

Progression of PE

Subject content	<p>EYFS:</p> <p>Development Matters: Physical Development</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency 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. 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. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene Watch and talk about dance and performance art, expressing their feelings and responses. <p>ELG: Gross Motor Skills (Physical development) - 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>KS1: 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. 		
Skills	Reception	Year 1	Year 2
Gymnastics	<p>I can copy individual and whole body movements with some control and co-ordination.</p> <p>I can link individual and whole body movements together.</p> <p>I can recognise and negotiate space and I can handle small and/or low apparatus safely.</p>	<p>I can copy and explore basic gymnastics actions with some control and co-ordination.</p> <p>I can select and link basic gymnastics actions together.</p> <p>I can safely perform a teacher led warm-up and cool down and I can use space safely showing an awareness of others.</p>	<p>I can copy, remember, explore and repeat a variety of basic gymnastics actions with control and co-ordination.</p> <p>I can select and link basic gymnastics actions into fluent short movement phrases.</p> <p>I can handle large apparatus safely and I can explain the need for a warmup and cool down recognising what is happening to my body during exercise.</p>
Games	<p>I can stop a ball with some control</p> <p>I can send a ball in the direction of another person</p>	<p>I can stop a ball with basic control.</p> <p>I can send a ball in the direction of another person and collect a ball .</p>	<p>I can stop / catch / strike a ball with control and accuracy.</p>

	<p>I can often control a ball on my own.</p> <p>I can move with a ball in space safely</p>	<p>I can take part in sending and receiving activities with a partner</p>	<p>I can pass a ball to someone else and receive a ball when moving.</p> <p>I can take part in conditioned games with opponents</p>
Dance	<p>I can copy steps and actions with some control and coordination.</p> <p>I can link individual and whole body movements together.</p> <p>I can watch others work and choose actions.</p> <p>I can recognise how to move in space.</p>	<p>I can copy and explore basic body patterns and movements.</p> <p>I can remember simple dance steps and perform them in a controlled manner.</p> <p>I can choose actions and link them with sounds and music.</p>	<p>I can perform with control and co-ordination.</p> <p>I can respond imaginatively to a variety of stimuli.</p> <p>I can vary the dynamics, levels, speed and direction of my phrase/motif.</p> <p>I understand the need for warm-up and cool down.</p>
Participation in competitive sports		<p>I can work with and against a partner.</p> <p>I can show good sportsmanship.</p> <p>I can begin to take part in competitive activities.</p>	<p>I can work with and against a team of 3/4 members.</p> <p>I can show good sportsmanship.</p> <p>I can engage in competitive sports and activities.</p>
Healthy lifestyles	<p>I know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>I can get changed for PE independently.</p>	<p>I can talk about exercising, safety and short term effects of exercise</p> <p>I understand the need for a warm up and cool down.</p> <p>I understand why we change for PE.</p> <p>I can demonstrate safe practice within the PE environment.</p> <p>I can understand and describe in simple terms what is happening to the body.</p> <p>I can begin to talk about how to lead healthy, active lifestyles.</p>	<p>I understand about exercising, being safe and the short term effects of exercise</p> <p>I can dress appropriately for all aspects of P.E.</p> <p>I can work in a responsible and safe manner.</p> <p>I can recognise changes in body temperature, heart rate and breathing.</p> <p>I understand how to lead healthy, active lifestyles.</p>
Evaluating and Improving Performance	<p>I can watch others work and, with support, begin to talk about this using modelled, relevant vocabulary.</p>	<p>I can watch and discuss my own and others' work using some relevant vocabulary.</p> <p>I can safely perform teacher led warm-ups and can describe and discuss others' work.</p>	<p>I can identify and describe the difference between my own and others' work.</p> <p>I can discuss my own and others' work with relevant vocabulary.</p>

How will we implement PE in our school?

- Planned discrete teaching of **weekly PE** using **Cambridgeshire scheme of work** and bespoke HIS dance units
- Coverage of games, gymnastics and dance across each Year, with a **balance of indoor and outdoor** PE.
- Planned discrete **Forest School** sessions led by class teachers every week across all seasons. This includes **active games and play**.
- Evidence of PE and FS can be seen on **Tapestry** (minimum of 1 photo per child per term), whole school displays (e.g. healthy selfie and FS) and on annotated plans and assessments.
- **Sports Premium funding** used to enhance delivery of Physical Education.
- Children encouraged to participate in **active play at break and lunchtimes**. KS1 **playground games** with support staff at lunchtimes.
- A selection of **clubs** are offered to pupils across the year.
- Annual **healthy week** covers many aspects of PE, PSHE and science. This includes providing the children with broader experiences such as external clubs/visitors.
- Annual **sports day** promotes competitive activities and teamwork.
- Regular **sports visitors** invited into school, e.g. visitor assemblies.
- Whole school **healthy selfie board** highlights healthy active lifestyles outside of school, linked to our school PE. **Forest School** display highlights active, outdoor play and healthy lifestyles.
- **Enquiry** based learning links to PE where relevant, e.g. UK games.
- Daily **snack time** and **DT food unit of work** links to healthy lifestyles.