South Ossett Infants Academy

PE: EYFS & Key Stage 1

Progression of Learning Objectives

Physical Education: Key Stage One

National Curriculum

The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

In Key Stage 1, 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 cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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.

Gymnastic movements	Basic movements and team games	Dance
Developing balance, agility and coordination, and begin to apply these in a range of activities	*Master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending.*	*Perform dances using simple movements*

Physical Education Coverage: EYFS

Lower Foundation

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.

Physical Development

- 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.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.
- 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.
- Choose the right apparatus 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.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.

Expressive Arts and Design

Respond to what they have heard, expressing their thoughts and feelings.

Upper Foundation

Personal, Social and Emotional Development

- Manage their own needs.

ELG: PSED: Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing.

ELG: PSED: Building Relationships

- Work and play cooperatively and take turns with others.

Physical Development

- Revise and refine the fundamental skills they have already acquired: rolling, running, crawling, hopping, walking, skipping, jumping, climbing.
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop overall body-strength, balance, coordination 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 outdoors, alone and in a group.
- Develop overall body strength, balance, coordination and agility.
- Know about and talk about the different factors that support overall health and wellbeing: regular physical activity.

ELG: PD: Gross Motor Skills

- 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.

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Explore and engage in music making and dance, performing solo or in groups.

ELG: EAD: Being Imaginative and Creative

- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Physical Education coverage: Key Stage One	
Autumn 1	Invasion Games
Autumn 2	Gymnastics
Spring 1	Dance
Spring 2	Net and Wall
Summer 1	Athletics
Summer 2	Striking and Fielding

PE: Key Stage One

	Gymnastic Movements *Developing balance, agility and coordination, and begin to apply these in a range of activities.*	**Basic Movements and Team Games** *Master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending.*	**Dance** *Perform dances using simple movements*
Year 1	• Make body curled, tense, stretched and relaxed • Control your muscles and body parts when travelling and balancing • Copy sequences and repeat them • Roll in different ways, e.g. teddy bear, sideways, tuck • Travel in different ways, e.g. marching, stepping, skipping • Use space safely, being aware of others and apparatus and not being too close • Know that tension is 'body tightness' and the ability to control actions of their body more easily • Know that relaxation of muscles is when the muscles aren't tensed **Key concepts and abstract terms** **New** Balance Tension Relaxation **Revisited**	• Throw a ball underarm • Hit a ball with a bat • Know how to hit into a good space • Move, stop and change speed safely without collision • Throw and catch with both hands • Throw a ball in different ways, e.g. bouncing, overarm, underarm • Kick a ball in different ways, e.g. with the 'laces' of a trainer, with the inside of the foot • Throw in order to hit a target • Run at different speeds • Change speed and direction when running • Know how to hold a racket correctly, with their thumb pressing against the wider surface and the rest of the hand holds the racket like they are shaking someone's hand • Hit a ball with a racket • Demonstrate jumping patterns (jump, hop, jump) **Key concepts and abstract terms** **New** Speed **Revisited**	• Perform own dance moves • Copy or make up a short dance • Move safely in a space being aware of other children **Key concepts and abstract terms** **New** Safety **Revisited**
Key Vocabulary	Action, jump, roll, level, direction, speed, point, balance, crawl, back, front, jog, jump, landing, repeat, small, tall, straight, walk	Far, aim, safely, direction, balance, send, fast, slow, hop, attacker, defender, dribble, score, partner	Counts, pose, level, slow, fast, balance, space, symmetry, timing

Year 2	• Plan and perform a sequence of movements that includes forward rolls and travelling (from Y1) • Improve sequences based on feedback • Think of more than one way to create a sequence which follows some 'rules', e.g. creating two different shapes, using apparatus for part of the sequence • Include apparatus or a partner in a sequence • Vary sequence using floor, mats and apparatus • Perform a range of actions with control, by showing balance, and with coordination, by using different body parts on different apparatus • Work on my own and with a partner to make a sequence **Key concepts and abstract terms** **New** **Revisited** Balance (Yr1)	• Use hitting, kicking and/or rolling in a game • Decide the best space to be in during a game to get the ball • Use a tactic in a game • Follow rules of a game and play fairly • Show an awareness of safety when playing a game by being aware of where the ball is and where other children are in the game • Hit a ball at a target showing some control and accuracy • Show some control when throwing underarm so that the ball goes in the correct direction at the correct speed • Begin to strike a ball with different equipment • Run at different speeds and change direction when running • Begin to understand how to take part in a relay by understanding who to pass the relay baton to and when • Throw a ball underarm and overarm • Jump in different ways (1 foot to 2 feet) showing good balance when landing **Key concepts and abstract terms** **New** Tactic Rules **Revisited** Speed (Yr1)	• Change rhythm, speed, level and direction in dance • Dance with control, by keeping a good balance when moving, and coordination, • Move between different dance moves/positions • Perform short dance phrases using rhythm and movement • Make a sequence by linking sections together • Use dance to show a mood or feeling, e.g. happy, excited, upset **Key concepts and abstract terms** **New** Rhythm Speed Balance Mood Feeling **Revisited**
Key Vocabulary	Link, pathway, sequence, tuck, straddle, speed, star, pike, curl, long, narrow, sidestep, stretch, tight, travel, wide, skip	Overarm, collect, target, underarm, dribble, distance, dodge, jog, steady, sprint, received, possession, send, goal, teammate, chest pass, dodge, bounce pass, batter, bowler	Mirror, action, pathway, direction, speed, timing, beat, energy, free style, rhythm, sequence, shadow