



Burbage C of E Infant School PE Progression Ladder

Statement of Intent

We aim to offer high quality physical education for all of our pupils. We want to inspire children to succeed and excel in competitive sport and other physically demanding activities. We will provide opportunities for the children to become physically confident in different contexts as well as develop and improve their levels of fitness for their physical health. The school will provide opportunities for the children to compete in sport and other activities to build their character and help the children to embed our school values which will support them in developing their mental health and wellbeing. As a school we aim to promote a positive ethos around physical activity and sport to encourage a life-long participation to improve their overall, long-term health.

| Development Matters – Children in Reception (Non-statutory Curriculum Guidance for EYFS) | KS1 National Curriculum Aims |
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| <ul style="list-style-type: none">• Revise and refine the fundamental movement skills they have already acquired.• Progress towards a more fluent style of moving, with developing control and grace.• 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.• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.• Combine different movements with ease and fluency.• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.• Develop overall body-strength, balance, co-ordination and agility.• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.• Start taking part in group activities which they make up for themselves, or in teams.• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.• Watch and talk about dance and performance art, expressing their feelings and responses.• Explore and engage in music making and dance, performing solo or in groups. | <ul style="list-style-type: none">• 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:<ul style="list-style-type: none">– master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.– participate in team games, developing simple tactics for attacking and defending.– perform dances using simple movement patterns. |



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| Games through ball skills, sending and receiving, invasion, net and wall, striking and fielding games | | |
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| Reception | Year 1 | Year 2 |
| Procedural Knowledge | | |
| <ul style="list-style-type: none">- Drop and catch with two hands.- Move a ball with feet.- Throw and roll a variety of beanbags and larger balls to space.- Kick larger balls to space.- Stop a beanbag or large ball sent to them using hands.- Attempt to stop a large ball sent to them using feet.- Hit a ball with hands.- Run and stop when instructed.- Move around showing limited awareness of others.- Make simple decisions in response to a situation. | <ul style="list-style-type: none">- Drop and catch a ball after one bounce on the move.- Move a ball using different parts of the foot.- Throw and roll towards a target with some varying techniques.- Kick towards a stationary target.- Catch a beanbag and a medium-sized ball.- Attempt to track balls and other equipment sent to them.- Strike a stationary ball using a racket.- Run, stop and change direction with some balance and control.- Recognise space in relation to others.- Begin to use simple tactics with guidance. | <ul style="list-style-type: none">- Dribble a ball with two hands on the move.- Dribble a ball with some success, stopping it when required.- Throw and roll towards a target using varying techniques with some success.- Show balance when kicking towards a target.- Catch an object passed to them, with and without a bounce.- Move to track a ball and stop it using feet with limited success.- Strike a ball using a racket.- Run, stop and change direction with balance and control.- Move to space to help score goals or limit others scoring.- Use simple tactics. |
| Declarative Knowledge | | |
| <ul style="list-style-type: none">- Sending & receiving – know to look at a target when sending a ball and to watch the ball to receive it.- Dribbling – know that keeping the ball close will help with control.- Throwing & Catching – know to have hands out ready to catch and point my hands towards the target when throwing.- Footwork – know to use big steps to run and small steps to stop.- Space – know that being in a space gives them more room to play.- Attacking & Defending– know that there are different roles in a game.- Tactics – make simple decisions in response to a task. | <ul style="list-style-type: none">- Sending & receiving – know to look at a partner before sending a ball.- Know to face their body towards their target when rolling and throwing underarm to help them balance.- Dribbling – know that moving with a ball is called dribbling.- Catching – know to watch the ball as it comes towards me.- Throwing – know which type of throw to use over longer distances.- Footwork – know that a ready position will help to move in any direction.- Space – understand that being in a good space helps to pass a ball.- Attacking – know that being able to move away from a partner helps the team to pass me the ball.- Defending – know that staying with a partner makes it more difficult for them to receive the ball. | <ul style="list-style-type: none">- Sending & receiving – know how to control the ball before sending it.- Know the stepping with an opposite foot to throwing arm will help with balance.- Dribbling – know that keeping my head up will help me to know where defenders and space are.- Catching – know to use wide fingers to pull the ball into my chest to help securely catch.- Throwing – know why we use different types of throw when passing in a game.- Footwork – know that a ready position will help to move and react quickly in any direction to return/catch a ball.- Space – know that moving into space away from defenders helps to pass and receive a ball.- Attacking – know that when my team is in possession of the ball, I am an attacker and we can score. |



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| | <ul style="list-style-type: none">- Tactics – know that tactics can help us when playing games.- Rules – know that rules help us to play fairly. | <ul style="list-style-type: none">- Defending – know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball.- know that standing between the ball and an attacker will help me to stop them from getting the ball.- Tactics – understand and apply simple tactics for attack and defence.- Rules – know how to score points and follow simple rules. |
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Vocabulary

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| - 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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Athletics (running, jumping, throwing)

| Reception | Year 1 | Year 2 |
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| Procedural Knowledge | | |
| <ul style="list-style-type: none">- Run and stop with some control.- Explore skipping as a travelling action.- Jump and hop with bent knees.- Throwing larger balls and beanbags into space.- Balance whilst stationary and on the move.- Change direction at a slow pace.- Explore moving different body parts together. | <ul style="list-style-type: none">- Attempt to run at different speeds showing an awareness of technique.- Begin to link running and jumping movements with some control.- Jump, leap and hop and choosing which allows them to jump the furthest.- Throw towards a target.- Show some control and balance when travelling at different speeds.- Begin to show balance and co-ordination when changing direction.- Use co-ordination with and without equipment. | <ul style="list-style-type: none">- Show balance and coordination when running at different speeds.- Link running and jumping movements with some control and balance.- Show hopping and jumping movements with some balance and control.- Change technique to throw for distance.- Show control and balance when travelling at different speeds.- Demonstrates balance and co-ordination when changing direction.- Perform actions with increased control when co-ordinating their body with and without equipment. |
| Declarative Knowledge | | |
| <ul style="list-style-type: none">- Running – know that they use big steps to run and small steps to stop.- Know that moving into space away from others helps to keep them safe.- Jumping – know that bending their knees will help them to land safely.- Throwing – understand that bigger targets are easier to hit. | <ul style="list-style-type: none">- Running – understand that if they swing my arms it will help them to run faster.- Jumping – know that landing on the balls of their feet helps them to land with control. Understand that if they bend their knees it will help them to jump further.- Throwing – know that stepping forward with their opposite foot to hand will help them to throw further. | <ul style="list-style-type: none">- Running – know that running on the balls of their feet, taking big steps and having elbows bent will help them to run faster.- Jumping – know that swinging their arms forwards will help their to jump further.- Throwing – know that they can throw in a straight line by pointing their throwing hand at their target as they let go of the object. |
| Vocabulary | | |
| 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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| Gymnastics and Dance | | |
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| Reception | Year 1 | Year 2 |
| Procedural Knowledge | | |
| <ul style="list-style-type: none">- Create shapes showing a basic level of stillness using different parts of their bodies (gym).- Begin to take weight on different body parts (gym).- Show shapes and actions that stretch their bodies (gym).- Copy and link simple actions together (gym).- Copy basic body actions and rhythms (dance).- Choose and use travelling actions, shapes and balances.- Travel in different pathways using the space around them.- Begin to use dynamics and expression with guidance.- Begin to count to music. | <ul style="list-style-type: none">- Perform shapes and balances making their body tense, stretched and curled.- Take body weight on hands for short periods of time.- Demonstrate poses and movements that challenge their flexibility.- Remember, repeat and link simple actions together.- Copy, remember and repeat actions and rhythms.- Choose actions for travelling, shapes and balances base on an idea.- Travel in different pathways using changes of direction, speed and levels with guidance.- Show some sense of dynamic and expressive qualities.- Begin to use counts when dancing. | <ul style="list-style-type: none">- Perform shapes and balances on different body parts with some control and balance.- Take body weight on different body parts, with and without apparatus.- Show increased awareness of extension and flexibility in actions.- Copy, remember, repeat and plan linking simple actions with some control and technique.- Copy, remember and repeat a series of actions.- Select from a wider range of actions in relation to a stimulus.- Use pathways, levels, shapes, directions, speeds and timing with guidance.- Use mirroring and unison when completing actions with a partner.- Show a character through actions, dynamics and expression.- Use counts with help to stay in time with the music. |
| Declarative Knowledge | | |
| <ul style="list-style-type: none">- Shapes – understand that they can make different shapes with my body.- Balances – know that they should be still when holding a balance.- Rolls – know that they can change my body shape to help me to roll.- Jumps – know that bending their knees will help them to land safely.- Strategy – know that if they hold a shape and count to five people will see it clearly.- Actions – understand that they can move their body in different ways to create interesting actions.- Dynamics – understand that they can change their action to show an idea. | <ul style="list-style-type: none">- Shapes – understand that they can improve their shapes by extending parts of their body.- Balances – know that balances should be held for 5 seconds.- Rolls – know that they can use different shapes to roll.- Jumps – know that landing on the balls of their feet helps them to land with control.- Strategy – know that if they use a starting and finishing position, people will know when their sequence has begun and when it has ended.- Actions – understand that actions can be sequenced to create a dance.- Dynamics – understand that they can create fast and slow actions to show an idea. | <ul style="list-style-type: none">- Shapes – know that some shapes link well together.- Balances – understand that squeezing their muscles helps them to balance.- Rolls – understand that there are different teaching points for different rolls.- Jumps – understand that looking forward will help them to land with control.- Strategy – know that if they use shapes that link well together it will help their sequence to flow- Actions – know that sequencing actions in a particular order will help them to tell the story of their dance.- Dynamics – understand that they can change the way they perform actions to show an idea. |



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| - Space – know that if they move into space it will help to keep them and others safe. | - Space – understand that there are different directions and pathways within space. | - Space – know that they can use different directions, pathways and levels in their dance. |
| - Performance – know that when watching others they sit quietly and clap at the end. | - Relationships – understand that when dancing with a partner it is important to be aware of each other and keep in time. | - Relationships – know that using counts of 8 will help them to stay in time with their partner and the music. |
| - Strategy – know that if they use lots of space, it helps to make their dance look interesting. | - Performance – know that standing still at the start and at the end of the dance lets the audience know when I have started and when they have finished. - Strategy – know that if they use exaggerated actions it helps the audience to see them clearly. | - Performance – know that using facial expressions helps to show the mood of their dance. - Strategy – know that if they practice their dance their performance will improve. |

Vocabulary

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| 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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