

Girnhill Infant School



'Where everyone is valued and futures matter'

Physical Education Skills Progression

Aims:

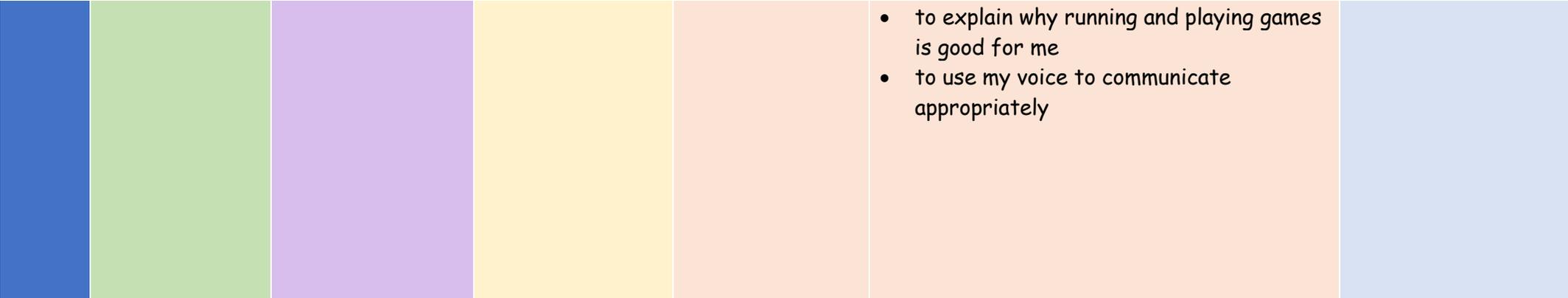
- Children will be introduced to subject specific vocabulary that a sportsperson would use
- Children will use subject specific vocabulary to talk like a sportsperson
- Children will use subject specific vocabulary and definitions that a sportsperson would use
- Children will research, interpret and present like a sportsperson
- Children will learn, work and talk like a sportsperson

EYFS	Knowledge	Skills - Ideas	Vocabulary	Skills - Practical		Skills - Evaluation
	To understand how to move confidently in a range of ways, safely negotiating space.	Specific teaching sequence for art and design using Rosenshine's principles in action: - Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions - Introduction of new learning and asking questions: introduction of sport and focused skill - Provide models/scaffolds: support children	ball, bean bag, throw, catch, game, team balance, equipment, shapes, legs, arms, back, feet, hands	Games	<ul style="list-style-type: none"> • I can throw and catch a large ball or bean bag. • I can take part in team games. • I can adjust speed and direction to avoid obstacles. • I can run skilfully, negotiating space. • I have good control in large and small movements. 	<ul style="list-style-type: none"> • Children can demonstrate they can move safely and in a variety of ways. • Children can explain how their bodies change when they exercise. • Children can explain how to stay safe during PE lessons. • Children can demonstrate and discuss how different pieces
	To understand that we can make our bodies change into different shapes.		dance, movement, music run, space, safely	Gymnastics	<ul style="list-style-type: none"> • I can travel, around, under, over and through balancing and climbing equipment. • I can balance on different parts of my body. • I can jump off apparatus and land safely. • I can stand for 2 seconds on one foot. • I have good control in large and small movements. 	
	To understand that music can make our bodies move.		exercise, sleep, heartbeat, breathing, safely, health.	Dance/Movement	<ul style="list-style-type: none"> • I can initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experience. • I can represent my own ideas, thoughts and feelings through music and dance. 	
	To understand how and why it is					

	important to stay safe with our bodies.	with learning and applying new skill alongside evaluating using modelled vocabulary			<ul style="list-style-type: none"> I have good control in large and small movements. 	of music make them move differently.
				Athletics	<ul style="list-style-type: none"> I can run skilfully, negotiating space. 	
				Health, Social and Evaluation	<ul style="list-style-type: none"> I know the importance of exercise and good health. I can tell I have been exercising. I can adults when I am hungry and tired. I can manage risks and am aware of safety. I can eat a range of healthy foods. I can show some understanding that exercise, eating and sleeping is important for good health. 	
		- Independent practise: children further develop the new skill				
		-Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary				

Year	Knowledge	Skills	Vocabulary	Skills - Practical		Skills - Evaluation
1	<p>Clear knowledge and understanding of key vocabulary in order to successfully complete skills.</p> <p>To understand the techniques of how to catch a ball.</p> <p>To understand the techniques of how to throw a ball.</p> <p>To understand that we need to use our core strength to balance effectively.</p>	<p>Specific teaching sequence for art and design using Rosenshine's principles in action:</p> <p>- Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions</p> <p>- Introduction of new learning and asking questions: introduction of artist and focused skill</p> <p>- Provide models/scaffolds: support children with learning and applying new skill</p>	<p>Same as EYFS, plus:</p> <p>co-ordination defence tactics underarm overarm release agility attack</p> <p>throw, kick, hit, catch, direction, speed, receive, space, underarm</p> <p>travel, jump, roll, climb, sequence, perform, position, balance, straight, arch, pike, straddle, tuck</p> <p>movement, control, coordination</p>	Games	<ul style="list-style-type: none"> • Throw underarm • Hit a ball with a bat • Begin to progress my ABCs • To move fluently, changing direction and speed easily without collision • To roll, throw, strike, stop and kick with some control • To get in line with the ball to receive • To hit or throw into a good space • To use any space to my advantage • To use and change skills to win game 	<ul style="list-style-type: none"> • To be able to demonstrate skills confidently in order to take part in team games. • To be able to discuss subject specific vocabulary and use it in context.
				Gymnastics	<ul style="list-style-type: none"> • to make my body curled, tense, stretched and relaxed • to demonstrate straight, arch, pike, straddle, tuck • to hold positions whilst balancing on different body parts • to jump, roll, travel, climb and be still • to link two or more actions to perform a sequence on floor and apparatus • to link two or more gymnastic actions to perform a sequence on floor and apparatus 	
				Dance/Movement	<ul style="list-style-type: none"> • to move to music using different parts of the body in isolation • to copy simple moves and actions accurately 	

	To be able to link movements to music.	alongside evaluating using modelled vocabulary	heartbeat, health, warm up, cool down		<ul style="list-style-type: none"> to be aware of space and move with control and co-ordination to make up a short dance to link movements to moods and feelings
	To understand that we can change the speed that our bodies move.	<ul style="list-style-type: none"> - Independent practise: children further develop the new skill - Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary 		Athletics	<ul style="list-style-type: none"> Throw underarm Hit a ball with a bat Begin to progress my ABCs To move fluently, changing direction and speed easily without collision To roll, throw, strike, stop and kick with some control To get in line with the ball to receive To hit or throw into a good space To use any space to my advantage To use and change skills to win game
				Health, Social and Evaluation	<ul style="list-style-type: none"> to explain what it feels when breathing faster during exercise to carry apparatus safely with guidance to know where my heart is and can tell you why it is beating faster to copy things I see and say why they are good

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- to explain why running and playing games is good for me
 - to use my voice to communicate appropriately

Year	Knowledge	Skills - Ideas	Vocabulary	Skills - Practical		Skills - Evaluation
2	<p>Clear knowledge and understanding of key vocabulary in order to complete skills successfully.</p> <p>To be able to understand why we have rules during games.</p> <p>To understand that we can link different movements together to create a sequence.</p> <p>To be able to change their bodies to respond to</p>	<p>Specific teaching sequence for art and design using Rosenshine's principles in action:</p> <p>- Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions</p> <p>- Introduction of new learning and asking questions: introduction of artist and focused skill</p> <p>- Provide models/scaffolds: support children with learning and</p>	<p>Same as EYFS & Year 1, plus:</p> <p>co-ordination defence tactics underarm overarm release agility attack, overarm, underarm, space, tactics, direction, speed</p> <p>throw, kick, hit, catch, block, strike, send, receive, track</p> <p>straight, arch, pike, straddle, tuck, control, balance, position, tall, small, narrow, wide, straight, curved, roll, travel, climb, perform,</p>	Games	<ul style="list-style-type: none"> • Children show good awareness of others when running and throwing • Children can describe the best space to be in • Children send, receive block and strike confidently • Children are competent with ABCs and fundamental movements • Children can roll, kick, hit and catch in combination • Children can be able to often track the ball with eyes • Children can choose tactics to suit different situations • Children follow the rules • Children use speed and change of direction to achieve success 	<ul style="list-style-type: none"> • To be able to discuss subject specific vocabulary and use it in context. • To be able to demonstrate skills successfully in order to participate in team games. • To be able to use tactics in team games. • Children can demonstrate they can plan, perform and evaluate a series of movements and gymnastic sequences.
				Gymnastics	<ul style="list-style-type: none"> • Children to show contrast between tall, small, narrow, wide, straight and curved • to demonstrate straight, arch, pike, straddle, tuck with increased control • to hold positions whilst balancing on different body parts • to jump, roll, travel, climb and be still • to work on my own and with a partner • to plan and perform a series of movements 	

	music i.e speed and direction. To understand the correct starting and finishing positions needed to jump accurately.	applying new skill alongside evaluating using modelled vocabulary - Independent practise: children further develop the new skill -Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary	compose, sequence, create coordination, rhythm, link exercise, warm up, cool down, performance, evaluate, health		<ul style="list-style-type: none"> to think of more than one way to create a gymnastic sequence on floor and apparatus 	<ul style="list-style-type: none"> Children demonstrate good knowledge of warm ups and cool downs and can explain why we do these. Children demonstrate their knowledge of safety when carrying and moving equipment. Children can verbally evaluate their own work and the work of others.
				Dance/ movement	<ul style="list-style-type: none"> to be aware of space and move with control and co-ordination to dance with control and coordination to repeat a short dance phrase with increased control to change rhythm, speed, level and direction in my dance to link movements to moods and feelings 	
				Athletics	<ul style="list-style-type: none"> Children show good awareness of others when running and throwing To describe the best space to be in to send, receive block and strike confidently to be competent with ABCs and fundamental movements to roll, kick, hit and catch in combination to be able to often track the ball with eyes to choose tactics to suit different situations to follow the rules to use speed and change of direction to achieve success 	
				Health, Social and Evaluation	<ul style="list-style-type: none"> to explain how I feel after exercise to recognise and avoid risk when carrying equipment 	

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- to anticipate how I will feel after a certain activity
 - to tell you why I need to warm up and cool down
 - to watch and describe a performance accurately
 - to use the terms opponent and team mate
 - to choose one aspect of my performance and say how I am going to improve it