

Long term planning- progression of skills for Physical Development

	EYFS	KS1	LKS2	UKS2
<i>Please add in overarching themes/ national curriculum expectations</i>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Children show good control and co-ordination in large and small movements. They work as part of a group or class, and understand and follow the rules. Children play co-operatively, taking turns with others. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Children are confident about trying new activities, and say why they like some activities more than others. They are confident speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. They take account of one another's ideas about how to organise their activity. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. 	<p>Pupils should be taught to:</p> <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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] <ul style="list-style-type: none"> perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	
Dance	<p><u>PHYSICAL</u> The children can travel on feet - walk, hop, skip, run, bounce</p> <p><u>COGNITIVE/ CREATIVE</u> They can link combinations of travelling, balancing and jumping and combine with changes of direction, speed and shape</p>	<p><u>CREATIVE</u> The Children can explore and describe actions</p> <p><u>COGNITIVE</u> The Children can recognise similarities and difference & explain why someone is performing well</p>	<p><u>CREATIVE</u> The Children can make up their own rules and versions of activities to suit a task</p> <p><u>COGNITIVE</u> The Children can judge the performance of others and make good decisions consistently</p>	<p><u>PERSONAL</u> The Children can recognise their strengths and weaknesses and set new challenges</p> <p><u>PHYSICAL</u> The Children can transfer skills consistently in challenging situations</p>

	<p><u>SOCIAL</u></p> <p>The children respond positively to suggestions for improving their skill</p> <p><u>HEALTH & FITNESS</u></p> <p>They can observe that the body becomes tired during exercise and vigorous exercise results in being out of breath.</p>			
Athletics		<p><u>PHYSICAL</u></p> <p>The Children can move confidently in different ways with control</p> <p><u>HEALTH & FITNESS</u></p> <p>The Children can say how their body feels before, during and after exercise</p>	<p><u>PHYSICAL</u></p> <p>The Children can perform for longer and repeat actions</p> <p><u>HEALTH & FITNESS</u></p> <p>The Children can describe the basic fitness components and monitor their fitness</p>	<p><u>HEALTH & FITNESS</u></p> <p>The Children can self-select and perform appropriate warm up activities and identify issues</p> <p><u>PERSONAL</u></p> <p>The Children can create their own learning plan make changes based on feedback</p>
Gymnastics	<p><u>PHYSICAL</u></p> <p>The children can perform basic gymnastic actions like travelling, jumping and turning</p> <p><u>CREATIVE</u></p> <p>They can respond to simple movement tasks. Link combinations of actions</p> <p><u>SOCIAL</u></p> <p>The children respond positively to suggestions for improving their skill</p> <p><u>HEALTH & FITNESS</u></p> <p>They can observe that the body becomes tired during exercise and vigorous exercise results in being out of breath.</p>	<p><u>SOCIAL</u></p> <p>The Children can help and play with others and take turns</p> <p><u>PERSONAL</u></p> <p>The Children can try several times if The Children first don't succeed and ask for help if needed</p>	<p><u>SOCIAL</u></p> <p>The Children can show patience with others and share ideas</p> <p><u>PERSONAL</u></p> <p>The Children can react positively when things are difficult</p>	<p><u>CREATIVE</u></p> <p>The Children can respond imaginatively to different situations and adjust their tactics</p> <p><u>SOCIAL</u></p> <p>The Children can motivate others to perform better with constructive feedback</p>

<p>Games</p>	<p><u>PHYSICAL</u> The children can throw and catch a ball</p> <p><u>COGNITIVE</u> They can apply simple rules when practising skills and playing games</p> <p><u>SOCIAL</u> The children respond positively to suggestions for improving their skill</p> <p><u>HEALTH & FITNESS</u> They can observe that the body becomes tired during exercise and vigorous exercise results in being out of breath.</p>	<p><u>PERSONAL</u> The Children can follow instructions & work on simple tasks by myself</p> <p><u>COGNITIVE</u> The Children can follow simple rules and name things they can do</p> <p><u>HEALTH & FITNESS</u> The Children can describe why exercise is important</p> <p><u>SOCIAL</u> The Children can work sensibly, praise and encourage others</p> <p><u>CREATIVE</u> The Children can compare their actions with others and link actions together</p> <p><u>PHYSICAL</u> The Children can link movements together, movement in different directions and levels</p>	<p><u>PERSONAL</u> The Children can begin to challenge their selves and understand their level</p> <p><u>COGNITIVE</u> The Children understand simple tactics of attacking and defending</p> <p><u>HEALTH & FITNESS</u> The Children can describe their body changes during exercise</p> <p><u>SOCIAL</u> The Children can organise roles and guide others</p> <p><u>CREATIVE</u> The Children can link actions and develop changes in tactics and identify rule changes</p> <p><u>PHYSICAL</u> The Children can perform a variety of movements and link actions</p>	<p><u>COGNITIVE</u> The Children know how to develop their work and the performance of others and develop ways to outwit opponents</p> <p><u>SOCIAL</u> The Children can give sensible feedback to improve the performance of myself and others</p> <p><u>PHYSICAL</u> The Children can combine a range of skills fluently and with accuracy</p> <p><u>COGNITIVE</u> The Children can evaluate strengths and weaknesses to read and react to different game situations</p> <p><u>CREATIVE</u> The Children can effectively disguise their own actions and use a variety of decisions</p> <p><u>HEALTH & FITNESS</u> The Children can explain different types of fitness and plan their own fitness program</p>
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Swimming			<p>Children learn basic water confidence skills in preparation for lessons in Year 5.</p> <p>Children will learn swimming is fun and enjoyable by using a games-led approach to learning to swim</p>	<p>Children learn to pace themselves in floating and swimming challenges related to speed, distance and personal survival.</p> <p>Children use recognised arm and leg actions, lying on their front and back.</p> <p>Children learn to swim unaided for a sustained period of time over a distance of at least 25 metres.</p> <p>Perform safe self-rescue in different water-based situations.</p>
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