



## Burbage C of E Infant School PE Progression Ladder 2021

### Statement of Intent

To develop the children's physical competence and confidence, and to inspire in them a love of a broad range of physical activity. PE is a vital part of children's physical health, mental health and well-being. Our aim is for all of the children to understand the importance of maintaining a healthy lifestyle. PE will also develop their ability to build character and will embed values such as fairness and respect.

KS1 National Curriculum Aims	Early Years Outcomes
<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. 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>Gross Motor Skills:</b> Children negotiate space and obstacles safely, with consideration for themselves and others. They can demonstrate strength, balance and co-ordination when playing. They move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>Fine Motor Skills:</b> Children hold a pencil effectively in preparation for fluent writing. They use a range of small tools and begin to show accuracy when drawing.</p> <p><b>Managing Self:</b> They become confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><b>Expressive Arts &amp; Design</b> Children can perform songs to try to move in time with music.</p>

<b>Games &amp; Athletics (ball skills)</b>		
Reception	Year 1	Year 2
<b>Skills</b>		
<ul style="list-style-type: none"> <li>• Children explore a range of apparatus to develop skills in:               <ul style="list-style-type: none"> <li>- Throwing</li> <li>- Catching</li> <li>- Kicking</li> <li>- Passing</li> <li>- Batting</li> <li>- Aiming</li> </ul> </li> <li>• Children can roll equipment in different ways.</li> <li>• Children can throw an object at a target.</li> <li>• Children can catch equipment using two hands.</li> <li>• Children can move a ball in different ways, including bouncing and kicking.</li> <li>• Children can use equipment to control a ball.</li> <li>• Children can kick an object at a target.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can use hitting skills in a game.</li> <li>• Children can practise basic striking, sending and receiving.</li> <li>• Children can catch and bounce a ball.</li> <li>• Children can use rolling skills in a game.</li> <li>• Children can practise accurate throwing and consistent catching.</li> <li>• Children can travel with a ball in different ways.</li> <li>• Children can travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</li> <li>• Children can pass the ball to another player in a game.</li> <li>• Children can use kicking skills in a game.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can strike or hit a ball with increasing control.</li> <li>• Children can throw different types of equipment in different ways, for accuracy and distance.</li> <li>• Children can throw, catch and bounce a ball with a partner.</li> <li>• Children can use throwing and catching skills in a game.</li> <li>• Children can throw a ball for distance.</li> <li>• Children can use hand-eye coordination to control a ball.</li> <li>• Children can vary types of throw used.</li> <li>• Children can bounce and kick a ball whilst moving.</li> <li>• Children can use kicking skills in a game.</li> <li>• Children can use dribbling skills in a game.</li> <li>• Children can bounce and kick a ball whilst moving.</li> <li>• Children can use kicking skills in a game.</li> <li>• Children can use dribbling skills in a game.</li> </ul>



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Reception	Year 1	Year 2
<b>Knowledge</b>		
	<ul style="list-style-type: none"><li>Children know a variety of equipment that they can throw and catch.</li></ul>	<ul style="list-style-type: none"><li>Children know skills for playing striking and fielding games.</li><li>Children know the positions of the body to strike a ball.</li></ul>
<b>Vocabulary</b>		
hot, warm, cool, sweaty, throw, kick, hit, catch, roll, travel, move, team	hot, warm, cool, sweaty, heartbeat, breathing, throw, kick, hit, strike, defend, attack, roll, pass, travel, catch, teamwork, improve	hot, warm, cool, sweaty, heartbeat, breathing, energy, warm up, cool down, underarm/overarm throw, catch, pass, kick, hit, strike, attack, defend, space, roll, teamwork, improve



<b>Games and Athletics (running, jumping, throwing)</b>		
<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Skills</b>		
<ul style="list-style-type: none"> <li>• Children can run in different ways for a variety of purposes.</li> <li>• Children can jump in a range of ways, landing safely.</li> <li>• Children can roll equipment in different ways.</li> <li>• Children can throw underarm.</li> <li>• Children can throw an object at a target.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can vary their pace and speed when running.</li> <li>• Children can run with a basic technique over different distances.</li> <li>• Children can show good posture and balance.</li> <li>• Children can jog in a straight line.</li> <li>• Children can change direction when jogging.</li> <li>• Children can sprint in a straight line.</li> <li>• Children can change direction when sprinting.</li> <li>• Children can maintain control as they change direction when jogging or sprinting.</li> <li>• Children can perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</li> <li>• Children can perform a short jumping sequence. Jump as high as possible.</li> <li>• Children can jump as far as possible.</li> <li>• Children can land safely and with control.</li> <li>• Children can work with a partner to develop the control of their jumps.</li> <li>• Children can throw underarm and overarm.</li> <li>• Children can throw a ball towards a target with increasing accuracy.</li> <li>• Children can improve the distance they can throw by using more power.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can run at different paces, describing the different paces.</li> <li>• Children can use a variety of different stride lengths.</li> <li>• Children can travel at different speeds.</li> <li>• Children can begin to select the most suitable pace and speed for distance.</li> <li>• Children can complete an obstacle course.</li> <li>• Children can vary the speed and direction in which they are travelling.</li> <li>• Children can run with basic techniques following a curved line.</li> <li>• Children can be able to maintain and control a run over different distances.</li> <li>• Children can perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</li> <li>• Children can combine different jumps together with some fluency and control.</li> <li>• Children can jump for distance from a standing position with accuracy and control.</li> <li>• Children can investigate the best jumps to cover different distances.</li> <li>• Children can choose the most appropriate jumps to cover different distances.</li> <li>• Children can know that the leg muscles are used when performing a jumping action.</li> <li>• Children can throw different types of equipment in different ways, for accuracy and distance.</li> <li>• Children can throw with accuracy at targets of different heights.</li> <li>• Children can investigate ways to alter their throwing technique to achieve greater distance.</li> </ul>



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<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Knowledge</b>		
-	-	-
<b>Vocabulary</b>		
hot, warm, cool, sweaty, throw, kick, hit, catch, roll, travel, move, team	hot, warm, cool, sweaty, heartbeat, breathing, throw, kick, hit, strike, defend, attack, roll, pass, travel, catch, teamwork, improve	hot, warm, cool, sweaty, heartbeat, breathing, energy, warm up, cool down, underarm/ overarm throw, catch, pass, kick, hit, strike, attack, defend, space, roll, teamwork, improve



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<b>Games &amp; Athletics (health and fitness)</b>		
<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Skills</b>		
•	• Children can carry and place smaller equipment safely.	• Children can carry and place equipment safely in setting up games.
<b>Knowledge</b>		
• Children know how to describe how the body feels when still and when exercising.	• Children know how to describe how the body feels before, during and after exercise.	• Children know how to recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.
<b>Vocabulary</b>		
hot, warm, cool, sweaty, throw, kick, hit, catch, roll, travel, move, team	hot, warm, cool, sweaty, heartbeat, breathing, throw, kick, hit, strike, defend, attack, roll, pass, travel, catch, teamwork, improve	hot, warm, cool, sweaty, heartbeat, breathing, energy, warm up, cool down, underarm/overarm throw, catch, pass, kick, hit, strike, attack, defend, space, roll, teamwork, improve



## Burbage C of E Infant School PE Progression Ladder 2021

<b><u>Games and Athletics (using space, attacking and defending, tactics and rules, compete/perform, evaluate)</u></b>		
Reception	Year 1	Year 2
<b>Skills</b>		
<ul style="list-style-type: none"> <li>Children can move safely around the space and equipment.</li> <li>Children can travel in different ways, including sideways and backwards.</li> <li>Children can play a range of chasing games.</li> <li>Children can follow simple rules.</li> <li>Children can control their body when performing a sequence of movements.</li> <li>Children can participate in simple games.</li> </ul>	<ul style="list-style-type: none"> <li>Children can use different ways of travelling in different directions or pathways.</li> <li>Children can run at different speeds. Begin to use space in a game.</li> <li>Children can use simple defensive skills such as marking a player or defending a space.</li> <li>Children can use simple attacking skills such as dodging to get past a defender.</li> <li>Children can follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender.</li> <li>Children can perform using a range of actions and body parts with some coordination.</li> <li>Children can begin to perform learnt skills with some control.</li> <li>Children can engage in competitive activities and team games.</li> </ul>	<ul style="list-style-type: none"> <li>Children can use different ways of travelling at different speeds and following different pathways, directions or courses.</li> <li>Children can change speed and direction whilst running.</li> <li>Children can use at least one technique to attack or defend to play a game successfully.</li> <li>Children can perform sequences of their own composition with coordination. Perform learnt skills with increasing control.</li> <li>Children can compete against self and others.</li> <li>Children can describe performances, and use what they see to improve their own performance.</li> <li>Children can talk about the differences between their work and that of others.</li> </ul>
<b>Knowledge</b>		
<ul style="list-style-type: none"> <li>Children know how to talk about what they have done.</li> <li>Children know how to talk about what others have done.</li> </ul>	<ul style="list-style-type: none"> <li>Children know the terms, attacking and defending.</li> <li>Children know how to use simple defensive skills such as marking a player or defending a space.</li> <li>Children know how to perform using a range of actions and body parts with some coordination.</li> <li>Children know how to perform learnt skills with some control.</li> <li>Children know how to engage in competitive activities and team games.</li> </ul>	<ul style="list-style-type: none"> <li>Children know how to choose and use the best space in a game.</li> <li>Children know how to use and understand the terms attacking and defending.</li> <li>Children know the importance of rules in games.</li> <li>Children know how to use simple defensive skills such as marking a player or defending a space.</li> <li>Children know how to perform sequences of their own composition with coordination. Perform learnt skills with increasing control.</li> <li>Children know how to compete against self and others.</li> </ul>
<b>Vocabulary</b>		
hot, warm, cool, sweaty, throw, kick, hit, catch, roll, travel, move, team	hot, warm, cool, sweaty, heartbeat, breathing, throw, kick, hit, strike, defend, attack, roll, pass, travel, catch, teamwork, improve	hot, warm, cool, sweaty, heartbeat, breathing, energy, warm up, cool down, underarm/ overarm throw, catch, pass, kick, hit, strike, attack, defend, space, roll, teamwork, improve



<b>Gymnastics and Dance (health and fitness)</b>		
<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Skills</b>		
	<ul style="list-style-type: none"><li>Children can carry and place smaller gymnastic apparatus safely.</li></ul>	<ul style="list-style-type: none"><li>Children can carry and place larger gymnastic apparatus safely.</li></ul>
<b>Knowledge</b>		
<ul style="list-style-type: none"><li>Children know how to describe how the body feels when still and when exercising.</li></ul>	<ul style="list-style-type: none"><li>Children know how to describe how the body feels before, during and after exercise.</li></ul>	<ul style="list-style-type: none"><li>Children know how to recognise and describe how the body feels during and after different physical activities.</li><li>Children know how to explain what they need to stay healthy.</li></ul>
<b>Vocabulary</b>		
hot, warm, cool, roll, jump, travel, balance, high, low, over, under, through, body shape	hot, warm, cool, sweaty, heartbeat, breathing, roll, jump, travel, balance, high, low, over, under, through, body shape, pike, tuck, straddle	hot, warm, cool, sweaty, heartbeat, breathing, energy, warm up, cool down, roll, jump, travel, balance, high, low, over, under, through, body shape, pike, tuck, straddle



<b>Gymnastics and Dance (acquiring and developing skills in gymnastics)</b>		
<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Skills</b>		
<ul style="list-style-type: none"> <li>Children can create a short sequence of movements.</li> <li>Children can roll in different ways with control.</li> <li>Children can travel in different ways.</li> <li>Children can stretch in different ways.</li> <li>Children can jump in a range of ways from one space to another with control.</li> <li>Children can begin to balance with control.</li> <li>Children can move around, under, over, and through different objects and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Children can create and perform a movement sequence.</li> <li>Children can copy actions and movement sequences with a beginning, middle and end.</li> <li>Children can link two actions to make a sequence.</li> <li>Children can recognise and copy contrasting actions (small/tall, narrow/wide).</li> <li>Children can travel in different ways, changing direction and speed.</li> <li>Children can hold still shapes and simple balances.</li> <li>Children can carry out simple stretches.</li> <li>Children can carry out a range of simple jumps, landing safely.</li> <li>Children can move around, under, over, and through different objects and equipment.</li> <li>Children can begin to move with control and care.</li> </ul>	<ul style="list-style-type: none"> <li>Children can copy, explore and remember actions and movements to create their own sequence.</li> <li>Children can link actions to make a sequence.</li> <li>Children can travel in a variety of ways, including rolling.</li> <li>Children can hold a still shape whilst balancing on different points of the body.</li> <li>Children can jump in a variety of ways and land with increasing control and balance.</li> <li>Children can climb onto and jump off the equipment safely.</li> <li>Children can move with increasing control and care.</li> </ul>
<b>Knowledge</b>		
<ul style="list-style-type: none"> <li>Children know a few rolls, jumps, balances, shapes and ways to travel (see separate year group list of types of each expected at year group level).</li> </ul>	<ul style="list-style-type: none"> <li>Children know some of the rolls, jumps, balances, shapes and ways to travel (see separate year group list of types of each expected at year group level).</li> </ul>	<ul style="list-style-type: none"> <li>Children know many of the rolls, jumps, balances, shapes and ways to travel (see separate year group list of types of each expected at year group level).</li> </ul>
<b>Vocabulary</b>		
hot, warm, cool, roll, jump, travel, balance, high, low, over, under, through, body shape	hot, warm, cool, sweaty, heartbeat, breathing, roll, jump, travel, balance, high, low, over, under, through, body shape, pike, tuck, straddle	hot, warm, cool, sweaty, heartbeat, breathing, energy, warm up, cool down, roll, jump, travel, balance, high, low, over, under, through, body shape, pike, tuck, straddle





<b>Gymnastics and Dance (dance)</b>		
<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Skills</b>		
<ul style="list-style-type: none"> <li>Children can join a range of different movements together.</li> <li>Children can change the speed of their actions.</li> <li>Children can change the style of their movements.</li> <li>Children can create a short movement phrase which demonstrates their own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Children can copy and repeat actions.</li> <li>Children can put a sequence of actions together to create a motif.</li> <li>Children can vary the speed of their actions.</li> <li>Children can use simple choreographic devices such as unison, canon and mirroring.</li> <li>Children can begin to improvise independently to create a simple dance.</li> </ul>	<ul style="list-style-type: none"> <li>Children can copy, remember and repeat actions.</li> <li>Children can create a short motif inspired by a stimulus.</li> <li>Children can change the speed and level of their actions.</li> <li>Children can use simple choreographic devices such as unison, canon and mirroring.</li> <li>Children can use different transitions within a dance motif.</li> <li>Children can move in time to music.</li> <li>Children can improve the timing of their actions.</li> </ul>
<b>Knowledge</b>		
<ul style="list-style-type: none"> <li>Children begin to know how to remember a range of movements or actions from different dances.</li> </ul>	<ul style="list-style-type: none"> <li>Children know some of the movements or actions from different dances.</li> </ul>	<ul style="list-style-type: none"> <li>Children know a range of movements or actions from different dances.</li> </ul>
<b>Vocabulary</b>		
hot, warm, cool, roll, jump, travel, balance, high, low, over, under, through, body shape	hot, warm, cool, sweaty, heartbeat, breathing, roll, jump, travel, balance, high, low, over, under, through, body shape, pike, tuck, straddle	hot, warm, cool, sweaty, heartbeat, breathing, energy, warm up, cool down, roll, jump, travel, balance, high, low, over, under, through, body shape, pike, tuck, straddle



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<b>Games and Athletics (compete/perform, evaluate)</b>		
<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Skills</b>		
<ul style="list-style-type: none"> <li>Children can control my body when performing a sequence of movements.</li> <li>Children can talk about what they have done.</li> <li>Children can talk about what others have done.</li> </ul>	<ul style="list-style-type: none"> <li>Children can perform using a range of actions and body parts with some coordination.</li> <li>Children can begin to perform learnt skills with some control.</li> <li>Children can watch and describe performances.</li> <li>Children can begin to say how they could improve</li> </ul>	<ul style="list-style-type: none"> <li>Children can perform sequences of their own composition with coordination.</li> <li>Children can perform learnt skills with increasing control.</li> <li>Children can watch and describe performances, and use what they see to improve their own performance.</li> <li>Children can talk about the differences between their work and that of others.</li> </ul>
<b>Knowledge</b>		
-	-	-
<b>Vocabulary</b>		
hot, warm, cool, roll, jump, travel, balance, high, low, over, under, through, body shape	hot, warm, cool, sweaty, heartbeat, breathing, roll, jump, travel, balance, high, low, over, under, through, body shape, pike, tuck, straddle	hot, warm, cool, sweaty, heartbeat, breathing, energy, warm up, cool down, roll, jump, travel, balance, high, low, over, under, through, body shape, pike, tuck, straddle