

Catherington Church of England Infant school- PE Progression

Skill, strategies and tactics (Head)	Healthy Participation (Heart)	Motor Competence (Hands)
Year R		
<ul style="list-style-type: none"> • Work and play co-operatively and take turns with others • Respond to a stimulus and move in time with music when appropriate • Explain the reason for rules, know right from wrong and try to behave appropriately • Begin to be able to wait for what they want and control their immediate impulses when appropriate. 	<ul style="list-style-type: none"> • Know the importance for good health of physical exercise • Talk about ways to keep healthy and safe • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • Recognise when things go well and what they are good • Manage their feelings and be willing to try a new activity. 	<ul style="list-style-type: none"> • Show good control and co-ordination in large and small movements. • Move confidently in a range of ways. • Safely negotiate space when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Change direction when travelling • Travel with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.

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Skill, strategies and tactics (Head)	Healthy Participation (Heart)	Motor Competence (Hands)
Year 1		
<ul style="list-style-type: none"> Choose and use skills effectively for particular games, understand the concepts of aiming, hitting into space. Participate in team games, developing simple tactics for attacking and defending. Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking Know which parts of the body can be used for spinning and rocking. Know which small parts of the body can safely take weight and show high and low balanced positions using different combinations. Work with a partner in a simple 'follow my leader' relationship. Work co-operatively in small groups taking time to try 	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Understand the importance of healthy food choices and hydration Join together up to 3 movements i.e jump, turning movement and stretched balance. Explore how jumping and running affects our bodies. Be able to make safe choices in p.e for example on and around apparatus. Copy, remember and repeat simple movement phrases. 	<ul style="list-style-type: none"> Throw and catch a ball with a partner (catching with both hands) Move fluently by changing direction and speed easily, avoiding collisions and stopping safely. Take the ball to a good position for aiming, use skills in different ways in different games hit a ball with a bat. Use a variety of locomotion methods of travelling including hopping, bouncing, springing and skipping, in different directions. Demonstrate different ways of travelling on small and large parts of the body. Balance upon large body parts. Select two balances and link them together.

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different ideas and rehearse it to develop quality.		<ul style="list-style-type: none"> • Make a simple balanced shape for a partner to step over or travel under. • Land safely. • Make rounded, wide and thin shapes with my body. • Move in different directions and high and low. • Travel rhythmically on feet, hopping and skipping.
Skill, strategies and tactics (Head)	Healthy Participation (Heart)	Motor Competence (Hands)
Year 2		
<ul style="list-style-type: none"> • Participate in small team games, developing simple tactics for attacking and defending • Engage in competitive and co-operative physical activities, in a range of increasingly challenging situations. • Link a range of different movements on the floor and apparatus and perform with confidence and control. • Work as a team. 	<ul style="list-style-type: none"> • Show a good awareness of others in running, chasing and avoiding games • Try a wide range of activities and show independence, resilience and perseverance in the face of increasingly challenging situations. • Understand the importance of healthy food choices. 	<ul style="list-style-type: none"> • Pass a ball accurately to a partner over a variety of distances. • Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control and use these in a game. • Show different ways of travelling and balancing with the body close to or far away from the ground or apparatus.

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<ul style="list-style-type: none">• Make simple decisions about when and where to run vary skills and show some understanding of simple tactics• Participate in team games, developing simple tactics for attacking and defending.• Understand how one movement can link with another smoothly.• Plan and link together two or 3 movements showing control and co-ordination and an awareness of contrast in speed.	<ul style="list-style-type: none">• Create, complete and perform a series of pathway sequences confidently.• Respectfully watch and respond to a performance.• Explain how jumping and running affects our bodies.• Make safe decisions in p.e for example on and around apparatus.• Assess risks and make appropriate choices linked to personal safety• Respond to different stimuli (music, bubbles and a poem)	<ul style="list-style-type: none">• Take weight confidently on hands to lift feet high.• Perform movements where different parts of the body lead into the next action.• Show a variety of different controlled turning jumps using one foot to two feet or two feet to two feet.• Demonstrate a variety of rolls and spins on different parts of the body.• Demonstrate strong/light, quick/slow movements.• Use different levels, directions and speeds.• Independently use a variety of basic dance actions-turning, jumping, travelling, gesture, shape and stillness.
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The above skills will be taught through the below curriculum areas:

Dance

A way of moving that uses the body as an instrument of expression and communication.

Creative and participatory learning.

Gymnastics

Developing an awareness and understanding of the movements of the body, particularly in the use of space, time and energy.

Develop physical skill and confidence in movement. Promote initiative, self-reliance, self-discipline and cooperation with others. Increase body strength and stamina.

Games

Developing motor competence and fundamental skills

Developing collaborative learning through cooperation, problem solving, creativity and teamwork

Children should be guided to:-

- Use appropriate vocabulary to describe what they and others are doing.
- Recognise how their bodies feel when they are active and understand that exercise improves health, makes you feel good and helps the body work well.
- Lift, carry and erect their own apparatus in a co-operative and safe way.
- Observe each other dancing and performing and describe what they see.