

Nyewood CE Infant School
Physical Development Progression in Knowledge and Skills

Curriculum Intent

The **intent** of our curriculum is that it will secure our vision that at Nyewood Church of England Infant School our children are **confident, happy and independent learners** who take an active role **together in God's world**.

Physical Development Intent

At Nyewood CE Infant School, children will enjoy learning a range of skills such as physical, personal and social. Children will apply these skills to lead a successful, happy and healthy lifestyle.

EYFS

Knowledge & Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
	Autumn term		
Gross motor	<p>Children know... That they can move their body in different ways.</p> <p>Children can... Show fundamental movements such as balance, walking, jumping and running. Use their core muscle strength to be able to sit at a table or sitting on the floor. Begin to use a range of large apparatus indoors and outside, alone and in a group.</p>	<p>Children know... How they can use their bodies to move.</p> <p>Children can... Show skills such as rolling, crawling, walking, jumping, running, hopping, skipping, climbing; and start to make improvements thinking about using more control and strength. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large apparatus indoors and outside, alone and in a group.</p>	<p>Children know... How they can use their bodies to move in different ways.</p> <p>Children can... Show a range of movements such as rolling, crawling, walking, jumping, running, hopping, skipping, climbing; and make improvements thinking about using more control and strength. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of apparatus indoors and outside, alone and in a group.</p>
Fine motor	<p>Children know... They can use their hands to manipulate tools.</p> <p>Children can... Begin to develop their small motor skills so that they can use tools such as scissors, paint brushes, cutlery); Begin to make marks with tools e.g. pencils, paintbrush.</p>	<p>Children know... That they can use their hands for a variety of reasons.</p> <p>Children can... Develop their small motor skills so that they can use a range of tools competently, safely and confidently (tweezers, scissors, cutters, rolling pins, peg boards, paint brushes, cutlery etc); Show a preference for a dominant hand; Start to develop the foundations of a handwriting style which is accurate.</p>	<p>Children know... That they can apply their fine motor skills to achieve everyday tasks.</p> <p>Children can... Apply small motor skills in everyday life, including using a range of tools competently, safely and confidently. Show a preference for a dominant hand; Develop a handwriting style which is accurate.</p>
Expressive arts and design – being imaginative and expressive	<p>Children know... That music is something that our bodies can respond to.</p> <p>Children can... Move to, and begin to talk about, the music they hear; expressing their responses.</p>	<p>Children know... That we can move our bodies to a piece of music.</p> <p>Children can... Demonstrate co-ordination when moving their body to music.</p>	<p>Children know... That we can move our bodies in different ways to a piece of music.</p> <p>Children can... Demonstrate co-ordination when moving their body in different ways to music.</p>

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Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
	Spring Term		
Gross motor	<p>Children know... How they can use their bodies to move.</p> <p>Children can... Show skills such as rolling, crawling, walking, jumping, running, hopping, skipping, climbing; and start to make improvements thinking about using more control and strength. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large apparatus indoors and outside, alone and in a group.</p>	<p>Children know... How they can use their bodies to move in different ways.</p> <p>Children can... Show a range of movements such as rolling, crawling, walking, jumping, running, hopping, skipping, climbing; and make improvements thinking about using more control and strength. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of apparatus indoors and outside, alone and in a group.</p>	<p>Children know... What a 'space' is and how it can impact others. How they can use strength, co-ordination and balance in their bodies to move.</p> <p>Children can... <i>ELG: Negotiate space and obstacles safely, with consideration for themselves and others.</i> <i>ELG: Demonstrate strength, balance and coordination when playing.</i> <i>ELG: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i></p>
Fine motor	<p>Children know... That they can use their hands for a variety of reasons.</p> <p>Children can... Develop their small motor skills so that they can use a range of tools competently, safely and confidently (tweezers, scissors, cutters, rolling pins, peg boards, paint brushes, cutlery etc); Show a preference for a dominant hand; Start to develop the foundations of a handwriting style which is accurate.</p>	<p>Children know... That they can apply their fine motor skills to achieve everyday tasks.</p> <p>Children can... Apply small motor skills in everyday life, including using a range of tools competently, safely and confidently. Show a preference for a dominant hand; Develop a handwriting style which is accurate.</p>	<p>Children know... What a tripod grip is and how to apply it. How to accurately draw and write by holding tools correctly.</p> <p>Children can... <i>ELG: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i> <i>ELG: Use a range of small tools, including scissors, paint brushes and cutlery.</i> <i>ELG: Begin to show accuracy and care when drawing.</i></p>
Expressive arts and design – being imaginative and expressive	<p>Children know... That we can move our bodies to a piece of music.</p> <p>Children can... Demonstrate co-ordination when moving their body to music.</p>	<p>Children know... That we can move our bodies in different ways to a piece of music.</p> <p>Children can... Demonstrate co-ordination when moving their body in different ways to music. Start to develop a repertoire of dances, e.g. actions to songs and rhymes</p>	<p>Children know... That movement to music can be performed to an audience.</p> <p>Children can... <i>ELG: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</i></p>

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Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
	Summer Term		
Gross motor	<p>Children know... How they can use their bodies to move in different ways.</p> <p>Children can... Negotiates space successfully, adjusting speed or direction to avoid obstacles. Begins to use strength, balance and coordination in a limited context e.g. catching a large ball. Moves freely and with pleasure and confidence in a range of ways.</p>	<p>Children know... What a 'space' is and how it can impact others. How they can use strength, co-ordination and balance in their bodies to move.</p> <p>Children can... <i>ELG: Negotiate space and obstacles safely, with consideration for themselves and others.</i></p> <p><i>ELG: Demonstrate strength, balance and coordination when playing.</i></p> <p><i>ELG: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i></p>	<p>Children know... Begin to know how to link movements together e.g. balances and travelling, to create a simple sequence/dance. Know how to safely participate, with support. Know that exercise helps to keep us healthy. Know and understand the roles and rules in a game.</p> <p>Children can... <u>Physical</u> Negotiates space safely by having a secured spatial awareness. Shows increasing strength, balance and coordination in a range of contexts e.g. throw and catch objects; gymnastic balance/shapes.</p> <p><u>Performance</u> Participate in sustained physical activity e.g. participate in a high-intensity warm up. Apply all skills to be able to throw and catch objects in a game, with support. Begin to link ways of moving/travelling/balancing to create a simple sequence.</p> <p><u>Personal and social</u> Identify strengths and next steps, with support. Communicate (verbal) with others, with support. Respect others by taking turns, sharing and listening.</p>
Fine motor	<p>Children know... That they can apply their fine motor skills to achieve everyday tasks.</p> <p>Children can... Holds pencil between thumb and two fingers, no longer using whole-hand grasp, with good control. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p>	<p>Children know... What a tripod grip is and how to apply it. How to accurately draw and write by holding tools correctly.</p> <p>Children can... <i>ELG: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i></p> <p><i>ELG: Use a range of small tools, including scissors, paint brushes and cutlery.</i></p>	<p>Children know... What accuracy and control looks like in fine motor movements.</p> <p>Children can... Demonstrate control and accuracy in all fine motor movements such as threading, drawing, cutting, using tweezers, writing recognisable letters, etc.</p>

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	Draws lines and circles using gross motor movements. Can copy some letters e.g. letters from their name.	<i>ELG: Begin to show accuracy and care when drawing.</i>	
Expressive arts and design – being imaginative and expressive (links to dance from KS1 onwards)	<p>Children know... That we can move our bodies in different ways to a piece of music.</p> <p>Children can... Moves freely and with pleasure and confidence in a range of ways.</p> <p>Perform a combination of movements e.g. actions to songs and rhymes, not necessarily in time with the music.</p>	<p>Children know... That movement to music can be performed to an audience.</p> <p>Children can... <i>ELG: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</i></p>	<p>Children know... Begin to know how to link movements together e.g. balances and travelling, to create a simple sequence/dance. Know how to safely participate, with support. Know that exercise helps to keep us healthy.</p> <p>Children can... <u>Physical</u> Link movements together. Children can begin to move in time to music.</p> <p><u>Performance</u> Perform patterns of movement. Performs individually and whole class, with support.</p> <p><u>Personal and social</u> Identify strengths and next steps, with support. Communicate (verbal) with others, with support. Respect others by taking turns, sharing and listening.</p>
Vocabulary	Control, balance, core muscles, strength, touch, direction, sport, zip, button, fasten, fine motor, gross motor, whole body, apparatus, throw, catch, run, hop, skip, climb, tip-toe, arms, legs, head, hands, feet, shoulder, hips, chest, knees, back, heart, lungs, coordination, space, spatial awareness, balance, stretch, movement, pose, travel, still, find a space, partner, audience, pinch, roll, grip, manipulate, tip tap, strengths, next steps, healthy, communicate, verbal, respect, taking turns, sharing, listening, sustained, high-intensity, games, dance, gymnastics, agility and fitness		

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Year 1			
Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
	Term 1		
Gymnastics	<p>Children know... Begin to know how to link movements together e.g. balances, to create a simple sequence. Know how to safely participate in gymnastics, with support. Know that exercise helps to keep us healthy.</p> <p>Children can... <u>Physical</u> Negotiates space safely by having a secured spatial awareness. Shows increasing strength, balance and coordination in a range of contexts e.g. gymnastic balance/shapes.</p> <p><u>Performance</u> Begin to link ways of balancing to create a simple sequence.</p> <p><u>Personal and social</u> Identify strengths and next steps, with support. Communicate (verbal) with others, with support. Respect others by taking turns, sharing and listening.</p>	<p>Children know... Know how to link movements together to create a simple sequence. Know how to safely participate in gymnastics. Know that exercise helps to keep us healthy. Begin to explain why.</p> <p>Children can... <u>Physical</u> Show ways of balancing safely in a range of spaces, including different levels/height. Show strength, balance and coordination in large and small movements, including different balances/shapes and travelling.</p> <p><u>Performance</u> Link balances/shapes to create a simple sequence to perform to others.</p> <p><u>Personal and Social</u> Identify strengths and next steps. Show resilience and perseverance by working on next steps with support. Communicate (verbal) with others. Praise and respect others by taking turns, sharing and listening, with support.</p>	<p>Children know... Begin to know which movements best link together to create a sequence. Know how to safely participate in gymnastics. Know how and why exercise helps to keep us healthy.</p> <p>Children can... <u>Physical</u> Show range of ways of balancing safely in a range of spaces, including different levels/height. Show strength, balance and coordination in a range of movements including a wide range of balances/shapes and travelling using different body parts.</p> <p><u>Performance</u> Link a range of balance/shapes and using different body parts to create a sequence to perform to others.</p> <p><u>Personal and social</u> Identify strengths and next steps. Show resilience and perseverance by working on next steps. Communicate (verbal) with others. Praise and respect others by taking turns, sharing and listening.</p>
Games	<p>Children know... Know and understand the roles and rules in a game.</p> <p>Children can... <u>Physical</u> Negotiates space safely by having a secured spatial awareness.</p>	<p>Children know... Know and understand roles in a team game e.g. attacker.</p> <p>Children can... <u>Physical</u> Use secured spatial awareness.</p>	<p>Children know... Begin to know and understand the role of an attacker and defender.</p> <p>Children can... <u>Physical</u> Use secured spatial awareness to begin attacking and defending, with support.</p>

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	<p>Shows increasing strength, balance and coordination in a range of contexts e.g. throw and catch objects.</p> <p><u>Performance</u> Apply all skills to be able to throw and catch objects in a game, with support.</p> <p><u>Personal and social</u> Identify strengths and next steps, with support. Communicate (verbal) with others, with support. Respect others by taking turns, sharing and listening.</p>	<p>With support, use skills for attacking e.g. catching, underarm throw, overarm throw, bouncing, chest pass, rolling, dribbling (hands).</p> <p><u>Performance</u> Apply all skills to be able to throw and catch objects in a team game.</p> <p><u>Personal and Social</u> Identify strengths and next steps. Show resilience and perseverance by working on next steps with support. Communicate (verbal) with others. Praise and respect others by taking turns, sharing and listening, with support.</p>	<p>With support, use skills for attacking e.g. catching, underarm throw, overarm throw, bouncing, chest pass, rolling, dribbling (hands). With support, use skills for defending e.g. blocking.</p> <p><u>Performance</u> Apply all skills in a team game. Begin to use skills for attacking and defending, with support.</p> <p><u>Personal and social</u> Identify strengths and next steps. Show resilience and perseverance by working on next steps. Communicate (verbal) with others. Praise and respect others by taking turns, sharing and listening.</p>
Dance	<p>Children know... Begin to know how to link movements together e.g. balances and travelling, to create a simple sequence/dance. Know how to safely participate, with support. Know that exercise helps to keep us healthy.</p> <p>Children can... <u>Physical</u> Link movements together. Children can begin to move in time to music.</p> <p><u>Performance</u> Perform patterns of movement. Performs individually and whole class, with support.</p> <p><u>Personal and social</u> Identify strengths and next steps, with support. Communicate (verbal) with others, with support. Respect others by taking turns, sharing and listening.</p>	<p>Children know... Know how to link movements together to create a simple sequence/dance. Know how to safely participate in dance. Know that exercise helps to keep us healthy. Begin to explain why.</p> <p>Children can... <u>Physical</u> Link patterns of movements in time to music. Link and perform movements with control, beginning to explore different levels/height.</p> <p><u>Performance</u> Perform dances to their peers and familiar adults. Performs individually, in groups, pairs and whole class, with support.</p> <p><u>Personal and Social</u> Identify strengths and next steps. Show resilience and perseverance by working on next steps with support. Communicate (verbal) with others. Praise and respect others by taking turns, sharing and listening, with support.</p>	<p>Children know... Begin to know which movements best link together to create a sequence/dance. Know how to safely participate in dance. Know how and why exercise helps to keep us healthy.</p> <p>Children can... <u>Physical</u> Perform movements to the beat and rhythm of a piece of music led by an adult. Link a range of movements together with control, including changes in levels/height.</p> <p><u>Performance</u> Perform dances to their peers and familiar adults. Performs individually, in groups, pairs and whole class, with support.</p> <p><u>Personal and social</u> Identify strengths and next steps. Show resilience and perseverance by working on next steps. Communicate (verbal) with others. Praise and respect others by taking turns, sharing and listening.</p>

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<p>Agility & Fitness</p> <p>(term 1 only)</p>	<p>Children know... Know how to safely participate in agility and fitness, with support. Know that exercise helps to keep us healthy.</p> <p>Children can... <u>Physical</u> Negotiates space safely by having a secured spatial awareness. Shows increasing strength, balance and coordination in a range of contexts e.g. throw and catch objects.</p> <p><u>Performance</u> Participate in sustained physical activity e.g. participate in a high-intensity warm up.</p> <p><u>Personal and social</u> Identify strengths and next steps, with support. Communicate (verbal) with others, with support. Respect others by taking turns, sharing and listening.</p>	<p>Children know... Begin to know and understand how to change coordination skills in context e.g. run faster depending on personal ability. Know how to safely participate in agility and fitness. Know that exercise helps to keep us healthy. Begin to explain why.</p> <p>Children can... <u>Physical</u> Apply spatial awareness as well as increasing strength, balance and coordination skills in a range of contexts, including agility and fitness.</p> <p><u>Performance</u> Participate in sustained physical activity over a longer period of time e.g. able to complete a high-intensity warm up followed by a physical task.</p> <p><u>Personal and social</u> Identify strengths and next steps. Show resilience and perseverance by working on next steps with support. Communicate (verbal) with others. Praise and respect others by taking turns, sharing and listening, with support.</p>	<p>Children know... Know and understand how to change coordination skills in context e.g. run faster/slower depending on personal ability. Know how to safely participate in agility and fitness. Know how and why exercise helps to keep us healthy.</p> <p>Children can... <u>Physical</u> Use increasing agility, fitness, strength, balance and coordination skills in a range of contexts, including agility and fitness and changes in height/levels.</p> <p><u>Performance</u> Participate in sustained physical activity over a longer period of time e.g. able to complete a high-intensity warm up followed by a physical task.</p> <p><u>Personal and social</u> Identify strengths and next steps. Show resilience and perseverance by working on next steps. Communicate (verbal) with others. Praise and respect others by taking turns, sharing and listening.</p>
<p>Knowledge and Skills Area</p>	<p>Emerging Towards Expectations</p>	<p>Working At Expectations</p>	<p>Exceeding Expectations</p>
<p>Term 2</p>			
<p>Gymnastics</p>	<p>Children know... Begin to know how to link movements together e.g. balances and travelling, to create a simple sequence. Know how to safely participate in gymnastics, with support. Know that exercise helps to keep us healthy.</p> <p>Children can... <u>Physical</u></p>	<p>Children know... Know how to link movements together to create a simple sequence. Know how to safely participate in gymnastics, including setting up basic equipment. Know that exercise helps to keep us healthy. Begin to explain why.</p> <p>Children can... <u>Physical</u></p>	<p>Children know... Begin to know which movements best link together to create a sequence. Know how to safely participate in gymnastics, including setting up basic equipment. Know how and why exercise helps to keep us healthy.</p> <p>Children can... <u>Physical</u> Show range of ways of moving/travelling safely (including jumping) in a range of spaces, including different levels/height.</p>

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	<p>Negotiates space safely by having a secured spatial awareness. Shows increasing strength, balance and coordination in a range of contexts e.g. gymnastic balance/shapes.</p> <p><u>Performance</u> Begin to link ways of moving/travelling/balancing to create a simple sequence.</p> <p><u>Personal and social</u> Identify strengths and next steps, with support. Communicate (verbal) with others, with support. Respect others by taking turns, sharing and listening.</p>	<p>Show ways of moving/travelling safely in a range of spaces, including different levels/heights. Show strength, balance and coordination in large and small movements, including different balances/shapes.</p> <p><u>Performance</u> Link ways of moving/travelling with balances/shapes to create a simple sequence to perform to others.</p> <p><u>Personal and Social</u> Identify strengths and next steps. Show resilience and perseverance by working on next steps with support. Communicate (verbal) with others. Praise and respect others by taking turns, sharing and listening, with support.</p>	<p>Show strength, balance and coordination in a range of movements including a wide range of balances/shapes using different body parts.</p> <p><u>Performance</u> Link a range of ways of moving/travelling with a range of balance/shapes and using different body parts to create a sequence to perform to others.</p> <p><u>Personal and social</u> Identify strengths and next steps. Show resilience and perseverance by working on next steps. Communicate (verbal) with others. Praise and respect others by taking turns, sharing and listening.</p>
<p>Games</p>	<p>Children know... Know and understand the roles and rules in a game.</p> <p>Children can... <u>Physical</u> Negotiates space safely by having a secured spatial awareness. Shows increasing strength, balance and coordination in a range of contexts e.g. throw and catch objects.</p> <p><u>Performance</u> Apply all skills to be able to throw and catch objects in a game, with support.</p> <p><u>Personal and social</u> Identify strengths and next steps, with support. Communicate (verbal) with others, with support. Respect others by taking turns, sharing and listening.</p>	<p>Children know... Know and understand roles in a team game e.g. attacker.</p> <p>Children can... <u>Physical</u> Use secured spatial awareness. With support, use skills for attacking e.g. catching, underarm throw, overarm throw, bouncing, chest pass, rolling, dribbling (hands), striking. With support, use a range of footwork skills e.g. kicking, 'trapping' a ball, dribbling.</p> <p><u>Performance</u> Apply all skills to be able to strike, throw and catch objects in a team game. Apply all skills to be able to kick, trap and dribble a ball in a team game.</p> <p><u>Personal and Social</u> Identify strengths and next steps. Show resilience and perseverance by working on next steps with support.</p>	<p>Children know... Begin to know and understand the role of an attacker and defender.</p> <p>Children can... <u>Physical</u> Use secured spatial awareness to begin attacking and defending, with support. With support, use skills for attacking e.g. catching, underarm throw, overarm throw, bouncing, chest pass, rolling, dribbling (hands), striking. With support, use skills for defending e.g. blocking. With support, use a range of footwork skills e.g. kicking, 'trapping' a ball, dribbling.</p> <p><u>Performance</u> Apply all skills in a team game. Begin to use skills for attacking and defending, with support.</p> <p><u>Personal and social</u> Identify strengths and next steps. Show resilience and perseverance by working on next steps. Communicate (verbal) with others.</p>

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		<p>Communicate (verbal) with others. Praise and respect others by taking turns, sharing and listening, with support.</p>	<p>Praise and respect others by taking turns, sharing and listening.</p>
<p>Dance</p>	<p>Children know... Begin to know how to link movements together e.g. balances and travelling, to create a simple sequence/dance. Know how to safely participate, with support. Know that exercise helps to keep us healthy.</p> <p>Children can... <u>Physical</u> Link movements together. Children can begin to move in time to music. Use simple pathways, with support.</p> <p><u>Performance</u> Perform patterns of movement. Performs individually and whole class, with support.</p> <p><u>Personal and social</u> Identify strengths and next steps, with support. Communicate (verbal) with others, with support. Respect others by taking turns, sharing and listening.</p>	<p>Children know... Know how to link movements together to create a simple sequence/dance. Know how to safely participate in dance. Know that exercise helps to keep us healthy. Begin to explain why.</p> <p>Children can... <u>Physical</u> Link patterns of movements in time to music. Link and perform movements with control, beginning to explore different levels/height. Use simple pathways and mirroring, with support.</p> <p><u>Performance</u> Perform dances to their peers and familiar adults. Performs individually, in groups, pairs and whole class, with support.</p> <p><u>Personal and Social</u> Identify strengths and next steps. Show resilience and perseverance by working on next steps with support. Communicate (verbal) with others. Praise and respect others by taking turns, sharing and listening, with support.</p>	<p>Children know... Begin to know which movements best link together to create a sequence/dance. Know how to safely participate in dance. Know how and why exercise helps to keep us healthy.</p> <p>Children can... <u>Physical</u> Perform movements to the beat and rhythm of a piece of music led by an adult. Link a range of movements together with control, including changes in levels/height. Use simple pathways, footwork patterns and mirroring, with support.</p> <p><u>Performance</u> Perform dances to their peers and familiar adults. Performs individually, in groups, pairs and whole class, with support.</p> <p><u>Personal and social</u> Identify strengths and next steps. Show resilience and perseverance by working on next steps. Communicate (verbal) with others. Praise and respect others by taking turns, sharing and listening.</p>
<p>Vocabulary (as EYFS +)</p>	<p>Moving, travelling, sequence, levels, height, beat, dance, perform, partner, rhythm, beat, agility, fitness, pass, teamwork, equipment, physical, shapes, straddle, pike, arch, dish, straight, tuck, star, sportsmanship, striking, hitting, kicking, catching, safety, 1,2,3 lift/down, resilience, perseverance, praise, respect, communication</p>		

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Year 2			
Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
	Term 1		
Gymnastics	<p>Children know... Begin to know which movements best link together to create a sequence. Know how to safely participate in gymnastics. Know how and why exercise helps to keep us healthy.</p> <p>Children can... <u>Physical</u> Show range of ways of balancing and travelling safely in a range of spaces, including different levels/height. Show strength, balance and coordination in a range of movements including a wide range of balances/shapes using different body parts.</p> <p><u>Performance</u> Link a range of balance/shapes and using different body parts to create a sequence to perform to others.</p> <p><u>Personal and social</u> Identify strengths and next steps. Show resilience and perseverance by working on next steps. Communicate (verbal) with others. Praise and respect others by taking turns, sharing and listening.</p>	<p>Children know... Know which movements best link together to create a sequence. Know how to safely participate in gymnastics. Know how and why exercise is important for our health and how it effects the human body.</p> <p>Children can... <u>Physical</u> Show a range of ways of balancing and travelling in a range of spaces and including different levels/heights, speed and direction. Show strength, balance and coordination in a range of movements, including a wide range of balances/shapes using different body parts.</p> <p><u>Performance</u> Link a range of ways of moving/travelling with a range of balance/shapes and using different body parts to create a sequence to perform to others.</p> <p><u>Personal and social</u> Identify strengths and next steps. Show resilience and perseverance by beginning to work on next steps to improve performance, with support. Communicate (verbal/non-verbal) with others. Praise and respect others by taking turns, sharing and listening. Help others, with support.</p>	<p>Children know... Know which movements best link together to create fluid transition between movements in their sequence. Know how to safely participate in gymnastics. Know how and why exercise is important for our health and how it effects the human body.</p> <p>Children can... <u>Physical</u> Show extension in their body parts when moving/travelling in a range of ways.</p> <p><u>Performance</u> Show strength, balance and coordination in a range of movements, including linking and performing a wide range of balances/shapes with extension, using different body parts.</p> <p><u>Personal and social</u> Identify strengths and next steps. Show resilience and perseverance by beginning to work on next steps to improve performance. Communicate in a range of ways (e.g. verbal/non-verbal) with others to improve. Praise and respect others by taking turns, sharing and listening. Help others and show patience in this.</p>
Games	<p>Children know... Begin to know and understand the role of an attacker and defender.</p> <p>Children can... <u>Physical</u></p>	<p>Children know... Know and understand the role of an attacker and defender.</p> <p>Children can... <u>Physical</u></p>	<p>Children know... Know and understand the role and importance of an attacker and defender.</p> <p>Children can... <u>Physical</u></p>

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Physical Development Progression in Knowledge and Skills

	<p>Use secured spatial awareness to begin attacking and defending, with support. With support, use skills for attacking e.g. catching, underarm throw, overarm throw, bouncing, chest pass, rolling, dribbling (hands). With support, use skills for defending e.g. blocking.</p> <p><u>Performance</u> Apply all skills in a team game. Begin to use skills for attacking and defending, with support.</p> <p><u>Personal and social</u> Identify strengths and next steps. Show resilience and perseverance by working on next steps. Communicate (verbal) with others. Praise and respect others by taking turns, sharing and listening.</p>	<p>Use secured spatial awareness for attacking and defending. Use skills for attacking e.g. catching, underarm throw, overarm throw, bouncing, chest pass, rolling, dribbling (hands). Use skills for defending e.g. long barrier, blocking.</p> <p><u>Performance</u> Apply all skills for attacking and defending in a team game.</p> <p><u>Personal and social</u> Identify strengths and next steps. Show resilience and perseverance by beginning to work on next steps to improve performance, with support. Communicate (verbal/non-verbal) with others. Praise and respect others by taking turns, sharing and listening. Help others, with support.</p>	<p>Consistently use secured spatial awareness for attacking and defending. Use intercepting as a way of defending and attacking.</p> <p><u>Performance</u> Apply all skills consistently and effectively whilst participating in team games.</p> <p><u>Personal and social</u> Identify strengths and next steps. Show resilience and perseverance by beginning to work on next steps to improve performance. Communicate in a range of ways (e.g. verbal/non-verbal) with others to improve. Praise and respect others by taking turns, sharing and listening. Help others and show patience in this.</p>
<p>Dance</p>	<p>Children know... Begin to know which movements best link together to create a sequence/dance. Know how to safely participate in dance. Know how and why exercise helps to keep us healthy.</p> <p>Children can... <u>Physical</u> Perform movements to the beat and rhythm of a piece of music led by an adult. Link a range of movements together with control, including changes in levels/height.</p> <p><u>Performance</u> Perform dances to their peers and familiar adults. Performs individually, in groups, pairs and whole class, with support.</p>	<p>Children know... Know which movements best link together to create a sequence/dance. Know how to safely participate in dance, including setting up and using equipment with support. Know how and why exercise is important for our health and how it effects the human body.</p> <p>Children can... <u>Physical</u> Perform movements to the beat and rhythm of a piece of music, led by themselves and/or their peers. Link a range of movements together with control, which will include changes in levels/height, speed and direction.</p> <p><u>Performance</u> Performs dances to an audience. Performs individually, in groups, pairs and whole class.</p>	<p>Children know... Know which movements best link together to create fluid transition between movements in their sequence/dance. Know how to safely participate in dance, including setting up and using any equipment. Know how and why exercise is important for our health and how it effects the human body.</p> <p>Children can... <u>Physical</u> Perform a range of movements to the beat and rhythm of a piece of music, led by themselves and/or their peers. Movements show balance and extension. Link a range of movements together with control, to make their sequence flow effectively, which will include changes in levels/height, speed and direction.</p> <p><u>Performance</u> Confidently performs dances to a range of audiences, showing expression in their performance.</p>

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	<p><u>Personal and social</u> Identify strengths and next steps. Show resilience and perseverance by working on next steps. Communicate (verbal) with others. Praise and respect others by taking turns, sharing and listening.</p>	<p><u>Personal and social</u> Identify strengths and next steps. Show resilience and perseverance by beginning to work on next steps to improve performance, with support. Communicate (verbal/non-verbal) with others. Praise and respect others by taking turns, sharing and listening. Help others, with support.</p>	<p>Performs individually, in groups, pairs and whole class.</p> <p><u>Personal and social</u> Identify strengths and next steps. Show resilience and perseverance by beginning to work on next steps to improve performance. Communicate in a range of ways (e.g. verbal/non-verbal) with others to improve. Praise and respect others by taking turns, sharing and listening. Help others and show patience in this.</p>
<p>Agility & Fitness (term 1 only)</p>	<p>Children know... Know and understand how to change coordination skills in context e.g. run faster/slower depending on personal ability. Know how to safely participate in agility and fitness. Know how and why exercise helps to keep us healthy.</p> <p>Children can.... <u>Physical</u> Use increasing agility, fitness, strength, balance and coordination skills in a range of contexts, including agility and fitness and changes in height/levels.</p> <p><u>Performance</u> Participate in sustained physical activity over a longer period of time e.g. able to complete a high-intensity warm up followed by a physical task.</p> <p><u>Personal and social</u> Identify strengths and next steps. Show resilience and perseverance by working on next steps. Communicate (verbal) with others. Praise and respect others by taking turns, sharing and listening.</p>	<p>Children know... Begin to know and understand how to change height/level, speed and direction for different purposes e.g. running faster for a shorter distance. Know how to safely participate in agility and fitness, including setting up and using any equipment with support. Know how and why exercise is important for our health and how it effects the human body.</p> <p>Children can... <u>Physical</u> Use increasing agility, fitness, strength, balance and coordination skills in a range of contexts, including agility and fitness and changes in height/levels, speed and direction.</p> <p><u>Performance</u> Participate in sustained physical activity over a longer period of time e.g. able to complete all physical tasks across a whole PE lesson.</p> <p><u>Personal and social</u> Identify strengths and next steps. Show resilience and perseverance by beginning to work on next steps to improve performance, with support. Communicate (verbal/non-verbal) with others. Praise and respect others by taking turns, sharing and listening. Help others, with support.</p>	<p>Children know... Know and understand how to change speed for different purposes e.g. running. Know and understand different phases of a throw (preparation, execution, follow through). Know and understand different ways to jump for height and distance. Know how to safely participate in agility and fitness, including setting up and using any equipment. Know how and why exercise is important for our health and how it effects the human body.</p> <p>Children can... <u>Physical</u> Use increasing agility, fitness, strength, balance and coordination skills in a range of contexts e.g. sprinting for shorter distances; using different phases of a throw; jumping for height and distance.</p> <p><u>Performance</u> Children can sustain physical activity and apply all previously learnt skills to complete agility and fitness tasks to an increased level of performance.</p> <p><u>Personal and social</u> Identify strengths and next steps. Show resilience and perseverance by beginning to work on next steps to improve performance. Communicate in a range of ways (e.g. verbal/non-verbal) with others to improve.</p>

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			Praise and respect others by taking turns, sharing and listening. Help others and show patience in this.
Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
	Term 2		
Gymnastics	<p>Children know... Begin to know which movements best link together to create a sequence. Know how to safely participate in gymnastics. Know how and why exercise helps to keep us healthy.</p> <p>Children can... <u>Physical</u> Show range of ways of moving/travelling safely (including jumping) in a range of spaces, including different levels/height. Show strength, balance and coordination in a range of movements including a wide range of balances/shapes using different body parts.</p> <p><u>Performance</u> Link a range of ways of moving/travelling with a range of balance/shapes and using different body parts to create a sequence to perform to others.</p> <p><u>Personal and social</u> Identify strengths and next steps. Show resilience and perseverance by working on next steps. Communicate (verbal) with others. Praise and respect others by taking turns, sharing and listening.</p>	<p>Children know... Know which movements best link together to create a sequence. Know how to safely participate in gymnastics, including setting up and using equipment with support. Know how and why exercise is important for our health and how it effects the human body.</p> <p>Children can... <u>Physical</u> Show a range of ways of moving/travelling (including a range of jumps e.g. pin jump, star jump, tuck jump, twist jump) in a range of spaces and including different levels/heights, speed and direction. Show strength, balance and coordination in a range of movements, including a wide range of balances/shapes using different body parts and equipment.</p> <p><u>Performance</u> Link a range of ways of moving/travelling with a range of balance/shapes and using different body parts and equipment to create a sequence to perform to others.</p> <p><u>Personal and social</u> Identify strengths and next steps. Show resilience and perseverance by beginning to work on next steps to improve performance, with support. Communicate (verbal/non-verbal) with others.</p>	<p>Children know... Know which movements best link together to create fluid transition between movements in their sequence. Know how to safely participate in gymnastics, including setting up and using any equipment. Know how and why exercise is important for our health and how it effects the human body.</p> <p>Children can... <u>Physical</u> Show extension in their body parts when moving/travelling in a range of ways.</p> <p><u>Performance</u> Show strength, balance and coordination in a range of movements, including linking and performing a wide range of balances/shapes with extension, using different body parts and equipment.</p> <p><u>Personal and social</u> Identify strengths and next steps. Show resilience and perseverance by beginning to work on next steps to improve performance. Communicate in a range of ways (e.g. verbal/non-verbal) with others to improve. Praise and respect others by taking turns, sharing and listening. Help others and show patience in this.</p>

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		Praise and respect others by taking turns, sharing and listening. Help others, with support.	
Games	<p>Children know... Begin to know and understand the role of an attacker and defender.</p> <p>Children can... <u>Physical</u> Use secured spatial awareness to begin attacking and defending, with support. With support, use skills for attacking e.g. catching, underarm throw, overarm throw, bouncing, chest pass, rolling, dribbling (hands), striking. With support, use skills for defending e.g. blocking. With support, use a range of footwork skills e.g. kicking, 'trapping' a ball, dribbling.</p> <p><u>Performance</u> Apply all skills in a team game. Begin to use skills for attacking and defending, with support.</p> <p><u>Personal and social</u> Identify strengths and next steps. Show resilience and perseverance by working on next steps. Communicate (verbal) with others. Praise and respect others by taking turns, sharing and listening.</p>	<p>Children know... Know and understand the role of an attacker and defender.</p> <p>Children can... <u>Physical</u> Use secured spatial awareness for attacking and defending. Use skills for attacking e.g. catching, underarm throw, overarm throw, bouncing, chest pass, rolling, dribbling (hands), striking. Use skills for defending e.g. long barrier, blocking. Use a range of footwork skills e.g. kicking, 'trapping' a ball, dribbling.</p> <p><u>Performance</u> Apply all skills for attacking and defending in a team game.</p> <p><u>Personal and social</u> Identify strengths and next steps. Show resilience and perseverance by beginning to work on next steps to improve performance, with support. Communicate (verbal/non-verbal) with others. Praise and respect others by taking turns, sharing and listening. Help others, with support.</p>	<p>Children know... Know and understand the role and importance of an attacker and defender.</p> <p>Children can... <u>Physical</u> Consistently use secured spatial awareness for attacking and defending. Use intercepting as a way of defending and attacking.</p> <p><u>Performance</u> Apply all skills consistently and effectively whilst participating in team games.</p> <p><u>Personal and social</u> Identify strengths and next steps. Show resilience and perseverance by beginning to work on next steps to improve performance. Communicate in a range of ways (e.g. verbal/non-verbal) with others to improve. Praise and respect others by taking turns, sharing and listening. Help others and show patience in this.</p>
Dance	<p>Children know... Begin to know which movements best link together to create a sequence/dance. Know how to safely participate in dance. Know how and why exercise helps to keep us healthy.</p>	<p>Children know... Know which movements best link together to create a sequence/dance. Know how to safely participate in dance, including setting up and using equipment with support. Know how and why exercise is important for our health and how it effects the human body.</p>	<p>Children know... Know which movements best link together to create fluid transition between movements in their sequence/dance. Know how to safely participate in dance, including setting up and using any equipment. Know how and why exercise is important for our health and how it effects the human body.</p>

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	<p>Children can...</p> <p><u>Physical</u> Perform movements to the beat and rhythm of a piece of music led by an adult. Link a range of movements together with control, including changes in levels/height. Use simple pathways, footwork patterns and mirroring, with support.</p> <p><u>Performance</u> Perform dances to their peers and familiar adults. Performs individually, in groups, pairs and whole class, with support.</p> <p><u>Personal and social</u> Identify strengths and next steps. Show resilience and perseverance by working on next steps. Communicate (verbal) with others. Praise and respect others by taking turns, sharing and listening.</p>	<p>Children can...</p> <p><u>Physical</u> Perform movements to the beat and rhythm of a piece of music, led by themselves and/or their peers. Link a range of movements together with control, which will include changes in levels/height, speed and direction. Use simple pathways, footwork patterns and mirroring.</p> <p><u>Performance</u> Performs dances to an audience. Performs individually, in groups, pairs and whole class.</p> <p><u>Personal and social</u> Identify strengths and next steps. Show resilience and perseverance by beginning to work on next steps to improve performance, with support. Communicate (verbal/non-verbal) with others. Praise and respect others by taking turns, sharing and listening. Help others, with support.</p>	<p>Children can...</p> <p><u>Physical</u> Perform a range of movements to the beat and rhythm of a piece of music, led by themselves and/or their peers. Movements show balance and extension. Link a range of movements together with control, to make their sequence flow effectively, which will include changes in levels/height, speed and direction. Show extension in simple pathways, footwork patterns and mirroring.</p> <p><u>Performance</u> Confidently performs dances to a range of audiences, showing expression in their performance. Performs individually, in groups, pairs and whole class.</p> <p><u>Personal and social</u> Identify strengths and next steps. Show resilience and perseverance by beginning to work on next steps to improve performance. Communicate in a range of ways (e.g. verbal/non-verbal) with others to improve. Praise and respect others by taking turns, sharing and listening. Help others and show patience in this.</p>
<p>Vocabulary (As Year 1 +)</p>	<p>Star jump, pin jump, tuck jump, twist jump, front support, back support, tucked dish, attack, defend, speed, change direction, preparation, execution, follow through, distance, intercept, long barrier</p>		