

EYFS

EYFS							
	0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months	ELG
Moving and Handling	<ul style="list-style-type: none"> • Turns head in responds to sounds and sights. • Gradually develops ability to hold up own head. • Makes movements with arms and legs which gradually become more controlled. • Rolls over from front to back, from back to front. • When lying on tummy becomes 	<ul style="list-style-type: none"> • Sits unsupported on the floor. • When sitting, can lean forward to pick up small toys. • Pulls to standing, holding on to furniture or person for support. • Crawls, bottom shuffles or rolls continuously to move around. • Walks around furniture lifting one foot and 	<ul style="list-style-type: none"> • Walks upstairs holding hand of adult. • Comes downstairs backwards on knees (crawling). • Beginning to balance blocks to build a small tower. • Makes connections between their movement and the marks they make. 	<ul style="list-style-type: none"> • Runs safely on whole foot. • Squats with steadiness to rest or play with object on the ground, and rises to feet, without using hands. • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. • Can kick a large ball • Walks upstairs or downstairs holding onto a rail two feet to a step. 	<ul style="list-style-type: none"> • Move freely and with pleasure and confidence in a range of ways. • Mount stairs, steps or climbing equipment using alternate feet. • Walk downstairs, two feet to each step, while carrying a small object. • Run skilfully and negotiate space 	<ul style="list-style-type: none"> • Experiment with different ways of moving. • Jump off an object and land appropriately. • Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travel with confidence and skill around, under, over and through 	<ul style="list-style-type: none"> • Demonstrate good control and co-ordination in large and small movements. • Move confidently in a range of ways, safely negotiating space. • Handle equipment and tools effectively, including pencils for writing.

	<p>able to lift first head and then chest, supporting self with forearms and then straight arms.</p> <ul style="list-style-type: none"> • Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet. • Reaches out for, touches and begins to hold objects. 	<p>stepping sideways (cruising), and walks with one or both hands held by adult.</p> <ul style="list-style-type: none"> • Takes first few steps independently. • Passes toys from one hand to the other. • Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together. • Picks up small objects between thumb and fingers. 			<p>successfully, adjusting speed or direction to avoid obstacles.</p> <ul style="list-style-type: none"> • Stand momentarily on one foot when shown. • Catch a large ball. 	<p>balancing and climbing equipment.</p> <ul style="list-style-type: none"> • Show increasing control over an object in pushing, patting, throwing, catching or kicking it. 	
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Health and Self-Care	n/a	n/a	n/a	<ul style="list-style-type: none">• Helps with clothing when getting changed for PE e.g. puts on top, pulls down joggers, takes off unbuttoned shirt.• Beginning to be independent in self-care, but still often needs adult support.	<ul style="list-style-type: none">• Observe the effects of activity on their bodies.• Understand that equipment and tools have to be used safely.• Able to get themselves unchanged for PE with little support.	<ul style="list-style-type: none">• Show understanding of the need for safety when tackling new challenges and consider and manage some risks.• Show an understanding of how to move and store equipment safely.• Able to get themselves changed from school clothes to PE kit and back again with no support.	<ul style="list-style-type: none">• Talk about the need for good health, physical exercise and a healthy diet.• Talk about ways to keep healthy and safe.
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Exploring and using media and materials	n/a	n/a	<ul style="list-style-type: none"> Begins to use sensory exploration (music and dance) using whole body movements. Imitate and improvise actions they have observed. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Enjoy joining in with dancing and ring games. Begin to move rhythmically. Imitate movement in response to music. 		
Being imaginative	n/a	n/a	<ul style="list-style-type: none"> Expresses self through physical action and sound. 	<ul style="list-style-type: none"> Beginning to make-believe by pretending. 	<ul style="list-style-type: none"> Develop preferences for forms of expression. Use movement to express feelings. Create movement in response to music. Capture experiences and 	<ul style="list-style-type: none"> Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. 	<ul style="list-style-type: none"> Represent their own ideas, thoughts and feelings through dance e.g. telling a story, imitating an animal's characteristics.



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					responses with a range of media, such as dance using music.		
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KS1 and KS2

	KS1		KS2	
	Year 1	Year 2	Year 3	Year 4
Basic Movement	<ul style="list-style-type: none"> • Move in a variety of ways in and out of cones / obstacles • Start and stop at speed, run in straight lines using a variety of speeds • Attempt a variety of jumps taking off and landing on different foot combinations • Demonstrate some core strength to hold a variety of shapes and positions • Move a variety of objects quickly showing a range of techniques 			
Developing balance	<ul style="list-style-type: none"> • Perform simple gymnastic actions and shapes • Remember and perform a simple sequence using rolling, travelling, climbing, balancing and jumping • Make their body tense, relaxed, stretched and curled • Perform in unison and canon • Move on, off and over object with confidence • Move on, off and over object with confidence 	<ul style="list-style-type: none"> • Create and perform a simple sequence • Show contrasts in gymnastics shapes and actions • Work to improve flexibility and strength • Attempt to use rhythm whilst performing a sequence • Use core strength to link gymnastic elements 	<ul style="list-style-type: none"> • Perform sequences with contrasting actions • Show strength and flexibility to shapes and actions being performed • Remember and repeat sequences • Adapt basic sequences to include some apparatus • Develop body management over a range of floor exercises 	<ul style="list-style-type: none"> • Create longer and more complex sequences and adapt their performances • Show strength and flexibility to shapes and actions being performed • Follow, copy and repeat others actions • Adapt basic sequences to include some apparatus • Develop body management over a range of floor exercises

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	<ul style="list-style-type: none"> Communicate with a partner to create short sequence 	<ul style="list-style-type: none"> Remember and repeat sequences Perform with control and consistency basic actions at different speeds and on different levels Comment on aspects of own and others performances 	<ul style="list-style-type: none"> Comment on others gymnastics sequences describing what they did well Modify actions independently using different pathways, directions and shapes Identify similarities and differences in sequences 	<ul style="list-style-type: none"> Select components within a sequence for improvement and use guidance from others to do so Modify actions independently using different pathways, directions and shapes Identify similarities and differences in sequences
Agility and co-ordination	<ul style="list-style-type: none"> Send and receive a ball using hand or bat Move towards a moving ball with hand or bat Roll, slide or throw a beanbag or ball with accuracy Chase, stop and control balls and other objects such as beanbags and hoops using overarm and underarm Track balls and other equipment sent to them, moving in line with the ball to collect or return Work with a partner to send and return an object and play in a simple rally Play cooperatively in a game situation 	<ul style="list-style-type: none"> Develop power, agility, coordination and balance over a variety of activities Throw and handle a variety of objects including quoits, beanbags, balls, hoops Negotiate obstacles showing increased control of body and limbs Work cooperatively Consider others when playing games to respect their space and boundaries Make choices about appropriate throws for different types of activity Identify areas of activities that need improvement e.g. 	<ul style="list-style-type: none"> Jump for height and distance with control and balance Run at different speeds according to event and instruction KD rugby Throw a variety of objects using different recognised throws KD rugby Throw more accurately and over greater distances Strike a ball with some consistency (SG tennis) Bowl accurately (SG tennis) Strike a stationary ball (off tee) with some consistency (SG tennis) Serve to begin a game (SG tennis) 	<ul style="list-style-type: none"> Show differences between sprinting and running speeds over a variety of distances Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone Perform a range of jumps with consistency, sometimes approaching jump with a run up Compete in running, jumping and throwing activities and compare their own performance with previous Decide on ways to improve, run, jumps and throws and implement changes Work with others to score and record distance and times accurately

	<ul style="list-style-type: none"> • Self-feed ball to hit off hand • Show awareness of team mates fielding positions to restrict runs in a simple game scenario • Participate as part of a team to compete in running relays 	<p>power in throws to throw further</p>	<ul style="list-style-type: none"> • Play a continuous game using: throwing and catching KD dodgeball rugby or some simple hitting • Move towards a ball/shuttle to return over a line/net (SG tennis) • Link running and jumping activities with some fluency and consistency • Run as part of a relay team • Identify how to improve own and others work and be tactful • Field as a team to return the ball to the bowler/base effectively • 	<ul style="list-style-type: none"> • Develop control in baton exchange and analyse as a team how to improve handover • Apply speed and decision making to run safely between scoring markers e.g. stumps, posts • Track and intercept the ball along the ground sometimes collecting with 1 hand • Bowl with a recognised action with some consistency • With increasing consistency, choose where to direct a hit from a bowled ball
Team games	<ul style="list-style-type: none"> • Bounce a medium sized ball to self and attempt to bounce to others • Attempt to intercept and catch a thrown ball • Work in collaboration with others to attack and score points • Recognise rules and apply them in competitive and cooperative games 	<ul style="list-style-type: none"> • Send and receive a ball using feet • Link combinations of skills e.g. dribbling and passing with hands in isolation and combination • Send and receive a ball using hands • Play in a variety of positions in both defence and attack 	<ul style="list-style-type: none"> • Send and receive a ball with some consistency to keep possession KD rugby • Sometimes move into space to receive the ball KD rugby • Use recognised passes in isolation e.g. chest pass for netball (dodgeball KD) or kicking with the inside of the foot for football rugby 	<ul style="list-style-type: none"> • Send and receive the ball /shuttle with accuracy, controlling to score points/goals • Keep possession of the ball /shuttle as an individual using skills such as dribbling and running with the ball • Choose ways to send the ball to make it difficult for opponent to return

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	<ul style="list-style-type: none"> • Make decisions about how to defend a target • Begin to engage in competitive activities 	<ul style="list-style-type: none"> • Work with a partner and in small groups to develop skills • Show awareness of teammates and opponents in games • Select and apply a small range of simple tactics • Begin to look for space to pass into or run to in order to receive 	<ul style="list-style-type: none"> • Play using basic rules of recognised game e.g. hockey or football KD rugby • Shoot at a goal using appropriate skills e.g. slap shot in hockey or set shot in basketball • Work as part of a team to attack towards a goal (dodgeball KD) • Recognise when you need to defend (dodgeball KD) rugby • Employ tactics to put pressure on opponents to attack and defend (dodgeball KD) rugby 	<ul style="list-style-type: none"> • Work with a partner / small groups to return a served ball/shuttle • Play competitively with others and against others in modified games • Show speed and endurance in a game situation • Move in to space to help others and the ball over longer distances • Use tactics to perform defensively both as a team and as an individual • Play using recognised marking techniques of specific game e.g. hockey, tag rugby • Use and apply the basic rules of the game
Movement patterns	<ul style="list-style-type: none"> • Explore space within their dances and movements • Perform basic body actions along with music • Use different parts of the body, combine arm and leg actions • Use a variety of body shapes • Use simple repeated body patterns 	<ul style="list-style-type: none"> • Show some sense of dynamic, expressive and rhythmic qualities in their own dance • Use different parts of the body in isolation and combination • Perform with control and balance and demonstrating coordination 	<ul style="list-style-type: none"> • Attempt to perform with a sense of dynamics • Competently include props and other ideas in their dance • Attempt short pieces of improvised dance responding to the structure/theme of the dance 	<ul style="list-style-type: none"> • Perform with a sense of dynamics • Competently include props and other ideas in their dance • Refine, repeat and remember short dance phrases • Perform with increasing musicality with control and confidence

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	<ul style="list-style-type: none"> • Move with control and show spatial awareness • With help, compose a basic movement phrase • Perform marching sequence and canon 	<ul style="list-style-type: none"> • Explore and use basic choreography including levels, speed changes, unison and canon • Move with imagination responding to music • Perform with expression • Attempt to work as part of a group to perform a dance • Comment on ideas and emotions and how they can be portrayed through dance • Select movements that show a clear understanding of the theme/story/idea of the dance • Show confidence to perform in front of others 	<ul style="list-style-type: none"> • Share and create short dance phrases with a partner and in small groups • Perform movements with increased control • Express moods and feelings throughout the dance piece • Decide with others and use floor patterns/pathways to follow • Contribute ideas to the structure of the dance • Describe using appropriate language the features of dances performed by others 	<ul style="list-style-type: none"> • Perform dances with consistency • Show rhythm and style when performing as an individual and with others • Dance using a variety of formations confidently • Showing self control and maturity to perform a partner/ group
OAA			<ul style="list-style-type: none"> • Identify and use symbols on a map to navigate • Describe their work and the strategies they use to solve problems • Use acquired skills to create maps and directions • Lead others and be led • Work with others to solve problems 	<ul style="list-style-type: none"> • Use maps, symbols and compass confidently to navigate • Remember and recall map symbols and other relevant key information • Plan and refine strategies to solve problems • Identify what they have done well and suggest ways to improve



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				<ul style="list-style-type: none"> • Work out answers from clues, working independently • Work well as part of a team or group • Listen and be directed by others
Swimming	<ul style="list-style-type: none"> • Enter the water independently and confidently • Float confidently • Push and glide • Attempt skill of sculling and use to propel themselves in the water 	<ul style="list-style-type: none"> • Enter and exit the water independently • Float and regain to standing confidently • Push and glide and transition from glide to stroke • Attempt skill of sculling and use to propel themselves in the water • Apply basic action of arm and leg action to 'doggy paddle' • Begin to move in the water with floating aids • Put face in water and blow bubbles • Swim a short distance (target one length of our local pool which is 6m) 	<ul style="list-style-type: none"> • Begin to use correct arm and leg action • Enter and exit the water in a variety of ways • Fully submerge under water • Attempt a mushroom, roll and rotation • Attempt surface dive • Swim over a greater distance, of 10 and 20 metres in shallow water, progressing to deeper water with instruction of pool staff <p>Note: only class 3KD received swimming tuition</p>	<ul style="list-style-type: none"> • Bring control and fluency to at least two recognised strokes • Attempt to use basic breathing patterns when swimming • Travel to the bottom of the pool to collect objects • Swim competently, confidently and proficiently over a distance of at least 25 metres



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		Autumn 1	Autumn 2	Spring 1
Nursery	JD			
Reception	NS	Motor skill assessments Introduction of activate	Spatial awareness games Ways of travelling	Dance Gym travelling over, under, round. Team games
	NB	Motor skill assessments Introduction of activate	Spatial awareness games Ways of travelling	Dance Gym travelling over, under, round. Team games
Year 1	1GA	Basic skills Dance	Double Invasion Games (attack, defend, shoot Football)	Gymnastics (jumping and travelling) Dance
Year 2	2JS	Invasion Games (Football) Dance		
	2AB/SFr	Invasion Games (Football) Dance	Gymnastics Yoga	Throwing and catching
Year 3	3KD	Gymnastics (balancing) Yoga	Dance Dodgeball	Swimming Invasion Games (rugby)
	3SG	Gymnastics (balancing) Yoga	Net/ wall (tennis) Dance	Invasion Games (rugby) Dance
Year 4	4SL	OAA	Swimming	Invasion Games (Football) Yoga
	4JL	Swimming	Invasion Games (Multiskills) WHAT ELSE	