

Cortonwood Infant and Nursery School



Physical Education progression of knowledge and skills across Early Years and Key Stage One

Progression of knowledge and skills within Physical Education

Each skill is developed within the specific physical domain based on the physical knowledge taught at each year groups.

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Intent

Our intent is that the teaching of PE will be based upon the knowledge and skills children need to become good sportsmen and women. From the Early Years we want to encourage good physical development so children can master the fundamental skills of running, jumping, throwing, catching and balancing. We want our children to be agile and to have developed their co-ordination so they can apply these skills to specific sporting disciplines. Through team games we will teach children about strategy and tactics and provide opportunities to participate in competition beyond our school. We aim to celebrate our achievements with pride. We will model and coach our children to be competitive but fair and honest and to become gracious in the face of defeat. We are aspirational for our children and nurture their individual gifts and talents, we encourage them to practise to improve their skills and to have belief in themselves and their abilities. We aim for all of our children to grow to enjoy physical activity and find a sport that they enjoy.

Physical Education taught through a topic approach

The breadth of our topic based learning curriculum is planned to give pupils appropriate experiences both in and out of the school environment to develop as confident and responsible citizens through the world they live in. It is designed to provide rich cultural capital and provide them with the knowledge and skills to succeed in the future working world. It is delivered in a coherent, structured, practical curriculum that leads to a sustained mastery for all and a greater depth of understanding for those who are capable.

Our topic based curriculum design is based on evidence from cognitive science; three main principles underpin it:

- Learning is most effective by repetition.
- Interweaving helps pupils to discriminate between topics and aids long-term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we also understand that learning can be invisible in the short-term and that sustained mastery takes time. Some of our content is subject specific, whilst other content is combined in a cross-curricular approach. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum (where appropriate) and in other cases, provides retrieval and practice for previously learned content.

The impact of our curriculum is that by the end of year 2, the vast majority of our pupils have sustained mastery of the content that is they remember it all through their learning experiences and are fluent in applying both learnt knowledge and skills to a wide variety of tasks and situations.

Physical Domains

	<u>Gymnastics (Movement)</u>	<u>Dance</u>	<u>Games</u>	<u>Athletics</u>
Smarties and F1 Children will know how to...	<p>Composite:</p> <ul style="list-style-type: none"> >Enjoy moving when outdoors and inside. (EYFS Birth-Three) >Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. (EYFS Birth-Three) >Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. (EYFS Birth-Three) >Walk, run, jump and climb – and start to use the stairs independently. (EYFS Birth-Three) >Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. (EYFS Birth-Three) >Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. (EYFS Birth-Three) >Start eating independently and learning how to use a knife and fork. (EYFS Birth-Three) 	<p>Composite</p> <ul style="list-style-type: none"> > Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. (EYFS Three to Four) 	<p>Composite</p> <ul style="list-style-type: none"> >Enjoy starting to kick, throw and catch balls. (EYFS Birth-Three) >Spin, roll and independently use ropes and swings (for example, tyre swings). (EYFS Birth-Three) >Sit on a push-along wheeled toy, use a scooter or ride a tricycle. (EYFS Birth-Three) >Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.(EYFS Three to Four) >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. (EYFS Three to Four) >Use large-muscle movements to wave flags and streamers, paint and make marks. (EYFS Three to Four) > 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. (EYFS Three to Four) 	<p>Composite</p> <ul style="list-style-type: none"> >Start taking part in some group activities which they make up for themselves, or in teams. (EYFS Three to Four) > Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks (EYFS Three to Four)

> Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. (EYFS Three to Four)

Components:

- Explore the continuous and enhanced provision indoors and outdoors freely, negotiating space in a variety of ways such as walking, jumping, climbing and running.
- Use the weaving station to manipulate materials by pinching, grabbing, threading, pushing and pulling.
- Use a variety of ball sizes to kick, throw and roll with increasing control.
- Explore construction and den building materials to make spaces and closures to fit inside.
- Dress themselves with more independence, fastening buttons and using zips.
- Demonstrate increasing independence by pouring drinks using a jug, carefully using two hands and feeding themselves, beginning to use a knife, fork and spoon.

Components:

- Use ribbons and streamers by following certain movements or specific rhythms.
- Move specifically to music during dough disco following the rhythm of the song as well as strengthening hand muscles.
- Experiment with sequence and instructions by playing add on action games.

Components:

- Use a variety of ball sizes to kick, throw and roll with increasing control.
- Experiment with different push along toys, such as trikes, scooters, cars and balance bikes and develop their ability to make them move with increasing control and coordination.
- Experiment with a variety of ways of moving when on climbing apparatus, using alternative feet when climbing up and down the stairs.
- Experiment with a variety of ways of moving when moving around an open space, such as hopping, skipping, jumping and running.
- Demonstrate control by balancing and holding a pose while playing movement games.
- Explore materials with increasing control to access a 'Squiggle while you Wiggle' session. Children to flap, wave and twirl materials while following instruction.
- Use outdoor provision to swing, roll and balance on.

Components:

- Take part in taught playground games, in which they may have to work as a team or listen to when it is their turn such as duck- duck goose.
- Copy games they have been shown how to play and adapt them to their preferences.
- Move resources carefully, being aware of their spacial awareness and communication with those they are collaborating with.
- Use resources in their construction areas to manipulate and move around an area such as wooden planks.

<p>F2 Children will know how to...</p>	<p>Composite: > Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>(EYFS Reception)</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. (EYFS Reception)</p> <p>>Combine different movements with ease and fluency. (EYFS Reception)</p> <p>>Develop overall body-strength, balance, co-ordination and agility. (EYFS Reception)</p> <p>>Demonstrate strength, balance and coordination when playing. (ELG)</p>	<p>Composite:</p> <p>> Progress towards a more fluent style of moving, with developing control and grace. (EYFS Reception)</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. (EYFS Reception)</p> <p>>Combine different movements with ease and fluency. (EYFS Reception)</p> <p>>Develop overall body-strength, balance, co-ordination and agility. (EYFS Reception)</p> <p>>Demonstrate strength, balance and coordination when playing. (ELG)</p> <p>>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG)</p>	<p>Composite:</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. (EYFS Reception)</p> <p>>Combine different movements with ease and fluency. (EYFS Reception)</p> <p>>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (EYFS Reception)</p> <p>>Develop overall body-strength, balance, co-ordination and agility. (EYFS Reception)</p> <p>>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. (EYFS Reception)</p> <p>>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (EYFS Reception)</p> <p>>Negotiate space and obstacles safely, with consideration for themselves and others. (ELG)</p> <p>>Demonstrate strength, balance and coordination when playing. (ELG)</p>	<p>Composite:</p> <p>>Develop competitive skills.</p>
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			<p>>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG)</p>	
	<p><u>Components:</u> (Taken from Val Sabin) Introductory unit.</p> <ul style="list-style-type: none"> - Use space safely. - Recognise directions and travel with control. - Identify and use different parts of the body. - Work co-operatively to move simple apparatus. <p>Travelling unit.</p> <ul style="list-style-type: none"> - Travel with control in a variety of ways. - Show and awareness of contrasts in speed and level. - Show an awareness of space and share space safely. - To know, understand and show safe use of apparatus. 	<p><u>Components:</u> (Taken from Val Sabin) Unit 1</p> <ul style="list-style-type: none"> - Be aware of the space around them and move safely about the room. - Make simple shapes with their bodies. - Travel on feet in a variety of ways. - Recognise repeated sounds and sound patterns and match movements to music. <p>Unit 2</p> <ul style="list-style-type: none"> - Travel safely in a variety of ways on different parts of the body. 	<p><u>Components:</u> (Taken from Val Sabin) Unit 1 - Focus on using Beanbags</p> <ul style="list-style-type: none"> - Use space safely. Travel with increasing control and co-ordination - Use a range of small games equipment safely and with increasing control. - Concentrate and play an aiming game. <p>Unit 2 - Focus on using a ball</p> <ul style="list-style-type: none"> - Send and receive a ball with increasing confidence and control. - Develop co-ordination when steering, bouncing or kicking a ball. - Show an awareness of space and share space safely. - Show, understand and show safe use of equipment. 	<p><u>Components:</u></p> <ul style="list-style-type: none"> - Develop the skills needed to take part in competitive games, such as simple races, scored events and timed activities. Games such as those on sports day. - Demonstrate skills such as, turn taking, communication, listening to instructions and following rules.

	<p>Stretching and curling unit.</p> <ul style="list-style-type: none"> - Travel and balance with control when holding stretched or curled shapes. - Stop and start on a given signal and share space safely. - Show an awareness of contrasts in level. - link two movements together. <p>Travelling taking weight on different body parts unit.</p> <ul style="list-style-type: none"> - Travel with control on different body parts. - Show an awareness of different speeds and levels. - Link movements together. - Safely transfer work from the floor to apparatus. 	<ul style="list-style-type: none"> - Recognise and make simple shapes with their bodies. - Move on different levels and in different directions. - Recognise and use changes of speed. <p>Unit 3</p> <ul style="list-style-type: none"> - Recognise and use a variety of body shapes. - Move and 'freeze' with control. - Travel and turn on high and low levels. - Travel, rise and fall using different speeds. <p>Unit 4</p> <ul style="list-style-type: none"> - Distinguish between different shapes – stretched, curled, wide and thin. - Create pathways and patterns on the floor and in the air. - Work co-operatively with a partner. 	<p>Unit 3 – Focus on using hoops and Quoits.</p> <ul style="list-style-type: none"> - Use hoops and quoits in a controlled, co-ordinated and safe way. - Share space and equipment safely and confidently with others. - Operate with a partner/other children to play games. - Follow the rules of a game. <p>Unit 4 – focus on using ropes, bats and balls.</p> <ul style="list-style-type: none"> - Use a bat and ball in a safe, coordinated and controlled manner in simple, limited activities. - Send and receive a ball with a partner. - Show and awareness of personal space (swinging the bat) and general space. - Use space and equipment safely. 	
<p>Year 1 Children will know how to...</p>	<p>Composite: > 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.</p>	<p>Composite: > 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.</p>	<p>Composite: > 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.</p>	<p>Composite: > participate in team games, developing simple tactics for attacking and defending.</p>

> Perform dances using simple movement patterns.

> Participate in team games, developing simple tactics for attacking and defending.

Components:

(Taken from Val Sabin)

Flight – bouncing, jumping and landing unit.

- Bounce, hop, spring and jump using a variety of take offs and landings.
- Observe, recognise and copy different body shapes.
- Link together two or more actions with control and be able to repeat them.
- Describe what they see using appropriate vocabulary.

Points and patches unit.

- Travel confidently and competently on different parts of the body including hands.
- Hold still balance positions on large or small body parts.
- Link two balances together.
- Adapt floor work safely onto apparatus.

Components:

(Taken from Val Sabin)

Unit 1

- Respond to a range of stimuli.
- Make rounded and spiky shapes with their bodies and create different patterns in the air or on the floor.
- Choose appropriate movements to express the dance idea.

Unit 2

- Perform simple rhythmic patterns and repeats them in different formations.
- Work alone, with guidance from the teacher, to create movement ideas in response to a story or repeated rhythm.
- Select movements from those they practise to create a dance.
- Observe each other and themselves.

Unit 3

- Explore actions in response to the stimuli (natural elements and story).
- Use a variety of basic actions to create a dance (turning, rolling, jumping,

Components:

(Taken from Val Sabin)

Unit 1 – Focus on ball skills and games

- Know and show different ways of using a ball.
- Understand how to use apparatus for its intended purpose.
- Observe, copy and play games as an individual and in pairs.
- Move safely and actively about the space.

Unit 2 – Throwing and catching. Aiming games.

- Throw and catch using a range of apparatus.
- Understand the concept of aiming games.
- Change the rules to make the game harder.
- Move actively and safely about the space when using the equipment.

Components:

(Taken from Val Sabin)

Unit 1

- 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.
- Watch, copy and describe what others have done.

Unit 2

- Remember, repeat and link combination of actions.
- Choose equipment suitable for the task or challenge.
- Describe what their bodies feel like during different activities.
- Watch, copy and describe what others have done.

	<p>Rocking and rolling unit.</p> <ul style="list-style-type: none"> • Spin, rock, turn and roll with control, on various parts of the body. • Plan and link a series of movements together. • Work safely with an awareness of others. • Work from the floor safely onto apparatus. <p>Wide – narrow – curled unit.</p> <ul style="list-style-type: none"> • Travel, balance and jump confidently showing a variety of body shapes. • Understand and demonstrate contrasts in level and shape. • Observe, copy and describe what others are doing. • Select and link together three different movements. 	<p>travelling in different ways, shape, stillness and gesture).</p> <ul style="list-style-type: none"> - Communicate mood, feelings and ideas through dance. - Observe each other and talk about their dances using appropriate language. <p>Unit 4</p> <ul style="list-style-type: none"> - Perform the basic actions of travelling, jumping, turning, gesture and shape. - Choose appropriate dance actions and phrases to convey the meaning of the story. - Vary speeds, directions and pathways. - Perform actions on different pathways and in different formations. 	<p>Unit 3 – Bat/Ball skills and games.</p> <p>Skipping</p> <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. <p>Unit 4 – Developing partner work</p> <ul style="list-style-type: none"> - To play running games and use apparatus safely. - To use and develop their sending, receiving and travelling with skills in games with a partner. - Change the rules of the game to make it more challenging. - Observe and describe another child’s activity. 	
Year 2	<p>Composite: > Master basic movements including running, jumping, throwing and catching, as well as developing</p>	<p>Composite: > Master basic movements including running, jumping, throwing and catching, as well as</p>	<p>Composite: > Master basic movements including running, jumping, throwing and catching, as well as developing balance,</p>	<p>Composite: > participate in team games, developing simple tactics for attacking and defending.</p>

Children will know how to....	balance, agility and co-ordination, and begin to apply these in a range of activities.	developing balance, agility and co-ordination, and begin to apply these in a range of activities. > Perform dances using simple movement patterns.	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.	
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Components:
(Taken from Val Sabin)

Parts high and parts low unit.

- Travel and balance confidently showing different parts of the body high or low.
- Demonstrate being close to or far away from the floor and apparatus and show contrasts in shape and speed.
- Link three movements together smoothly in a planned sequence.
- Adapt and transfer work safely from the floor to the apparatus.

Pathways – straight, zig-zag, curving unit.

- Travel confidently and competently in different ways and on different body parts.
- Understand and create different pathways and move in different directions.
- Link together three different movements showing contrasts in speed and level.
- Perform a limited range of skills with a partner

Components:
(Taken from Val Sabin)

Unit 1

- Use a range of basic dance actions with understanding.
- Work alone with guidance from the teacher to create movement ideas.
- Use different levels, directions and speeds and choose appropriate actions for the dance idea.
- Understand and use contrasts in weight (dynamic elements).
- Talk about the dance and why they liked it, using appropriate vocabulary.

Unit 2

- Work co-operatively in pairs and threes to create a dance.
- Respond to different stimuli (music, bubbles and a poem).
- Change and vary actions – show contrasts in shape, speed and size.
- Select and use appropriate basic dance skills.
- Recognise, describe and comment on quality of basic actions and relationships.

Unit 3

Components:
(Taken from Val Sabin)

Unit 1 – Throwing and catching – inventing games

- Throw, catch and bounce in different ways when standing still or on the move.
- Choose and apply skills to make up games.
- Develop simple strategies for extending their skills.
- Describe their simple games and teach it to a partner.

Unit 2 – Making up games with a partner

Aiming, Hitting and Kicking

- Remember, repeat and link combinations of skills in a game.
- Improve the coordination, control and consistency of their actions.
- Use and vary simple tactics.
- Observe, play and improve another person's game.

Components:
(Taken from Val Sabin)

Unit 1

- Use their bodies and a variety of equipment with greater control and coordination.
- Choose skills suitable for the challenges.
- Describe what their bodies feel like during different activities.
- Watch and describe what others have done.

Unit 2

- Remember, repeat and link combinations of actions with greater control and coordination.
- Choose equipment to help them meet the challenges set.
- Describe what their bodies feel like during exercise.
- Watch and describe what others have done.

Tuning, spinning and twisting unit.

- Turn, spin and twist on different body parts, showing control and coordination.
- Understand that one part of the body must be 'fixed'.
- Create a twist to link together three movements showing contrasts in speed and level.
- Use their understanding of turning, spinning and twisting to adapt work safely from the floor to the apparatus.

Linking movements together unit.

- Understand how different movements can be linked together smoothly.
- Plan sequences or patterns of three or more movements which they can remember and repeat.
- Recognise and use changes in level, speed and direction.
- Compose and perform a simple sequence with a partner.

- Respond to different types of stimulus – flash cards and story.
- Work in pairs or small groups to create ideas for a dance.
- Use a variety of basic dance actions – turning, jumping, travelling, gesture, shape and stillness.
- Change and vary actions – speed, size and weight.
- Observe each other dancing and say what they like or can be made better.

Unit 4

- Copy and perform simple movements/ rhythmic patterns.
- Understand that dance plays an important part in other cultures.
- Recognise that dances have changed throughout history.
- Understand that dance is active and that changes will occur in their bodies.
- Change and vary their actions.

Unit 3 – Dribbling, Kicking and Hitting

- Develop new skills relevant to specific games.
- Know and apply basic tactics and strategies for attacking play.
- Work cooperatively with another person in a team.
- Observe and select information to evaluate their own and others' work.

Unit 4 – Group games and inventing rules.

- Develop and extend their sending and receiving skills.
- Follow rules for a game.
- Develop simple group tactics.
- Move actively and safely about the space and in teams.

Year 3 Children will know how to....				

Key = Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1, Summer 2, On
going

Key vocabulary is highlighted in yellow