



PE: Progression of Skills Overview Document



School Intent: At Dobcroft Infant School, our intent is to create an exceptional, well-sequenced and ambitious curriculum, which challenges and excites all learners. Through quality first teaching and effectively planned provision, children will develop their ability to “know more, remember more and do more” to achieve clear end points.

Subject Intent:

The intent of the PE curriculum for KS1 is to provide a high-quality physical education program that inspires all children to enjoy and feel the benefits from being physically active so that they lead healthy and active lives. We also aim through high-quality teaching to develop children’s fundamental skills across a broad range of activities so that children become confident and competent while having access to a range of different experiences. As a school we aim to provide a positive attitude towards sport no matter which sport a child is interested in or their ability. We ensure that all planning is inclusive of the needs of all of our children and athletes from a range of backgrounds, sports and disabilities are promoted.

All children will experience 2 hours of PE a week, with there also being strategies in place to encourage and support all children to be active for at least 30 minutes during the day to tie in with the 5 key indicators used to drive forward the development and progress of PE and sport within school. This includes use of sports leaders, active lessons, use of continuous provision, personal challenges, outdoor learning and our Mile Challenge alongside a high quality provision of lunchtime equipment.

We also provide all children with an opportunity to access swimming lessons in year 1 to support children to work towards being able to develop their knowledge of water safety, and feel more confident being in the water.

Our End Point is to prepare pupils at DIS for the opportunities, responsibilities and experiences of later life and to guide our pupils towards becoming the global citizens of the future.

Concepts within PE

The following outlines the key concepts that we aim to develop within children to support them to think like an athlete across our teaching of school PE and sports.

- For children to develop a love of physical activity.
- For children to build and develop children’s resilience.
- For children to become a team player.
- For children to be able to take turns.
- For children to develop a sporting attitude.
- For children to develop an awareness of space.

National Curriculum Subject content:

Early Learning Goal for FS	<p>Managing self – Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Gross motor skills –</p> <ul style="list-style-type: none">• 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>Developed within the classroom.</p> <p>Fine motor skills –</p> <ul style="list-style-type: none">• Hold pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.• Use a small a range of small tools, including scissors, paintbrushes and cutlery.• Begin to show accuracy and care when drawing. <p>Being imaginative and expressive –</p> <ul style="list-style-type: none">• Invent, adapt and recount narratives and stories with peers and their teacher.• Sing a range of well-known nursery rhymes and songs.• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
KS1	<p>Pupils should:</p> <ul style="list-style-type: none">• Develop fundamental movement skills.• Become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.• To be able to engage in competitive sport (against others and self) and co-operative physical activities in a range of challenging situations. <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• Master basic movements – running, jumping, throwing and catching.• Develop balance, agility and co-ordination.• Be able to apply skills into a range of activities.• Participate in team games, developing simple tactics for attacking and defending.• Perform dances using simple movement patterns.

Progression of skills: Gymnastics and Yoga

- **NC FS2:** Demonstrate strength, balance and coordination. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Negotiate space and obstacles safely, with consideration for themselves and others.
- **NS KS1:** Master basic movements as well as developing balance, agility and co-ordination. Develop fundamental movement skills.

Skill	FS2	Y1	Y2
Travelling	Choose and use travelling actions, shapes and balances.	Stepping and travelling at different levels. Skip, hop and chasse showing some control, balance and co-ordination.	Stepping and leaping including scissone, cat, scissor and stag leaps
	Travelling in different ways and directions.	Travel using different body parts and at different heights.	Travel with control using different hand apparatus such a ribbons.
	Balance whilst stationary and on the move.	Show some control and balance when travelling at different speeds and in different directions.	Show control and balance when travelling at different speeds and in different directions.
	Change direction at a slow pace.	Begin to show balance and co-ordination when changing direction.	Demonstrate balance and co=ordination when changing direction.
Rolling	Explore different ways their body can roll.	Show some control when performing rolls: egg roll log roll roll from front to back (rotating dish to arch)	Show control and co-ordination when rolling: teddy bear rolls individually and within a group.
Balancing	Create simple strong shapes showing some stillness using different parts of their body. 5 strong shapes – straight, tuck, star, straddle and pike	Perform balances using large body parts making their body tense, stretched and curled.	Perform balances using small body parts making their body tense, stretched and curled.
	Begin to take weight on different parts of their body.	Take body weight on hands for short periods.	Take body weight on different body parts, with and without apparatus.
	Show shapes and actions that stretch their body.	Demonstrate poses and movements that challenge their flexibility.	Show increased awareness of extension and flexibility in actions.

Jumping	Jump and hop with bent knees.	Begin to link travelling and jumping movements with some control	Link running and jumping movements with some control and balance.
		Show jumping movements with some balance and control focusing on 2 feet to 2 feet jumps.	Show hopping and jumping movements with some balance and control focusing on: 1 foot to 2 feet / 2 feet to 1 foot jumps
		To show strong shapes within jumps – stretch, star and tuck jumps. Creating different shapes within a jump.	To jump, leap and hop choosing a technique which allows them to jump for distance.
Performance	Copy and link simple actions together.	Remember, repeat and link simple actions together.	Copy, remember, repeat and plan linking simple actions with some control.
		To repeat and link simple actions with use of apparatus.	To plan and link simple actions with some control when performing on apparatus.
Yoga		Recognise how yoga makes them feel mentally and physically.	Describe how their body feels during exercise and yoga.
		Remember and repeat actions, linking some actions together.	Copy, remember and repeat actions linking them together while considering their breath.
		Say what they liked about another person's actions.	Provide feedback on the work of others using key vocab.
		Show an awareness of space when travelling.	Use clear shapes when performing poses.
		Work with others to create actions and poses.	Work with others to create simple actions showing some control.
Key vocab			
Gymnastics	sequence, routine, control, travelling, balance, rolling		
Yoga	N/A	yoga, muscles, pose, stretch, flow, breath	breathe, control, strong, relax

Progression of skills: Games

- **NC FS2:** Demonstrate strength, balance and coordination. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Negotiate space and obstacles safely, with consideration for themselves and others.
- **NS KS1:** Master basic movements – running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these into a range of activities. Participate in team games, developing simple tactics for attacking and defending.

Skill	FS2	Y1	Y2
Using Space / Travelling	Run and stop with some control.	Attempt to run at different speeds showing an awareness of technique.	Show balance and co-ordination and running at different speeds.
	Change direction at a slow pace.	Begin to show balance and co-ordination when changing direction.	Demonstrate balance and co=ordination when changing direction.
	Explore moving different body parts together.	Use co-ordination with and without equipment.	Perform actions with increased control when co-ordinating their body with and without equipment.
	Runs and stops when instructed.	Run, stop and change direction with some balance and control.	Run, stop and change direction with balance and control.
	Moves around showing limited awareness of others.	Recognises space in relation to others.	Moves to a space in an attempt to apply attacking and defending tactics.
Ball skills – Throwing and Catching	Drop and catch a large ball with two hands.	Drop and catch a ball after one bounce.	Dribble a ball with two hands while on the move.
	Throw and roll a variety of beanbags and larger balls into a space.	Throw and roll a ball towards a target with some varying techniques.	Throw and roll a ball towards a target and for distance using varying techniques with some success.
Hitting and Striking	Move a ball using their feet.	Move a ball using different parts of the body.	Dribble and ball with some success, stopping it when required.
Passing and receiving	Kick larger balls into a space.	Kick a ball towards a stationary target.	Shows balance when kicking towards a target.
	Stop a beanbag or large ball sent to them using hands.	Catch a beanbag and medium sized ball using two hands individually and with a partner.	Catch an object passed to them, with and without a bounce individually and with a partner.

Dribbling and kicking	Attempts to stop a large ball sent to them using their feet.	Attempts to track balls and other equipment sent to them.	Move to track a ball and stop it using feet with some success.
Patting and bouncing	Hit a ball using their hands.	Strikes a stationary ball using a racket.	Strikes a ball using a racket.
Tactics and rules	Begin to play games as part of a team.	Follow simple rules to play games, including team games.	Applies rules into playing a variety of team based games.
	To say why working as a team is important.	Begin to use the terms attacking and defending.	Understands and can explain the terms attacking and defending.
	Make simple decisions in response to a situation.	Begins to use simple tactics with guidance.	Uses simple attacking and defending tactics including marking and dodging when playing games.
Key Vocab	throwing, catching, striking, hitting, patting, bouncing, rolling, kicking, space, attacking, defending, fielding, tactics.		

Progression of skills: Dance

- **NC FS2:** Demonstrate strength, balance and coordination. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Negotiate space and obstacles safely, with consideration for themselves and others.
- **NS KS1:** Perform dances using simple movement patterns.

Skill	FS2 – music and movement	Y1	Y2
Dance Skills	Copy basic body actions and rhythms. Explore different ways of moving different body parts.	Copy, remember and repeat actions.	Copy, remember and repeat a series of actions.
	Choose and use travelling actions, shapes.	Choose an action for an idea by independently improvising to a piece of music.	Select from a wider range of actions in relation to a stimulus.
	Travel in different pathways using the space around them.	Use changes of direction, speed and levels with guidance.	Use pathways, levels, shapes, directions, speeds and timing with guidance.
	Show some ability to perform actions that cross the mid-line.	Show some ability to dance in unison when completing an action.	Using mirroring and unison when completing actions with a partner.
	Begin to use dynamics and expression with guidance.	Show some sense of dynamic and expressive qualities involved within dance; elevation, travel, rolls, gesture / isolation, dynamics and expansion and relaxation.	Shows a character through actions, dynamics and expressive qualities involved within dance; elevation, travel, rolls gesture / isolation, dynamics and expansion and relaxation.
	Move body with some rhythm to music, being able to move some body parts in time to music.	Begins to use counts within movement sequences.	Uses counts within dance to help them stay in time with the music.
Evaluation	Watch other people perform.	Watch and describe performances saying what they like about it.	Watch and describe performances and use what they see to improve their own performance.
	Say if they like a performance or not.	Begin to say how they can improve their performance.	Talk about the differences between their work and that of others using key dance vocabulary.
Key vocab	Movement sequence, unison, canon, mirroring, elevation travel, rolls, isolations, dynamics, expansion and relaxation.		

SOCIAL, EMOTIONAL AND THINKING SKILLS

This area of PE helps to develop our key concepts of PE throughout the curriculum and embeds our philosophy of the 5 learning 'Rs'

Skill	FS2	Y1 and Y2
Social	To take turns with others.	Encourage others to keep trying.
	To learn to share equipment with others.	To talk to a partner about their ideas and take turns to listen to each other.
	To share their ideas with others.	Work with partners and within small groups to play games and solve challenges.
Emotional	To try again if they do not succeed building their resilience.	To show determination to continue working over a longer period of time.
	To practise skills independently.	To show determination to complete challenges and tasks set within lessons.
	To show some confidence in trying new tasks and challenges.	To explore skills independently before asking for help.
		To confidently share ideas, contribute to class discussion and perform in front of others.
Thinking	Begin to identify personal success.	To make decisions when presented with a simple challenge, e.g. move to an open space towards a goal.
	To choose their own movements and actions in response to simple tasks e.g. choosing to travel by skipping.	To begin to select and apply skills to use in a variety of differing situations, e.g. choose to use a balance on their bottom on a wider piece of apparatus.
	To begin to provide simple feedback saying what they liked or thought was good about someone else's performance.	To provide feedback beginning to use key vocabulary from within the lesson.

