

### Progression of skills: Subject PE

Programme of study: Games		
Year 1	Year 2	Progression for Greater Depth and Mastery
<ul style="list-style-type: none"> <li>• Use basic underarm, rolling and hitting skills with some accuracy.</li> <li>• Hit and kick a ball in a variety of different ways.</li> <li>• Follow, stop and catch balls.</li> <li>• Discuss basic rules of games.</li> <li>• Show spacial awareness during games.</li> <li>• Have a sense of competition when partaking in games.</li> <li>• Understand the importance of physical exercise and describe how it makes them feel.</li> <li>• Begin to understand the importance of warming up before physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform basic techniques to catch and throw at a consistently good level when moving and standing still.</li> <li>• Use control to hit and kick a ball in different ways.</li> <li>• Use understanding of games to create tactics within the team.</li> <li>• Show an awareness of opponents and have appropriate drive within the game.</li> <li>• Describe the different ways our bodies feel at different times in the physical exercise.</li> <li>• Observe and learn from others to improve own skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Have good control when throwing and catching.</li> <li>• Be confident to move with control during games.</li> <li>• Confidently use a range of different tactics within a game in order to win.</li> <li>• Use and implement rules fairly in games.</li> <li>• Use understanding of games and their rules to create their own fair games.</li> </ul>
<b>Vocabulary:</b> Underarm, overarm, kick, throw, catch, warm up.	<b>Vocabulary:</b> Underarm, overarm, throw, kick, catch, warm up, competitive.	<b>Vocabulary:</b> Fairness, rules, competitive, control, tactics.
Awareness of EYFS links		
Development Matters Area	Development Matters Statement	
Physical Development	Early learning goal <ul style="list-style-type: none"> <li>• Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</li> <li>• Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</li> </ul>	

Programme of study: Gymnastics		
Year 1	Year 2	Progression for Greater Depth and Mastery
<ul style="list-style-type: none"> <li>Learn a variety of basic gymnastics movements.</li> <li>Be still when in different body shapes and balances.</li> <li>Move between mats and small apparatus using different modes of travel.</li> <li>Recognise the difference in the ways our body feels when tense and in balance.</li> <li>Recognise the need for concentration when in a balance.</li> <li>Begin to develop balance, agility and co-ordination when travelling, jumping, changing shape, direction and size.</li> </ul>	<ul style="list-style-type: none"> <li>Develop short sequences independently.</li> <li>Use imagination to create different ways of using apparatus.</li> <li>Form sequences using different actions at different levels.</li> <li>Have a clear beginning, middle and end.</li> <li>Have a clear focus when watching others to give valuable feedback.</li> <li>Take notice and understand when a movement has been performed at a good standard.</li> <li>Describe what they have done and give feedback and advice on how to make it easier or harder.</li> <li>Continue to develop balance, agility and co-ordination when travelling, jumping, changing shape, direction and size.</li> </ul>	<ul style="list-style-type: none"> <li>Perform combinations of gymnastic movements at different levels and using different apparatus.</li> <li>Adapt a sequence based on feedback given by teacher or peers.</li> <li>Adapt a sequences to include different levels, speeds and direction.</li> <li>Have a basic understanding on how strength and flexibility are important parts of fitness.</li> </ul>
<b>Vocabulary:</b> Core skills, balance, travelling, shape, direction, size.	<b>Vocabulary:</b> Core skills, balance, travelling, shape, direction, size, apparatus, jumping.	<b>Vocabulary:</b> Flexibility, sequence, combinations, levels, adapting.
Awareness of EYFS links		
Development Matters Area	Development Matters Statement	
Physical Development	Early learning goal <ul style="list-style-type: none"> <li>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</li> <li>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</li> </ul>	

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Programme of study: Dance		
Year 1	Year 2	Progression for Greater Depth and Mastery
<ul style="list-style-type: none"> <li>• Explore basic body actions.</li> <li>• Explore movements and skills to create movement patterns in response to stimuli.</li> <li>• Observe performances and give feedback on what they liked and didn't like.</li> <li>• Create and practice movements.</li> <li>• Begin to create a sequence of movements that have a clear beginning, middle and end.</li> <li>• Make evaluations of their movements using basic dance vocabulary.</li> <li>• Recognise how their bodies feel when still and when exercising.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the use of different stimuli in dance.</li> <li>• Explore ideas of moods and feelings within dance.</li> <li>• Recognise the need for a warm up and cool down.</li> <li>• Discuss why they like performances and offer suggestions about what they could improve.</li> <li>• Understand how certain stimuli can be used to evoke feelings within dance.</li> <li>• Evaluate dances with emphasis on feelings.</li> <li>• Create, repeat and perform short dances from a stimuli.</li> <li>• Communicate different moods and ideas through dance.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and use a range of actions and movements to create dance routines.</li> <li>• Respond imaginatively to different stimuli.</li> <li>• Understand the need for facial movements to mimic the tone of stimuli and movement.</li> <li>• Show awareness of other performers.</li> <li>• Create, practice and perform dances with a good level of physical control.</li> </ul>
<b>Vocabulary:</b> Movement, pattern, gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue.	<b>Vocabulary:</b> Movement, pattern, sequence, rhythm, gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue, high, medium, low.	<b>Vocabulary:</b> Movement, pattern, sequence, rhythm, gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue, high, medium, low and directional language.
Awareness of EYFS links		
Development Matters Area	Development Matters Statement	
Physical Development	Early learning goal	

	<ul style="list-style-type: none"> <li>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</li> </ul>
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Programme of study: Athletics		
Year 1	Year 2	Progression for Greater Depth and Mastery
<ul style="list-style-type: none"> <li>Improve running techniques and run for longer distances.</li> <li>Run and jump in a sequence.</li> <li>Take part in team races- beginning to use a variety of equipment.</li> <li>Develop overarm and underarm throw.</li> <li>Watch and copy movements.</li> <li>Know that running, jumping and throwing is good for them and discuss how it makes them feel.</li> <li>Take part in sports day.</li> </ul>	<ul style="list-style-type: none"> <li>Run with good technique at differing speeds.</li> <li>Perform a two footed jump with good balance.</li> <li>Demonstrate a good technique when throwing overarm and underarm.</li> <li>Compete in team races.</li> <li>Begin to observe others and focus on self-improvement.</li> <li>Describe the differences within the body when doing different parts of athletics.</li> <li>Take part in sports day.</li> </ul>	<ul style="list-style-type: none"> <li>Select a running speed that is appropriate.</li> <li>Make up a sequence of jumps.</li> <li>Throw using good technique and accuracy for a range of distances.</li> <li>Take part in a relay remembering when to run.</li> </ul>
<b>Vocabulary:</b> Running, distance, jump, sequence, overarm, underarm, throw, movements, team.	<b>Vocabulary:</b> Running, distance, jump, sequence, overarm, underarm, throw, movements, team, two footed, self-improvement.	<b>Vocabulary:</b> Speed, relay, accuracy, distance.
Awareness of EYFS links		
Development Matters Area	Development Matters Statement	
Physical Development	Early learning goal	

	<ul style="list-style-type: none"> <li>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</li> </ul>
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Programme of study: Net and wall		
Year 1	Year 2	Progression for Greater Depth and Mastery
<ul style="list-style-type: none"> <li>Begin to throw a ball with some control overarm and underarm with support.</li> <li>Use hand-eye co-ordination to throw and catch a ball.</li> <li>Focus on catching a ball from shorter and longer distances independently and in groups.</li> <li>Play games based on a net e.g. tennis.</li> <li>Pass and receive balls in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>Use skills to play end to end games.</li> <li>Use understanding of the games to problem solve and make decisions.</li> <li>Observe others and make appropriate comments on what was done.</li> <li>Pass and receive the ball with more control and increased accuracy.</li> <li>Perform fielding techniques with increased control and co-ordination.</li> <li>Take part in team games.</li> </ul>	<ul style="list-style-type: none"> <li>Use ability to solve problems and make decisions providing evidence as to why.</li> <li>Create tactics to support in the games.</li> <li>When observing, offer comments on how to improve skill and develop game play further.</li> </ul>
<b>Vocabulary:</b> Overarm, underarm, throw, catch, distance, pass, receive.	<b>Vocabulary:</b> Overarm, underarm, throw, catch, distance, pass, receive, accuracy, control, fielding, team games.	<b>Vocabulary:</b> Tactics, skill, developing.
Awareness of EYFS links		
Development Matters Area	Development Matters Statement	
Physical Development	Early learning goal	

	<ul style="list-style-type: none"> <li>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</li> </ul>
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Programme of study: Striking and fielding		
Year 1	Year 2	Progression for Greater Depth and Mastery
<ul style="list-style-type: none"> <li>Begin to strike a ball with control when supported.</li> <li>Begin to field a ball using underarm and overarm throws.</li> <li>Able to play simple games in small groups.</li> <li>Begin to apply the rules of the game.</li> </ul>	<ul style="list-style-type: none"> <li>Choose and use simple tactics in games.</li> <li>Observe and offer suggestions on how to improve game play.</li> <li>Pass and receive a ball in different ways using control and increased accuracy.</li> <li>Perform fielding techniques with increased control and co-ordination.</li> <li>Take part in team games.</li> </ul>	<ul style="list-style-type: none"> <li>Make suggestions on how to improve game play using well thought out evidence.</li> <li>Introduce tactics for the teams.</li> </ul>
<b>Vocabulary:</b> Strike, field, control, underarm, overarm, throw, rules.	<b>Vocabulary:</b> Strike, field, control, underarm, overarm, throw, rules, team games, co-ordination, tactics.	<b>Vocabulary:</b> Improvements, tactics.
Awareness of EYFS links		
Development Matters Area	Development Matters Statement	
Physical Development	Early learning goal <ul style="list-style-type: none"> <li>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</li> </ul>	

