rules of a game.	Consistently follows rules of a game.	Understands and can explain why rules are needed in games.
Thinking me	Move safely around space and equipment.	Begin to use and understand the terms attaching and defending.	Uses and understands the terms attacking and defending.
	Begins to choose how to use space in a game.	Negotiates space, beginning to adjust speed and direction.	Chooses and uses the best space in the game, adjusting speed and direction.
		Starts to make attempts to dodge to get past an attacker or when defending.	Makes attempts to dodge to get past an attacker and begins to make a defender defend their space by moving to attack.

Healthy me	Begin to develop hand-eye coordination and gross motor skills.	Develop hand-eye coordination, gross motor skills and strength using large equipment.	Develop hand-eye coordination, gross motor skills and strength using a range of equipment.
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Dance

Physical me	Attempts to copy actions demonstrated by the teacher.	Copies actions demonstrated by the teacher.	Copies actions demonstrated by the teacher with increasing accuracy.
	Use the body to make different shapes.	Create own shapes, responding imaginatively to a stimulus.	Create own shapes of increasing complexity, responding imaginatively to a stimulus.
	Begin to join movements together to form a pattern or short dance, including in response to music.	Perform dances using simple movement patterns, including in response to music.	Perform dances using movement patterns, sometimes inspired by a stimulus to create mood or feeling, including in response to music.
	Create movements with increasing control of the body.	Vary the speed of patterns of movement.	Change the speed and level of patterns of movement.
		Use simple choreographic devices such as unison, cannon and mirroring.	
Social me	Work with a partner to create movements.	Work with a partner and small group to create movements, patterns and dances.	Work with a partner and small group to create movements, patterns and dances of increasing complexity.
Thinking me	Remember and complete a short series of movements as directed by an adult.	Construct a sequence of actions to form a motif as directed by an adult.	Copy, remember and repeat sequences of actions.
	Begin to create own short sequences of movements.	Create own short sequences of movements to form a dance or pattern.	Create a short motif inspired by a stimulus.
	Watch and describe performances.	Begin to evaluate the performances of themselves and others.	Evaluate the performances of themselves and others.
Healthy me	Develop gross motor skills to make large movements some with control.	Demonstrate the ability to move whilst maintaining control in most movements, patterns and dances.	Consistently demonstrate the ability to move whilst maintaining control in movements, patterns and dances.



gymnastic body
shapes display.pdf

Gymnastics

Physical me	Roll in different ways with control.		
	Carry out some simple stretches as directed by an adult.	Carry out a range of stretches with increasing control.	Carry out a range of stretches with consistent control.

	Travel in different ways	Travel in different ways, beginning to quickly change direction and speed.	Travel in different ways, quickly changing direction and speed.
	Jump from one space to another.	Carry out a range of jumps, including travelling forwards and backwards.	Carry out a range of jumps, including travelling forwards, backwards and side to side.
	Make the shapes straight and star.	Begin to make the shapes pike, tuck, straddle, dish, arch, L shape, T shape and Y shape with some control.	Make the shapes pike, tuck, straddle, dish, arch, L shape, T shape and Y shape with control.
	Begin to balance with control.	Hold still shapes and simple balances.	Hold still shapes and balances with control.
	Copy and create a short sequence of 2 actions or movements as directed by an adult.	Recognise and copy contrasting actions e.g. tall / short narrow / wide straight / curved	Hold a still shape whilst balancing on different parts of the body.
		Copy actions and movement sequences with a short beginning, middle and end.	Copy actions and movement sequences with a beginning, middle and end.
		Create and perform a short sequence of movements.	Link a series of movements to perform a sequence.
	Move around, under, over and through a range of equipment, applying skills from the unit.	Move around, under, over and through a range of equipment, applying skills from the unit.	Move around, under, over and through a range of equipment, applying skills from the unit.
	Can climb onto and jump off of equipment safely under the close supervision of an adult.	Knows how to climb on and jump off equipment safely with some support.	Knows how to climb on and jump off equipment safely.
		Develop balance, agility and co-ordination. Of travelling, stillness, jumping, timing, changing shape, size and direction.	Continue to develop balance, agility and co-ordination. Of travelling, stillness, jumping, timing, changing shape, size and direction.
Social me	Work with a partner to create movements.	Work with a partner and small group to create movements, patterns and dances.	Work with a partner and small group to create movements, patterns and dances of increasing complexity.
Thinking me	Remember and complete a short series of movements as directed by an adult.	Construct a sequence of actions to form a motif as directed by an adult.	Copy, remember and repeat sequences of actions.
	Begin to create own short sequences of movements.	Create own short sequences of movements.	Create a short motif inspired by a stimulus.
	Watch and describe performances.	Begin to evaluate the performances of themselves and others.	Evaluate the performances of themselves and others.

Healthy me	Develop gross motor skills to make large movements some with control.	Demonstrate the ability to move whilst maintaining control in most movements, patterns and dances.	Consistently demonstrate the ability to move whilst maintaining control in movements, patterns and dances.
Athletics			
Physical me	Walk, jog and run with increasing stamina and control.	Vary pace and speed when running, depending on the purpose.	Continue to develop and understanding for running and pace and speed depending on the purpose.
		Demonstrate a good posture and balance when running.	
		Jog in a straight line and quickly change direction when jogging.	Jog in a straight and curved line, changing directions quickly.
		Sprint in a straight line, changing directions.	Sprint in a straight and curved line, changing directions quickly.
	Jump with two feet in different scenarios and activities, landing safely.	Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.	Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.
		Perform a short jumping sequence.	Combine different sequences of jumps together with some fluency and control
		Jump as high as possible.	Jump for height and distance from a standing position with accuracy and control.
		Jump as far as possible.	
		Land safely and with control.	Land safely and with control.
		Begin to investigate the best jumps to cover different distances.	Investigate and choose the most appropriate jumps to cover different distances.
		Roll equipment in different ways.	Roll equipment with increasing accuracy.
	Throw underarm.	Throw underarm and begin to throw overarm.	Throw different types of equipment in different ways, for accuracy and distance, including overarm.
	Throw an object at a target.	Throw a ball towards a target with increasing accuracy.	Throw with accuracy at targets of different heights.
		Improve the distance they can throw by using more power.	Investigate ways to alter their throwing technique to achieve greater distance.

	Complete a simple obstacle course, applying the skills of the unit.	Complete an obstacle course, applying the skills of the unit.	Complete a more complex obstacle course, applying the skills of the unit.
Social me	Participate in simple group and team games of a competitive nature, beginning to celebrate the success of others.	Engage in competitive events and team games with increasing levels of emotional resilience and the ability to celebrate the success of others.	Compete against self and others with good levels of emotional resilience, willingly celebrating the success of others.
Thinking me	Copy sequences of actions as they are dictated by an adult.	Begin to copy, remember and repeat sequences of actions.	Copy, remember and repeat sequences of actions.
Healthy me	Develop gross motor skills to make large movements some with control.	Demonstrate the ability to move whilst maintaining control in most movements, including when changing direction.	Consistently demonstrate the ability to move whilst maintaining control in movements, including sequences of movements and when changing direction at speed.

Healthy and active lifestyles (taught throughout the above topics)

	Make simple observations about how body feels when exercising in discussions with an adult.	Makes observations about how the body feels after exercise.	Knows and can explain why the body feels different after exercise.
	Take part in warm up and cool down activities.	Beginning to develop an understanding of why it is important to warm up and cool down.	Knows and can explain why it is important to warm up and cool down.
		A growing awareness that exercise can be important for a healthy body and mind.	An awareness that exercise can be important for a healthy body and mind.