



Progression in PE

At Bernards Heath, high-quality physical education provides opportunities for all children to become physically confident in a way which supports their physical and mental health and fitness.

	FS 1	FS 2	Year 1	Year 2
Movement	Physical Development end point: Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, hopping, skipping, climbing		National Curriculum end point: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities	
	<ul style="list-style-type: none"> • Climbs stairs, steps and moves across climbing equipment using alternate feet • Maintains balance using hands and body to stabilise • Walks down steps/slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully • Can balance on one foot or in a squat, shifting body to improve stability 	<ul style="list-style-type: none"> • Move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement • Experiment with different ways of moving, testing out ideas and adapting movements • Jump off an object and land appropriately using hands, arms and body to stabilise and balance • Negotiate space successfully adjusting speed and changing direction • Travel with confidence and skill around, under, over and through balancing and climbing equipment 	<ul style="list-style-type: none"> • Develop competence in a broad range of movements e.g. dribbling a ball, passing underarm, hitting a ball over arm • Develop agility and coordination through a range of gymnastic movements 	<ul style="list-style-type: none"> • Develop competence to master a range of basic movements e.g. throwing whilst aiming at targets • Transitioning from one movement to another with increasing fluidity e.g. serving a ball in tennis, mounting and dismounting equipment
Team Games	Physical Development end point: Negotiate space and obstacles safely with consideration for themselves and others Move energetically, such as running, jumping, hopping and skipping		National Curriculum end point: Engage in competitive sport and demonstrate the values of fairness and respect Participate in team games, developing simple tactics for attacking and defending	
	<ul style="list-style-type: none"> • Can grasp and release with two hands to throw and catch a large ball, beanbag or object 	<ul style="list-style-type: none"> • Control an object by pushing, patting, throwing, catching and kicking it 	<ul style="list-style-type: none"> • Participate in team games developing an understanding of winning and losing, turn taking and fairness • Develop an awareness of a range of attacking and defending skills 	<ul style="list-style-type: none"> • Understand what it takes to be a good sportsperson and demonstrate this individually and as part of a team • Know and apply a range of tactics for attacking and defending
Dance	Physical Development end point: Negotiate space and obstacles safely with consideration for themselves and others Move energetically when dancing Expressive Arts and Design end point: Perform songs, rhymes, poems and stories with others and – when appropriate try to move in time with music		National Curriculum end point: Perform dances using simple movement patterns	
	<ul style="list-style-type: none"> • Move in a range of ways such as mirroring or creating own movement patterns • Join in with moving and dancing using a range of equipment such as scarves and ribbons 	<ul style="list-style-type: none"> • Express thoughts and feelings through movement • Copy a simple dance pattern, linking two dance movements together • Move in time with music using body, scarves and ribbons 	<ul style="list-style-type: none"> • Children engage energetically with a variety of music • With support, children sequence movements to create a simple dance both individually and with others 	<ul style="list-style-type: none"> • Children engage with a variety of music • Individually and as part of a group, children create a sequence of simple dance movements and perform to an audience

