

## EYFS and Key Stage 1 Physical Skills

	EYFS – Foundation 1	EYFS – Foundation 2	Year 1	Year 2
<b>Agility and Running</b>	Moves freely and with pleasure and confidence in a range of ways, such as: slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	Travels with confidence and skill around, under, over and through balancing and climbing equipment Can change direction when moving at speed	Move confidently, using changes in speed, level and direction	Move with control, changing direction and speed when playing avoiding and chasing games.
	Negotiates space successfully, adjusting speed or direction to avoid obstacles.	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.		
	Runs safely on whole foot.	Uses changes in direction and speed to find and use space.	Runs with control and balance.	Runs fluently with control and balance.
<b>Balance</b>	Can stand momentarily on one foot when shown.	Can balance on one foot for longer periods of time	Perform a combination of different balances with control and strength.	Demonstrate strength and control when performing and linking balances using different body parts.
	Squats with steadiness to rest or play with object on the ground and rises to feet without using hands.	Has an awareness of strategies to support balancing.	Balance with control and co-ordination.	Able to use a varied range of controlled balances
		Mounts stairs, steps or climbing equipment using alternate feet.		
		Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.		

<b>Co-ordination</b>	Can negotiate space successfully when walking and running	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.		
	Can move an object by pushing, patting, throwing, catching and kicking it.	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	Manoeuvre and send a ball with control (when stationary) using hands, feet and equipment.	Fluently manoeuvre and send a ball with increasing control (when stationary) using hands, feet and equipment, through a variety of techniques.
	Is becoming more confident when kicking a ball	Shows increasing control over an object when kicking it.	Manoeuvre and send a ball with control (when moving) using hands, feet and equipment.	Fluently manoeuvre and send a ball with increasing control (when moving) using a variety of techniques.
		Is beginning to show how small movements can be used to dribble a football with some success		
		Can use feet to move a ball in different directions		
		Can stop a large ball using their feet		
<b>Jumping</b>	Can jump confidently using two feet	Can jump using two feet safely and successfully		Safely perform different types of jumps, including variations of the same jump.
	Beginning to hop for a short period of time	Able to hop and leap confidently	Confidently combine basic jumps with other jumps, or actions.	Link a range of jumps as part of a sequence of movement, demonstrating control and good balance when taking off and landing.
		Can jump over small obstacles		
		Jumps off an object and lands appropriately	Land safely, with control and balance, when performing basic jumps.	

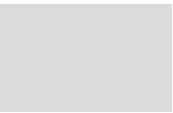
Throwing	Beginning to develop their awareness of aiming when throwing an object	Shows increasing control over an object when pushing, patting and throwing.	Use an underarm throw accurately and with control.	Able to aim at high, low, stationary and moving targets using different types of throws and varied equipment.
	Beginning to show increasing control and accuracy when throwing a small ball or bean bag	Shows a preference for a dominant hand when throwing	Collect and throw underarm with control and good coordination.	Able to stop, retrieve and throw, using a varied range of throws.
Catching	Able to track the flight of an object as it moves	Shows increasing control when catching an object	Stop a moving ball and catch equipment with control.	Able to stop a moving ball and catch equipment with control, using a varied range of catches.
	Can catch a large ball	Is beginning to track the flight of an object into their hands	Move into a good position to catch or stop a bouncing or non-bouncing ball.	Able to run after and towards a rolling or bouncing ball and catch with fluency.
		Demonstrates bouncing and catching skills using a range of different sized balls		
Gymnastics	To <b>travel</b> safely in a variety of different ways, including using short, long, fast and slow steps.		Show some strength and flexibility when performing a range of basic gymnastics <b>shapes</b> – Straight, star, tuck, pike and straddle.	Demonstrate improving strength, flexibility and control when performing a range of basic gymnastic <b>shapes</b> - Straight, star, tuck, pike and straddle.
	To <b>jump</b> and land appropriately.		<b>Travel</b> confidently, using changes in speed, level and direction - high/ low, fast/ slow, Long/ short, backwards/ forwards/ sideways.	<b>Travel</b> with body weight partly supported by hands – monkey walk, crab walk, bunny jumps.
	To <b>balance</b> using different parts of the body in a controlled way.		Land safely, with control and balance, when performing basic <b>jumps</b> – straight and star.	Perform a range of <b>jumps</b> demonstrating control and good balance when taking off and landing – Tuck jump, change of direction.
	To use 3 and 4 parts of the body to <b>balance and travel</b> .		Perform different <b>balances</b> with control and strength – Front, side and rear supports/ Balance on different body parts.	Shows increased strength and control when performing <b>balances</b> using different body parts – Arch, Dish.
	To use different parts of the body to perform a <b>rocking</b> action.		Show a developing a range of <b>rocking</b> actions – tuck rock, pike rock.	Perform <b>rocking</b> actions with good strength and body tension – Straddle Rock.

	To move confidently in different ways, including <b>rolling</b> .	Perform a basic forward <b>roll</b>	Perform a forward <b>roll</b> with control and with a clear starting and finishing position
Dance	To know and perform a star shape correctly.		
	To explore and create actions which resemble key words.	Perform movements to resemble a specific theme/ character.	Perform body actions which resemble aspects of a given theme with control.
	To know and perform strong and controlled marches in time with a simple beat.	Perform movements in time with a simple beat (e.g. stamp feet to a simple clapped beat of 4 or 8).	Perform movements fluently in time with a simple beat.
	To explore and create actions which link to a character.	Show different levels within a dance.	Perform a short dance phrase which includes elements of unison and/ or canon
	To perform a range of shapes and movements to help tell a story.		

### Glossary and Notes:

- **Control** – Movements carried out with consideration and planning (Should be able to stop at any point)
- **Accuracy** – End result (To what extent is the desired end result being achieved)
- **Consistency** – Frequency (To what extent is the skill being carried out as it should be e.g. striking a ball.)
- **Manoeuvre** – To roll or dribble, including using equipment such as a racket or hockey stick.

### Please Note:

 = Not an applicable skill that is a KEY focus within this year group.

This does NOT mean that it is not featured within lessons, or shouldn't be developed. It is just that the skill should either have already been mastered (for children that are working at A.R.E), or that the skill is not introduced/ developed until later on in the curriculum.