

# Branton Community Primary School and Breamish Valley Community Nursery Progression Map





## EYFS – Nursery and Reception

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for Physical Education within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Birth to Three-Year-Olds, Three and Four-Year-Olds and Reception to match the programme of study for Physical Development in addition to the non-statutory guidance of PE.

The most relevant statements for PE are taken from the following areas of learning:

- Physical Development – Gross Motor Skills
- Physical Development – Fine Motor Skills

Physical Development		
Birth to Three	Physical Development – Gross Motor Skills	<ul style="list-style-type: none"> <li>• Enjoy moving when outdoors and inside.</li> <li>• Sit without support.</li> <li>• Begin to crawl in different ways and directions.</li> <li>• Pull themselves upright and bouncing in preparation for walking.</li> <li>• Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</li> <li>• Clap and stamp to music.</li> <li>• Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</li> <li>• Enjoy starting to kick, throw and catch balls.</li> <li>• Walk, run, jump and climb – and start to use the stairs independently.</li> <li>• Spin, roll and independently use ropes and swings (for example, tyre swings).</li> <li>• Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> </ul>
	Physical Development- Fine Motor Skills	<ul style="list-style-type: none"> <li>• Pass things from one hand to the other. Let go of things and hands them to another person, or drops them.</li> <li>• Build independently with a range of appropriate resources.</li> <li>• Develop manipulation and control.</li> <li>• Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li> <li>• Start to eat independently and learning how to use a knife and fork.</li> <li>• Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</li> </ul>
Three and Four-Year-Olds	Physical Development – Gross Motor Skills	<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> </ul>



		<ul style="list-style-type: none"> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> </ul>	
	<b>Physical Development- Fine Motor Skills</b>	<ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>• Make healthy choices about food, drink, activity and toothbrushing</li> </ul>	
<b>Reception</b>	<b>Physical Development – Gross Motor Skills</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>Physical Development- Fine Motor Skills</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>• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</li> </ul>	
<b>ELG</b>	<b>Physical Development-</b>	<b>Gross Motor Skills</b>	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>• Demonstrate strength, balance and coordination when playing</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul>
		<b>Fine Motor Skills</b>	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>• Begin to show accuracy and care when drawing</li> </ul>



### Physical education programmes of study: key stages 1 and 2

<p><b>KS1</b></p>	<p><b>Physical Development</b></p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns</li> </ul>
<p><b>KS2</b></p>	<p><b>Physical Development</b></p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• 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</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>

**Games – Invasion**

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p><b>Hands 1</b></p> <ul style="list-style-type: none"> <li>● Introduce sending (bouncing) with control</li> <li>● Introduce aiming with accuracy</li> <li>● Introduce power and speed when sending a ball</li> <li>● Introduce/develop stopping, combining sending skills</li> <li>● Combine sending and receiving skills</li> <li>● Develop dribbling/passing and receiving</li> <li>● Combine dribbling, passing and receiving, keeping possession</li> <li>● Develop dribbling/passing and receiving to score a point</li> <li>● Combine dribbling, passing and receiving to score a point</li> </ul> <p><b>Feet</b></p> <ul style="list-style-type: none"> <li>● Develop moving the ball using the feet</li> <li>● Apply dribbling into games</li> <li>● Consolidate dribbling</li> <li>● Explore kicking (passing)</li> <li>● Apply kicking (passing) to score a point</li> <li>● Develop dribbling/passing/ receiving, keeping possession</li> <li>● Combine dribbling, passing and receiving, keeping possession/to score a point</li> <li>● Apply dribbling, passing and receiving as a team to score a point</li> </ul> <p><b>Hands 2</b></p> <ul style="list-style-type: none"> <li>● Introduce throwing with accuracy</li> <li>● Apply throwing with accuracy in a team</li> <li>● Introduce stopping a ball</li> <li>● Develop sending (rolling) skills to score a point</li> <li>● Consolidate sending and stopping to win a game</li> <li>● Consolidate pupils' application and understanding of underarm throwing</li> <li>● Apply the underarm and overarm throw to win a game</li> <li>● Apply the underarm throw to beat an opponent</li> </ul>	<p><b>Tag Rugby</b></p> <ul style="list-style-type: none"> <li>● Introduce moving with the ball, passing and receiving</li> <li>● Introduce tagging</li> <li>● Create space when attacking</li> <li>● Develop passing and moving</li> <li>● Combine passing/moving to create attacking opportunities</li> </ul> <p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>● Introduce dribbling; keeping control</li> <li>● Introduce passing and receiving</li> <li>● Combine dribbling and passing to create space</li> <li>● Develop passing, receiving and dribbling</li> <li>● Introduce shooting</li> </ul> <p><b>Netball</b></p> <ul style="list-style-type: none"> <li>● Introduce passing, receiving and creating space</li> <li>● Develop/combine passing and moving</li> <li>● Combine/develop passing and shooting</li> </ul> <p><b>Dodgeball</b></p> <ul style="list-style-type: none"> <li>● Develop changing direction</li> <li>● Introduce throwing with accuracy</li> <li>● Introduce catching</li> <li>● Develop moving, changing direction at speed</li> <li>● Combine throwing and dodging</li> </ul> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>● Refine dribbling</li> <li>● Turning</li> <li>● Refine passing and receiving</li> <li>● Develop passing and dribbling and creating space</li> <li>● Introduce shooting</li> </ul>	<p><b>Tag Rugby</b></p> <ul style="list-style-type: none"> <li>● Refine passing and moving to create attacking opportunities</li> <li>● Explore different passes that can be used to outwit defenders</li> <li>● Refine defending as a team</li> <li>● Create and apply defending tactics</li> <li>● Develop officiating</li> </ul> <p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>● Develop defending; block and tackling</li> <li>● Recap and refine dribbling and passing to create attacking opportunities</li> <li>● Refine attacking skills, passing dribbling and shooting</li> <li>● Refine defending skills developing transition from defence to attack</li> </ul> <p><b>Dodgeball</b></p> <ul style="list-style-type: none"> <li>● Introduce blocking</li> <li>● Consolidate catching</li> <li>● Understand where we throw and why we need to throw with accuracy and power</li> <li>● Explore basic attacking and defending tactics</li> </ul> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>● Consolidate keeping possession, develop officiating</li> <li>● Consolidate defending</li> <li>● Organise formations and manage teams</li> <li>● Organise formations, decide tactics, manage teams and officiate games</li> </ul>

Games – Net and Wall		
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
As above for invasion games	<b>Tennis</b> <ul style="list-style-type: none"> <li>● Introduction tennis, outwitting an opponent</li> <li>● Create space to win a point</li> <li>● Consolidate how to win a game introduce rackets</li> <li>● Introduce the forehand</li> <li>● Develop the forehand</li> <li>● Create space to win a point using a racket</li> <li>● Introduce the backhand</li> <li>● Apply the forehand and backhand in game situations</li> <li>● Apply the forehand and backhand creating space to win a point</li> </ul>	<b>Tennis</b> <ul style="list-style-type: none"> <li>● Introduce/develop the volley</li> <li>● Control the game from the serve</li> <li>● Doubles, understanding and applying tactics to win a point plan as to how to achieve them.</li> <li>● Game application</li> <li>● Game application, mixed ability doubles, round robin games</li> </ul>

Games – Striking and fielding		
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
As above for invasion games	<b>Cricket</b> <ul style="list-style-type: none"> <li>● Understand the concept of batting and fielding</li> <li>● Introduce throwing overarm</li> <li>● Introduce throwing underarm</li> <li>● Introduce catching</li> <li>● Striking with intent</li> <li>● Develop an understanding of batting and fielding</li> <li>● Introduce bowling underarm</li> <li>● Develop stopping and returning the ball</li> <li>● Develop retrieving and returning the ball</li> <li>● Striking the ball at different angels and speeds</li> </ul>	<b>Cricket</b> <ul style="list-style-type: none"> <li>● Refine batting, understand and develop batting and bowling tactics</li> <li>● Refine fielding stooping, catching and throwing</li> <li>● Combine bowling and fielding creating and applying tactics</li> <li>● Introduce umpiring and scoring</li> <li>● Consolidate batting / fielding /bowling</li> <li>● Create, understand and apply attacking/defensive tactics in game</li> </ul> <b>Rounders</b> <ul style="list-style-type: none"> <li>● Develop fielding tactics maximising players</li> <li>● Understand what happens if the batter misses the ball</li> <li>● Refine fielding tactics, what players where?</li> <li>● Applying tactics in mini games</li> <li>● Introduction to full rounders</li> <li>● Consolidate fielding tactics</li> <li>● Refine our understanding of what happens if the batter misses or hits the ball backwards</li> <li>● Batting considerations</li> </ul>

Gymnastics		
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p><b>Wide, Narrow, Curled</b></p> <ul style="list-style-type: none"> <li>● Introduction to wide, narrow and curled</li> <li>● Explore the difference between wide, narrow and curled</li> <li>● Transition between wide, narrow and curled movements</li> <li>● Link two movements together</li> </ul> <p><b>Body Parts</b></p> <ul style="list-style-type: none"> <li>● Introduction to big/small body parts</li> <li>● Combine big and small with wide, narrow and curled</li> <li>● Transition between wide narrow and curled using big and small body parts</li> <li>● Add (linking) movements together</li> </ul> <p><b>Linking</b></p> <ul style="list-style-type: none"> <li>● Develop linking</li> <li>● Link on apparatus</li> <li>● Jump, roll, balance sequences/on apparatus</li> <li>● Creation of sequences</li> <li>● Completion of sequences and performance</li> </ul> <p><b>Pathways</b></p> <ul style="list-style-type: none"> <li>● Explore/develop zig-zag pathways/on apparatus</li> <li>● Explore/develop curved pathways/ on apparatus</li> <li>● Creation of pathway sequences</li> <li>● Completion of pathways, sequences and performance</li> </ul>	<p><b>Symmetry &amp; Asymmetry</b></p> <ul style="list-style-type: none"> <li>● Introduction to symmetry</li> <li>● Introduction to asymmetry</li> <li>● Application of learning onto apparatus</li> <li>● Sequence formation</li> <li>● Sequence completion</li> </ul> <p><b>Bridges</b></p> <ul style="list-style-type: none"> <li>● Introduction to bridges</li> <li>● Application of bridge learning onto apparatus</li> <li>● Develop sequences with bridges</li> <li>● Sequence formation</li> <li>● Sequence completion</li> </ul>	<p><b>Counter Balance &amp; Counter Tension</b></p> <ul style="list-style-type: none"> <li>● Introduction to counter balance</li> <li>● Application of counter balance learning onto apparatus</li> <li>● Sequence formation</li> <li>● Counter Tension</li> <li>● Sequence completion.</li> </ul> <p><b>Matching &amp; Mirroring</b></p> <ul style="list-style-type: none"> <li>● Introduction to matching/mirroring</li> <li>● Application of matching/mirroring learning onto apparatus</li> <li>● Sequence development</li> </ul>

Dance		
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> <li>● Explore expression</li> <li>● Develop our movements, adding movements together</li> <li>● Respond to a rhythm: Introducing partner work</li> <li>● Respond to stimuli</li> <li>● Create a sequence motifs</li> <li>● Create movement sequences</li> <li>● Develop our motif with expression and emotion</li> <li>● Apply choreography in our motifs</li> <li>● Extending our motifs</li> <li>● Relationships and performance</li> <li>● Explore relationships within our motifs</li> <li>● Sequences, relationships and performance</li> </ul>	<ul style="list-style-type: none"> <li>● Respond to stimuli,</li> <li>● Develop thematic dance into a motif</li> <li>● Develop character dance into a motif</li> <li>● Extend dance to create sequences with a partner</li> <li>● Develop sequences with a partner</li> <li>● Extend sequences with a partner in character</li> <li>● Explore two contrasting relationships and interlinking dance moves</li> <li>● Sequences, relationships, choreography and performance</li> </ul>	<ul style="list-style-type: none"> <li>● Develop character movements</li> <li>● Create movements to represent different characters and performers</li> <li>● Extend our performance incorporating props and apparatus linked to the variety of performers</li> <li>● Create rhythmic patterns using our body</li> <li>● Extend our choreography through controlled movements, character emotion and expression</li> <li>● Explore the relationships between characters applying character emotion and expression</li> <li>● Performance and reflection</li> </ul>

Team Building Skills/ Adventurous Outdoor Activities		
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p><b>Team Building</b></p> <ul style="list-style-type: none"> <li>● Introducing teamwork</li> <li>● Develop teamwork</li> <li>● Build trust and developing communication</li> <li>● Cooperation and communication</li> <li>● Explore simple strategies</li> <li>● Problem solving: Consolidate teamwork</li> </ul> <p><b>Games for Understanding</b></p> <ul style="list-style-type: none"> <li>● Understand the principles of attack/defence</li> <li>● Apply attacking/ defending principles into a game</li> <li>● Consolidate attacking/defending</li> </ul>	<p><b>Communication &amp; Tactics</b></p> <ul style="list-style-type: none"> <li>● Create and apply simple tactics</li> <li>● Develop leadership</li> <li>● Develop communication as a team / collaborate effectively as a team</li> <li>● Create defending and attacking tactics as a team</li> </ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>● Benches and mats challenge</li> <li>● Round the clock card challenge</li> <li>● The pen challenges</li> <li>● The river rope challenge</li> <li>● Caving challenges</li> <li>● Simple map work around the school grounds</li> </ul>	<p><b>Orienteering</b></p> <ul style="list-style-type: none"> <li>● Develop picture trails around the school grounds</li> <li>● Develop map work around the school grounds</li> <li>● Face orienteering</li> <li>● Cone orienteering</li> <li>● Extend picture trails around the school grounds</li> <li>● Extend map work around the school grounds</li> <li>● Point and return</li> <li>● Point to point</li> <li>● Timed course</li> <li>● Orienteering competition</li> </ul>





<b>Swimming</b>		
<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
	<p>Enter water safely and confidently Float on front for 10 seconds Float on back for 10 seconds Perform a sequence of changing shapes whilst floating on the surface Push and glide from the wall Kick 10 metres backstroke with equipment Kick 10 metres front crawl with equipment Demonstrate a surface dive Confidently swim on back for 25 metres without aids Confidently swim on front for 25 metres without aids Tread water for 30 seconds Jump confidently into water greater than full reach height Demonstrate good front crawl Demonstrate good backstroke Demonstrate good breaststroke Demonstrate a good dolphin action Plunge dive safely into water of at least full reach height Straddle jump into water Demonstrate head first sculling for 10 metres Demonstrate feet first sculling for 10 metres Personal survival skills</p>	
<p>Open water hazards and dangers (as a result of our location, this is taught through our PSHE curriculum)</p>		



**Additional PE activities or themed days through the School Games provider and Alnwick PE Partnership eg:**

- Skipping festival
- Cricket
- Hula hoop festival
- Tag rugby

**Joint sporting events with other local schools (for example beach cricket and adventurous activities)**

- Rural schools' sports competitions such as cricket

**Other PE activities:**

- We take part in the Daily Mile every morning
- Daily access to large field and climbing equipment at playtimes and lunchtimes
- Forest School

**Extra-curricular clubs every half term eg:**

- Football
- Multiskills
- Yoga
- Tennis
- Games