



**Armley Park Primary School-P.E. Skills Progression**

At Armley Park Primary School, we follow REAL P.E. which has a progression map for both FUNS (Fundamental Movement Skills) and COGs. Both of these can be found on the P.E. website page. The below shows the mapping and progression of COGs across the year, as well as the sport (where applicable) that the FUNS are taught through. In EYFS and KS1, our pupils learn the basic fundamental skills of physical activity - agility, balance and coordination - their ABCs. They build up and develop these skills over the two years, so that when they come to KS2, they can more confidently apply the set of skills to a range of sports such as rugby, football, netball, hockey and more. It is in KS2 that our pupils get the opportunities to play these sports competitively.

EYFS – NURSERY	EYFS NURSEY	EYFS RECEPTION
<p><b>Children in Nursery who have just turned 3 may first be learning to:</b></p> <p>Climb and squeeze themselves into different types of spaces.</p> <p>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</p> <p>Clap and stamp to music.</p> <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p>	<p><b>Children in Nursery who will be learning to:</b></p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p>	<p><b>Children in reception will be learning to:</b></p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling crawling • walking • jumping • running • hopping • skipping • climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport</p>

<p>Enjoy starting to kick, throw and catch balls.</p> <p>Build independently with a range of appropriate resources.</p> <p>Begin to walk independently –choosing appropriate props to support at first.</p> <p>Walk, run, jump and climb – and start to use the stairs independently.</p> <p>Spin, roll and independently use ropes and swings (for example, tyre swings).</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>Start eating independently and start to use a knife and fork.</p> <p>Develop manipulation and control.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the correct resource to carry out own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Show a preference for a dominant hand.</p>	<p>and swimming.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, coordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing for mealtimes.</p>
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Explore different materials and tools.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	
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TERM	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Personal cog	Personal cog	Personal Cog Through the gates Invasion Game	Personal Cog Through the gates Invasion Game	Personal Cog Swimming Tennis	Personal Cog Netball and Football
Autumn 2	Social cog	Social cog	Social Cog Athletics	Social Cog Athletics	Social Cog Swimming Hockey	Social Cog Gymnastics Kabadi
Spring 1	Cognitive cog	Cognitive cog	Cognitive Cog	Cognitive Cog	Cognitive Cog Swimming Rugby	Cognitive Cog Badminton
Spring 2	Creative cog	Creative cog	Creative Cog	Creative Cog Throw Squash	Creative Cog Swimming Gymnastics	Creative Cog Volleyball/Hand ball
Summer 1	Health and fitness cog	Health and fitness cog	Health and Fitness Cog Athletics	Health and Fitness Cog Athletics	Health and Fitness Cog Athletics / Swimming	Health and Fitness Cog Athletics
Summer 2	Physical cog	Physical cog	Physical Cog Cricket	Physical Cog Rounders	Physical Cog Netball / Swimming	Physical Cog Rounders