

St Clement's & St John's CE Infant School
Skills Progression

Subject Area: Physical Education (PE)



EYFS

PE Objectives most closely linked to learning within the EYFS Framework (2021) and Development Matters come from;

Personal, Social and Emotional Development (PSED)

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably.

Physical Development (PD)

Gross and fine motor experiences development incrementally through early childhood. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is linked to early literacy. Children should be provided with opportunities to develop their core strength, stability, balance spatial awareness, co-ordination and agility through both indoor and outdoor games and opportunities. Additionally, opportunities to explore small world activities, puzzles, arts and craft will allow children to develop proficiency, control and confidence.

Expressive Arts and Design (EAD)

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

KS1 National Curriculum Aims (End of Key Stage expectations)

from the PE programmes of study: key stages 1 and 2 National curriculum in England;

The national curriculum for geography aims to ensure that all pupils:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

KS1 Pupils should be taught about:

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Children within EYFS and KS1 will develop their Physical Skills through the following Get Set 4 PE units;

Introduction to PE: Unit 1 & 2 (EYFS) – The children will learn the basic principles of PE lessons such as safely using a space, stopping safely on command and using and sharing equipment. They will be provided with a variety of opportunities to develop their fundamental movement skills such as running, jumping and skipping and will begin to develop skills needed to work individually, with a partner and within a group. Once the children have grasped these basic principles and key skills, they will begin to play simple games and will begin to understand and use rules. This unit really develops the children's foundations for success within future PE lessons throughout EYFS but also into KS1 and KS1.

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Games (EYFS) – Within this unit, the children will develop further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, take turns, keep the score, play against an opponent, play by the rules and will learn how to behave when winning and losing.

Fitness (Year 1) – The children will take part in a range of fitness activities to develop components of their fitness. They will begin to explore and develop agility, balance, co-ordination, speed and stamina. The children will be given the opportunity to work independently and with others. They will develop perseverance and begin to show determination to work for longer periods of time.

Target Games (Year 1) – The children will develop their throwing aim – using both underarm and overarm actions. The children will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will develop their understanding of the importance of abiding by rules to keep themselves and others safe.

Sending & receiving (Year 1) – The children will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.

Athletics (Year 1 & year 2) – Throughout these units, the children will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, the children will engage in performing skills and measuring performance, competing to improve on their own score and against others. They will be given opportunities to work collaboratively as well as independently and they will learn how to improve by identifying areas of strength as well as areas to develop.

Team Building (Year 1 & Year 2) – The children will develop their communication and problem-solving skills. They will work individually, in pairs and in small groups. Throughout the units, there is an emphasis on teamwork. They will learn to discuss, plan and reflect on ideas and strategies.

Fundamentals (EYFS, Year 1 & Year 2) - The children will further develop their fundamental movement skills of balancing, running, changing direction, jumping, hopping, skipping and travelling. Children will develop their fine and gross motor skills through a range of activities and through handling equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.

Gymnastics (EYFS, Year 1 & Year 2) - Throughout these units, the children will explore and develop basic gymnastic actions on the floor and using apparatus. They will develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. The children will develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They will learn to work safely with and around others and whilst using apparatus. The children will be given opportunities to provide feedback to others and recognise elements of high quality performance.

Ball Skills (EYFS, Year1 & Year 2) – Within these units, throughout EYFS and KS1, the children will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. The children will have opportunities to work independently, in pairs and small groups.



Dance (EYFS, Year 1 & Year 2) – Throughout EYFS and KS1, within Dance, the children will explore space and to move their body to express an idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression and they will use counts of 8 consistently to keep in time with the music and a partner. The children will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.

Body Balance (Year 2) – The children will develop their mindfulness and body awareness. They will begin to learn techniques that will help them to connect their mind and body. The unit supports the children in building strength, flexibility and balance.

Net & Wall (Year 2) – Within this unit, the children will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net; develop an understanding of the importance of the ready position and they will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.

Striking & Fielding (Year 2) – The children will learn and develop their skills of throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They will learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They will show respect towards others when playing competitively and develop communication skills.

Invasion (Year 2) – The children will further develop their basic ball skills required in invasion games such as sending, receiving and dribbling a ball. They will develop their understanding of attacking and defending and of what being 'in possession' means and they will learn how to score points in these types of games and how to play to the rules. The children will work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.

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	EYFS	Year 1	Year 2
Transferable Skills	<p>As an athlete, I know...</p> <ul style="list-style-type: none"> that when I work with a partner, I need to watch my partner carefully (intro to PE Unit 1 & 2) <p>As an athlete I can...</p> <ul style="list-style-type: none"> confidently and safely use a range of apparatus, alone and in a group (Reception – PD) (Gymnastics 1, Gymnastics 2) follow simple instructions (intro to PE Unit 2, Fundamentals 1, Fundamentals 2, Games 1, Games 2) share my ideas with others (Fundamentals 1, Fundamentals 2, Dance 1, Dance 2) explore activities making my own decisions in response to a task (intro to PE Unit 2, Fundamentals 2, Ball Skills 1, Ball Skills 2, Dance 1, Dance 2, Games 1, Games 2) begin to identify my own personal successes (Fundamentals 2, Dance 1, Dance 2, Games 1, Games 2) make decisions about where to move in space (intro to PE Unit 2, Dance 1, Dance 2) 	<p>As an athlete, I can...</p> <ul style="list-style-type: none"> listen to and follow instructions given by the adult (Team Building) listen to my peer's ideas (Team Building) share ideas with peers (Team Building) communicate effectively with a partner, using clear verbal directions, to solve challenges (Team Building) use effective communication skills to lead my partner (Team Building) work co-operatively as a team, listening to my friends and taking turns (Team Building) 	<p>As an athlete I can...</p> <ul style="list-style-type: none"> listen to and follow instructions given by a peer (Team Building) use effective communication skills when working with a partner, including mirroring and negotiation (Team Building) communicate effectively to develop trust between myself and a partner (Team Building) co-operate and communicate effectively in a small group to solve challenges (Team Building) create a plan within a group in order to solve a challenge (Team Building) work with a group to copy and create a basic map (Team Building) teach a sequence of actions/poses/shapes to a partner (Body Balance, Gymnastics) perform sequences confidently in front of my peers (Gymnastics)
Dance Gymnastics Body Balance (Y2)	<p>As an athlete, I know...</p> <ul style="list-style-type: none"> that I need to use big, clear, confident movements when performing (Dance 1, Dance 2) that when I make a shape, I need to squeeze my muscles to hold the shape (Gymnastics 1) that when I make a straight and star shape, I need straight arms and legs (Gymnastics 1) that when I roll I need to keep my shape for the whole roll (Gymnastics 1) that in a straight roll, I need to keep my legs and feet together (Gymnastics 1) I can travel tall on my tiptoes with my arms up (Gymnastics 1) I can travel low on my hands and knees or my tummy (Gymnastics 1) 	<p>As an athlete, I know...</p> <ul style="list-style-type: none"> that counts of 8 means to count 8 beats of the music I am dancing too (Dance) that counts help me to stay in time with the music or other performers when I dance (Dance) that a sequence is a series of actions put together, one after the other (Gymnastics) to mount apparatus means to get on it (Gymnastics) that when I roll, I need to keep in the same shape throughout the roll (Gymnastics) when I put my weight on my hands, I should tense my stomach muscles to keep me still (Gymnastics) stability means to have good balance (Gymnastics) 	<p>As an athlete, I know...</p> <ul style="list-style-type: none"> that a pose means to hold a position or shape (Dance) that dynamics is how the action is performed e.g. quickly, slowly, gently (Dance) mirroring means to reflect the movements of another person like a mirror image (Dance) that flexibility means how well I can bend my body (Body Balance, Gymnastics) a starting position shows that I am ready to begin my action/sequence (Gymnastics) a finishing position shows I have finished my action/sequence (Gymnastics)

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	<ul style="list-style-type: none"> • that I can watch my friends to help me remember the actions (Dance 1, Dance 2) <p>As a dancer I can ...</p> <ul style="list-style-type: none"> • use large-muscle movements to wave flags and streamers (3/4 Year Olds – PD) (Dance 1, Dance 2) • increasingly use and remember sequences and patterns that are related to music (3/4 Year Olds – PD) (Gymnastics 1, Gymnastics 2, Dance 1, Dance 2) • create collaboratively, sharing ideas, resources and skills (Reception – EAD) (Gymnastics 1, Gymnastics 2, Dance 1, Dance 2) • watch and talk about dance, expressing my feelings (Reception – EAD) (Dance 1, Dance 2) • engage in dance, performing solo or in groups (Reception – EAD) (Dance 1, Dance 2) • use my core muscle strength to achieve good posture (Reception – PD) (Gymnastics 1, Gymnastics 2) • develop overall body-strength, balance, co-ordination and agility needed to engage with future PE sessions (Reception – PD) (Fundamentals 1, Fundamentals 2, Gymnastics 1, Gymnastics 2) • copy basic body actions and rhythms (Dance 1, Dance 2) • choose and use travelling actions, shapes and balances (Gymnastics 1, Gymnastics 2, Dance 1, Dance 2) • travel in different pathways using the space around me (Gymnastics 1, Gymnastics 2, Dance 1, Dance 2) • begin to use dynamics and expression with guidance (Dance 1, Dance 2) • begin to count to music (Dance 1, Dance 2) • create shapes showing a basic level of stillness, using different parts of my body (Gymnastics 1, Gymnastics 2) • begin to take my weight on different parts of my body (Gymnastics 1, Gymnastics 2) • show shapes and actions that stretch my body (Gymnastics 1, Gymnastics 2) • copy and link simple actions together (Gymnastics 1, Dance 1, Dance 2) 	<ul style="list-style-type: none"> • that the Gymnastic shapes I can use are a pike, straddle, tuck, star, dish and an arch (Gymnastics) <p>As a dancer, I can ...</p> <ul style="list-style-type: none"> • copy, remember and repeat actions (Dance) • use counts of 8 to move in time with music, with support/direction (Dance) • choose and perform actions to represent a theme (Dance) • respond imaginatively to a stimulus, using suggested ideas (Dance) • use expression within my movements (Dance) • begin to show changes in expression, level and shape (Dance) • use apparatus (including an agility table, agility trestle, benches, foam wedges, hoops and mats) safely with support, showing developing control and balance (Gymnastics) • perform different gymnastic shapes by tensing my muscles to make them strong (Gymnastics) • travel in the space around me in a variety of ways suggested to me (including using different body parts and different levels) (Gymnastics) • link actions together to create a sequence (Gymnastics) • perform shape jumps (straight jump, star jump) with good technique and control (Gymnastics) • perform a barrel roll, straight roll and forward roll with good technique (Gymnastics) 	<p>As an athlete I can ...</p> <ul style="list-style-type: none"> • copy, remember and repeat a series of actions/poses, linking them together into a flow/sequence (Dance, Body Balance, Gymnastics) • independently use counts of 8 to move in time with music (Dance) • create and perform my own actions to represent a theme (Dance) • respond imaginatively to a stimulus, using my own ideas of actions and movements (Dance) • confidently use expression within my movements (Dance) • plan how show changes in expression, level and shape within my sequence (Dance) • use apparatus (including an agility table, agility trestle, benches, foam wedges, hoops and mats) safely to create sequences and to link travelling actions and balances, showing good control and balance (Gymnastics) • confidently and accurately perform different gymnastic shapes by tensing my muscles and holding the shape for 5 seconds (Gymnastics) • travel in the space around me in a variety of ways (including using different body parts and different levels) (Gymnastics) • perform a sequence of rolls (barrel roll, straight roll, forward roll) (Gymnastics) • include a starting and finishing position within my sequences (Gymnastics) • demonstrate secure take offs and landings when performing jumps (including frog jumps, straight jumps and star jumps) (Gymnastics)
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Fundamental Movement Skills	<p>Balance Running Travelling Jumping Hopping</p>	<p>As an athlete I know...</p> <ul style="list-style-type: none"> • that to move safely I need to look in the direction that I'm moving (intro to PE Unit 1 & 2, Dance 1, Dance 2) • that to move safely I need to keep a gap between me and the person in front of me (intro to PE Unit 1 & 2, Dance 1, Dance 2) • that to move safely I might need to change direction to avoid others (intro to PE Unit 1 & 2, Dance 1, Dance 2) • that I need to use small steps to help me change direction safely (Fundamentals 1, Fundamentals 2) • that I should use small steps and bend my knees to stop running (Fundamentals 1, Fundamentals 2) • that when I run I should use the opposite leg to arm (Games 1, Games 2) • that I need to look straight ahead and bend my knees to jump and land (Fundamentals 1, Fundamentals 2) • that balance means to keep my body still (Fundamentals 2) • that to balance I need to hold my arms out wide (Fundamentals 2) • I need to squeeze my muscles to help me balance when I land (Fundamentals 2) • that I need to be gentle when tagging someone on the arm or back (Fundamentals 2) • that an obstacle is something that blocks my way when I am moving (intro to PE Unit 1 & 2, Fundamentals 1, Fundamentals 2) • that strength means to have a strong body (Fundamentals 1, Gymnastics 1, Gymnastics 2, Dance 1, Dance 2, Games 1, Games 2) • that co-ordination means that I can control how my body moves (Fundamentals 1, Gymnastics 1, Gymnastics 2, Dance 1, Dance 2, Games 1, Games 2) 	<p>As an athlete, I know...</p> <ul style="list-style-type: none"> • that to balance when stationary I need to hold out my arms and focus on something still (Fundamentals) • when I hop and jump, I need soft bent knees for good balance and I should land on the balls of my feet (Fundamentals) • that speed means how fast or slow I am moving (Fundamentals, Athletics) • agility means to change direction quickly and easily (Fitness) • that direction means the way that I am facing or travelling (Fundamentals, Athletics) • that to run faster, I can move my arms faster and run on the balls of my feet (Fundamentals) • when skipping with a rope, I need to listen for the tap on the floor and watch the rope coming over my head (Fitness) <p>As an athlete, I can...</p> <ul style="list-style-type: none"> • move with control to link movements together (Fundamentals) • balance on one foot when stationary (Fundamentals, Gymnastics) • run at different speeds, using my arms to help me move more quickly (Fundamentals, Athletics) • move at different speeds for different distances (Athletics) • begin to change direction when running with co-ordination and balance (Fundamentals, Athletics) • run for a longer period of time without stopping (Fitness) • travel forwards, backwards and sideways (Team Building) • demonstrate good balance when hopping and jumping (Fundamentals, Athletics) • hop, jump and leap for distance (Athletics) 	<p>As an athlete, I know...</p> <ul style="list-style-type: none"> • that to jump for distance, I need to bend my knees and swing my arms up when I take off (Athletics) • that to jump higher, I need to use my arms to drive upwards (Athletics) • that to sprint, I need to alternate my arms and legs, run on the balls of my feet and take big strides (Athletics) <p>As an athlete, I can...</p> <ul style="list-style-type: none"> • develop my sprinting action (Athletics) • keep a balanced stance when changing direction (Athletics) • run over obstacles with rhythm and balance (Athletics) • develop techniques to jump for distance or for height (Athletics)
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	<ul style="list-style-type: none"> stationary means that I am still and not moving (Fundamentals 1, Gymnastics 1, Gymnastics 2, Dance 1, Dance 2, Games 1, Games 2) <p>As an athlete I can...</p> <ul style="list-style-type: none"> develop my movement, balancing, riding and ball skills (3/4 Year Olds – PD) (intro to PE Unit 1 & 2, Fundamentals 1, Fundamentals 2, Gymnastics 1, Gymnastics 2, Dance 2, Games 1, Games 2) climb apparatus, using alternate feet (3/4 Year Olds – PD) (Gymnastics 1, Gymnastics 2) begin to use skipping as a travelling action (3/4 Year Olds – PD) (Fundamentals 2) jump and hop with bent knees (3/4 Year Olds – PD) (intro to PE Unit 1 & 2, Fundamentals 1, Fundamentals 2, Gymnastics 1, Gymnastics 2) match my developing physical skills to tasks and activities (3/4 Year Olds – PD) (intro to PE Unit 1 & 2, Fundamentals 1, Fundamentals 2, Gymnastics 1, Gymnastics 2, Ball Skills 1, Ball Skills 2, Dance 1, Dance 2) revise and refine my fundamental movement skills including rolling, crawling, walking, jumping, running, hopping, skipping, climbing (Reception – PD) (intro to PE Unit 1 & 2, Fundamentals 1, Fundamentals 2, Gymnastics 1, Gymnastics 2, Games 1, Games 2) combine different movements with ease and fluency (Reception – PD) (Dance 1, Dance 2) develop overall body-strength, balance, co-ordination and agility needed to engage with future PE sessions (Reception – PD) (Fundamentals 1, Fundamentals 2, Gymnastics 1, Gymnastics 2) negotiate space and obstacles safely with consideration for myself and for others (ELG – PSED) (intro to PE Unit 1 & 2, Fundamentals 1, Fundamentals 2, Dance 1, Dance 2, Games 1, Games 2) demonstrate balance, strength and co-ordination when I play (ELG – PSED) (Fundamentals 1, Gymnastics 1, Gymnastics 2, Dance 1, Dance 2, Games 1, Games 2) 	<ul style="list-style-type: none"> swing my arms to help me move forwards when jumping, hopping and skipping (Fundamentals) combine jumps with co-ordination, including when skipping with an individual rope or long rope (Fundamentals, Fitness) conduct body weight movements with co-ordination and agility (including, star jumps, tuck jumps, heel flicks, high knees, sit ups, lunges, hops, out and ins, touch toes and jumps) (Fitness) travel over small obstacles with good balance (Athletics) spin a hula-hoop around my tummy with co-ordination (Fitness) 	
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		<ul style="list-style-type: none"> • move energetically such as running, jumping, hopping etc (ELG – PSED) (intro to PE Unit 1 & 2, Fundamentals 1, Fundamentals 2, Gymnastics 1, Gymnastics 2, Games 1, Games 2) • run and stop with some control (intro to PE Unit 1 & 2, Fundamentals 1, Fundamentals 2, Games 1, Games 2) • balance whilst stationary (Fundamentals 1, Fundamentals 2, Gymnastics 1, Gymnastics 2) • balance whilst moving (Fundamentals 1) Fundamentals 2, Gymnastics 1, Gymnastics 2) • change direction when moving at a slow pace (intro to PE Unit 1 & 2, Fundamentals 1, Fundamentals 2, Games 1, Games 2) • I need to keep my chest up when hopping so I don't fall forward (Fundamentals 2) • move around, showing some awareness of others (intro to PE Unit 1, Gymnastics 1, Gymnastics 2, Dance 1, Dance 2) • move different body parts at the same time (e.g. star jumps) (Gymnastics 1, Gymnastics 2, Dance 1, Dance 2) • Take off and put on their socks and shoes independently e.g for gym session. GROSS MOTOR 		
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<p>Ball Skills</p>	<p>As an athlete, I know...</p> <ul style="list-style-type: none"> • when I am catching a ball, I need to keep watching it and to move to get in line with it (intro to PE Unit 1 & 2) • when I am catching a ball, I need to use two hands (intro to PE Unit 1 & 2) • that dribbling the ball means to slowly bounce or kick the ball to move it (Ball Skills 1, Ball Skills 2) • that when dribbling a ball with my feet, I need to use small touches with my feet (Ball Skills 1, Ball Skills 2) • when I dribble a ball with my hands, I need to push it down towards the floor with soft hands (Ball Skills 1, Ball Skills 2) • that when I kick a ball, I need to use the inside of my foot (Ball Skills 1, Ball Skills 2) • that to keep the ball still, I can put it on the floor and put my foot on top of it (intro to PE Unit 1 & 2, Ball Skills 1, Ball Skills 2) • when I'm playing a ball game with my friend, I can send it to them when they are looking at me (intro to PE Unit 1 & 2, Ball Skills 1, Ball Skills 2) • that I need to look at the target and point my hands towards the target I am aiming at (intro to PE Unit 1 & 2) • when I use a racket, I need to hit the ball in the middle of the racket (Games 2) <p>As an athlete, I can...</p> <ul style="list-style-type: none"> • throw larger balls/beanbags into a space (intro to PE Unit 1 & 2, Ball Skills 1, Ball Skills 2, Games 1, Games 2) • drop and catch with two hands (intro to PE Unit 1 & 2, Ball Skills 1, Ball Skills 2) • throw and roll a variety of beanbags and larger balls in a space (intro to PE Unit 1 & 2, Ball Skills 1, Ball Skills 2, Games 1, Games 2) • kick larger balls into a space (Ball Skills 1, Ball Skills 2) • stop a beanbag or larger ball with my hands (intro to PE Unit 1 & 2, Ball Skills 1, Ball Skills 2, Games 1, Games 2) 	<p>As an athlete, I know...</p> <ul style="list-style-type: none"> • that to send a ball means to pass it to someone by using my hands or feet (Ball Skills, Sending and Receiving) • to receive a ball means to stop a ball that is sent to me using my hands or my feet (Ball Skills, Sending and Receiving) • when I catch a ball, I need to use a ready position with my knees bent and feet shoulders width apart (Ball Skills) • that to track a ball, I need to move my body to keep in line with the ball (Ball Skills) • that when I roll a ball, I need bent knees, a low body and one leg in front of the other (Ball Skills) • that I should use soft touches and wide fingers to control the ball when I dribble it with my hands (Ball Skills) • that when I dribble the ball with my feet, I need to keep the ball close and use both feet to move the ball (Ball Skills) <p>As an athlete, I can...</p> <ul style="list-style-type: none"> • stop, send and receive a ball with my feet (Sending and Receiving) • roll a ball accurately with my hands, towards a target (Ball Skills, Sending and Receiving) • track and receive a rolling ball (Sending and Receiving) • catch a ball that is coming towards me with two hands (Ball Skills, Sending and Receiving) • that I should use wide fingers to help me grip (Fitness) • dribble a ball with my hands, with some good control and co-ordination (Ball Skills) • dribble a ball with my feet, with some good control and co-ordination (Ball Skills, Sending and Receiving) • begin to send and receive a ball using a stick or a racket with some accuracy (Sending and Receiving) 	<p>As an athlete, I know...</p> <ul style="list-style-type: none"> • that an underarm throw is best for throwing short distance with good accuracy (Ball Skills, Striking & Fielding) • that an overarm throw is best for power and longer distances (Ball Skills, Striking & Fielding) <p>As an athlete, I can...</p> <ul style="list-style-type: none"> • use developed co-ordination and technique when throwing and catching a ball (Ball Skills, Striking & Fielding) • develop my technique for throwing for distance and accuracy (Athletics) • strike a ball with my hand and with equipment (Striking & Fielding) • use a racket with good control to send a ball (Net & Wall) • use a control and technique when kicking a ball (Ball Skills) • roll a ball to hit a target (Ball Skills, Striking & Fielding) • stop a rolling ball with co-ordination (Ball Skills) • use good technique and control when dribbling a ball with my feet (Ball Skills) • use good technique and control when dribbling a ball with my feet (Ball Skills)
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	<ul style="list-style-type: none"> attempt to stop a larger ball using my feet (Ball Skills 1, Ball Skills 2) hit a ball with my hands (Ball Skills 1, Ball Skills 2, Games 1, Games 2) 	<ul style="list-style-type: none"> throw with accuracy towards a target, inc underarm and overarm throwing (Ball Skills, Target Games, Athletics, Sending and Receiving) throw for distance (Target Games, Athletics) 	
Games	<p>As an athlete, I know....</p> <ul style="list-style-type: none"> rules keep us safe and make sure we play fairly (intro to PE Unit 2, Fundamentals 1, Fundamentals 2, Games 1, Games 2) <p>As an athlete, I can...</p> <ul style="list-style-type: none"> select and use activities and resources to achieve a goal I have chosen or one which is suggested to me (3/4 Year Olds – PSED) (intro to PE Unit 1 & 2, Fundamentals 2, Ball Skills 1, Ball Skills 2, Dance 1, Dance 2, Games 1, Games 2) increasingly follow rules, without reminders, understanding why they are important (3/4 Year Olds – PSED) (intro to PE Unit 2, Fundamentals 1, Games 1, Games 2) take part in some group activities which I make up for myself or in a group (3/4 Year Olds – PD) show preference for a dominant hand (3/4 Year Olds – PD) (Ball Skills 1, Ball Skills 2, Games 1, Games 2) explain the reasons for rules, know right from wrong and try to behave accordingly (ELG – PSED) (intro to PE Unit 2, Fundamentals 1, Fundamentals 2, Games 1, Games 2) work and play co-operatively and take turns with others (ELG – PSED) (intro to PE Unit 1 & 2, Fundamentals 2, Gymnastics 1, Gymnastics 2, Ball Skills 1, Ball Skills 2, Games 1, Games 2) make simple decisions in response to a situation (intro to PE Unit 1, Gymnastics 1, Gymnastics 2, Dance 1, Dance 2, Games 1, Games 2) 	<p>As an athlete, I know....</p> <p>As an athlete, I can...</p> <ul style="list-style-type: none"> apply my fundamental balance and jumping skills when playing games and attempting challenges (Fundamentals) use my developing ball skills (rolling, dribbling, throwing, tracking and catching) in small group games (Ball Skills) choose the correct throwing technique for the situation (Target Games) apply my throwing skills when playing target games (Target Games) 	<p>As an athlete, I know...</p> <ul style="list-style-type: none"> striking and fielding games include rounders and baseball (Striking & Fielding) invasion games include football, basketball rugby and hockey (Invasion Games) a bowler throws the ball to the batter (Striking & Fielding) a batter hits the ball out into the field of play (Striking & Fielding) fielders retrieve the ball and return it to the bowler to stop the batter from scoring (Striking & Fielding) once a bowler has the ball in their hands, they must shout stop to stop the batter from running (Striking & Fielding) to score a point in a striking and fielding game, the batter must run around the outside of the bases once they have hit the ball (Striking & Fielding) to get a batter 'out' I must bat away from the fielders or retrieve the ball and send it to the bowler (Striking & Fielding) being 'in possession' means that your team has the ball (Invasion Games) if a team has possession of the ball they are an 'attacker' (Invasion Games) if a team does not have possession of a ball they are a 'defender' (Invasion Games) defenders in a game try to gain possession of a ball or stop an attacker from scoring (Invasion Games) to intercept means to catch a pass made by an opposing player (Invasion Games)

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			<ul style="list-style-type: none"> • when I have possession of the ball, I should pass it to the teammate who is furthest away from the defender (Invasion Games) • To dodge means to change direction quickly to lose a defender or to avoid being caught (Invasion Games) <p>As an athlete, I can...</p> <ul style="list-style-type: none"> • accurately use underarm throwing when fielding a ball (Striking & Fielding) • develop consistency in catching when fielding a ball (Striking & Fielding) • hit a ball over a net to play a game, with support (Net & Wall) • accurately pass a ball to a teammate with my feet (Invasion Games) • move towards a goal whilst dribbling a ball with my hands (Invasion Games) • retrieve a ball when fielding, using two hands to collect the ball (Striking & Fielding) • quickly track a rolling ball to limit a batter's score (Striking & Fielding) • defend a space, using the ready position (Net & Wall) • play against an opponent and keep the score (Net & Wall) • can make informed decisions, with support, to score points in a game (Striking & Fielding) • support a team mate when in possession of the ball by moving away from a defender (Invasion Games) • move into a space towards a goal, showing an awareness of defenders (Invasion Games) • use dodging as a tactic to lose a defender (Invasion Games) • stay with an attacking player when defending (Invasion Games) • use my developed techniques when taking part in athletics activities (Athletics)
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Body Management			As an athlete, I know... <ul style="list-style-type: none"> recognise changes in my body during exercise (Ball Skills) that to run for a longer time, I need to not run too quickly and keep the same steady speed (Fitness) stamina is the ability to move for a longer time (Fitness) 	
Vocabulary		apparatus, space, move, movements, mat , muscles, straight arms, straight legs, roll , travel, actions , sequences, dance, strong, strength, balance , co-ordination, pathways, direction, safe, safely, run, running, jump, land , tag, obstacle, stationary, still, ride, skip, hop, crawl, climb, stop, catch , dribble, bounce, throw, kick , send, pass, target, goal, racket, ball, beanbag , fairly, forwards, backwards, sideways	position, beats, stay in time, sequence, apparatus , mount, gymnastics , stability, pike, straddle, tuck, star , dish, arch, repeat, expression, agility table, trestle, starting position, finishing position, level, bench, wedge, hoop, travel, space, tense muscles, straight jump, star jump, tuck jump , heel flicks, high knees, sit up, lunge, touch toes, barrel roll, straight roll, forward roll, stationary , control, focus, soft bent knees , speed, co-ordination, balls of my feet, skipping rope, leap, obstacles, send, pass, receive , ready position, track, dribble, aim, target, goal	mirror, pose, position , co-ordination, dynamics, stability, flexible, flexibility, starting position, finishing position, stability, pike, straddle, tuck, dish, arch , flow, counts of 8, expression, level, mount, agility table, agility trestle, control , take off, drive, repeat, sprint, balls of my feet, strides, heel flicks, high knees, sit up, lunge, underarm , accuracy, overarm , power, technique, strike, racket, bowler, fielder, batter, score, point , base, possession, attacker, defender, intercept, dodge, retrieve, track, ready position, opponent
Topics	Autumn 1	Introduction to PE: Unit 1 Introduction to PE: Unit 2	Fundamentals Fitness	Fundamentals Body Balance
	Autumn 2	Fundamentals: Unit 1 Fundamentals: Unit 2	Fitness Gymnastics	Fitness Gymnastics
	Spring 1	Gymnastic: Unit 1 Ball Skills: Unit 1	Team Building Dance	Ball Skills Dance
	Spring 2	Gymnastics: Unit 2 Balls Skills: Unit 2	Team Building Ball Skills	Net and Wall Team Building
	Summer 1	Dance: Unit 1 Games: Unit 1	Target Games Sending and Receiving	Striking and Fielding Invasion
	Summer 2	Dance: Unit 2 Games: Unit 2	Athletics Sending and Receiving	Athletics Invasion