

Progression in Physical Education (P.E)

National Curriculum	Possibilities <i>This driver helps pupils to build aspirations and identify available opportunities for their future lives</i>	Initiative <i>This driver helps pupils to grow as independent learners and develops resourcefulness in a variety of situations</i>	Community & Environment <i>This driver develops a sense of belonging and nurtures curiosity about, and empathy for, local, national and global issues</i>	Health & Well-being <i>This driver underpins every aspect of our curriculum. It helps to guide children's life choices and nurtures emotional growth</i>		
	Desire to succeed Achieve excellence	Tactics Decision making	Team work Olympic spirit of friendship, solidarity and fair play.	Health and fitness Resilience		
	<p>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.</p> <p>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. 					
Year 1			Year 2			
Autumn	Spring	Summer	Autumn	Spring	Summer	
Class Teacher	Autumn 1 – Games – throwing and catching aiming games unit 2 Autumn 2 – Gymnastics - unit E Points and patches	Spring 1 – Dance unit 1 streamers, conkers playing with a ball Spring 2 - Athletics unit 1	Summer 1 – Games – Unit 3 - bat and ball skills and games and skipping Summer 2 – Sports day practise	Autumn 1 – Games - unit 1 – throwing, catching and inventing games Autumn 2 – gymnastics – unit parts high and parts low	Spring 1 – Games – unit 2 – making up games with a partner. Spring 2 – Dance – unit 1 the cat, balloons and reach for the stars	Summer 1 – Gymnastics – Unit J – turning, spinning and twisting Summer 2 – Athletics – unit 2 athletics
Teacher led PE Val Sabin Key Skills	Autumn 1 <ul style="list-style-type: none"> • To throw and catch using a range of apparatus • To understand the concept of aiming games • Change the rules to make the game harder • Move actively and safely about the space when using equipment Autumn 2 Gymnastics <ul style="list-style-type: none"> • To travel confidently and competently on different parts of the body including hands. • To hold still balances positions on large and small body parts. • To link two balances together • To adapt floorwork safely to apparatus 	Spring 1 <ul style="list-style-type: none"> • Make rounded, wide and thin shapes with their bodies • Draw rounded and spiky shapes in the air • Move in different directions and high and low • Travel rhythmically on feet, hopping and skipping Spring 2 Athletics <ul style="list-style-type: none"> • To remember and repeat a series of running, throwing and jumping activities with growing control. • Familiarise themselves with equipment and use it appropriately. • Recognise how their bodies feel in different activities. • To watch, copy and describe what others have done. 	Summer 1 <ul style="list-style-type: none"> • To steer and send a ball safely in different directions using a bat. • To skip with a rope • Change the rules of a game to make it better or more challenging • Understand the importance of 'rules' when playing with a bat. Summer 2 Sports day practise <ul style="list-style-type: none"> • Balances on beams • Throwing and aiming • Running • Changing direction • Fair play • Scoring • Dribbling skills 	Autumn 1 <ul style="list-style-type: none"> • To throw, catch and bounce in different ways when standing still or on the move • To choose and apply skills to make up games • To develop simple strategies for extending their skills • To describe their game and teach it to a partner. Autumn 2 Gymnastics <ul style="list-style-type: none"> • To travel and balance confidently showing different parts of the body high or low • to demonstrate being close to or far away from the floor and apparatus and show contrasts of shape and speed • to link three movements together smoothly in a planned sequence 	Spring term 1 Games <ul style="list-style-type: none"> • To remember, repeat and link combinations of skills in a game • To improve the co-ordination, control and consistency of their actions • To use and vary simple tactics • To observe, play and improve another person's game Spring term 2 Dance <ul style="list-style-type: none"> • Use different levels, directions and speeds • Touch, feel, listen to different stimuli in order to share language, ideas, images and initial responses • Improve an idea – display an immediate response 	Summer 1 Gymnastics <ul style="list-style-type: none"> • To turn, spin and twist on different parts, showing control and co-ordination • To understand that one part of the body must be fixed • To create a twist, to link together three movements showing contrasts in speed and level • To use their understanding of turning, spinning and turning to adapt work safely from the floor to the apparatus. Summer 2 Athletics <ul style="list-style-type: none"> • To remember, repeat and link combinations of actions with greater control and co-ordination

Progression in Physical Education (P.E)

				<ul style="list-style-type: none"> to adapt and transfer work safely from the floor to the apparatus 	<ul style="list-style-type: none"> Choose appropriate movements to convey the dance idea 	<ul style="list-style-type: none"> To choose equipment to help them meet the challenges set To describe what their bodies feel like during exercise To watch and describe what others have done.
SSP / Deanes Key Skills	Autumn 1 – Gymnastics Autumn 2 - Dance	Spring 1 – Games Spring 2 - Gymnastics	Summer 1 – Athletics Summer 2 - Games	Autumn 1 – Skipping Autumn 2 - Dance	Spring 1 – Gymnastics Spring 2 - Games	Summer 1 – Athletics Summer 2 - Orienteering
	<p>Autumn 1 Gymnastics Bouncing, jumping and landing</p> <ul style="list-style-type: none"> Bounce, hop, spring and jump using a variety of take offs and landings To observe, recognise and copy different body shapes To link together two or more actions with control and be able to repeat them To describe what they see using appropriate vocabulary <p>Autumn 2 Dance Explore actions in response to stimuli</p> <ul style="list-style-type: none"> Know and perform basic dance skill in relation to dance ideas Explore a range of movements suitable to the idea and link them together Observe each other dancing and describe what they see Know how their bodies feel after dance activities 	<p>Spring 1 Games Throwing, catching and aiming</p> <ul style="list-style-type: none"> Throw and catch different equipment individually and with a partner Roll, kick, bounce and throw to aim at a range of targets Partner aiming games <p>Spring 2 Gymnastics</p> <ul style="list-style-type: none"> Spin, rock, turn and roll with control Plan and link a series of movement together Work safely with an awareness of others Adapt work from the floor safely onto apparatus 	<p>Summer term 1 Athletics Running, throwing and jumping</p> <ul style="list-style-type: none"> Travel in different ways Engage in pulse-raising running and avoiding games to develop spatial awareness and control Develop basic skills of running, jumping, throwing, changing direction, running in pathways Work co-operatively with a partner and problem solving Work to the rules of a game or challenge Explore different equipment <p>Summer term 2 Orienteering</p> <ul style="list-style-type: none"> Oriente the map. Use shape and symbols. Understand that maps have Keys. Experience a range of orienteering courses. 	<p>Autumn 1 Skipping</p> <p>Autumn 2 Dance Explore actions in response to stimuli</p> <ul style="list-style-type: none"> Know and perform basic dance skill in relation to dance ideas Explore a range of movements suitable to the idea and link them together Observe each other dancing and describe what they see Know how their bodies feel after dance activities 	<p>Spring 1 Gymnastics</p> <ul style="list-style-type: none"> Spin, rock, turn and roll with control Plan and link a series of movement together Work safely with an awareness of others Adapt work from the floor safely onto apparatus <p>Spring 2 Games Throwing, catching and aiming</p> <ul style="list-style-type: none"> Throw and catch different equipment individually and with a partner Roll, kick, bounce and throw to aim at a range of targets Partner aiming games 	<p>Summer term 1 Athletics Running, throwing and jumping</p> <ul style="list-style-type: none"> Travel in different ways Engage in pulse-raising running and avoiding games to develop spatial awareness and control Develop basic skills of running, jumping, throwing, changing direction, running in pathways Work co-operatively with a partner and problem solving Work to the rules of a game or challenge Explore different equipment <p>Summer term 2 Orienteering</p> <ul style="list-style-type: none"> Oriente the map. Use shape and symbols. Understand that maps have Keys. Experience a range of orienteering courses.

Progression in Physical Education (P.E)

Vocabulary	<p>Autumn 1 Games throwing and catching aiming games</p> <ul style="list-style-type: none"> • Throwing • Catching • Pairs • Different equipment • One-handed • Aiming • Rolling • Kicking • Bouncing • Targets • Skills • Co-operative • competence <p>Autumn 2 Gymnastics Points and patches</p> <ul style="list-style-type: none"> • exploration • travelling • parts • points • hands • balance • hold • high and low • large body parts • small body parts • joining • smoothly • tight bodies • pointy toes 	<p>Spring 1 Dance Streamers, conkers playing with a ball</p> <ul style="list-style-type: none"> • rounded • thin shapes • wide shapes • hopping • skipping • high and low • move • freeze • curve • slowly • spiky • run • jump • spin • bounce <p>Spring 2 Athletics unit 1</p> <ul style="list-style-type: none"> • Running • Throwing • Jumping • Changing • Speed • Picking up • Putting down • Underarm throwing • Travelling • Control 	<p>Summer 1 Games Bat and ball skills and games and skipping</p> <ul style="list-style-type: none"> • running • jumping • avoiding • games • balance • strike • upwards • downwards • rolled • control • bat • ball <p>Summer 2 Sports day practise</p> <ul style="list-style-type: none"> • Running • Throwing • Jumping • Changing • Speed • Picking up • Putting down • Underarm throwing • Travelling • Control 	<p>Autumn 1 Games Throwing and catching</p> <ul style="list-style-type: none"> • Running • Avoid • Awareness • Throw • Catch • Bounce • Different ways • Games • Partner <p>Autumn 2 Gymnastics Parts high and low</p> <ul style="list-style-type: none"> • Travel • Balance • Rolling • Shape • Speed • Body parts • Holding • Safely • Apparatus • Positions 	<p>Spring 1 Games Making up games with a partner</p> <ul style="list-style-type: none"> • Awareness • Mobility • Games • Control • Play • Improve • Observe • Angles • Heights • Bouncing • Kicking • Rolling • Partner <p>Spring term 2 Dance Cat, balloons and reach for the stars</p> <ul style="list-style-type: none"> • Levels • Slowly • Quickly • Dodging • Pouncing • Sequence • Travelling • Counts • Drive • Perform • Movements • Pairs • Hold • Shape 	<p>Summer 1 Gymnastics Turning, spinning and twisting</p> <ul style="list-style-type: none"> • Turn • Spin • Twist • Body • Level • Adapt • Rolling • Movement • Landing • Fixed <p>Summer term 2 Athletics Athletics</p> <ul style="list-style-type: none"> • Push-throw • Sprinting technique • Distance • Obstacles • Partner • Take-offs • Landing • Exploring • Jumping • Rules • Games • Bodies • Exercise • Heart rate • Breathing
Key Questions	<p>Can I throw the ball? What techniques should I use? Can I travel in different directions? Can I aim at a target? Can you work with a partner? Can I catch a One handed? Can I create a target?</p> <p>Can I explore the equipment? Can I use my large body parts to balance? How many points? Can I hold a balance?</p>	<p>Can you use a rounded shape? Can I use a wide shape? Can I hop? Can you show me a skip to the music? What movement are you doing? Can you show me a spiky shape? Can you run and then jump? Can you spin and bounce? What does the ball do? How can you incorporate the ball into the dance?</p>	<p>What do you need to control the ball? What do you need to do to avoid others? How can you keep yourself safe when moving? What is a bat used for? How do you hit the ball? What part of the bat do you use? Can you control the place the ball travels to? Can you run along a bench?</p>	<p>Can I throw the ball? What techniques should I use? Can I travel in different directions? Can I aim at a target? Can you work with a partner? Can you show the different ways you throw? Can I create a target?</p> <p>Can you travel in different ways? Show me how you can travel around the apparatus?</p>	<p>Are you aware of the surrounding? What way of traveling are you using? Can you show me a roll? Can you show me a kick? Can you use different angles to direct the equipment? What is the game called? What is the aim of the game?</p> <p>What levels are you using in your dance?</p>	<p>Can you show me spin, turn or twist? What parts of your body do you use? What level are you using? How have you moved? What type of landing have you used? Can you show a 'fixed' position?</p> <p>What is a push-throw? Can you show me a running technique?</p>

Progression in Physical Education (P.E)

	Can I smoothly transition from one movement to another? Can you show me pointy toes? Can you balance on your hands?	Can I run and throw the ball? Show me your jump? How far do you go? Can you pick up and put down the equipment? Can you show me an underarm throw? What control are you using?	Can you pick up and put down equipment? How will we score this game? What makes good team work? How do you cheer on your team?	What speed do you need here? How do you control the movement? Can you find a new position? Can you use different body parts?	Can you listen and feel the rhythm in the music? Can you count to 8 4 or 12? Can you drive the performance from the music? Have you pounced like a cat? Have you dodged?	What running technique have you used? What part of the body is being exercised? What is your heart rate? How do you test the heart rate? Why do we exercise?
Key resources	Wall bars Benches Mats Different size balls Marker spots Hoops	Streamers Balls CD Quoits Beanbags Marker spots	Bat Ball – different sizes Skipping ropes Quoits Benches Hoops Spot markers Bean bags			
Visits and Visitors					Year 2 SSP Dance Festival	
Whole School Projects (assemblies)			Sports Day			Sports Day
	Nursery			Reception		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Nursery Year A	<p>Gross motor PE taught by teacher and SSP cosmic yoga peer massage PE x twice weekly outdoor learning opportunities Sensory play</p> <p>Fine motor playdough/clay construction loose parts play cutting cooking x 1 half termly pencil control colouring dough gym funky fingers Painting</p> <p>Other Squiggle while you wiggle Dough disco</p>	<p>Gross motor PE taught by teacher and SSP cosmic yoga peer massage PE outdoor learning opportunities Sensory play</p> <p>Fine motor playdough/clay construction loose parts play cutting cooking pencil control colouring dough gym funky fingers Painting Malleable materials Sensory play</p> <p>Other</p>	<p>Gross motor PE taught by teacher and SSP cosmic yoga peer massage PE outdoor learning opportunities</p> <p>Fine motor playdough/clay construction loose parts play cutting cooking pencil control colouring dough gym funky fingers painting</p> <p>Other Squiggle while you wiggle Dough disco</p>	<p>Basic Skills</p> <ul style="list-style-type: none"> - Balancing - Ball skills - Spatial awareness <p>games / activities</p> <p>Continuous Provision Balance bikes, trikes, scooters Climbing frame</p>	<p>Spring 1 – Dance</p> <p>Spring 2 - Gymnastics</p> <p>Continuous Provision Balance bikes, trikes, scooters Climbing frame</p>	<p>Summer 1 – Team Games</p> <p>Summer 2 – Athletics</p> <p>Continuous Provision Balance bikes, trikes, scooters Climbing frame</p>

Progression in Physical Education (P.E)

	<p>Continuous Provision Balance bikes, trikes, scooters Climbing frame</p>	<p>Squiggle while you wiggle Dough disco</p> <p>Continuous Provision Balance bikes, trikes, scooters Climbing frame</p>	<p>Continuous Provision Balance bikes, trikes, scooters Climbing frame</p>			
Nursery Year B	<p>Gross motor PE taught by teacher and SSP Cosmic yoga Peer massage Outdoor learning opportunities Loose parts play Parachute games Circle games</p> <p>Fine motor playdough/clay construction loose parts play cutting cooking pencil control colouring dough gym funky fingers painting mark making opportunities tracing rubbings</p> <p>Continuous Provision Balance bikes, trikes, scooters Climbing frame</p>	<p>Gross motor PE taught by teacher and SSP Cosmic yoga peer massage PE outdoor learning opportunities loose parts play parachute games circle games</p> <p>Fine motor playdough/clay construction loose parts play cutting cooking pencil control colouring dough gym funky fingers painting mark making opportunities tracing rubbings</p> <p>Continuous Provision Balance bikes, trikes, scooters Climbing frame</p>	<p>Gross motor PE taught by teacher and SSP cosmic yoga peer massage PE outdoor learning opportunities loose parts play parachute games circle games</p> <p>Fine motor playdough/clay construction loose parts play cutting cooking pencil control colouring dough gym funky fingers painting mark making opportunities tracing rubbings goop water beads salt dough name writing (sept starters who show readiness)</p> <p>Continuous Provision Balance bikes, trikes, scooters Climbing frame</p>			
Nursery Development Matters (3&4 Year olds)	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>					

Progression in Physical Education (P.E)

	<p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>					
<p>Reception Development Matters</p>				<p>Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>		
<p>Reception ELGs</p>				<p>Gross Motor Skills ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 		