Kindness Teamwork Curiosity

At Bushfield Road Infant School, our P.E. curriculum, delivered through the Get Ahead scheme of work, is designed to develop pupils' physical competence, confidence, and enjoyment of movement. We aim to provide a broad and balanced programme that supports pupils in developing fundamental movement skills and a lifelong positive attitude towards physical activity and wellbeing.

Our curriculum intent is firmly rooted in our core values:

- **Kindness:** Pupils learn to show respect and care for themselves and others during physical activities. They develop an understanding of fair play, sportsmanship, and supporting peers, fostering a culture of kindness and inclusion within all P.E. lessons and activities.
- **Teamwork:** P.E. provides rich opportunities for pupils to collaborate, communicate, and work effectively with others. Through team games and group challenges, pupils develop essential social skills and learn the value of cooperation and shared success.
- **Curiosity:** We encourage pupils to explore a wide range of physical activities and sports, developing new skills and understanding how their bodies move and respond. Pupils are motivated to experiment, take on challenges, and reflect on their progress, nurturing curiosity and a growth mindset.

Our curriculum covers fundamental movement skills such as balance, coordination, agility, and control, progressing towards more complex physical activities. We also emphasise the importance of health, fitness, and safe participation in physical exercise.

Through this curriculum, we aim to nurture physically confident, active, and healthy pupils who embody Kindness, Teamwork, and Curiosity, prepared to engage positively with physical activity throughout their lives.

Nursery, EYFS, Year 1 & 2 (Based on Get Ahead):

Athletics Progression:

EYFS: NOT A SEPARATE UNIT - FOUND IN FUNDAMENTALS, BALL SKILLS AND GAMES

Nursery	EYFS	Year One	Year 2
Running: know that I move my feet to walk and run Running: explore safely running around spaces.	**Running:** know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. **Running:** explore running and stopping safely.	**Running:** understand that if I swing my arms it will help me to run faster. **Running:** explore running at different speeds.	**Running:** know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. **Running:** develop the sprinting action.
Jumping: know that to help me jump I need to bend my knees. Jumping: begin to explore jumping safely.	**Jumping:** know that bending my knees will help me to land safely. **Jumping:** explore jumping and hopping safely.	**Jumping:** know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees it will help me to jump further. **Jumping:** develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.	**Jumping:** know that swinging my arms forwards will help me to jump further. **Jumping:** develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.
Throwing: Understand that you use your hand to throwing. Throwing: begin to explore throwing at a target.	**Throwing:** understand that bigger targets are easier to hit. **Throwing:** explore throwing to a target.	**Throwing:** know that stepping forward with my opposite foot to hand will help me to throw further. **Throwing:** explore throwing for distance and accuracy	**Throwing**: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object. **Throwing:** develop overarm throwing for distance.
	Rules: know that rules help us to stay safe.	**Rules:** know that rules help us to play fairly.	**Rules:** know how to follow simple rules when working with others.
run hop safely direction space stop jump listen	: run hop safely direction space stop balance skip jump	fast slow jump aim hop safely travel balance direction bend far improve	Pace direction take off landing height distance speed jog sprint balance swing overarm underarm

Ball Skills Progression:

Nursery	EYFS	Year One	Year 2
Sending: Know that when you release a ball you are sending. Sending: begin to explore sending an object with your hands and feet.	**Sending:** know to look at the target when sending a ball. **Sending:** explore sending an object with hands and feet. .	**Sending:** know to face my body towards my target when rolling and throwing underarm to help me to balance. **Sending:** roll and throw with some accuracy towards a target.	**Sending:** know that stepping with opposite foot to throwing arm will help me to balance. **Sending:** roll, throw and kick a ball to hit a target.
Catching: know you use your hands to catch. Catching: begin exploring to catch with yourself.	**Catching:** know to have hands out ready to catch. Catching: explore catching to self and partner.	**Catching:** know to watch the ball as it comes towards me. **Catching:** begin to catch with two hands. Catch after a bounce.	**Catching:** know to use wide fingers and pull the ball in to my chest to help to securely catch. **Catching:** develop catching a range of objects with two hands. Catch with and without a bounce.
Tracking: know to follow with your eyes something coming towards you. Tracking: begin to explore stopping a ball with your hands and feet.	**Tracking:** know to watch the ball as it comes towards me and scoop it with two hands. **Tracking:** explore stopping a ball with hands and feet.	**Tracking:** know to move my feet to get in the line with the ball. **Tracking:** track a ball being sent directly	**Tracking:** know that it is easier to move towards a ball to track it than chase it. **Tracking:** consistently track and collect a ball being sent directly.
	Dribbling: know that keeping the ball close will help with control. **Dribbling:** explore dropping and catching with two hands and moving a ball with feet	**Dribbling:** know that moving with a ball is called dribbling. **Dribbling:** explore dribbling with hands and feet.	**Dribbling:** know to keep my head up when dribbling to see space/opponents. **Dribbling:** explore dribbling with hands and feet with increasing control on the move.
Send stop look listen catch	Roll throw team safely space stop kick bounce listen	Far roll aim safely throw catch direction send balance	overarm underarm distance collect dribble target

Dance Skills Progression:

Nursery	EYFS	Year One	Year 2
Actions: know that I can move my body to make different shapes. Actions: begin to explore how my body moves.	**Actions:** understand that I can move my body in different ways to create interesting actions. **Actions:** explore how my body moves. Copy basic body actions and rhythms.	**Actions:** understand that actions can be sequenced to create a dance. **Actions:** copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.	**Actions:** know that sequencing actions in a particular order will help me to tell the story of my dance. **Actions:** accurately remember, repeat and link actions to express an idea.
Dynamics: know that moving my body in different ways looks different to others. Dynamics: begin to explore actions in response to Music.	**Dynamics:** understand that I can change my action to show an idea. **Dynamics:** explore actions in response to music and an idea.	**Dynamics:** understand that I can create fast and slow actions to show an idea. **Dynamics:** explore varying speeds to represent an idea.	**Dynamics:** understand that I can change the way I perform actions to show an idea. **Dynamics:** develop an understanding of dynamics.
Space: to know when they are stood in a space. Space: to begin to find a space around others.	**Space:** know that if I move into space it will help to keep me and others safe. **Space:** begin to explore pathways and the space around me and in relation to others.	**Space:** understand that there are different directions and pathways within space. **Space:** explore pathways within my performance.	**Space:** know that I can use different directions, pathways and levels in my dance. **Space:** develop the use of pathways and travelling actions to include levels.
		Relationships: understand that when dancing with a partner it is important to be aware of each other and keep in time. **Relationships:** begin to explore actions and pathways with a partner.	**Relationships:** know that using counts of 8 will help me to stay in time with my partner and the music. **Relationships:** explore working with a partner using unison, matching and mirroring.
Performance: know that this is when I watch others.	**Performance:** know that when watching others I sit quietly and clap at the end. **Performance:** perform short phrases of movement in front of others.	**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 I have finished. **Performance:** perform on my own and with others to an audience.	**Performance:** know that using facial expressions helps to show the mood of my dance. **Performance:** develop the use of facial expressions in my performance.
	Strategy: know that if I use lots of space, it helps to make my dance look interesting.	**Strategy:** know that if I use exaggerated actions it helps the audience to see them clearly.	**Strategy:** know that if I practice my dance my performance will improve.

Move, shape, space, safely perform	move around space safely shape copy sideways forwards backwards	Counts action travel pose move direction forwards backwards speed fast slow level shape	Counts direction action travel balance speed timing level mirror shape space pathway

Fitness Skills Progression:

EYFS: NOT A SEPARATE UNIT – INCORPORATED IN FUNDAMENTALS AND GYMNASTICS

Nursery	EYFS	Year One	Year 2
Agility: know that you can move around spaces. Agility: begin to explore changing direction	**Agility:** know that moving into space away from others helps to keep me safe. **Agility:** explore changing direction safely.	**Agility:** understand that bending my knees will help me to change direction. **Agility:** change direction whilst running. .	**Agility:** know using small quick steps helps me to change direction. **Agility:** demonstrate improved technique when changing direction on the move.
Balance: know that standing still is a balance. Balance: Begin exploring balance whilst stationary.	**Balance:** know that I can hold my arms out to help me to balance. **Balance:** explore balancing whilst stationary and on the move.	**Balance:** know that looking ahead will help me to balance. **Balance:** explore balancing in more challenging activities with some success.	**Balance:** understand that I can squeeze my muscles to help me to balance. **Balance:** demonstrate increased balance whilst travelling along and over equipment.
Co-ordination: know that I can move my arms and legs at the same time. Co=ordination: Begin to explore moving different body parts together.	**Co-ordination:** know that moving my arms and legs at the same time helps me to walk, run and jump. **Co-ordination**: explore moving different body parts together.	**Co-ordination:** know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing. **Co-ordination:** explore co-ordination when using equipment.	**Co-ordination:** understand that some skills require me to move body parts at different times such as skipping. **Co-ordination:** perform actions with increased control when coordinating my body with and without equipment.
Speed: know that I take steps to run. Speed: begin to explore moving and stopping	**Speed**: know that I use big steps to run and small steps to stop. **Speed:** explore moving and stopping with control.	**Speed:** understand that if I swing my arms it will help me to run faster.	**Speed:** know that I take shorter steps to jog and bigger steps to run **Speed:** demonstrate running at different speeds.

		Speed: explore running at different speeds.	
	Strength: understand that I can hold my weight on different parts of my body. **Strength:** explore taking weight on different body parts.	**Strength:** understand that exercise helps me to become stronger. **Strength:** explore exercises using my own body weight	**Strength:** know that strength helps us with everyday tasks such as carrying our school bag. **Strength:** demonstrate increased control in body weight exercises.
	Stamina: understand that moving for a long time can make me feel tired. **Stamina:** explore moving for extended periods of time.	**Stamina:** understand that when I move for a long time it can make me feel hot and I breathe faster. **Stamina:** explore moving for longer periods of time and identify how it makes me feel.	**Stamina:** know that I need to run slower if running for a long period of time. **Stamina:** show an ability to work for longer periods of time.
copy over travel backwards space shape rock sideways forwards	copy over travel around space shape through roll	exercise mood heart healthy lungs oxygen body	Speed pace distance sprint jog steady strong race

Fundamentals Skills Progression:

Nursery	EYFS	Year One	Year 2
Running: know that I take steps to be able to run. Running: Begin to explore running and stopping.	**Running:** know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. . **Running:** explore running and stopping. Explore changing direction safely.	**Running:** understand that bending my knees will help me to change direction. Understand that if I swing my arms it will help me to run faster. **Running:** explore changing direction and dodging. Discover how the body moves at different speeds.	**Running:** know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. **Running:** demonstrate balance when changing direction. Clearly show different speeds when running.
Balancing: know that standing still is a balance. Balancing: begin to explore balancing whilst stationary.	**Balancing:** know that I can hold my arms out to help me to balance **Balancing:** explore balancing whilst stationary and on the move.	**Balancing:** know that looking ahead will help me to balance. Know that landing on my feet helps me to balance.	**Balancing:** understand that squeezing my muscles helps me to balance. **Balancing:** demonstrate balance when performing movements.

		Balancing: move with some control and balance. Explore stability and landing safely.	
Jumping: know that I need to bend my knees to jump Jumping::begin to explore taking off.	**Jumping:** know that bending my knees will help me to land safely. **Jumping:** begin to explore take-off and landing safely.	**Jumping:** know that landing on the balls of my feet helps me to land with control. **Jumping:** demonstrate control in take-off and landing when jumping.	**Jumping:** know that swinging my arms forwards will help me to jump further. **Jumping:** demonstrate jumping for distance, height and in different directions
Hopping: understand that I use one foot to hop. Hopping: begin to explore hopping on one foot.	**Hopping**: understand that I use one foot to hop. **Hopping:** explore hopping on both feet.	**Hopping:** know that I should hop with a soft bent knee. **Hopping:** begin to explore hopping in different directions.	**Hopping:** know that if I look straight ahead it will stop me falling over when I land. **Hopping:** demonstrate hopping for distance, height and in different directions.
	Skipping: know that if I hop then step that will help me to skip. **Skipping:** explore skipping as a travelling action.	**Skipping:** know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm. **Skipping:** show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.	**Skipping**: know that I should swing opposite arm to leg to help me balance when skipping without a rope . **Skipping:** explore single and double bounce when jumping in a rope.
run hop safely direction space stop jump listen	run hop safely direction space stop balance skip jump	Balance fast direction land safely jump hop	jog speed dodge skip balance sprint

Gymnastics Skills Progression:

Nursery	EYFS	Year One	Year 2
Shapes: understand that my body can make different shapes Shapes: show different shapes using my body parts.	**Shapes:** understand that I can make different shapes with my body.	**Shapes:** understand that I can improve my shapes by extending parts of my body. **Shapes:** explore basic shapes	**Shapes:** know that some shapes link well together. . **Shapes:** explore using

	.Shapes: show contrast with my body including wide/narrow, straight/curved.	straight, tuck, straddle, and pike. .	shapes in different gymnastic balances.
Balance: know that standing still is a balance. Balance: Begin exploring balance whilst stationary.	**Balances:** know that I should be still when holding a balance. **Balances:** explore shapes in stillness using different parts of my body.	**Balances:** know that balances should be held for 5 seconds. **Balances:** perform balances making my body tense, stretched and curled	**Balances:** understand that squeezing my muscles helps me to balance . **Balances:** remember, repeat and link combinations of gymnastic balances
Rolls: know that I can roll using my body. Rolls: begin to explore rocking and rolling	**Rolls:** know that I can change my body shape to help me to roll. Rolls: explore rocking and rolling.	**Rolls:** know that I can use different shapes to roll. **Rolls:** explore barrel, straight and forward roll progressions.	**Rolls:** understand that there are different teaching points for different rolls. **Rolls:** explore barrel, straight and forward roll and put into sequence work.
Jumping: know that I need to bend my knees to jump Jumping: begin to explore take off	**Jumps:** know that bending my knees will help me to land safely **Jumps:** explore jumping safely.	**Jumps:** know that landing on the balls of my feet helps me to land with control. **Jumps:** explore shape jumps including jumping off low apparatus.	**Jumps:** understand that looking forward will help me to land with control. **Jumps:** explore shape jumps and take off combinations.
	Strategy: know that if I hold a shape and count to five people will see it clearly.	**Strategy:** know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.	**Strategy:** know that if I use shapes that link well together it will help my sequence to flow
copy over travel backwards space shape rock sideways forwards	copy over travel around space shape through roll	direction speed fast slow shape level action travel balance jump roll point	direction straddle pike tuck sequence star level roll link action travel balance jump

Invasion Games Skills Progression:

EYFS: NOT A SEPARATE UNIT - FOUND IN GAMES AND BALL SKILLS

Nursery	EYFS	Year One	Year 2
Sending & receiving: know to look at the target when sending a ball and watch the ball to receive it. . **Sending & receiving:** begin to explore s&r with hands and feet using a variety of equipment.	**Sending & receiving:** know to look at the target when sending a ball and watch the ball to receive it. . **Sending & receiving:** explore s&r with hands and feet using a variety of equipment.	**Sending & receiving:** know to look at my partner before sending the ball. **Sending & receiving:** explore s&r with hands and feet to a partner.	**Sending & receiving:** know to control the ball before sending it. **Sending & receiving**: developing s&r with increased control.
	Dribbling: know that keeping the ball close will help with control. **Dribbling:** explore dropping and catching with two hands and moving a ball with their feet.	Dribbling: know that moving a ball is called dribbling. **Dribbling:** explore dribbling with hands and feet.	**Dribbling:** know that keeping my head up will help me to know where defenders are. **Dribbling:** explore dribbling with hands and feet with increasing control on the move.
Space: know that being in a space gives me room to play. **Space:** begin to recognise their own space.	**Space:** know that being in a space gives me room to play. **Space:** recognise their own space.	**Space:** understand that being in a good space helps us to pass the ball. **Space:** recognise good space when playing games.	**Space:** know that moving into space away from defenders helps me to pass and receive a ball. **Space:** explore moving into space away from others.
Attacking & defending: know that there are different roles in games. **Attacking & defending:** begin to explore changing direction and tagging games	**Attacking & defending:** know that there are different roles in games. **Attacking & defending:** explore changing direction and tagging games. .	**Attacking:** know that being able to move away from a partner helps my team to pass me the ball. **Attacking:** explore changing direction to move away from a partner.	**Attacking:** know that when my team is in possession of the ball, I am an attacker and we can score. **Attacking:** developing moving into space away from defenders.
		Defending: know that staying with a partner makes it more difficult for them to receive the ball. **Defending:** explore tracking and moving to stay with a partner.	**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 the attacker will help me to stop them from getting the ball. **Defending:** explore staying close to other players to try and stop them getting the ball.

	Tactics: make simple decisions in response to a task.	**Tactics:** know that tactics can help us when playing games.	**Tactics:** understand and apply simple tactics for attack and defence.
	Rules: know that rules help us to stay safe	**Rules:** know that rules help us to play fairly	**Rules:** know how to score points and follow simple rules.
Roll throw kick, space, direction send	Roll throw team safely space stop kick bounce listen catch tag score	safely attacker defender dribbling pass space points score team	Possession receive send goal teammate dodge chest pass bounce pass

Net and Wall Skills Progression:

EYFS: NOT A SEPARATE UNIT - FOUND IN GAMES AND BALL SKILLS

Nursery	EYFS	Year One	Year 2
Hitting: know that striking a target is called Hitting. **Hitting:** begin to explore hitting a ball with hands	**Hitting:** know to point my hand/object at my target when hitting a ball. . **Hitting:** explore hitting a ball with hands and pushing with a racket.	**Hitting:** know to use the centre of the racket for control. **Hitting:** explore hitting a dropped ball with a racket.	**Hitting:** know to watch the ball as it comes towards me to help me to prepare to hit it. quickly and return/catch a ball. **Hitting:** develop hitting a dropped ball over a net.
Feeding and rallying: know to look at the target when sending a ball and watch the ball to receive it **Feeding and rallying**: begin to explore sending and tracking a ball.	**Feeding and rallying:** know to look at the target when sending a ball and watch the ball to receive it **Feeding and rallying**: explore sending and tracking a ball with a partner. .	**Feeding:** know to use an underarm throw to feed to a partner. **Feeding:** throw a ball over a net to land into the court area.	**Feeding:** know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it. **Feeding:** accurately underarm throw over a net to a partner.
		Rallying: know that throwing/hitting to my partner with not too much power will help them to return the ball. **Rallying:** explore sending a ball with	**Rallying:** know that sending the ball towards my partner will help me to keep a rally going. **Rallying:** explore underarm rallying with a partner catching after one

		hands and a racket.	bounce.
Footwork: know you use footsteps to run. **Footwork:** begin to explore running and stopping.	**Footwork:** know to use big steps to run and small steps to stop. **Footwork:** explore changing direction, running and stopping.	**Footwork:** know that using a ready position will help me to move in any direction. **Tactics:** know that tactics can help us to be successful when playing games. **Footwork:** use the ready position to move towards a ball.	**Footwork:** know that using a ready position helps me to react **Footwork:** consistently use the ready position to move towards a ball.
	Tactics: make simple decisions in response to a task.	Tactics: know that tactics help u be successful when playing games.	**Tactics:** understand that applying simple tactics makes it difficult for my opponent.
	Rules: know that rules help us to stay safe	**Rules:** know that rules help us to play fairly.	**Rules:** know how to score points and follow simple rules.
Hit kick roll, listen catch stop run	Roll throw team safely space stop kick bounce listen catch tag score	Safely racket ready position net underarm partner space score point	receive defend opponent quickly trap return collect against

Striking and Fielding Skills Progression:

EYFS: NOT A SEPARATE UNIT - FOUND IN GAMES AND BALL SKILLS

Nursery	EYFS	Year One	Year 2
Striking: know that hitting is the same as striking Striking: begin to explore sending a ball to someone else.	**Striking**: know to point my hand at my target when striking a ball. . **Striking:** explore sending a ball to a partner.	**Striking:** understand that the harder I strike, the further the ball will travel. **Striking:** explore striking a ball with their hand and equipment. .	**Striking**: understand the role of a batter. Know that striking quickly will increase the power. **Striking:** develop striking a ball with their hand and equipment with some consistency.

Fielding: know to use your eyes when following a moving object. Fielding: begin to explore tracking a moving object.	**Fielding:** know to scoop a ball with two hands **Fielding:** explore tracking and stopping a rolling ball.	**Fielding:** know that throwing the ball back is quicker than running with it. **Fielding:** develop tracking and retrieving a ball	**Fielding:** understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points. **Fielding:** develop tracking a ball and decision making with the ball.
Throwing and catching: know to look where You are throwing to and watch when they return it. **Throwing and catching:** begin explore rolling, throwing and catching using a variety of equipment.	**Throwing and catching:** know to point my hand at my target when throwing. Know to have hands out ready to catch. **Throwing and catching:** explore rolling, throwing and catching using a variety of equipment.	**Throwing:** know which type of throw to use to throw over longer distances. **Throwing:** explore technique when throwing over and underarm.	**Throwing:** know that stepping with opposite foot to throwing arm will help me to balance. **Throwing:** develop co-ordination and technique when throwing over and underarm.
		Catching: know to watch the ball as it comes towards me. Catching: develop co-ordination and technique when catching.	**Catching:** know to use wide fingers and pull the ball in to my chest to help me to securely catch. **Catching:** catch with two hands with some co-ordination and technique.
	Tactics: Make simple decisions in response to a task.	**Tactics:** know that tactics can help us when playing games. .	**Tactics:** understand and apply simple tactics for attack (batting) and defence (fielding).
	Rules: know that rules help us stay safe	**Rules:** know that rules help us to play fairly	**Rules:** know how to score points and follow simple rules.
Roll throw catch kick listen stop	Roll throw team safely space stop kick bounce listen catch tag score	throw space score points batter team target bowler hit pass catch fielder send	Throw send score runs batter place bowler strike catch fielder backstop wicket keeper

Target Games Skills Progression:

EYFS: NOT A SEPARATE UNIT - FOUND IN FUNDAMENTALS, BALL SKILLS AND GAMES

Nursery	EYFS	Year One	Year 2

Throwing and catching: know to look where You are throwing to and watch when they **Throwing and catching:** begin explore rolling, throwing and catching using a variety of equipment	**Throwing:** know to point my hand at my target when throwing. **Throwing:** explore throwing using a variety of equipment.	**Throwing:** know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw. **Throwing overarm:** explore technique when throwing overarm towards a target. **Throwing underarm:** explore technique when throwing underarm towards a target.	**Throwing:** know that stepping with opposite foot to throwing arm will help you to balance. Know that moving my arm quicker will give me more power. **Throwing overarm:** develop co-ordination and technique when throwing overarm towards a target. **Throwing underarm:** develop co-ordination and technique when throwing underarm towards a target.
	Catching: know to have hands out ready to catch. **Catching:** explore catching using a variety of equipment.		**Striking:** know to finish with my object/hand pointing at my target. **Striking:** develop striking a ball with equipment with some consistency.
	Tactics: make simple decisions in response to a task	**Tactics:** know that tactics can help us when playing games.	**Tactics:** understand and apply simple tactics.
	Rules: know that rules help us to stay safe	**Rules:** know that rules help us to play fairly.	**Rules:** know how to score points and follow simple rules
Throw catch listen stop	Roll throw team safely space stop kick bounce listen catch tag score	far aim team score send points overarm underarm throw distance target	release strike select accuracy target object opposite ahead distance

Yoga Skills Progression:

EYFS: NOT A SEPARATE UNIT – INCORPORATED IN FUNDAMENTALS AND GYMNASTICS

Nursery	EYFS	Year One	Year 2
Balance: know that it is easier to balance using large body parts	**Balance:** know that it is easier to balance using more parts of my body than fewer parts.	**Balance:** know that if I focus on something still it will help me to balance.	**Balance:** understand that I can squeeze my muscles to help me to balance. **Balance:** remember, copy, and repeat

Balance: begin to explore shapes in stillness using different parts of my body.	**Balance:** explore shapes in stillness using different parts of my body.	**Balance:** perform balances and poses making my body tense, stretched and curled.	sequences of linked poses.
Flexibility: know that I can change my body shape **Flexibility:** begin to explore shapes and actions to stretch my body.	**Flexibility:** know that I can make my body longer by reaching out with my arms and legs **Flexibility:** explore shapes and actions to stretch my body.	**Flexibility:** know that yoga helps to improve flexibility which we need in everyday tasks. Flexibility: explore poses and movements that challenge my flexibility.	**Flexibility**: know that flexibility helps us to stretch our muscles and increase the movement in our joints. **Flexibility:** show increased awareness of extension in poses.
	Strength: understand that I can hold my weight on different parts of my body. **Strength:** explore taking weight on different body parts.	**Strength:** know that I can use my strength to move slowly and with control. **Strength:** explore strength whilst transitioning from one pose to another.	**Strength:** know that strength helps us with everyday tasks such as carrying our school bag. **Strength:** demonstrate increased control in performing poses.
Mindfulness: understand how movement makes me feel. **Mindfulness:** begin to explore my own feelings in response to an activity or task.	Mindfulness: understand how movement makes me feel. **Mindfulness:** explore my own feelings in response to an activity or task.	**Mindfulness:** understand that yoga can make me feel happy. **Mindfulness:** recognise my own feelings in response to a task or activity	**Mindfulness:** understand that I can use yoga to make me feel calm **Mindfulness:** explore controlling my focus and sense of calm.
copy over travel backwards space shape rock sideways forwards	copy over travel around space shape through roll	space pose slowly listen breath breathe copy balance stretch	focus pose position listen feel breath create choose flow

Progression Journey: Dance

This unit links to the following strand of the NC:
KS1: perform dances using simple movement patterns.

By the end of EYFS	By the end of Year 1	By the end of Year 2
Copy basic actions and rhythms	Copy remember and repeat actions	Copy remember and repeat a series of actions
Choose and use travelling actions, shapes and balances	Choose an action to show an idea	Select from a wide range of actions to respond to a stimulus
Travel in different pathways using space around them.	Use change of direction, speed and levels with guidance.	Use pathways, shapes, levels, directions, speeds and timing with guidance
Begin to use dynamics and expression with guidance	Show some dynamic and expressive qualities	Show character through actions, dynamics and expression
Begin to count to music	Begin to use the counts.	Use counts to stay in time with music with guidance.

Progression Journey: F.M.S through fundamentals, fitness and athletics

These units link to the following strands of the NC:

KS1: master basic movements including running, jumping and throwing.
Develop balance, agility and co-ordination, and begin to apply these in a range of activities.

By the end of EYFS	By the end of Year 1	By the end of Year 2
Run and stop with some control	Attempt to run at different speeds showing some technique	Show balance and co-ordination when running at different speeds.
Explore skipping a s a travelling action	Begin to link running and jumping with some control	Link running and jumping movements with some control and balance
Jump and hop with bent knees	Jump, leap and hop and make informed choice as to what is best for the task	Hop and jump with control and balance
Throw objects into a space	Throw towards a target	Change technique to throw for distance
Balance whilst stationary and on the move	Show some balance and control when travelling at different speeds	Show control and balance when travelling at different speed
Change direction at a slow pace	Begin to show balance and co-ordination when changing direction	Demonstrate balance and co-ordination when changing direction
Explore moving different body parts together	Show co-ordination with and without equipment	Perform actions with increased control, co-ordinating the body with and without equipment.

Progression Journey: Games through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games

These units link to the following strands of the NC:
KS1: master basic movements including throwing and catching.
Participate in team games, developing simple tactics for attacking and defending.

By the end of EYFS	By the end of Year 1	By the end of Year 2

Drop and catch with two hands	Drop and catch a ball after a bounce on the move	Dribble a ball with two hands whilst on the move
Move a ball with her feet	Move the ball with different parts of the foot	Dribble a ball with some success stopping when instructed
Throw and roll large objects into a space	Throw and roll towards a target with some technique	Throw and roll towards a target with varying technique and some success
Kick a large ball into a space	Kick towards a stationary target	Show balance when kicking towards a target
Stop an large object sent to them using their hands	Catch a beanbag and a medium sized ball	Catch an object passed to them with and without a bounce
Attempt to stop a large ball sent to them using their feet	Attempt to track a ball or other object sent to them	Move to track a ball and stop it with some success
Hit a ball with hands	Strike a stationary ball with a racket	Strike a ball using a racket
Run and stop when instructed	Run, stop and change direction with some co-ordination and control	Run, stop and change direction with balance and control
Move around showing some awareness of others	Recognise pace in relation to others	Move to a space to help score or stop others scoring
Make simple decisions in response to a situation	Begin to use simple tactics with guidance	Use simple tactics

Progression Journey: Body Management through parkour, gymnastics, yoga

These unit link to the following strands of the NC:
KS1: master basic movements as well as developing balance, agility and co-ordination.

By the end of EYFS	By the end of Year 1	By the end of Year 2
Create shapes showing stillness using different parts of their body	Perform balances making their body tense, stretched and curled	Perform balances on different body parts with some control and balance

Begin to take weight on different body parts	Take body weight on their hands for short periods of time	Take body weight on different body parts with and without apparatus
Show shapes and actions that stretch the body	Demonstrate poses and movements that challenge their flexibility	Show increasing awareness of extension and flexibility in actions
Copy and link simple actions together	Remember, repeat and link simple actions together	Copy, remember, repeat and plan linking simple actions with some control and technique