



Physical Education Curriculum Progression of Skills and Knowledge



At Westfields Infant School, we want children to develop the knowledge, skills and competencies to access the next stage in their learning. In addition to this, we actively encourage and motivate the children to develop positive attitudes, skills and habits so that they are well equipped for the future.

At Westfields Infant School, we believe that high quality physical education (PE) enables every child to develop knowledge, skills and vocabulary through a broad range of sporting activities, as well as developing values and transferable life skills such as fairness and respect. We aim to make the children's experience of PE positive and motivating and we want to inspire active children who are aware of healthy lifestyles, enjoy physical activity, encourage each other and achieve.

Through our PE curriculum and our extended curriculum opportunities, children develop gross motor skills as well as the fundamental movement skills of balance, agility and co-ordination. Our PE curriculum aims to support all children to become physically confident, whilst supporting their health, well-being and fitness.

At Westfields Infant School, our PE curriculum has been developed based on the area of learning of Physical Development within the [Statutory Framework for the Early Years Foundation Stage](#) and the [National Curriculum for Physical Education](#).

Early Learning Goals – Physical Development

Gross Motor Skills ELG

- 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.

Fine Motor Skills ELG

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

The National Curriculum for Physical Education – Years 1 and 2

The National Curriculum for Physical Education aims to ensure that all pupils are taught to:

- 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.

SKILLS	Progression of Skills		
	Reception	Year 1	Year 2
Athletics	<ul style="list-style-type: none"> • Running: explore running and stopping safely. • Jumping: explore jumping and hopping safely. 	<ul style="list-style-type: none"> • Running: explore running at different speeds. • Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance. 	<ul style="list-style-type: none"> • Running: develop the sprinting action. • Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.

	<ul style="list-style-type: none"> • Throwing: explore throwing to a target. 	<ul style="list-style-type: none"> • Throwing: explore throwing for distance and accuracy. 	<ul style="list-style-type: none"> • Throwing: develop overarm throwing for distance.
Ball Skills	<ul style="list-style-type: none"> • Sending: explore sending an object with hands and feet. • Catching: explore catching to self and with a partner. • Tracking: explore stopping a ball with hands and feet. • Dribbling: explore dropping and catching with two hands and moving a ball with feet. 	<ul style="list-style-type: none"> • Sending: roll and throw with some accuracy towards a target. • Catching: begin to catch with two hands. Catch after a bounce. • Tracking: track a ball being sent directly. • Dribbling: explore dribbling with hands and feet. 	<ul style="list-style-type: none"> • Sending: roll, throw and kick a ball to hit a target. • Catching: develop catching a range of objects with two hands. Catch with and without a bounce. • Tracking: consistently track and collect a ball being sent directly. • Dribbling: explore dribbling with hands and feet with increasing control on the move
Dance	<ul style="list-style-type: none"> • Actions: explore how my body moves. Copy basic body actions and rhythms. • Dynamics: explore actions in response to music and an idea. • Space: begin to explore pathways and the space around me and in relation to others. • Performance: perform short phrases of movement in front of others. 	<ul style="list-style-type: none"> • Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. • Dynamics: explore varying speeds to represent an idea. • Space: explore pathways within my performance. • Relationships: begin to explore actions and pathways with a partner. • Performance: perform on my own and with others to an audience. 	<ul style="list-style-type: none"> • Actions: accurately remember, repeat and link actions to express an idea. • Dynamics: develop an understanding of dynamics. • Space: develop the use of pathways and travelling actions to include levels. • Relationships: explore working with a partner using unison, matching and mirroring. • Performance: develop the use of facial expressions in my performance.
Fitness		<ul style="list-style-type: none"> • Agility: change direction whilst running. • Balance: explore balancing in more challenging activities with some success. • Co-ordination: explore co-ordination when using equipment. • Speed: explore running at different speeds. • Strength: explore exercises using my own body weight. • Stamina: explore moving for longer periods of time and identify how it makes me feel 	<ul style="list-style-type: none"> • Agility: demonstrate improved technique when changing direction on the move. • Balance: demonstrate increased balance whilst travelling along and over equipment. • Co-ordination: perform actions with increased control when co-ordinating my body with and without equipment. • Speed: demonstrate running at different speeds. • Strength: demonstrate increased control in body weight exercises. • Stamina: show an ability to work for longer periods of time.
Fundamentals	<ul style="list-style-type: none"> • Running: explore running and stopping. Explore changing direction safely. • Balancing: explore balancing whilst stationary and on the move. • Jumping: begin to explore take off and landing safely. • Hopping: explore hopping on both feet. • Skipping: explore skipping as a travelling action. 	<ul style="list-style-type: none"> • Running: explore changing direction and dodging. Discover how the body moves at different speeds. • Balancing: move with some control and balance. Explore stability and landing safely. • Jumping: demonstrate control in take-off and landing when jumping. • Hopping: begin to explore hopping in different directions. 	<ul style="list-style-type: none"> • Running: demonstrate balance when changing direction. Clearly show different speeds when running. • Balancing: demonstrate balance when performing movements. • Jumping: demonstrate jumping for distance, height and in different directions. • Hopping: demonstrate hopping for distance, height and in different directions.

		<ul style="list-style-type: none"> • Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope. 	<ul style="list-style-type: none"> • Skipping: explore single and double bounce when jumping in a rope.
Gymnastics	<ul style="list-style-type: none"> • Shapes: show contrast with my body including wide/narrow, straight/curved. • Balances: explore shapes in stillness using different parts of my body. • Rolls: explore rocking and rolling. • Jumps: explore jumping safely. 	<ul style="list-style-type: none"> • Shapes: explore basic shapes straight, tuck, straddle, pike. • Balances: perform balances making my body tense, stretched and curled. • Rolls: explore barrel, straight and forward roll progressions. • Jumps: explore shape jumps, including jumping off low apparatus. 	<ul style="list-style-type: none"> • Shapes: explore using shapes in different gymnastic balances. • Balances: remember, repeat and link combinations of gymnastic balances. • Rolls: explore barrel, straight and forward roll and put into sequence work. • Jumps: explore shape jumps and take off combinations.
Invasion Games	<ul style="list-style-type: none"> • Sending & receiving: explore s&r with hands and feet using a variety of equipment. • Dribbling: explore dropping and catching with two hands and moving a ball with their feet. • Space: recognise their own space. • Attacking & defending: explore changing direction and tagging games. 		<ul style="list-style-type: none"> • Sending & receiving: developing s&r with increased control. • Dribbling: explore dribbling with hands and feet with increasing control on the move. • Space: explore moving into space away from others. • Attacking: developing moving into space away from defenders. • Defending: explore staying close to other players to try and stop them getting the ball
Net and Wall Games		<ul style="list-style-type: none"> • Hitting: explore hitting a dropped ball with a racket. • Feeding: throw a ball over a net to land into the court area. • Rallying: explore sending a ball with hands and a racket. • Footwork: use the ready position to move towards a ball. 	<ul style="list-style-type: none"> • Hitting: develop hitting a dropped ball over a net. • Feeding: accurately underarm throw over a net to a partner. • Rallying: explore underarm rallying with a partner catching after one bounce. • Footwork: consistently use the ready position to move towards a ball.
Striking and Fielding		<ul style="list-style-type: none"> • Striking: explore striking a ball with their hand and equipment. • Fielding: develop tracking and retrieving a ball. • Throwing: explore technique when throwing over and underarm. • Catching: develop co-ordination and technique when catching. 	<ul style="list-style-type: none"> • Striking: develop striking a ball with their hand and equipment with some consistency. • Fielding: develop tracking a ball and decision making with the ball. • Throwing: develop co-ordination and technique when throwing over and underarm. • Catching: catch with two hands with some co-ordination and technique.
Target Games		<ul style="list-style-type: none"> • Throwing overarm: explore technique when throwing overarm towards a target. • Throwing underarm: explore technique when throwing underarm towards a target. 	

KNOWLEDGE	Progression of Knowledge		
	Reception	Year 1	Year 2
Athletics	<ul style="list-style-type: none"> Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Jumping: know that bending my knees will help me to land safely. Throwing: understand that bigger targets are easier to hit. Rules: know that rules help us to stay safe. 	<ul style="list-style-type: none"> Running: understand that if I swing my arms, it will help me to run faster. Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees, it will help me to jump further. Throwing: know that stepping forward with my opposite foot to hand will help me to throw further. Rules: know that rules help us to play fairly. 	<ul style="list-style-type: none"> Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. Jumping: know that swinging my arms forwards will help me to jump further. Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object. Rules: know how to follow simple rules when working with others.
Ball Skills	<ul style="list-style-type: none"> Sending: know to look at the target when sending a ball. Catching: know to have hands out ready to catch. Tracking: know to watch the ball as it comes towards me and scoop it with two hands. Dribbling: know that keeping the ball close will help with control. 	<ul style="list-style-type: none"> Sending: know to face my body towards my target when rolling and throwing underarm to help me to balance. Catching: know to watch the ball as it comes towards me. Tracking: know to move my feet to get in the line with the ball. Dribbling: know that moving with a ball is called dribbling. 	<ul style="list-style-type: none"> Sending: know that stepping with opposite foot to throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch. Tracking: know that it is easier to move towards a ball to track it than chase it. Dribbling: know to keep my head up when dribbling to see space/opponents.
Dance	<ul style="list-style-type: none"> Actions: understand that I can move my body in different ways to create interesting actions. Dynamics: understand that I can change my action to show an idea. Space: know that if I move into space, it will help to keep me and others safe. Performance: know that when watching others I sit quietly and clap at the end. Strategy: know that if I use lots of space, it helps to make my dance look interesting. 	<ul style="list-style-type: none"> Actions: understand that actions can be sequenced to create a dance. Dynamics: understand that I can create fast and slow actions to show an idea. Space: understand that there are different directions and pathways within space. Relationships: understand that when dancing with a partner, it is important to be aware of each other and keep in time. Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished. Strategy: know that if I use exaggerated actions, it helps the audience to see them clearly. 	<ul style="list-style-type: none"> Actions: know that sequencing actions in a particular order will help me to tell the story of my dance. Dynamics: understand that I can change the way I perform actions to show an idea. Space: know that I can use different directions, pathways and levels in my dance. Relationships: know that using counts of 8 will help me to stay in time with my partner and the music. Performance: know that using facial expressions helps to show the mood of my dance. Strategy: know that if I practice my dance, my performance will improve.
Fitness		<ul style="list-style-type: none"> Agility: understand that bending my knees will help me to change direction. Balance: know that looking ahead will help me to balance. 	<ul style="list-style-type: none"> Agility: know using small quick steps helps me to change direction. Balance: understand that I can squeeze my muscles to help me to balance.

		<ul style="list-style-type: none"> • Co-ordination: know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing. • Speed: understand that if I swing my arms, it will help me to run faster. • Strength: understand that exercise helps me to become stronger. • Stamina: understand that when I move for a long time it can make me feel hot and I breathe faster. 	<ul style="list-style-type: none"> • Co-ordination: understand that some skills require me to move body parts at different times such as skipping. • Speed: know that I take shorter steps to jog and bigger steps to run. • Strength: know that strength helps us with everyday tasks such as carrying our school bag. • Stamina: know that I need to run slower if running for a long period of time.
Fundamentals	<ul style="list-style-type: none"> • Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. • Balancing: know that I can hold my arms out to help me to balance. • Jumping: know that bending my knees will help me to land safely. • Hopping: understand that I use one foot to hop. • Skipping: know that if I hop then step that will help me to skip. 	<ul style="list-style-type: none"> • Running: understand that bending my knees will help me to change direction. Understand that if I swing my arms, it will help me to run faster. • Balancing: know that looking ahead will help me to balance. Know that landing on my feet helps me to balance. • Jumping: know that landing on the balls of my feet helps me to land with control. • Hopping: know that I should hop with a soft bent knee. • Skipping: know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm. 	
Gymnastics	<ul style="list-style-type: none"> • Shapes: understand that I can make different shapes with my body. • Balances: know that I should be still when holding a balance. • Rolls: know that I can change my body shape to help me to roll. • Jumps: know that bending my knees will help me to land safely. • Strategy: know that if I hold a shape and count to five people will see it clearly. 	<ul style="list-style-type: none"> • Shapes: understand that I can improve my shapes by extending parts of my body. • Balances: know that balances should be held for 5 seconds. • Rolls: know that I can use different shapes to roll. • Jumps: know that landing on the balls of my feet helps me to land with control. • Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended. 	<ul style="list-style-type: none"> • Shapes: know that some shapes link well together. • Balances: understand that squeezing my muscles helps me to balance. • Rolls: understand that there are different teaching points for different rolls. • Jumps: understand that looking forward will help me to land with control. • Strategy: know that if I use shapes that link well together, it will help my sequence to flow.
Invasion Games	<ul style="list-style-type: none"> • Sending & receiving: know to look at the target when sending a ball and watch the ball to receive it. • Dribbling: know that keeping the ball close will help with control. • Space: know that being in a space gives me room to play. 	<ul style="list-style-type: none"> • Sending & receiving: know to look at my partner before sending the ball. • Dribbling: know that moving with a ball is called dribbling. • Space: understand that being in a good space helps us to pass the ball. 	<ul style="list-style-type: none"> • Sending & receiving: know to control the ball before sending it. • Dribbling: know that keeping my head up will help me to know where defenders are. • Space: know that moving into space away from defenders helps me to pass and receive a ball.

	<ul style="list-style-type: none"> • Attacking & defending: know that there are different roles in games. • Tactics: make simple decisions in response to a task. • Rules: know that rules help us to stay safe. 	<ul style="list-style-type: none"> • Attacking: know that being able to move away from a partner helps my team to pass me the ball. • Defending: know that staying with a partner makes it more difficult for them to receive the ball. • Tactics: know that tactics can help us when playing games. • Rules: know that rules help us to play fairly. 	<ul style="list-style-type: none"> • Attacking: know that when my team is in possession of the ball, I am an attacker and we can score. • Defending: know that when my team is not in possession I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball. • Tactics: understand and apply simple tactics for attack and defence. • Rules: know how to score points and follow simple rules.
Net and Wall Games		<ul style="list-style-type: none"> • Hitting: know to use the centre of the racket for control. • Feeding: know to use an underarm throw to feed to a partner. • Rallying: know that throwing/hitting to my partner with not too much power will help them to return the ball. • Footwork: know that using a ready position will help me to move in any direction. • Tactics: know that tactics can help us to be successful when playing games. • Rules: know that rules help us to play fairly 	<ul style="list-style-type: none"> • Hitting: know to watch the ball as it comes towards me to help me to prepare to hit it. • Feeding: know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it. • Rallying: know that sending the ball towards my partner will help me to keep a rally going. • Footwork: know that using a ready position helps me to react quickly and return/catch a ball. • Tactics: understand that applying simple tactics makes it difficult for my opponent. • Rules: know how to score points and follow simple rules.
Striking and Fielding		<ul style="list-style-type: none"> • Striking: understand that the harder I strike, the further the ball will travel. • Fielding: know that throwing the ball back is quicker than running with it. • Throwing: know which type of throw to use to throw over longer distances. • Catching: know to watch the ball as it comes towards me. • Tactics: know that tactics can help us when playing games. • Rules: know that rules help us to play fairly. 	<ul style="list-style-type: none"> • Striking: understand the role of a batter. Know that striking quickly will increase the power. • Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points. • Throwing: know that stepping with opposite foot to throwing arm will help me to balance. • Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch. • Tactics: understand and apply simple tactics for attack (batting) and defence (fielding). • Rules: know how to score points and follow simple rules.

Target Games		<ul style="list-style-type: none">• Throwing: know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw.• Tactics: know that tactics can help us when playing games.• Rules: know that rules help us to play fairly.	
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