



## Welwyn St. Mary's Progression Ladder for Physical Education

	In EYFS, Physical Development includes both Fine and Gross motor skills. This also covers Physical Development through Busy Fingers, outdoor learning and construction.							
	<b>Throw and catch</b>	<b>Agility</b>	<b>Effects on body</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Athletics</b>	<b>Swimming</b>	<b>Fair play and team work</b>
<b>Year R</b>	Ball and beanbag skills including throwing, catching, rolling and aiming independently and with a partner. 2 handed and 1 handed catches with balls and beanbags of different sizes.	Develop spatial awareness and negotiating space in the gym. Using our bodies to move in different ways such as pretending to move as an animal.	Warming up and cooling down for each lesson, explaining how this makes us feel and why we do this.	Firework dances linked to Bonfire Night. Then creating dances linked to music. Negotiating space when dancing.	Balancing on different parts of the body. Understanding the need for safety when using large apparatus in the gym.	Preparing for sports day, understanding rules of each game.	N/A	Ball skills with a partner, taking turns and communicating with each other. Watching each other demonstrate skills and explaining what they have done well or could do better. Sports day - being a good sport and being pleased for each other.
<b>Year R</b>	<b>Gross Motor</b> <ul style="list-style-type: none"> <li>-Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>-Progress towards a more fluent style of moving, with developing control and grace</li> <li>-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.</li> <li>-Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>-Combine different movements with ease and fluency</li> <li>-Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>-Develop overall body-strength, balance, co-ordination and agility</li> <li>-Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming</li> <li>-Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</li> </ul>				<b>Fine Motor</b> <ul style="list-style-type: none"> <li>-Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li> <li>-Develop the foundations of a handwriting style which is fast, accurate and efficient</li> <li>-Hold a pencil effectively in preparation for fluent writing - using the tripod (WSM Pincer) grip in almost all cases</li> <li>-Use a range of small tools, including scissors, paintbrushes and cutlery</li> <li>-Begin to show accuracy and care when drawing</li> </ul>			

	<p>-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 and being a safe pedestrian</p> <p>-Further develop the skills they need to manage the school day successfully; lining up and queuing, mealtimes, personal hygiene.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>-Demonstrate strength, balance and coordination when playing</p> <p>-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>							
	<b>Throw and catch</b>	<b>Agility</b>	<b>Effects on body</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Athletics</b>	<b>Swimming</b>	<b>Fair play and team work</b>
<b>Year 1</b>	Throw and catch displaying a degree of competency, in isolation and in varied environments	Demonstrate changes of direction, level & speed	Show an awareness of how the body functions/changes during exercise	Repeat and Perform sequences of movements	Displays development in the FUNdamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination)	Uses FUNdamentals of movement to achieve success in competitive environments, individually and as a team	Show competence in one stroke when swimming	With guidance participate displaying respect, fair play and working well with others
<b>Year 2</b>	Throw and catch displaying competency, in isolation and in varied environments	Demonstrate changes of direction, speed & level during performances or in competitive environments	Show an awareness of how the body changes/functions during exercise	Perform and repeat sequences of movements	Competent in the FUNdamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination)	Use FUNdamentals of movement to employ simple tactics in varied environments	Swim 25m unaided, proficient in a stroke	With guidance participate displaying respect, fair play and working well with others

	Throw and catch	Agility	Effects on body	Dance	Gymnastics	Athletics	Tactics	Swimming	Fair play and team work
Year 3	Throw and catch displaying with accuracy, in isolation and varied environments	Demonstrate changes of direction, speed & level in competitive environments or during performances	Demonstrates a clear understanding of how the body changes/functions during exercise	Moves in a fluent and expressive manner	Plan, perform and repeat sequences of movements in a group	Competent in the FUNdamentals of movement (Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination)	Use FUNdamentals of movement to employ simple tactics in competitive environments	Swim 25m unaided	Displays an understanding of fair play, respect and working well with others
Year 4	Can adapt throwing technique to ensure success in a variety of activities (distance, accuracy, control)	Utilise changes of direction, speed & level during performances/competition to succeed	Demonstrates a developed understanding of how the body changes/functions during exercise	Create movements that convey a clear stimulus, refining these movements into sequences	Plan, perform & repeat sequences of movements, experimenting with ways of travelling and complex movements	Change running styles according to distance, with the intention of beating personal best's	Select and utilise appropriate tactics and techniques to cause problems for opponents	Swim 25-50m unaided, demonstrates proficiency in a range of strokes	Displays an understanding of fair play, working well with others and leading a small group
Year 5	Utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run	Utilise new skills in competitive situations, as an individual or part of a team	Uses knowledge of the relationship between the body and exercise to improve various fitness components	Compose creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely	Create complex and well executed sequences containing a variety of gymnastic components	Utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run	Field, defend and attack tactically by anticipating the direction of play.	Swim 50m fluently with controlled strokes (breast stroke, front and back.)	Display an understanding of fair play, working well with others and leading a medium sized group
Year 6		Utilise new skills in competitive situations, as an individual or part of a team	Uses knowledge of the relationship between the body and exercise to improve all fitness components	Compose and perform creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely	Create complex, demanding and well executed sequences containing a variety of gymnastic components	Utilise knowledge of technique to perform at an optimum level in different types of throw, jumps and runs (sprints, middle distance and hurdles)	Field, defend and attack tactically by anticipating and reacting to the direction of play.	Swim 100m fluently with controlled strokes (breast stroke, front and back.)	Display an understanding of fair play, working well with others and leading a large group

