



Progression in P.E.

EYFS – Physical development: ELG – gross motor skills

3-4 years

- Can begin to find their own space around others
- Can begin to go over, under and around obstacles
- Can begin to develop strength, balance and co-ordination when playing and doing physical activities
- Can begin to run, jump, dance, hop, skip and climb with developing control of movement and increasing energy levels

In Our Early Years

- Can find their own space and move around others
- Can go over, under and around obstacles with increasing dexterity
- Can show developing strength, balance and co-ordination when playing and doing physical activities
- Can run, jump, dance, hop, skip and climb with control of movement and energy

Physical development (gross motor skills) - Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing and doing physical activities
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Managing Self - Children at the expected level of development will: -

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

Building Relationships - Children at the expected level of development will: -

- Work and play cooperatively and take turns with others

Key Vocabulary	Space, over, under, around, obstacles, strong, balance, co-ordination, run, jump, dance, hop, skip, climb, control, energy					
Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gymnastics– ways of moving Circle games and parachute games	Gymnastics Unit A - travelling Dance Unit 1 - Stars	Gymnastics Unit B- stretching and curling Dance Unit 2 - Icicles	Gymnastics Unit C- travelling, taking weight on different body parts Dance Unit 3 - Bubbles	Outdoor games Ball skills	Outdoor obstacle course Aiming and throwing

Key Stage One

skills	gymnastics	dance	games	athletics
<p>Children</p> <ul style="list-style-type: none"> • Can work individually and with others • Can co-operate with others • Can treat others with fairness and respect • Can engage in competitive physical activities against themselves • Can engage in competitive physical activities against others • Can be inspired to succeed and excel • Can apply skills in a range of activities • Can be physically active for sustained periods of time • Can build health and fitness levels • Can lead healthy, active lives • Can appreciate, evaluate and review their own and others' work 	<p>Children</p> <ul style="list-style-type: none"> • Can show balance skills on the floor and low and high level apparatus • Can show agility on the floor and low and high level apparatus • Can show co-ordination on the floor and low and high level apparatus • Can travel in different ways, on different pathways, in different directions and at different levels • Can take flight (jump and land) in different ways, on different pathways, in different directions and at different levels • Can balance in a variety of stretched and curled shapes on different body parts 	<p>Children</p> <ul style="list-style-type: none"> • Can perform creative dances using simple movement patterns • Can perform taught dances to a pulse/ piece of music/ stimulus 	<p>Children</p> <ul style="list-style-type: none"> • Can participate in team games, developing simple tactics for attacking and defending • Master basic movements including ... throwing and catching ... and begin to apply these in a range of activities • Can pass and kick a ball, hit a bat with a ball, control a ball in different ways and dribble with a ball • Can use a range of equipment with skill and control 	<p>Children</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching ... and begin to apply these in a range of activities • Can run and jump in different ways, on different pathways, in different directions and at different levels • Master techniques to improve their athletic performance

Year 1	Year 2
<p>We study (Val Sabin PE scheme)</p> <p>GYMNASTICS UNIT D - Flight bouncing, jumping and landing UNIT E - Points and Patches UNIT F - Rocking and Rolling UNIT G - Wide, Narrow, Curled</p> <p>DANCE YEAR 1 UNIT 1 - Streamers/ conkers/ playing with a ball The magic toys A traditional castle dance (school plan)</p> <p>GAMES Unit 1 Focus on ball skills and games</p>	<p>We study (Val Sabin PE scheme)</p> <p>GYMNASTICS UNIT H – Parts high and parts low UNIT I – Pathways – straight, zig-zag and curling UNIT J – Turning, spinning and twisting</p> <p>DANCE YEAR 2 UNIT 1 – The cat/ Balloons/ Reach for the stars Maypole dancing (school plan)</p> <p>GAMES Unit 1 Throwing and catching and inventing games Unit 2 Making up games with a partner – aiming, hitting, kicking Unit 3 – Bat/ball skills and games</p>

Unit 2 Throwing and Catching: aiming games Unit 3 – Bat/ball skills and games Unit 4 – Developing partner work ATHLETICS Unit 1 – running, throwing and jumping Unit 2 – developing skills and techniques of running, throwing and jumping SPORTS DAY		Unit 4 – Developing partner work ATHLETICS Unit 1 – running, throwing and jumping Unit 2 – developing skills and techniques of running, throwing and jumping SPORTS DAY
Area	<ul style="list-style-type: none"> • I can engage in a physical activity on my own and work in a pair and group when doing the same task. • I can co-operate, share and take turns with my partner or when working in a group, recognising the work my partner does and value it. • I can engage in and challenge myself in an activity, exploring new/ harder ways of doing something and wanting to beat a previous score, showing persistence and resilience. • I can engage in games/ activities when working against others, being keen to do my best and showing the beginnings of friendly competitiveness. • I can enjoy the challenges of Sports Day and celebrate my achievements. • I can engage with and work enthusiastically during a physical activity, wanting to work to the best of my ability and showing pride in my achievements. • I can challenge myself in an activity, exploring a new skill and be keen to improve, demonstrating persistence and resilience in the process. • I can explore how to use a piece of equipment/ skill in several new ways. • I can explore and find new ways to create an activity or mini game using a given piece of equipment/ skill. • I can, with greater confidence, begin to plan a new activity with a piece of equipment/ skill, beginning to make decisions about how to approach the task, solve the problem and reach the goal, 	<ul style="list-style-type: none"> • The pupil can engage in a physical activity on their own, in a pair and as part of a group. • The pupil can co-operate, share and take turns when working with others, showing the need for fairness and recognition of their peers’ contributions. • I can engage in and more confidently explore ways of challenging myself in order to improve my performance and be prepared to be persistent and resilient until improvement can be seen. • I can engage in a variety of different games/ activities when working against others, being keen to do my best, starting to recognise my strengths and showing friendly competitiveness. • I can enjoy the challenges of Sports Day and celebrate my achievements. • I can engage with and be inspired to explore ways to challenge myself to my physical limits, showing pride in my achievements and demonstrating persistence and resilience in the process. • I can explore how to use a piece of equipment/ skill in many new ways. • I can explore different skills and strategies when finding new ways of creating an activity or mini game using given or a choice of equipment. • I can plan a new activity with a piece of equipment/ skill, beginning to make decisions about how to approach the task, solve the problem and reach the goal, having the confidence to change and adapt my strategy as needed. • I can recognise several reasons why physical exercise is important for good health. • I can talk about how my body feels before, during and after exercise. • I can talk about and show how to do physical activity safely. • I can talk about differences between my own and others’ performances and suggest improvements using more technical vocabulary. • I can use given suggestions to improve my own work.
Taught Skills		

	<p>developing the confidence to change and adapt my strategy as needed.</p> <ul style="list-style-type: none"> • I can begin to recognise why physical exercise is important for good health. • I can talk about how my body feels before and during exercise. • I can talk about how to do physical activity safely. • I can explain how my work is similar to and different from that of others using appropriate vocabulary. • I can begin to suggest how my own or another person's work could be improved using appropriate vocabulary. 	
Gymnastics	<ul style="list-style-type: none"> • I can explore how to move confidently and safely in my own and general space, showing good awareness of each other, mats and apparatus and using changes of speed and direction. • I can explore and perform gymnastic actions (pencil/straight, tuck, star, pike, dish and arch) and still shapes. • I can explore different ways of stretching, balancing, rolling, jumping and travelling. • I can explore making my body tense, relaxed, stretched and curled. • I can explore how to copy, create and link movement phrases with a beginning, middle and end. • I can explore how to create and perform movement phrases using a range of body actions and body parts with developing control and accuracy. 	<ul style="list-style-type: none"> • I can explore how to copy, remember and repeat a variety of actions with fluency and control. • I can explore how to perform different ways of stretching, balancing, rolling, jumping and showing balance, agility and co-ordination in these. • I can explore how to move smoothly and in a controlled way from a position of stillness to another position of stillness or into a travelling movement. • I can explore how to create, repeat and perform a short sequence in which there is a clear beginning, middle and end on the floor, using apparatus and with a partner.
Dance	<ul style="list-style-type: none"> • I can copy and repeat simple dance skills and movements including jumps, skips and hops as demonstrated by the teacher. • I can respond to different stimuli with a range of actions. • I can copy simple movement patterns made by another child. • I can link simple actions and skills. • I can compose and link movement phrases to create simple dances with a beginning, middle and end. 	<ul style="list-style-type: none"> • I can copy, remember and repeat simple skills with control and co-ordination. • I can link several movements together with control and co-ordination. • I can use different stimuli as the starting point for creating my own dance phrases and short dances. • I can explore ideas, moods and feelings by improvising and experimenting with actions, dynamics, directions, levels and a growing range of possible movements. • I can create and perform dance phrases and short dances that express and communicate moods, ideas and feelings.

	<ul style="list-style-type: none"> • I can practise and repeat movement phrases and perform them in a controlled way. 	<ul style="list-style-type: none"> • I can remember and repeat a short dance phrase, showing greater control, co-ordination and spatial awareness.
Games	<ul style="list-style-type: none"> • I can copy, repeat and link simple actions and skills. • I can throw and catch a ball with a partner. • I can move fluently, changing direction and speed easily and avoiding collisions. • I can show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking. • I can choose and use skills effectively for particular games and understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming. • I can use skills in different ways in different games and try to win by adapting the way I use skills in response to my opponent's actions. 	<ul style="list-style-type: none"> • I can copy, repeat and link simple actions and skills with control and co-ordination. • I can pass a ball accurately to a partner over a variety of distances. • I can perform a range of rolling, throwing, striking, kicking, catching and gathering skills. • I can show a good awareness of others in running, chasing and avoiding games and make simple decisions about when and where to run with control. • I can vary skills, actions and ideas. • I can begin to choose and use simple tactics to suit different situations, adapting these if needed. • I can react to situations in a way that helps my partners and makes it difficult for my opponents.
Athletics	<ul style="list-style-type: none"> • I can demonstrate basic jumps (2 feet - 2 feet, 1 foot – the same foot (hop), 1 foot – the other foot (leap), 1 foot – 2 feet) and create simple combinations of jumps. • I can move at different speeds with some control. • I can change direction with a pivot action. • I can demonstrate the underarm (fling) throw, two-handed (pull) overarm throw and the push throw. • I can aim at targets increasingly accurately. • I can identify some different ways of travelling, jumping and throwing. 	<ul style="list-style-type: none"> • I can use various take-offs and landings to jump for height and distance. • I can combine a range of take-offs and landings to create patterns of jumping. • I can show the difference between running at speed and jogging and can maintain a steady, even rhythm and pace. • I can take part in a relay activity. • I can demonstrate the underarm (fling) throw, push throw and one-handed and two-handed (pull) overarm throw for accuracy and distance.
Vocabulary	Co-operate, share, take turns, challenge, persistence, resilience, competitive, improve, awareness, speed, direction, pencil/straight, tuck, star, pike, dish and arch, still, stretching, balancing, rolling, jumping and travelling, tense, relaxed, stretched and curled, movement patterns, striking, aiming, adapting, pivot, underarm, overarm, aim	Fairness, strengths, competitiveness, strategies, adapt, technical, fluency, control, balance, agility and co-ordination, smoothly, improvise, spatial awareness, distance, gathering, avoiding, tactics, opponents, take-offs, landings, steady, relay

<p>Gateway Milestones/ To access the next stage in their learning children should achieve these gateway milestones</p>	<p>Year 1:</p> <ul style="list-style-type: none"> • Develop agility, balance and co-ordination skills in a selection of gymnastics, dance, games and athletics activities • Begin to take part in competitions against others • Start to recognise new and improving skills • Take part in a range of activities, beginning to show a range of developing skills – running/ jumping/ throwing/ catching • Beginning to attack and defend when playing in a team game • Able to show some game tactics • Perform a dance with some simple movement patterns 	<p>Year 2:</p> <ul style="list-style-type: none"> • Develop good agility, balance and co-ordination skills in gymnastics, dance, games and athletics • Take part in competitions against others • Challenge themselves to achieve new skills and improve • Take part in a good range of different activities, showing a range of developed skills – running/ jumping/ throwing/ catching • Able to attack and defend when playing in a team game • Able to show game tactics that are pre-planned • Perform a dance with a range of movement patterns
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