



Boyne Hill Infant and Nursery School - Knowledge & Skills Progression Overview

Physical Education – Gymnastics, Dance, Multi-skills, Games

Purpose: A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It will provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Intent: At Boyne Hill, we believe our school has an important part to play in promoting the importance of physical activity. We will promote the pleasure and enjoyment that pupils can gain from physical activity and to enable them to lead a healthy, active lifestyle for the rest of their lives. Through providing a balance of individual, team, co-operative and competitive activities, our PE curriculum will cater for children with a variety of abilities and needs and promote safe practice. In an age appropriate way, we intend to develop our pupils' competence to excel in a broad range of physical activities; to be physically active for sustained periods of time; to engage in competitive sports and activities and to lead healthy, active lives.

Early Years Foundation Stage Links the EYFS Framework

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.

3-4 Years (FS1 Nursery) Development Matters 2021	PD	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. 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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
4-5 Years (FS2 Reception) Development Matters 2021	PD	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. 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.
Early Learning Goal (ELG)	PD	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.

Key Stage 1 National Curriculum Statutory requirements

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

To use space and travel in different ways

FS1	FS2	Year 1	Year 2
Run safely on whole foot.	Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.	Move through a variety of pathways: forward/back, under/sideways, a curve, high, low, wide or narrow with control.	Move forwards, backwards, under, sideways, curved pathways with fluency.
Walk upstairs or downstairs holding on to a rail, two feet to a step.	Move forward and back, sideways, under, over and through, high and low.	Move with an increased awareness of space, themselves and each other, changing direction often.	Move quickly within spaces, changing pace and direction often to avoid objects and others. Continuity of movement (fluidity).
Move freely and with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, crawling, walking, running.	Travel on, over, through and around apparatus.	Move using small and large parts of their body (points and patches).	Travel close to and far from the ground (includes apparatus).
Mount stairs, steps or climbing equipment using alternate feet.	Move with a developing awareness of space, themselves and others, thinking about different speeds.	Explore rocking and rolling, hopping, bouncing, skipping and jumping.	Explore rocking and rolling, hopping and bouncing, skipping and jumping.
Walk downstairs, two feet to each step whilst carrying a small object.	Travel with body parts on the floor - hands or feet, hands and feet, sliding along the floor.		Explore different ways of rolling, twisting and turning on the floor and apparatus.
Travel with confidence and skill around, under, over and through balancing and climbing equipment.	Sideways rolling.		Dodge to evade opponents or obstacles in games.

End of Key Stage 1 Expectations:

1. Has mastered basic movements including running and jumping; has developed agility and co-ordination and is beginning to apply these in a range of activities.

To maintain a balance			
FS1	FS2	Year 1	Year 2
Squat with steadiness to rest or play with object on the ground and rise to feet without using hands.	Use curled and stretch balances whilst stationary or whilst moving through, on top of or in-between apparatus.	Balance stationary on small parts of their bodies (hands, feet, knees etc) as 'points'.	Show various ways of balancing with the body close to or far away from the apparatus/ground. Consider different parts of the body as being the highest points in their balance.
Climb confidently and begin to pull themselves up on nursery climbing play equipment.	Begin to explore a one foot stand (use a partner/apparatus for support.	Balance on large parts of their bodies (back, side, bottom etc) as 'patches.' Wide and narrow stretch balances.	Take weight confidently on the hands to lift the feet high.
Can stand momentarily on one foot when shown.		Work with a partner to create a balance.	Travel under a partner who is holding a balanced bridge position.
End of Key Stage 1 Expectations:			
1. Has developed balance, agility and co-ordination skills and is applying these in a range of activities.			
To take off and land with control			
FS1	FS2	Year 1	Year 2
Jump off an object and land appropriately.	Take off from 1 foot and land on 2 feet jump (1:2).	Take off from 1 foot and land on 2 feet jump (1:2).	Explore all combinations of jump to landings, e.g., 1:2 2:1 2:2 etc.
	Begin to explore 1:2:1 combination.	Begin to explore floor sequence combinations (1:2:1 or 2:1:2).	Perform turning jumps – quarter, half, three quarter, full turn.
	Jump, land and roll.	During 'flight' (jump) move body to form shapes including; thin, star, stretched and perform a tucked jump.	Turning in the air (and on floor).
End of Key Stage 1 Expectations:			
1. Has mastered jumping and developed balance, agility and co-ordination skills and is applying these in a range of activities.			
To sequence steps together (dance or gymnastics)			
FS1	FS2	Year 1	Year 2
Move freely and with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and	Put together curled and stretched balances.	Join together a jump and roll.	Twisting–twisting and coming back the same way. Incorporate changes in level and speed into a floor sequence.

hopping. Outdoor play provides opportunity for these skills to develop.			
Begin to move to music rhythmically.	Join together high and low movements.	Perform a run-jump-roll-stretch balance sequence.	When linking movements together, consider using different parts of the body to lead into the next movement.
Enjoy joining in with dancing and ring games.	Begin to explore using pointed toes when performing a simple sequence of movements.	Change from one balance to another in a smooth transition.	Partner work - 'Follow my leader' mirroring sequences in unison.
Imitate movements to music.	Begin to build a repertoire of songs and dances.	Work with a partner to mirror a sequence or take different roles within the sequence.	Make up their own short sequences.
	Use movement to express feelings.	Complete a taught sequence.	Explore actions in response to stimuli and explore ideas, moods and feelings by improvising and experimenting with actions, dynamics, directions, levels and a growing range of possible movements.
	Create movement in response to music.	Follow the leader with jumps, hops and skips.	Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings.
		Respond to different stimuli with a range of actions.	Remember and repeat a short dance phrase, showing greater control, co-ordination and spatial awareness.
		Copy and explore basic body actions demonstrated by the teacher.	
		Compose and link movement phrases to make simple dances with clear beginning, middle and end. Practise and perform them in a controlled way.	

End of Key Stage 1 Expectations:

1. Has developed balance, agility and co-ordination.
2. Can perform dances using simple movement patterns.

To evaluate own performance			
FS1	FS2	Year 1	Year 2
	With support, talk about their balances/movements and think about what they could add/change for next time.	Begin to talk about their balances/movements with others and edit their sequence accordingly.	Talk about their balances/movements with others and edit their sequence accordingly.
	Can explain the importance of warming up and name basic muscles in arms and legs.	Can comment on their own and others' dances.	Can talk about the differences between their own and others' performances and suggest improvements.
		Copy and describe other pupils' movements and begin to evaluate their own performance.	Can explain the importance of warming up and name all muscles taught and impact of exercise on heart.
		Can explain the importance of warming up and name muscles in arms, legs, and know the heart is a muscle.	
To travel with an object			
FS1	FS2	Year 1	Year 2
Move a large ball with increased control by touching, pushing and patting.	Steer large ball with hand/foot on the floor. Bounce large ball on spot whilst stationary.	Dribble large and medium sized ball with hands and feet.	Travel whilst dribbling a ball with hand/foot/equipment.
Roll a hula hoop and ball – skittles, aiming at a target.	Use a bat to move ball on the floor.	Bounce large/medium sized ball whilst stationary and begin to move.	Bounce a ball whilst travelling with control. Throw and catch a ball whilst stationary and on the move.
		Strike a moving object. Use bat and ball to move ball on floor through obstacles (cones).	
End of Key Stage 1 Expectations:			
<ol style="list-style-type: none"> Has mastered basic movements including running, jumping, throwing and catching; has developed balance, agility and co-ordination and is applying these in a range of activities. Can participate in team games, having developed simple tactics for attacking and defending. 			

To send and receive an object (various sized balls, scarves, beanbag, quoit, hoop)

FS1	FS2	Year 1	Year 2
Catch and throw a large ball.	Throw and catch large ball/balloon/medium ball/scarf to a partner or to self (2 hands).	Throw and catch a large/medium sized ball/quoit/beanbag to themselves (1 hand and 2 hands).	Throw/catch and bounce in different ways (one hand, two hands, over the head, overarm, under or around different parts of the body).
Take part in 'aiming games' with beanbags.	Throw under arm to a large target (hoop or cones).	Send a ball to a partner, roll a hoop to a partner, roll a ball to hit a target (e.g. cone, hoop, skittles or marker).	Chest pass ball to partner. Send a ball/object to partner in different ways accurately.
	Kick a ball to a target.	Pass a ball with side of foot to a target.	Aim and track an object to a stationary or moving target.
	Roll a large/medium sized ball/ hoop to a target. Bounce ball upwards and downwards with a bat. Pass a beanbag/quoit around the body.		Perform an overarm throw and strike a ball from a static position.

End of Key Stage 1 Expectations:

1. Has mastered basic movements including throwing and catching; has developed balance, agility and co-ordination and is applying these in a range of activities.

To participate in team games (Attack and Defence)

FS1	FS2	Year 1	Year 2
	Chase and stop a moving ball (large/medium) with hands and/or feet.	Move to intercept an object using hands, feet or bat.	Move to intercept objects using hands, feet, bat and apply these to small sided team games.
	Take part in simple aiming games.	Take part in small side, team-based games.	Dodge to evade opponents. Start to describe simple tactics used in games and begin to design simple target games.
	Begin to copy and describe other pupils' movements.		Make rules for own games then make them more challenging.

End of Key Stage 1 Expectations:

1. Can participate in team games, having developed simple tactics for attacking and defending.