

SKILLS PROGRESSION: PE

EYFS	YEAR 1	YEAR 2	YEAR 3
<p>Physical Development ELG: 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; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>	<p>The national curriculum for PE aims to ensure that all pupils should be taught to:</p> <ul style="list-style-type: none"> ● 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. 		<p>The national curriculum for PE aims to ensure that all pupils should be taught to:</p> <ul style="list-style-type: none"> ● use running, jumping, throwing and catching in isolation and in combination ● play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ● develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ● perform dances using a range of movement patterns ● take part in outdoor and adventurous activity challenges both individually and within a team ● compare their performances with previous ones and demonstrate improvement to achieve their personal best.

All objectives taken from the national curriculum KS1 & KS2. & EYFS outcomes

* objectives from Target Tracker statements for PE – Skills section

Additional objectives to support planning for teaching & learning, learning & assessment in PE (taken from the PE Hub and Dance Notes planning)

Games skills /Dance / movement skills

NB Skills are colour coded in their area showing progression between year groups. Those skills remaining in black are general

Acquiring and developing skills

Year R

- *Can move on their feet in a variety of ways including jumping, skipping, hopping, running and walking.
- *Can move on large body parts in a variety of ways including sliding, slithering, rolling and shuffling.
- *Jumps off an object and lands appropriately and safely.
- *Negotiate space successfully in running and chasing games.
- *Adjust speed and change direction to avoid obstacles in playing space.
- *Travels with confidence around, under, over and through equipment and apparatus.
- *Demonstrates a range of control over an object such as a ball e.g. rolling, catching, patting and pushing.
- *Shows a preference for a dominant hand when manipulating objects.

Games

I can explore different ways to manoeuvre objects

I can catch a large ball

I can travel with some control and coordination

I can change direction at speed through both choice and instructions

I can use hands and feet to negotiate obstacles.

I can begin to skip in isolation and with a rope

Gymnastics

I can follow simple instructions

I have explored jumping, sliding, rolling, moving over, under and on apparatus

I can perform basic movements including walking, running, rolling, crawling, jumping and taking weight on my hands.

I have explored and refined a variety of shapes, jumps, balances and rolls.

I can stand and balance for short periods on one foot.

I can jump off an object and land appropriately

Dance/movement

I can respond to hearing music

I can follow simple instructions

I can recognise that actions can be reproduced in time to music; beat patterns and different speeds

I can stretch, reach, extend in a variety of ways and positions. I can control my body and perform specific movements on command

Year 1

- *Hold a balance whilst walking along a straight line.
- *Zig zag through a series of markers spaced evenly, about 2m apart.
- *Hop on the spot using the same foot.
- *Jump for distance.
- *Jump for height.
- *Catch a bean bag.
- *Throw a small ball underarm, using the correct technique.

Games

I can throw underarm

I can hit a ball with a bat

I can throw & catch a variety of objects with both hands

I can throw and kick in different ways

I can throw an object towards a target using one hand

I can track and retrieve a rolling ball

I can move and stop safely

I can run in different ways which includes varying pathways and speeds.

I can travel with increased coordination.

I am beginning to link running and jumping

Gymnastics

I can copy and explore basic movements

I can make my body curled, tense stretched and relaxed

I can control my body when travelling and balancing

I can identify and use a variety of different gymnastic actions and shapes

I can balance with some control

I can begin to carry basic apparatus such as mats and benches

I can jump with my feet together

I can begin to explore ways to balance when stationary.

Dance/movement

I can move to music

I can copy some dance moves with control

I am beginning to understand moving at different levels; low, medium, high, elevated.

I can move safely in a space

I am competent and confident in moving the body

To develop fundamental movement skills (agility, balance, co-ordination)

General

I can copy actions

I can move with control & care

I can use equipment safely

Year 2

- *Zig zag through a series of tightly spaced markers.
- *Hop along a straight line using the same foot.
- *Jump for distance controlling the landing.
- *Jump for height with a controlled landing.
- *Catch a small ball.
- *Throw a small ball overarm, using the correct technique.

Games

I can use hitting, kicking and/or rolling in a game

I can send a ball using feet and receive a ball using feet

I can hit a ball with a variety of bats

I can hit and return a ball using a variety of hand and racquet with some consistency

I am beginning to feed / bowl a ball

I can throw and handle a variety of objects including quoits, beanbags, balls and hoops with increased control

I can track the path of a ball over the net and more towards it

I can throw a variety of objects towards a target using one hand

I can travel with coordination in different directions

I can run at different speeds depending on distance (sometimes needing support)

Gymnastics

I can copy and explore basic movements with increasing control, at different speeds and on different levels

I can perform basic rolls and body shapes with increasing control

I can carry basic apparatus safely

I can jump from a standing position from one spot to another with my feet together

I can explore different ways to balance when stationary

Dance/movement

I can change rhythm, speed, level and direction in my dance

I can move at different levels, directions and speed when reminded.

I can copy simple dance moves with increasing control

I can dance with control and co-ordination

I can use dance to show a mood or a feeling

I am increasingly competent and confident in moving my body

To further develop fundamental movement skills (agility, balance, co-ordination)

Applying skills and using tactics

Year R

- *Follow simple instructions, copy and variety of defined shapes and actions.
- *Make their body tense, relaxed, stretched and curled.

Games

I can perform actions demonstrating changes in speed
 I can stop, start, pause, prepare for and anticipate movement in a variety of situations
 I can participate in a variety of agility –based activities moving and controlling objects
 I can send and receive a variety of objects with different body parts
 I can work with others to control objects in space
 I can coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways
 I can coordinate similar objects in a variety of ways
 I can differentiate ways to manoeuvre objects
I can take part in simple games with others

Gymnastics

I am able to replicate basic demonstrations and copy and repeat simple movements and shapes.
 I am able to link simple balance, jump and travel actions.
 I can jump using a variety of take offs, landings , moving on and off low apparatus using hands and feet in a variety of combinations.
 I am able to work on my own

Dance/movement

I can perform a wide variety of dance actions both similar and contrasting
I can copy, repeat, and perform simple movement patterns.
I can move in response to music
 I can count and move to beats of 8
 I can relate body movements to music and percussion beats
 I can recognise the difference between actions such as: moving softly, quietly, quickly, powerfully, etc

General

I can work as an individual, with a partner and in a group. I can move confidently and cooperatively in space

Year 1

- *Link skills and actions in different ways to suit different activities.
- *Establish sequences of actions and skills which have a clear beginning, middle and ending.

Games

To begin to engage in competitive activities
I can recognise rules and apply them in competitive and cooperative games
I can use and apply simple strategies for invasion games
I can select and apply skills to beat the opposition

Gymnastics

I can copy sequences and repeat them
 I can roll, curl, travel and balance in different ways
 I can perform a variety of basic gymnastic actions showing control
 I am beginning to use turn, twist, spin, rock and roll in movement patterns
 I am able to work on my own and beginning to work with a partner
I can link 2-3 simple movements

Dance/movement

I can perform my own dance moves
I can make up a short dance
 I can work individually and with others
I can move depending on how the music makes me feel.
I can choose actions and link them together to create a simple dance with support

General

I can repeat actions & skills

Year 2

- *Structure sequences of actions and skills in different orders to improve performance (speed / direction / level /etc.)

Games

I can follow rules
 I can decide the best space to be in during a game
 I can use one tactic in a game
I can participate in increasingly challenging games situations
 I can recall and link combinations of skills, eg, dribbling and passing
I can select and apply a small range of simple tactics
I can work with others to build basic attacking play
 I can hit and run to score points in games
 I can play modified net/wall games throwing, catching and sending over a net
I can make it difficult for their opponent to score a point in a game
I can choose specific tactics appropriate to the situation
 I can transfer net/wall skills to volleyball style games

Gymnastics

I can think of more than one way to create a sequence which follows some rules
 I can use core strength to link recognised gymnastics elements eg, back support and half twist
 I can attempt to use rhythm whilst performing a sequence
 I am able to work on my own and with a partner
I can link movements together to create a sequence

Dance/movement

I can make a sequence by linking sections together
 I can work individually and with others confidently
I can perform dances using simple movement patterns
I can move depending on how the music makes me feel and say why I felt that way.
I can choose actions and link them together to create a dance with increasing independence.

General

I can copy and remember actions and skills

Evaluating and improving performance	I can say what I like or dislike about a performance	*Describe and comment on performance.	<p>*Compare his/her performance with others. I can recognise good quality in myself and others</p> <p>Games I can participate in competitions for running, jumping and throwing</p> <p>Gymnastics I can describe and explain how performers can transition and link gymnastic elements</p> <p>General I can talk about what is different from what I did and what someone else did</p>
Other		I can prepare for and explain reasons why we enjoy exercise	I can confidently explain reasons why we enjoy exercise

Year 3 skills (To challenge HA Year 2 pupils)

Target Tracker Statements	Games	Gymnastics	Dance / movement	Athletics
<p>*Balance on one foot. *Climb a set of wall bars (or similar). *Perform a side stepping gallop. *Run at speed over a distance.</p>	<p>I can throw and catch with control I know and use rules fairly I am aware of space and use it to support team-mates and to cause problems for the opposition</p>	<p>I can explain how strength and suppleness affect performance I can compare and contrast gymnastic sequences I can adopt sequences to suit different types of apparatus and criteria</p>	<p>*Compare and contrast his/her performance with others. I can share and create phases with a partner and small group I can improvise freely and translate ideas from a stimulus into movement I can repeat, remember and perform phrases</p>	<p>*Vary skills, actions and ideas and link these in different ways to suit different activities. *Vary his/her responses to tactics, strategies and sequences used. I can run at fast, medium and slow speeds; changing speed and direction I can take part in a relay, remembering when to run and what to do</p>

Vocabulary: Each year group will develop the range of vocabulary used as specified and identified in weekly lesson plans. Lesson teaching and coverage will revisit/flashback whilst introducing new vocabulary to broaden children's knowledge and understanding. Children will have opportunities to make connections with previous lessons and across year groups.