



Westbury Infant School

Progression of Knowledge and Skills – Physical Education (PE)

These principles and features characterise this approach and convey how our curriculum is implemented:

Intent	Implementation	Impact
At Westbury Infant School, we aim to foster a life-long love of physical education and physical activity. Using the Get Set 4 PE scheme, we deliver a high-quality, ambitious curriculum that is safe, engaging and enjoyable for all pupils. Our intent is that every child develops the confidence, competence and motivation to participate in physical activity both in school and beyond. Our curriculum meets all the aims of the National Curriculum for PE, enabling pupils to: - develop a broad range of fundamental movement skills; - engage in competitive and cooperative physical activities; - build physical literacy, resilience, and a positive attitude towards health and well-being; - experience a wide variety of sports and physical disciplines. We are committed to inclusion and ensuring that every child, regardless of background or ability, has access to meaningful and progressive PE experiences. In addition to curriculum PE, we enrich pupils' opportunities by offering after-school sports clubs led by our specialist PE coaches and dedicated dance teacher. These provide pathways for children to further extend their skills, discover new interests and enjoy being active as part of a healthy lifestyle.	At Westbury Infant school, we implement our PE curriculum using the Get Set 4 PE scheme, which provides a clear, progressive framework to support high-quality planning, teaching and assessment. Lessons are carefully sequenced to ensure that skills are revisited, refined and built upon as children move through the school. All pupils receive two sessions of PE each week—one indoor and one outdoor—to ensure breadth, consistency and regular opportunities for physical activity. Indoor sessions focus on gymnastics, dance, and fundamental movement skills, while outdoor sessions develop team games, athletics and outdoor physical challenges. Beyond timetabled lessons, we actively promote physical activity throughout the school day. Active lunchtimes are supported by a wide range of accessible equipment, encouraging children to practise skills, collaborate with peers and enjoy purposeful movement. Our trim trail equipment further promotes active play and help embed physical activity as a natural and enjoyable part of school life. In addition, we hold an inclusive sports day each summer term to build on an increase the love of sport and teamwork throughout the school. Healthy lifestyles are reinforced across the wider curriculum. Children learn about the importance of exercise, nutrition and well-being in science, life skills and through regular whole-school initiatives. Staff model positive attitudes towards physical activity, helping children to understand the value of being active and developing healthy habits for life.	Our PE curriculum enables children to develop confidence, enjoyment and a positive attitude towards physical activity. Pupils leave each stage of their learning feeling motivated, capable and willing to take part in physical activity both in school and beyond. Children develop secure fundamental movement skills, providing a strong foundation for Key Stage 2, where they apply these skills in a wider range of games, sports and physical challenges. They become increasingly self-aware, understanding how their bodies move and how to use space safely and effectively. Through high-quality, well-structured lessons led by confident and enthusiastic teachers, pupils experience PE as fun, active and inclusive. As a result, they build resilience, teamwork skills and a deeper understanding of what it means to lead a healthy, active lifestyle. Our approach ensures that every child is well-prepared for future physical learning and feels empowered to participate in physical activity with confidence.

Progression of Knowledge and Skills	EYFS In reception, as an early sportsperson I am confident to take on new physical challenges and willing to take risks to improve and develop my physical performance. I enjoy trying new physical challenges and learn new games and skills with the support of my teachers. I am prepared to take risks and know that I won't always succeed first time, but I shouldn't give up. I am able to: • experiment with movement and move in different ways • get on and off apparatus successfully • travel around, under through, over equipment • jump off an object and land safely • negotiate space whilst playing racing and chasing games • have control over my body • move safely • understand the importance of exercise and diet for good health • show control whilst moving in a variety of ways • run successfully and skilfully negotiating space and avoiding moving obstacles • show co-ordination when throwing, catching, and kicking large scale equipment • show control when moving in a variety of ways on and off equipment • begin to show tactics when playing racing and chasing games • hop confidently and skip in time to music • talk about ways to stay healthy including exercise, diet, and safety. • know about and can make healthy choices in relation to eating and exercise	Key Stage 1 In KS1, I am a sportsperson. I am inspired to try a broad range of physical activities. The new experiences I have will help me to follow the type of physical activity I enjoy so that I can develop the skills and competencies to excel in those areas. I am not afraid to move out of my comfort zone and open to a range of new or more challenging sports. I enjoy being physically active for sustained periods of time, alone and with my friends. I understand that some sport is competitive, but while I strive to win, I should enjoy taking part. I demonstrate the benefits of a healthy life and being active in my day-to-day life. I am encouraged to lead, officiate and participate within lessons to give opportunities to develop as sportsperson and leader. I am able to: ■ Perform dances using simple movement patterns. ■ Participate in team games, developing simple tactics for attacking and defending. ■ Master basic movements including running, jumping, throwing and catching. ■ Develop balance, agility and coordination and begin to apply these in a range of activities. ■ Apply what I have learnt about the importance of an active lifestyle in my day-to-day experiences.
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Assessment and Monitoring

- Observation by the teachers within lessons.
- Teachers tracking confidence and engagement.
- Pupil voice around key knowledge and views on PE.
- Teachers moving around, asking questions, assessing, providing support etc.
- Children are supported and challenged in different areas where appropriate.
- Promotion of a growth mindset, team work, sportsmanship and resilience.
- Discussions with teachers to ensure confidence in their teaching of PE.

Golden Threads

Movement & Coordination	Strength, Balance & Control	Fine Motor & Tool Control	Physical Confidence & Independence
Children develop increasingly coordinated ways of moving, combining movements and responding safely and effectively to space, equipment and others.	Children develop the strength, stability, balance and body control needed for increasingly complex movement and sustained physical activity.	Children develop hand strength, dexterity and hand-eye coordination, increasingly controlling tools, equipment and mark-making implements with precision.	Children develop confidence to participate in physical activity, take appropriate physical challenges, manage equipment safely and increasingly meet their own physical needs.

Strand	Typical Starting Points	DP1	DP2	DP3	Statutory ELGs
Gross Motor Skills KNOWLEDGE	• Move in different ways, including walking, running, climbing and jumping. • Explore balancing and changing direction during play. • Begin to notice and negotiate space, people and objects as they move. • Use wheeled toys, balls, large equipment and simple apparatus with varying levels of control.	• I know my body can move in different ways. • I know I need to notice the space and people around me when I move. • I know equipment has to be used safely. • I know practice helps me develop my movements.	• I know different movements need different kinds of control. • I know movement may need to change depending on the space, equipment and people around me. • I know different equipment can be used in different ways. • I know slowing down or changing speed can help me control my movement.	• I know balance, strength and coordination work together to help me move effectively. • I know I need to adapt my movement when the space, equipment or situation changes. • I know choosing how to move and use equipment helps me complete a physical challenge safely. • I know controlled movement helps me move safely and effectively with others.	Gross Motor Skills • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Gross Motor Skills SKILLS		• Walk, run and jump; begin to start, stop and change direction. • Explore balancing, climbing, pulling and supporting body weight while travelling over, under, through and around apparatus. • Roll, throw, kick and strike balls; begin to position the body to receive. • Move to music, rhythm and ideas: fast/slow, high/low, big/small. • Explore balance bikes and wheeled equipment; begin to propel, balance, steer and stop, with support where needed. • Move around people, obstacles and equipment safely, responding to simple expectations.	• Start, stop, change direction and alter speed when running/travelling; develop jumping, hopping and early skipping. • Plan routes across apparatus, combining climbing, balancing and travelling; use strength to support and move the body. • Send a ball towards a person or target by rolling, throwing, kicking or striking; position hands/body ready to receive. • Combine movements in games and dance, responding to rhythms, patterns, ideas or instructions. • Propel, balance, steer and stop on balance bikes/wheeled equipment while navigating around people and obstacles. • Navigate space and obstacles, changing direction or movement to avoid collisions and use equipment safely.	• Combine running, jumping, hopping and skipping; change speed and direction for a game, route or challenge. • Plan, combine and adapt movements on apparatus, using strength, balance and coordination to negotiate routes and challenges. • Adjust force, direction and body position when sending, striking and receiving balls; apply these skills with others. • Combine and sequence movements in games and dance, remembering/adapting patterns and responding to music, ideas or others. • Apply and adapt balance, steering and stopping when navigating routes and challenges on balance bikes/wheeled equipment. • Negotiate space, obstacles and other people safely, adapting movement when the environment or activity changes.	

**ESSENTIAL
VOCABULARY**

move – change where or how your body is positioned
run – move quickly using your legs
jump – push off the ground and land again
climb – move up, down or across
hold – keep something securely in your hand

space – the area around us
balance – keep your body steady

control – manage how your body or a tool moves
strength – how muscles help us move and hold
direction – the way something is moving
position – how the body, hand or tool is placed
practise – repeat something to develop it

coordination – use body parts together smoothly
precision – move carefully and accurately
adapt – change what you do to suit the situation
stable – steady and controlled
sequence – movements put together in an order



Key Stage 1 – Knowledge – Cycle 1

Units of Work	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Fundamentals (indoor) - I know that looking ahead will help me to balance. - I know that landing on my feet helps me to balance. - I know I need to hop with a soft bent knee. Ball skills (outdoor) - I know to face my body towards my target when rolling and throwing underarm to help me to balance. - I know to watch the ball as it comes towards me. - I know to move my feet to get in the line with the ball. - I know that moving with a ball is called dribbling.	Athletics (indoor) Running: I know that if I swing my arms, it will help me to run faster. Jumping: I know that landing on the balls of my feet helps me to land with control. - I know that if I bend my knees, it will help me to jump further. Throwing: I know that stepping forward with my opposite foot to hand will help me to throw further. Sending and receiving (outdoor) - I know I need to face my body towards my target when sending to help you to balance. - I know to look at your partner before sending the ball. - I know to watch the ball as it comes towards you.	Gymnastics (indoor) - I know that balances should be held for 5 seconds. - I know that I can use different shapes to roll. - I know that landing on the balls of my feet helps me to land with control Target games (outdoor) - I know which type of throw to use for distance and accuracy. - I know that my body position will affect the accuracy of my throw. - I know that rules help us to play fairly.	Gymnastics (indoor) - I know that balances should be held for 5 seconds. - I know that I can use different shapes to roll. - I know that landing on the balls of my feet helps me to land with control. Invasion games (outdoor) - I know to look at my partner before sending the ball. - I know that moving with a ball is called dribbling. - I know that being in a good space helps us to pass the ball. - I know that being able to move away from a partner helps my team to pass me the ball.	Dance (indoor) - I know that actions can be sequenced to create a dance. - I know that I can create fast and slow actions to show an idea. - I know that that there are different directions and pathways within space. Striking and Fielding (outdoor) - I know that the harder I strike, the further the ball will travel. - I know that throwing the ball back is quicker than running with it. - I know which type of throw to use to throw over longer distances. - I know to watch the ball as it comes towards me.	Dance (indoor) - I know that actions can be sequenced to create a dance. - I know that I can create fast and slow actions to show an idea. - I know that that there are different directions and pathways within space. Net and Wall games (outdoor) - I know to use the centre of the racket for control. - I know to use an underarm throw to feed to a partner. - I know that throwing/hitting to my partner with not too much power will help them to return the ball.
	Vocabulary Fundamentals (indoor) Stability – keeping your body steady and in control when you move or stop Landing – coming down safely after a jump or hop, usually with bent knees Dodge – moving quickly to avoid something or someone Ball skills (outdoor) Swing – moving something back and forth, like your arm or a bat Track – watching something carefully as it moves (like a ball) Underarm – throwing or rolling with your hand below your shoulder	Vocabulary Athletics (indoor) Control – moving your body or equipment carefully and on purpose Leap – jumping from one foot to the other Target – something you aim at. Sending and receiving (outdoor) Send – to pass or move an object to someone else Receive – to get or collect an object Catch – to stop and hold an object with your hands	Vocabulary Gymnastics (indoor) Control – moving your body or equipment carefully and on purpose Direction – the way you are moving (forwards, backwards, sideways) Level – how high or low your body is (high, middle, low) Target games (outdoor) Balance – keeping your body steady and not falling Distance – how far something travels Further – going a longer way	Vocabulary Gymnastics (indoor) Control – moving your body or equipment carefully and on purpose Direction – the way you are moving (forwards, backwards, sideways) Level – how high or low your body is (high, middle, low) Invasion games (outdoor) Attacker – a player trying to score Defender – a player trying to stop a score Goal – the place you try to score in	Vocabulary Dance (indoor) Balance – keeping steady when still or moving Beat – moving in time with a rhythm or music Level – how high or low your body is Striking and Fielding (outdoor) Batter – the player who hits the ball Bowler – the player who throws the ball Fielder – a player who stops or catches the ball	Vocabulary Dance (indoor) Level – how high or low your body is Pathway – the route or path you take when moving Pose – a shape you make with your body and hold still Net and Wall games (outdoor) Net – a barrier used in games like tennis or badminton Racket – a piece of equipment used to hit a ball or shuttlecock Ready position – standing in a way that helps you move quickly

Key Stage 1 – Knowledge – Cycle 2

Units of Work	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Teambuilding (indoor) - I know that working collaboratively with others will help to solve challenges. - I know to use encouraging words when speaking to a partner or group to help them to trust me. - I know that listening to each other's ideas might give us an idea we hadn't thought of. Fitness (outdoor) - I know that I take shorter steps to jog and bigger steps to run. - I know that I need to run slower if running for a long period of time. - I know that when I move for a long time it can make me feel hot and I breathe faster. - I know that exercise helps me to become stronger.	Fundamentals (indoor) - I know that squeezing your muscles helps you to balance. - I know that running on the balls of your feet, taking big steps and having elbows bent will help you to run faster. - I know that I need to bend my knees when I land a jump. Ball skills (outdoor) - I know that stepping with opposite foot to throwing arm will help me to balance. - I know to use wide fingers and pull the ball in to my chest to help to securely catch. - I know that it is easier to move towards a ball to track it than chase it. - I know to keep my head up when dribbling to see space/opponents.	Yoga (indoor) - I know that I can use my strength to move slowly and with control. - I know I can squeeze my muscles to help me to balance. - I know that flexibility helps us to stretch our muscles and increase the movement in our joints. Target games (outdoor) - I know that stepping with opposite foot to throwing arm will help you to balance. - I know to finish with my object/hand pointing at my target. - I know how to score points and follow simple rules	Athletics (indoor) Running: I know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. Jumping: I know that swinging my arms forwards will help me to jump further. Throwing: I know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object. Invasion games (outdoor) - I know to control the ball before sending it. - I know that keeping my head up will help me to know where defenders are. - I know that when my team is in possession of the ball, I am an attacker and we can score. - I know that when my team is not in possession I am a defender and we need to try to get the ball.	Dance (indoor) - I know that I can use different directions, pathways and levels in my dance. - I know that using counts of 8 will help me to stay in time with my partner and the music. - I know that using facial expressions helps to show the mood of my dance. Net and Wall games (outdoor) - I know to watch the ball as it comes towards me to help me to prepare to hit it. - I know that sending the ball towards my partner will help me to keep a rally going. - I know that using a ready position helps me to react quickly and return/catch a ball	Gymnastics (indoor) - I know that squeezing my muscles helps me to balance. - I know that looking forward will help me to land a jump with control. - I know that if I use shapes that link well together, it will help my sequence to flow. Striking and Fielding (outdoor) - I know the role of a batter. - I know to move towards the ball to collect it quickly. - I know that stepping with opposite foot to throwing arm will help me to balance. - I know to use wide fingers and pull the ball in to my chest to help me to securely catch.
	Vocabulary Teambuilding (indoor) Co-operate – working together with others Communicate – talking or showing ideas to help each other Plan – thinking about what you will do before you do it Fitness (outdoor) Speed – how fast you are moving Sprint – running as fast as you can for a short time Steady – moving in a calm, controlled way without rushing	Vocabulary Fundamentals (indoor) Hurdle – a barrier you jump over Take off – the moment you push off the ground to jump Sprint – running as fast as you can for a short time Ball skills (outdoor) Collect – to pick up or gather an object Receive – to get or take an object Release – to let go of an object	Vocabulary Yoga (indoor) Create – to make or think of something new Flexibility – how easily your body can bend and stretch Strength – how strong your muscles are Target games (outdoor) Accurate – being careful so something goes where you want Release – letting go of an object Strike – to hit a ball or object	Vocabulary Athletics (indoor) Distance – how far something goes Aim – to point or try to hit a target Sprint – running very fast for a short time Invasion games (outdoor) Opponent – the person or team you are playing against Possession – when you or your team has the ball Tactic – a plan to help you play well or win	Vocabulary Dance (indoor) Perform – to show a skill or movement Dynamics – how you move (fast, slow, strong, soft) Expression – showing feelings or ideas through movement Net and Wall games (outdoor) Defend – to stop the other team from scoring Receive – to get the ball or object Return – to send something back	Vocabulary Gymnastics (indoor) Pike – a shape with straight legs and a bent body Sequence – a set of movements done in order Straddle – a shape with legs wide apart Striking and Fielding (outdoor) Backstop – a fielder who stands behind the batter Stump – the sticks the bowler aims at Runs – points scored by running in cricket

Key Stage 1 – Skills

	Year 1	Year 2
Fundamental Movement Skills	Develop and perform basic movements including running, jumping, hopping, balancing and landing with increasing control.	Refine and combine movements with greater speed, accuracy, balance and coordination.
Ball Skills	Throw, catch, roll, kick and dribble using large equipment with growing control.	Apply throwing, catching, kicking and dribbling skills accurately in a range of activities and games.
Balance, Agility and Coordination	Develop balance, coordination and agility through simple activities and apparatus work.	Apply balance, agility and coordination confidently across a wider range of physical activities.
Dance	Perform simple movement patterns and sequences to music.	Create, perform and adapt dances using pathways, levels, timing and expression.
Gymnastics	Explore balances, rolls and jumps using apparatus safely and with control.	Link movements and balances together fluently to create sequences.
Games and Tactics	Participate in simple team games and begin to understand attacking and defending.	Apply simple tactics in competitive and cooperative games and adapt play accordingly.
Athletics	Develop basic running, jumping and throwing techniques.	Refine techniques to improve speed, distance, control and accuracy.
Teamwork and Leadership	Work cooperatively with others and follow simple rules.	Communicate effectively, lead simple activities and solve problems collaboratively.
Health and Fitness	Recognise the importance of exercise and healthy choices.	Explain how exercise affects the body and make informed healthy lifestyle choices.
Evaluation and Improvement	Identify what they did well in a physical activity.	Reflect on and improve their own and others' performances.