



Physical Development/Education Scheme of Work & Phase Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of learning	Fundamental Movement Skills <i>Assess: emerging, developing, secure on each skill.</i>	Gymnastics Focus on locomotor and non-locomotor skills through gymnastic style activities.	Dance Focus on locomotor and non-locomotor skills through dance style activities.	Games Focus on locomotor, non-locomotor, and object control skills through a variety of games through sports.		Athletics Focus on locomotor, non-locomotor, and object control skills through a variety of games.
Proposed activities ideas	<p>Locomotor</p> <ul style="list-style-type: none"> <input type="checkbox"/> Running <input type="checkbox"/> Walking <input type="checkbox"/> Marching <input type="checkbox"/> Hopping <input type="checkbox"/> Jumping <input type="checkbox"/> Skipping <input type="checkbox"/> Stepping <p>Non-Locomotor</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bending <input type="checkbox"/> Stretching <input type="checkbox"/> Swinging <input type="checkbox"/> Spinning <input type="checkbox"/> Twisting <p>Object Control</p> <ul style="list-style-type: none"> <input type="checkbox"/> Throwing <input type="checkbox"/> Catching <input type="checkbox"/> Bouncing <input type="checkbox"/> Dribbling <input type="checkbox"/> Kicking 	<p>To develop balance and co-ordination.</p> <p>To perform using simple movement patterns.</p> <p>Floor</p> <ul style="list-style-type: none"> <input type="checkbox"/> Movement/routines include balancing, jumping, rolling and flexibility skills. <p>Vault</p> <ul style="list-style-type: none"> <input type="checkbox"/> Movements/skills are performed travelling on and off a bench/raised platform. <p>Body Movement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Movements & routines including strength, flexibility, balancing and coordination skills. 	<p>To develop balance and co-ordination.</p> <p>To perform dances using movement patterns.</p> <p>Exploring through</p> <ul style="list-style-type: none"> <input type="checkbox"/> Music <input type="checkbox"/> Movements <input type="checkbox"/> Themes <p>Linking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Movements <input type="checkbox"/> Patterns <input type="checkbox"/> Skills <input type="checkbox"/> Techniques <p>Performing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Individually <input type="checkbox"/> Group work <p>Watching</p> <ul style="list-style-type: none"> <input type="checkbox"/> Performances 	<p>To participate in team/competitive games.</p> <p>To apply and develop simple principles & tactics for attacking and defending (modified where appropriate).</p> <p>Sports</p> <ul style="list-style-type: none"> <input type="checkbox"/> Badminton <input type="checkbox"/> Basketball <input type="checkbox"/> Cricket <input type="checkbox"/> Football <input type="checkbox"/> Hockey <input type="checkbox"/> Netball <input type="checkbox"/> Rounders <input type="checkbox"/> Tennis <input type="checkbox"/> Rugby <input type="checkbox"/> Dodgeball <input type="checkbox"/> Etc... 	<p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Athletic events</p> <p>Track</p> <ul style="list-style-type: none"> <input type="checkbox"/> Triple/Long jump <input type="checkbox"/> High jump <input type="checkbox"/> Running <input type="checkbox"/> Hurdles <input type="checkbox"/> Obstacle <input type="checkbox"/> Relay <p>Field</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shotput <input type="checkbox"/> Javelin <input type="checkbox"/> Discus 	
Phased targets						

<p>Phase 1 Birth to 11 months</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can turn head in response to sight. <input type="checkbox"/> I can gradually develop ability to hold up own head. <input type="checkbox"/> I can make movement with legs which gradually become more controlled. <input type="checkbox"/> I can watch and explores hands and feet, e.g., when lying on back lifts legs into vertical position and grasps feet. <input type="checkbox"/> I can turn head in response to sounds. <input type="checkbox"/> I can make movement with arms which gradually become more controlled. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can reach out for and begins to hold objects. <input type="checkbox"/> I can explore objects with mouth, often picking up an object and holding it in the mouth. <input type="checkbox"/> I can reach out and touches objects.
<p>Phase 2 8 -20 months</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can sit unsupported on the floor. <input type="checkbox"/> I can lean forward to pick up small toys, when sitting <input type="checkbox"/> I can pull to standing holding onto furniture. <input type="checkbox"/> I can pull to standing holding onto a person for support. <input type="checkbox"/> I can roll continuously to move around. <input type="checkbox"/> I can bottom shuffle continuously to move around. <input type="checkbox"/> I can crawl continuously to move around. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can react to new activities and experiences. <input type="checkbox"/> I can begin to show interest in people, events, and objects. <input type="checkbox"/> I can accept and engage in coactive exploration. <input type="checkbox"/> I can respond to options and choices with actions or gestures. <input type="checkbox"/> I can communicate consistent preferences and affective responses. <input type="checkbox"/> I can recognise familiar people, events, and objects.
<p>Phase 3 16- 26 months</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can walk upstairs holding the hand of an adult. <input type="checkbox"/> I can walk downstairs holding the hand of an adult. <input type="checkbox"/> I can walk with both hands held by an adult. <input type="checkbox"/> I can walk with one handheld by an adult. <input type="checkbox"/> I can walk around furniture lifting one foot and stepping sideways. <input type="checkbox"/> I can take first few steps independently. <input type="checkbox"/> I can begin to pull myself up on nursery play climbing equipment. <input type="checkbox"/> I can come downstairs backwards on knees. <input type="checkbox"/> I can demonstrate single actions e.g., clapping, kicking legs. <input type="checkbox"/> I can demonstrate simple movement patterns e.g., fast, slow. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can show awareness of cause and effect e.g., knocking down skittles. <input type="checkbox"/> I can recognise familiar pieces of equipment e.g., a ball or hoop. <input type="checkbox"/> I can begin to balance blocks to build a small tower. <input type="checkbox"/> I can make connections between their movement and the marks they make. <input type="checkbox"/> I can remember learned responses over increasing periods of time and may anticipate known events.
<p>Phase 4 22- 36 months</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can run safely on whole foot. <input type="checkbox"/> I can squat with steadiness to rest. <input type="checkbox"/> I can squat with steadiness to play with object on the ground. <input type="checkbox"/> I can squat with steadiness to rest or play with object on the ground and rises to feet without using hands. <input type="checkbox"/> I can climb confidently. <input type="checkbox"/> I can perform a variety of movements. <input type="checkbox"/> I can demonstrate some awareness of space. <input type="checkbox"/> I can walk upstairs holding onto a rail two feet to a step. <input type="checkbox"/> I can walk downstairs holding onto a rail two feet to a step. <input type="checkbox"/> I can follow simple instructions although they may need the support of symbols or other prompts. <input type="checkbox"/> I can link two actions in a sequence e.g., crawling and walking, or climbing and jumping. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can kick a large ball. <input type="checkbox"/> I can show control in using jugs to pour, hammers, books, and mark-making tools. <input type="checkbox"/> I can take turns with a partner or in a small group. <input type="checkbox"/> I can recognise and collect, on request, familiar pieces of equipment e.g., a mat to lie on or a hoop to jump into. <input type="checkbox"/> I can understand some basic concepts e.g., placing big and small balls in different baskets. <input type="checkbox"/> I can respond to simple commands e.g., 'stop' 'go'. <input type="checkbox"/> I can follow simple instructions although they may need the support of symbols or other prompts.

	<ul style="list-style-type: none"> <input type="checkbox"/> I can explore a variety of movements and show some awareness of space. <input type="checkbox"/> I can understand some basic concepts e.g., taking big and little steps. <input type="checkbox"/> I can move within available space, safely. 	
<p>Phase 5 30- 50 months 2.5 – 4 years</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can move freely and with pleasure then confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, and hopping. <input type="checkbox"/> I can mount stairs, steps or climbing equipment using alternate feet. <input type="checkbox"/> I can walk downstairs, two feet to each step while carrying a small object. <input type="checkbox"/> I can run skilfully. <input type="checkbox"/> I can stand momentarily on one foot when shown. <input type="checkbox"/> I can catch a large ball. <input type="checkbox"/> I can follow instructions to stay on task. <input type="checkbox"/> I can recognize small and large apparatus. <input type="checkbox"/> I can use small and large apparatus with some basic control. <input type="checkbox"/> I can move in different directions. <input type="checkbox"/> I can move in a variety of ways e.g., slowly, and quickly. <input type="checkbox"/> I can link movements in a simple sequence, although they may require support to do this. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can negotiate space successfully, adjusting speed or direction to avoid obstacles. <input type="checkbox"/> I can throw a ball but lack direction. <input type="checkbox"/> I can kick a ball but lack direction. <input type="checkbox"/> I can work in pairs and in small groups cooperatively, with support. <input type="checkbox"/> I can use two hands in co-ordination when using tools and equipment.
<p>Phase 6 40- 60months Aged 3.5-5 Nursery & EYFS</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can jump off an object. <input type="checkbox"/> I can jump off an object and lands appropriately. <input type="checkbox"/> I can travel with confidence and skill around, under, over and through balancing and climbing equipment. <input type="checkbox"/> I can move with some control and coordination e.g., they travel under and over climbing equipment <input type="checkbox"/> I can use small and large apparatus safely. <input type="checkbox"/> I can follow and imitate sequences and patterns in their movements. <input type="checkbox"/> I can be aware of space, themselves, and others. <input type="checkbox"/> I can experiment with different ways of moving. <input type="checkbox"/> I can begin to use anticlockwise movement. <input type="checkbox"/> I can begin to use anticlockwise movement and retrace vertical lines. <input type="checkbox"/> I can express through repetitive and simple sequences and movement patterns. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can develop coordination skills [for example, they kick a ball towards a target or throw a ball to a partner] <input type="checkbox"/> I can listen to instructions and follow independently. <input type="checkbox"/> I can stop and start with some accuracy, when given command. <input type="checkbox"/> I can work closely in pairs, trios, or small groups. <input type="checkbox"/> I can understand simple rules in games. <input type="checkbox"/> I can share and wait their turn. <input type="checkbox"/> I can be aware of the changes that happen to their bodies when they are active. <input type="checkbox"/> I can play simple games and may require support to keep score and follow game rules. <input type="checkbox"/> I can show increasing control over an object in pushing, patting, throwing, catching, or kicking it. <input type="checkbox"/> I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed, or changing direction to avoid obstacles.

Phase 7

Aged 6 - Year 1

Travelling (Using feet)

- I can jog, skip, gallop, hop.
- I can walk forwards.
- I can walk backwards.

Travelling (Using hands and feet)

Animal

- I can perform a Frog.
- I can perform a Bunny.
- I can perform a Crab.
- I can perform a Bear.
- I can perform a Caterpillar.
- I can perform a Crocodile.
- I can perform a Monkey.

Shape

- I can make a wide shape.
- I can make a thin shape.
- I can make a tuck shape.
- I can make a dish shape.
- I can make an arch shape.

Rolling

- I can rock on my back.
- I can roll like a pencil.
- I can roll like an egg roll.
- I can roll like a teddy / circle roll.
- I can do a forward roll.

Balance

- I can balance with front support.
- I can balance on 4 & 3 points.
- I can balance on large body parts, tummy, back, bottom, shoulder.

Jumping

- 2 feet to 2 feet.
- 2 to 1.
- 1 to 2.
- 2 feet to 2 feet for height with shape.

Body Actions

I can copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds, objects)

Travel

- I can waddle.
- I can slide.
- I can turn and spin.
- I can bob and flap.
- I can be still, freeze.
- I can copy simple movement patterns i.e., waddling, huddle, and flap wings.
- I can show and tell using body actions to explore moods, ideas, and feelings.
- I can vary speed in my movements.
- I can vary strength in my movements.
- I can vary energy in my movements.
- I can vary tension in my movements.

Applying and Linking skills

Travelling

- I can run.
- I can hop.
- I can skip.
- I can gallop.
- I can travel with an object i.e., beanbag, ball, bat and ball.

Sending

- I can roll a ball underarm.
- I can throw an object underarm (beanbag).
- I can throw an object overarm (beanbag, ball).
- I can kick a ball.
- I can hit a ball with a bat when it is dropped onto the bat.

Receiving

- I can trap a ball with my feet.
- I can catch a ball.
- I can recognise and use space in a game.
- I can understand the concept of aiming and the need for accuracy.
- I can use a feint to try and win a net type game.
- I understand to pass the ball to a person in space in an invasion type game.

Additional skills

- I know that the lesson begins with a warm-up & ends with cool down.
- I can describe how my heart is beating, and that my breathing is normal /puffed at different times in the lesson.

	<ul style="list-style-type: none"> <input type="checkbox"/> I can handle small and large apparatus including mats, benches, tables. <p>Applying and Linking skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can create and link simple combinations of 2/3 actions / skills e.g., travel and balance. <input type="checkbox"/> I can link “like” movements with a beginning, middle and end. <input type="checkbox"/> I can copy a partner’s sequence. <input type="checkbox"/> I can remember and repeat simple linked sequences. <input type="checkbox"/> I can link simple combinations of 3 / 4 actions / skills e.g., jump, travel, roll, balance. <input type="checkbox"/> I can devise short sequence with a clear begin, middle, and end. <input type="checkbox"/> I can adapt a sequence to include partner or apparatus. <input type="checkbox"/> I can remember and repeat accurately, devised sequences. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can choose movements to make own simple dance phrase with beginning, middle and ending. <input type="checkbox"/> I can practise and repeat these movements so they can be performed in a controlled way. <input type="checkbox"/> I can choose and link actions that express a mood, idea or feeling. <input type="checkbox"/> I can remember and repeat movements showing greater control, coordination, and spatial awareness. 	
<p>Phase 8 Aged 7 – Year 2</p>	<p>Travelling</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can focus on developing quality of travelling actions both on feet and hands and feet. <p>Shape</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can make a pike and straddle shape. <input type="checkbox"/> I can focus on developing quality of shape and stillness. E.g., extended feet, hands, arms, legs. <input type="checkbox"/> I can explore a range of symmetrical and asymmetrical actions. <input type="checkbox"/> I can perform movements that are mirrored and/or matched. <p>Balance</p>	<p>Body Actions</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explore basic body actions from a range of stimuli (words, poetry, pictures, sounds, objects) e.g., Penguins. <input type="checkbox"/> To create movement using a stimulus. <input type="checkbox"/> To explore and improvise ideas for dances in different styles, working on their 	<p>Travelling</p> <p>I can run, hop, skip, and gallop when given instructions. I can change direction easily i.e., dodging and swerving. I can travel with an object i.e., running, dribbling.</p> <p>Sending</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can roll a ball underarm and aim for a target. <input type="checkbox"/> I can throw a ball underarm and overarm during a game. <input type="checkbox"/> I can aim at various targets using different equipment (beanbag, ball, quoit, shuttlecock etc.). <input type="checkbox"/> I can strike a ball with a bat. <input type="checkbox"/> I can throw and catch with consistency, accuracy, confidence, and control. <input type="checkbox"/> I can throw and catch with speed. <input type="checkbox"/> I can shoot and score accurately when playing netball, football, basketball, volleyball & tennis. <input type="checkbox"/> I can continue a rally over a net.

	<ul style="list-style-type: none"> <input type="checkbox"/> I can focus on developing balances on 1,2,3 or 4 points and large body parts. <input type="checkbox"/> I can counterbalance with a partner. <input type="checkbox"/> I can counter tension with a partner. <p>Rolling</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can focus on developing quality in all the different rolling actions from Phase 7 <p>Jumping</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can jump with shapes in the air. <input type="checkbox"/> I can perform a ½ turn jump. <p>Handle apparatus</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can perform different combinations of actions and perform these with a change of speed, level, or direction. <input type="checkbox"/> I can work on developing tension, extension, and transfer of weight in their actions. <input type="checkbox"/> I can devise and perform a sequence of gymnastic actions, showing a clear beginning, middle and end. <input type="checkbox"/> I can perform a longer sequence. <input type="checkbox"/> I can work with a partner to make up a short sequence using floor, mats, and apparatus, showing consistency, fluency, and clarity of movement. <input type="checkbox"/> I can repeat accurately a sequence with more difficult actions with an emphasis on extension, clear body shape and changes in direction. <input type="checkbox"/> I can adapt sequences to include a partner. <input type="checkbox"/> I can perform actions on the floor then from floor to apparatus. 	<p>own, with a partner and in a group.</p> <ul style="list-style-type: none"> <input type="checkbox"/> To create and link dance phrases using a simple dance structure or motif. <input type="checkbox"/> To use simple choreographic principles to create motifs. <input type="checkbox"/> To compose dances by using, adapting, and developing steps, formations, and patterning from different dance styles. <input type="checkbox"/> To explore, improvise and combine movement ideas fluently and effectively. 	<p>Receiving</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can catch a ball thrown to me both under and over arm. <input type="checkbox"/> I can catch a distance from greater distances (2m and above). <input type="checkbox"/> I can catch a ball at different heights. <input type="checkbox"/> I can throw or hit an object into space to make it more difficult for their opponents. <input type="checkbox"/> I can look for space to throw, hit or run into to help me score. <input type="checkbox"/> I can understand why I need to throw or hit into a space. <input type="checkbox"/> I can hit a ball off a tee. <input type="checkbox"/> I can hold and swing the racket and play shots on both sides of my body. <input type="checkbox"/> I can perform different ways of striking a ball using different equipment (e.g., rounders, cricket). <input type="checkbox"/> I can catch a small ball with two hands. <input type="checkbox"/> I can stop a ball and throw it back to partner, bowler, or wicket keeper quickly and accurately. <input type="checkbox"/> I can retrieve, intercept, and stop a ball when fielding. <input type="checkbox"/> I can choose when to pass or dribble, so they keep possession and make progress towards the goal. <p>Defending Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can mark and defend my goal(s). <input type="checkbox"/> I can intercept and tackle to get the ball back. <input type="checkbox"/> I can direct the ball away from fielders using different angles and speeds. <p>Additional Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe how my heart is beating, and that my breathing is normal/puffed at different times in the lesson. <input type="checkbox"/> I can understand and describe changes to my heart rate when playing different type games. <input type="checkbox"/> I can recognise risks when using large apparatus.
<p>End of KS1 National Curriculum guidelines</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Participate in team games, developing simple tactics for attacking and defending. <input type="checkbox"/> Perform dances using simple movement patterns. 		

<p>End of KS2 <i>National Curriculum guidelines</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use running, jumping, throwing, and catching in isolation and in combination. <input type="checkbox"/> Play competitive games, modified where appropriate e.g., badminton, basketball, cricket, football, hockey, netball, rounders, and tennis and apply basic principles suitable for attacking and defending. <input type="checkbox"/> Develop flexibility, strength, technique, control, and balance e.g., through athletics and gymnastics. <input type="checkbox"/> Perform dances using a range of movement patterns. <input type="checkbox"/> Take part in outdoor and adventurous activity challenges both individually and within a team. <input type="checkbox"/> Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
<p>Swimming <i>National Curriculum guidelines</i></p>	<p>By Year 6 pupils should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Swim competently, confidently, and proficiently over a distance of at least 25 metres. <input type="checkbox"/> Use a range of strokes effectively e.g., front crawl, backstroke, and breaststroke. <input type="checkbox"/> Perform safe self-rescue in different water-based situations.
<p>Bike Skills</p>	<p>Bike Skills to be focused on throughout the school year in free time e.g., Golden time & play times. Pupils will be assessed through Tots for Tyres & Bike Ability training sessions delivered through the Local Sport Partnership.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tots for Tires – EYFS & KS1 pupils <input type="checkbox"/> Bike Ability - Y5 & Y6 pupils
<p>Outdoor Adventure</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Y3 – To attend a day trip to an outdoor adventure centre. <input type="checkbox"/> Y6 – To attend an overnight Residential at an outdoor adventure centre.
<p>Interventions <i>Activities take place daily and/or weekly to support the individual needs of the pupils.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Sensory processing session <input type="checkbox"/> Sensory processing walk <input type="checkbox"/> Sensory processing gym <input type="checkbox"/> Rebound <input type="checkbox"/> MOVE <input type="checkbox"/> Daily mile walk <input type="checkbox"/> Active brain breaks <input type="checkbox"/> Hydro <input type="checkbox"/> ASD swim <input type="checkbox"/> Swimming <input type="checkbox"/> MATP