



Physical Development/PE Progression Framework (Intent)

EYFS	Physical Development
During Nursery and Reception planned opportunities and provision will enable children to...	Children are provided with opportunities for play indoors and outdoors to develop agility, stability, balance and spatial awareness. They are supported to transfer physical skills learnt in one context to another. Children can engage in large scale movements with a variety of materials to develop core strength and co-ordination. Children work together to collaborate with one another to manage large loose parts and understand the importance of safety when handling tools and moving equipment. They work together as a group to build large constructions and dens accessing open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing. They will revise and refine fundamental movement skills already acquired further developing hand-eye co-ordination and the ability to move in different ways. Children also have opportunities to develop their small motor skills by pouring, stirring, threading, building and cutting using tools safely and competently.
ELG Physical Development Typical child (EYFS framework 2021)	Children at the expected level of development will:- 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. 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.

	Dance	Gymnastics	Games	Athletics	Evaluation	Healthy Lifestyles
KS1	Pupils should be taught to create dances using a range of movement patterns, including those from different times, place and cultures •Respond to a range of stimuli and accompaniment •Through dance, develop flexibility, strength, technique, control and balance •Perform dances using a range of movement patterns	Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics.	Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending	Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics.		
Year 1 – Emerging knowledge, skills and concepts	Copies and explores basic movements and body patterns Remembers simple movements and dance steps Links movements to	Copies and explores basic movements with some control and coordination. Can perform different body shapes Performs at different	Can travel in a variety of ways including running and jumping. Beginning to perform a range of throws. Receives a ball with basic control	Can run at different speeds. Can jump from a standing position Performs a variety of throws with basic control.	Can comment on own and others performance Can give comments on how to improve performance. Use appropriate	Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle.

	sounds and music. Responds to range of stimuli.	levels Can perform 2 footed jump Can use equipment safely Balances with some control Can link 2-3 simple movements	Beginning to develop hand-eye coordination Participates in simple games		vocabulary when giving feedback.	
Year 2 – Expected by the end of KS1	Copies and explores basic movements with clear control. Varies levels and speed in sequence Can vary the size of their body shapes Add change of direction to a sequence Uses space well and negotiates space clearly. Can describe a short dance using appropriate vocabulary. Responds imaginatively to stimuli.	Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence Link movements together to create a sequence	Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/ defending	Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and co-ordination. <i>preparation for shot put and javelin</i> Can use equipment safely	Can comment on own and others performance Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback.	Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle (NB links to Science & DT)
NC Attainment Target notes	Key stage 1 Pupils should be taught to: <ul style="list-style-type: none"> • 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. 					
SEND in PE	Our intent is to plan and deliver accessible, inclusive and aspirational PE lessons for all learners. A tool we use is the C-STEP Principle. C-STEP prompts us to consider how we communicate, use space and adapt the task, equipment and support learners to ensure they participate and thrive in PE lessons regardless of their physical and learning needs. Pupils may need specific support to take part in certain activities or types of movement, and careful consideration given to specific medical conditions. For some activities, we may need to provide a similar, parallel activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, pupils with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers.					

	Vocab...
Gymnastics	Direction, demonstrate, changes, balance, curve, extend, space, curl, apparatus, zigzag, sequence, forwards, backwards, sideways, twist, turn, shape, wide, narrow, stretch, over, under, narrow, stop ,travel, high, low, diagonal, control, fast, slow, roll

Dance	Lean, march, grow, hop, scamper, dart, fizz, bubble, run, float, stamp, point, drag, walk, run, stretch, skip, tap, push, curve, press, reach, melt, fly, bounce, plod, dash, drip, hug, zoom, smooth, squeeze, wave, creep, whizz, glide,
Games	Focus, determination, resilience, challenge, communication, co-operation, perseverance, interact, race, teach, competition, overcome, throw, catch, bounce, dribble, pass, team, safe, plan

Spiritual Development	Moral Development	Social Development	Cultural Development	British Values
<p>Through the medium of Dance – Expressing personal, emotional and spiritual concepts.</p> <p>Units of work (games, gymnastics, dance) focussing on team building, motivation, determination and character building.</p> <p>Accepting challenge and achieving goals through skill based activities.</p> <p>All pupils are involved in our Smile for a Mile.</p> <p>All pupils have a chance to participate in:</p> <p>World cup</p> <p>Sports Day</p> <p>All pupils have the opportunity to participate in mindful exercises:</p> <ul style="list-style-type: none"> - Go Noodle - Cosmic Yoga 	<p>Concept of self-discipline to excel.</p> <p>Children are taught to show respect for others regardless of ability – and to encourage others.</p> <p>Respect equipment both when using it and when storing it.</p> <p>Promote trust with peers through team building activities.</p> <p>Children are taught to resolve conflicts during game situations e.g. taking turns in various positions.</p> <p>Throughout games, teachers instil a sense of fairness and respect. They are taught about pride and not cheating. They also must accept decisions.</p>	<p>All pupils are encouraged to participate in events; all pupils are involved in our Smile for a Mile.</p> <p>All pupils have a chance to participate in:</p> <p>World cup</p> <p>Sports Day</p> <p>All pupils have the opportunity to work with a PE specialist.</p> <p>During lessons children have to cooperate and compete in mixed gender and mixed ability teams.</p> <p>The school promotes good team work and pupils are encouraged to support each other.</p> <p>Encouraging the attendance to extracurricular activities.</p>	<p>World Cups - Each team is given a different country.</p> <p>Sports Day - Each team is given an Olympic country.</p> <p>All pupils are encouraged to celebrate everyone's unique abilities and efforts.</p>	<p>To show respect for and tolerance of other cultures and their values.</p> <p>To have the freedom to express their own ideas creatively through dance.</p> <p>To take care of PE equipment so that it does not become damaged</p> <p>To plan and work collaboratively to create team games.</p> <p>To celebrate their own, and others, talents.</p>

	<p>Children must abide by rules of various games and play within these rules.</p> <p>Children are encouraged to be gracious winners and accept defeat.</p>			
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