7.1 Progression in EYFS

	Development Matters & ELG
Nursery	**Communication & Language:** • Use a wider range of vocabulary. **Personal, Social and Emotional Development:** • Increasingly follow rules, understanding why they are important. **Physical Development** • 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 movements which 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. **Mathematics** • Discuss routes and locations, using words like 'in front of' and 'behind'. •
Reception	**Communication & Language:** • Learn new vocabulary • Use new vocabulary through the day **Personal, Social and Emotional Development** • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Think about the perspectives of others. • Manage their own needs**.** **Physical Development** • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing • Progress towards a more fluent style of moving, with developing control and grace. • 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. • 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 outside, alone and in a group. • 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. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • 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 • **Expressive Arts and Design** • Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. **ELG** **PSED** **Self-Regulation** • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. **Building Relationships:** • Work and play cooperatively and take turns with others. • Show sensitivity to their own and to others' needs. **Physical Development** **Gross Motor Skills** • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • **EAD** Being Imaginative • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

7.2 Progression KS1 & KS2 - Cognitive

Y1	Children describe and comment in their own and others' actions Including: • describe simple hopping movements and say how high they hop • answer simple questions about the body shape they are holding in a simple balance • observe other children working and answer simple questions about what they have seen
Y2	Children can talk generally about the differences between their own and others' simple actions and suggest some improvements. They begin to show a basic understanding of simple tactics for attacking and defending. Including: • describe that their partner only holds their balance for a very short time whilst they balance for longer • tell their partner to hold their body still for a count of three • identify that by being near to somebody they have more chance of catching them in a 'tag game'.
Y3	Children describe in more detail how their work is different from others' work, and start to use this understanding to improve their own performances. They begin to show an increasing understanding of simple tactics and some basic compositional ideas. Including: • identify and escribe two differences on how they strike a ball compared to their partner. • based om this, make one change to improve their own striking skills • identify that they can start to create a sequence by liking simple skills together such as travelling and jumping.
Y4	• Children see and describe in some detail how their work is similar and different from others' work, and use this to understanding to improve their own and others' performance. Tactical and compositional understanding is improving. Including: • comment on their partners' dance routine using descriptive language (two positive and one aspect to develop) compare it with their own and recommend changes to improve their own and their partners' work • plan and structure simple dance movement phrases that they perform with their partner. • move into good positions in team games to support a team with the ball
Y5	Children observe others and compare and comment on aspects including the skills, tactics, ideas and composition used. They are now starting to use their findings on a constant basis to refine their own performance in some physical activities and sports. Including: • make decision about how to improve their own gymnastics performances without having to ask for guidance from a member of staff • observe their own gymnastics performances on an ipad and evaluate the techniques and the composition, identifying good aspects and an area for development. • start to have discussion unprompted with their partner about the quality of their performance, the skills, tactics or composition, and give and accept feedback.

Y6	Children evaluate and recognise correctly, and with consistency, their won and others' success. The regularly compare and feedback on the skills, techniques, tactics and composition used int their own and others' work and use this understanding consistently to make improvements across a range of physical activities and sports. Including: • consistently answer when questioned by staff or other children about the successful aspects of an activity and aspects for development • consistently ask appropriate questions and suggest alternatives that demonstrate for example, a good level of understanding about tactics being used in a game • show good evaluating and planning skills and demonstrate good communication skills to provide feedback across a range of physical activities.

7.3 Progression KS1 & KS2 – Health

Y1	Children are able to talk about how to exercise safely, and describe how their bodes feel when they are moving and at rest. Including: • recognise that they start to get warmer when they move and their cheeks start to go red • recognise that their body starts to cool down when they stop moving and rest and their cheeks start to return to their normal colour • say that they mustn't eat when they are moving around
Y2	Children can give simple explanation of how to exercise safely. They describe how their bodies feel during different activities and have a simple awareness that exercise is good for them. Including: • Describe that their body is warmer, their heart beats faster and they breath more quickly running around than standing still and throwing a ball at a target. • Say that running round is good for their heart and makes their body stronger • Identify that being active is a good thing for their health.
Y3	Children can describe how their bodies feel if they are physically active for sustained periods of time and are aware that their health will benefit. They can give reasons why it is important to warm up before physical activity. Including: • Identify that they need to warm up so that they don't hurt their muscles. • Identify that by warming-up, their muscles will become more stretchy so they will be able to exercise more without hurting them. • Identify that by warming up they are starting to get the blood pumping around the body and the heart ready for some strenuous exercise.
Y4	Children know what different intensities of physical activity feel like. They can give some reasons why their health will benefit if they are physically active for a sustained period of time. They show they can warm-up safely. Including: • Get their hear rate up and stretch as part of the warm up working safely in their own space without bumping into equipment and other children. • Suggest some sage activities to include in their own, or class warm-up. • Work with a partner and do their own warm-up at the start of the lesson.
Y5	Children display a good understanding of the health benefits of engaging regularly in vigorous physical activity for sustained periods of time in and out of school. They plan and demonstrate that they can take their own warm-up and cool-down safely. Including: • Bring into to school a simple plan of their own warm up to include appropriate exercises and safe practise. • Follow their plan and take their own warm-up. • Take the lead when working with a partner to plan and do their own warm-up and cool down to include appropriate exercises and safe practise.
Y6	Children explain in detail how physical activity and sport contributes to a healthy lifestyle. They engage in a range of physical activities and sports and can describe some of the different health benefits of each. They consistently warm up and cool down safely in ways that suit the activity. Including: • Plan and regularly take their own warm-ups and cool downs, safely and appropriately, without guidance from staff. • Identify what parts of the body an activity uses and the fitness required eg aerobic and plan a suitable warm-up to prepare their body for taking part in that activity. • Plan and lead a safe and appropriate warm-up and cool down for a small group for a specific activity.

7.4 Progression KS1 & KS2 – Personal

Y1	Children begin to become aware of their own feelings of others when working together. They can follow basic instructions and generally do their best in physical tasks on their own. Including: • Start to recognise when working on a simple movement to music with their partner that they both need the chance to speak about it. • Stop moving when the teacher tells them or put the comes where they have been told to. • Show they put a lot of effort into performing their physical skills the best they can
Y2	Children are able to engage in simple, competitive activities against themselves and co-operative physical activities with others. They generally try their hardest to do well. Including: • Show that they are capable of taking turns in a small group activity, understand that they need to wait for their go. • Display a willingness to have a go at each physical activity • Demonstrate that they put a good deal of effort in to succeeding.
Y3	Children engage and collaborate in partner work and small group activity and start to display some simple, effective communication and co-operation skills. They follow and understand simple rules for competitive physical activities against others. They are keen to do well. Including: • Explain why rules need to be followed for all to play fairly during their 'Tag' warm-up game. • Demonstrate that they can play in a simple competitive 4 v 2 mini game of 'Piggies in the Middle' without breaking any rules. • Show that they are enthusiastic about PE and making improvements.
Y4	Children display more developed communication and collaboration skills in partner and group work. They praise others and offer support to team mates. During competitive activity they are able to cope with winning and losing. They want to improve their own performance. Including: • Demonstrate that they are respectful about others' feelings when thy have beaten them in a competitive activity. • Celebrate the successful performances of team mates and opponents after a game. • Show that they have resilience and always look to improve where they can.
Y5	Children display a positive attitude towards co-operative and competitive physical activity. They work effectively as part of a team, listening respectfully to the ideas of others and sharing their own. They understand the importance of fair play in competition. They persevere in challenging themselves to improve their own performance. Including: • Win in a team activity and show they are aware of the feelings of the children on the other team • Play within the rules of their game and can explain the importance of not cheating their opponent. • Show that they always try to improve their own performances.
Y6	Children enjoy communicating, collaborating and competing with each other. They consistently work well in a team challenges displaying good communication skills. They engage fully in individual and team competitive physical activities. They always respect the rules and display a good sense of fair play. They display resilience and challenge themselves consistently to improve their own performance. Including: • Take part with enthusiasm and commitment in the competitive team and individual athletic activities. • Handle winning and losing graciously, always play fairly by the rules and display respect for their opponents. • Demonstrate a determination to produce their best performance.

7.5 Progression KS1 & KS2 – Physical

Y1	Children develop simple fundamental movement skills, which they copy, repeat and explore with basic control. Including: • Bounce a ball on the spot with control. • Use one hand to throw, slide or roll a ball or bean bag underarm towards a partner. • Demonstrate some aiming skills by throwing a quoit or bean bag towards a target with some accuracy and consistency.
Y2	Children become increasingly competent and confident in their fundamental movement skills. They access a broad range of opportunities to extend their agility, balance and coordination individually and with others. Including: • Link simple movement patterns to make simple dance phrases linked to an idea or stimulus. • Hold a bat with one or two hands like a frying pan and balance a ball on the face of the bat while taking a few slow steps. • Work with a partner to link and perform three movements at three different levels to produce a simple sequence.
Y3	Children copy, repeat, remember and explore their simple fundamental movement skills with increased control. Including: • Create, remember and perform simple dance phrases on their own, with increased control, linked to a musical stimulus. • Use a bat to strike a ball thrown underarm to them by a partner, after it has bounced with increased accuracy and control towards a target. • Move with increased control from curled balances to stretched balances, performed at different heights.
Y4	Children develop a broader range of skills and begin to select and apply them more appropriately, with control and coordination. Including: • Co-operate with a partner to keep simple rally going using bsic forehand and backhand shots. • Dribble with hand or feet displaying the ability to move with the ball and get their head up to look around for opponents and team mates. • Move, with good control, demonstrating a variety of jumping, travelling and turning actions using the floor and low level apparatus.
Y5	Children select and apply their skills for use in different ways and in different contexts with good control and coordination. Including: • Create and perform a dance with different phrases, displaying good expression of movement and incorporating unison and canon. • Dribble, with a stick, hands or feet, and keep possession of a ball showing good control to keep it away from an opponent. • Demonstrate a successful relay take over with their partner at a walking and jogging pace.
Y6	Children link their skills to make actions and sequences of movement. They apply and perform accurately with precision, control and fluency. Including: • Swim competently and proficiently over a distance of at least 25m. • Link smoothly and fluently the run-ups and jumping actions in the long jump, triple jump or high jump • Link a range of simple striking skills, including forehand, backhand and overhead shots, using them to win points in a competitive rally situation.