

# Curriculum Area Progression Summary

## Area of Learning: PD – Physical knowledge and skills



Stage	Summary of key skills and knowledge to be acquired
1	<ul style="list-style-type: none"> <li>• Is able to close their hand firmly around an object placed in the palm.</li> <li>• Demonstrate awareness of passive touch by body language/facial expression.</li> <li>• Makes movements with arms and legs which gradually become more controlled.</li> <li>• Reach out for, touch and begin to hold objects.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Sit unsupported on the floor.</li> <li>• Crawl, bottom shuffles or rolls continuously to move around</li> <li>• Standing independently</li> <li>• Take the first few steps independently.</li> <li>• Standing on one foot (holding on for balance)</li> </ul>
3	<ul style="list-style-type: none"> <li>• Walk upstairs holding a hand</li> <li>• Comes downstairs backwards on knees (crawling).</li> <li>• Walking safely holding an object</li> <li>• Picking up objects from the floor without falling over</li> <li>• Attempts new and unfamiliar tasks with support or prompting</li> </ul>
4	<ul style="list-style-type: none"> <li>• Run safely on the whole foot (with control).</li> <li>• Responds to both verbal directions to show understanding of the language used in movement and physical activities.</li> <li>• Climb confidently and begin to pull themselves up on low level play climbing equipment.</li> <li>• Kick a stationary ball from a stationary position.</li> <li>• Balance in high kneeling to play for up to 2-5 minutes</li> <li>• Demonstrate static and dynamic balances at different levels, reflecting different body shapes e.g. wide, narrow, twisted, curled</li> </ul>
5	<ul style="list-style-type: none"> <li>• Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, and sliding.</li> <li>• Catch a large ball (with or without a bounce) with some success</li> <li>• Grip a bat or racket for 1 minute or more</li> <li>• Throws a small object (e.g. ball or beanbag) to a wall, target or partner with some accuracy (3m to 5m distance)</li> <li>• Jump and hop</li> <li>• Walk up stairs alternating feet (with handrail)</li> <li>• Walks downstairs (with handrail) 2 feet on the same step</li> <li>• Walk on tiptoes</li> <li>• Pedal a tricycle</li> </ul>
6	<ul style="list-style-type: none"> <li>• Jump off an object and land appropriately.</li> <li>• Runs around obstacles maintaining balance</li> <li>• Show increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• Grip a bat/racket in the correct way (relevant to the activity) and swing it effectively</li> <li>• Walk along a line</li> <li>• Climb a static ladder</li> <li>• Walk down stairs with alternating feet (hand rail)</li> <li>• Scoot/balance on a scooter whilst moving</li> </ul>

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7	<ul style="list-style-type: none"> <li>• Handle a range of balls with control &amp; confidence.</li> <li>• Negotiate space successfully when playing racing and chasing games with other pupils, adjusting speed or changing direction to avoid obstacles</li> <li>• Supports body weight on different body parts to perform static balances using different bases and different shapes with control e.g. Tuck sit, v sit, plank, front support, rear support or with a partner</li> <li>• Move individual body parts with coordination and control in line with expectations of a task (i.e move arms/hands towards a ball move leg/foot to kick) occasionally achieving the intended outcome</li> <li>• Independently swing a bat/racket hitting from a tee with some success (limited power and accuracy)</li> <li>• Copy, repeat and explore simple skills and actions with basic control and coordination</li> </ul>
8	<ul style="list-style-type: none"> <li>• Move in a range of ways and in a range of directions with confidence and control</li> <li>• Begin to perform some basic rolls – pencil, teddy bear &amp; forward roll.</li> <li>• Move a ball from one point to another under control with success</li> <li>• Accurately copy jumping ‘shapes’ including, star, tuck, pike &amp; straddle.</li> <li>• Kicking a stationary ball with varied accuracy and power</li> <li>• Pedal a bicycle with some control</li> <li>• Take body weight on hands and head (attempt a headstand/handstand)</li> <li>• Identify that effects such as heart racing, breathing quickly, feeling hot are a normal part of being active</li> </ul>
9	<ul style="list-style-type: none"> <li>• Combine travelling, leaping and turning actions with some control</li> <li>• Throw and catch a range of balls with <i>some</i> success.</li> <li>• Consistently perform jumping ‘shapes’ including, star, tuck, pike &amp; straddle with confidence</li> <li>• Safely &amp; accurately perform a forward roll</li> <li>• Sustain vigorous activity for 5 minutes or more</li> <li>• Pivots and changes direction in a continuous manner (run, skip, gallop)</li> <li>• Move individual body parts with control &amp; fluency</li> </ul>
10	<ul style="list-style-type: none"> <li>• Perform and link a short sequence of actions with some control and coordination.</li> <li>• Begin to dribble a ball with some control and coordination.</li> <li>• Participate effectively in a small sided game – 1v1 or 2v2</li> <li>• Identify how to maintain possession (turn, pass, movement)</li> <li>• Demonstrate running, turning, spinning and circling in different directions with control and fluency.</li> <li>• Kick a football with reasonable accuracy over a short distance with power and consistency.</li> <li>• Jump performing half and full twists with control</li> <li>• Perform and link a <i>short sequence</i> of actions with <i>some control and coordination</i>.</li> </ul>
11	<ul style="list-style-type: none"> <li>• Participate in a game with some influence over the outcome</li> <li>• Demonstrate some quality in their performance or skill</li> <li>• Demonstrate strong problem-solving skills</li> <li>• Estimate time and distance</li> <li>• Make up and play a game</li> </ul>

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	<ul style="list-style-type: none"> <li>• Ride a bike with confidence (2 wheeled)</li> <li>• Hop on one foot (sustained) with good push off and balance</li> <li>• Using a skipping rope correctly</li> <li>• Perform a sequence of basic moves demonstrating fluency and control</li> </ul>
<b>12</b>	<ul style="list-style-type: none"> <li>• Use the depth and width of playing area to create space with some success</li> <li>• Pass to a teammate in open space</li> <li>• Adopt a role that plays to their strengths e.g. a winger who runs fast, first in relay,</li> <li>• Defends space by preventing a opponent’s movement with some success</li> <li>• Copy, repeat and explore more advanced skills and actions with basic control and coordination</li> <li>• Perform and link a short sequence of actions with basic control and coordination.</li> </ul>
<b>13</b>	<ul style="list-style-type: none"> <li>• Successfully combine a hop, step and jump in a sequence</li> <li>• Be able to jump for distance using a combination of speed, arm and leg power</li> <li>• Understand how to adjust force and speed of an object and applies this to improve accuracy and control</li> <li>• Transitions smoothly from one skill to another e.g transitions from receiving an object (catch) to propelling an object (throw)</li> <li>• Combines sequences that use rolling actions, tumbling, weight transfer and balance actions</li> <li>• Kick along the ground and in the air accurately to a partner or target with control and precision (isolated skill)</li> <li>• Continues to participate in physical activity after being unsuccessful in initial attempts</li> </ul>
<b>14</b>	<ul style="list-style-type: none"> <li>• Kick a ball with accuracy, power and consistency over a variety of distances.</li> <li>• Catch a ball travelling at varied heights</li> <li>• Perform a sequence of moves demonstrating fluency and control</li> <li>• Riding a bike with awareness, vision, balance &amp; control (not on the road)</li> <li>• Play competitive games with 7 or more teammates showing influence over the game.</li> <li>• Recognises, respects and actively involves others in physical activities and group activities regardless of ability levels</li> <li>• Recognises how changes in rules and tactics influence an outcome</li> <li>• Consistently copy, repeat and explore more advanced skills and actions with control and coordination</li> <li>• Compose a short dance of an appropriate genre which demonstrates a use of levels, pathways and interpretation of the music.</li> </ul>