

Progression of Skills in P.E.
Saltersgate Infant School

Curriculum Intent

At Saltersgate Infant School, we believe that Physical Education is crucial to develop a lifelong love of physical activity, sport and movement in our children. Our intent is to help ensure a positive and healthy physical and mental outlook in the future and help our children to develop essential skills like leadership and teamwork, thus embedding life-long values such as determination, resilience and equity of play.

We teach our children to develop skills in P.E, consider the impact on their health and fitness, compete/perform and evaluate. We encourage our children to use appropriate terms and vocabulary, to challenge themselves individually and to work together with other children to ensure that our P.E. is inclusive. The aim of Physical Education is to promote physical activity and healthy lifestyles. Children are taught to observe and follow the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators. We promote and encourage our pupils to follow the Golden Rules and the characteristics of learning as an integral part of everyday school life, including P.E.

Curriculum Implementation

Our PE curriculum is sequenced to ensure progression of knowledge and skills, thus enabling children to build upon prior experiences and apply these fluently, with confidence. Children also have the opportunity to further these skills at after school sports clubs with specialised coaches. In order for children to develop their skills and confidence in P.E. there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision and practise are built into lessons and class outdoor provision. This is part of our good practice and helps to build depth to the children's knowledge, skills and understanding in P.E. Our progression map is designed to ensure that all teachers are equipped with the secure subject knowledge required to deliver high quality teaching and learning and to have the knowledge and skills they need to feel confident in teaching all areas of P.E. Teachers are given support with technical vocabulary (physical literacy) and skills development to allow them to share these confidently and concisely. Children are given the opportunity to practise existing skills and build on these to develop new or more advanced skills. Although we enjoy competitive activities, we also appreciate and encourage the importance of children 'having a go' and promote positive experiences of being physically active and not always participate to win. Playtimes are also an important part of our pupils being happy, healthy and ready to learn. We have a variety of outdoor areas, including Forest School, trim trails, (including one specifically for FS1), which provide opportunities for children to develop and improve fundamental skills using various body parts, plus outdoor areas for each year group. All pupils and staff will know and follow the Health and Safety guidance contained in the PE policy and displayed in the hall.

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| Statements from New 2020 EYFS Framework | Three and Four Year Olds |
| Personal, Social and Emotional Development | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. |
| Expressive Arts and Design | <ul style="list-style-type: none"> • 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. |
| Personal, Social and Emotional Development | <ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings. |
| Physical Development | <p>Reception</p> <ul style="list-style-type: none"> • Manage their own needs. • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - 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 |

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| History | competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: <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 | | |
| Nursery | Reception | Year1 | Year 2 |
| At Saltersgate, in addition to acquiring new skills, knowledge and understanding, our children will continue to apply and improve upon their abilities in subsequent years. | | | |
| Nursery The physical skills as outlined in the EYS framework are an integral part of our pupils' development and as such, the children have access to continuous provision, which enables them to acquire and practise these in a variety of contexts. These are not taught and learnt as specific lessons, but form an inherent part of the nursery curriculum. | | | |
| Nursery Skills Climb a ladder Walk, run and stand on tiptoe Stand on one leg for 3-5 seconds Land a jump safely Negotiate changing levels and uneven surfaces Hop on a preferred foot Go up and down stairs using alternate feet. Stand / walk on heels when shown Copy the actions of others Engage in physical activities of their own choosing, both individually and cooperatively, sharing equipment and taking turns. | | | |
| Health and Fitness | | | |
| In the Foundation Stage, children are provided with opportunities that contribute towards them being active for the recommended minimum of 3 hours per day of physical activity. All pupils will receive the recommended minimum of 30 minutes physical activity at school every day, which contributes to the recommended minimum of 60 minutes per day. | | | |

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| <p>Be willing and confident to participate in a range of physical activities, with and without equipment.</p> <p>Follow rules and play with resources correctly to help keep self and others safe.</p> <p>Manage own basic hygiene and personal needs.</p> | <p>Describe how the body feels when still and when exercising.</p> <p>Be aware of space and know ways in which to keep self and others safe during physical activity.</p> <p>Observe that the body becomes tired during exercise and that vigorous exercise results in being out of breath.</p> <p>Handle and place resources safely. Recognise that lessons begin with a warm up period and end with a cool down period.</p> | <p>Describe how the body feels before, during and after exercise.</p> <p>Carry and place small pieces of equipment safely.</p> <p>Recognise and discuss the difference between tension and relaxation (muscular).</p> <p>Identify ways to keep fit and healthy.</p> <p>Know that lessons begin with pulse raising activities, end with a cool down, and be familiar with examples of these.</p> | <p>Recognise and describe how the body changes and feels, during and after different physical activities.</p> <p>Explain what they need to stay fit and healthy.</p> <p>Recognise, identify and avoid possible risks when handling apparatus.</p> <p>Describe why it is important to warm up and cool down correctly in lessons.</p> <p>Observe that the heart beats faster, breathing is quicker and the body becomes warmer during and after exercise.</p> |
| <p>Gymnastics</p> | | | |
| <p>Acquiring and Developing Skills</p> | | | |
| <p>Rolls</p> | | | |
| | <p>Curled side roll (egg roll)</p> <p>Log roll (pencil roll)</p> <p>Teddy bear roll</p> | <p>Log roll (controlled)</p> <p>Curled side roll (egg roll) (controlled)</p> <p>Teddy bear roll (controlled)</p> | <p>Log roll (controlled)</p> <p>Curled side roll (egg roll) (controlled)</p> <p>Teddy bear roll in both directions (controlled)</p> <p>Rocking for forward roll</p> <p>Crouched forward roll</p> |
| <p>Jumps</p> | | | |

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| | <p>Straight 2 footed jump, forwards and backwards</p> <p>Tuck jump</p> <p>Half turn jump</p> <p>Bunny hop</p> <p>Star jump</p> <p>Hop using either foot</p> | <p>Straight jump in different directions</p> <p>One foot to 2 feet and 2 feet to 1 foot jump</p> <p>Half turn jump</p> <p>Cross lateral jump</p> <p>Cat spring</p> <p>Scissor jump</p> <p>Cross lateral jump</p> <p>Burpees</p> <p>Side to side</p> <p>Leaping</p> | <p>Straight jump in different directions</p> <p>One foot to 2 feet and 2 feet to 1 foot jump with height</p> <p>Tuck jump</p> <p>Half turn jump</p> <p>Cat spring</p> <p>Cat spring to straddle</p> |
| Shapes and Balances | | | |
| | <p>Standing balances</p> <p>Floor balances using large parts of the body</p> | <p>Standing balances with greater control</p> <p>Large body part balances</p> <p>Kneeling balances</p> <p>Tuck, star, straight, straddle shapes</p> <p>Balance on apparatus using large parts of the body</p> | <p>Small body part balances</p> <p>Balances on apparatus with smaller parts of the body</p> <p>Simple inverted balances</p> <p>Balances with a partner</p> <p>Front and back support</p> <p>Pike</p> <p>Knee scale</p> <p>Plank</p> <p>Arch</p> <p>Hollow</p> |
| Travelling and Linking Actions (incorporating floor and apparatus work). | | | |

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| | Tiptoe, step, jump and hop Marching Spider crawling | Tiptoe, step, jump and hop Hopscotch Skipping Gallop Side skipping High knee marching Cross crawl Fast feet | Tiptoe, step, jump and hop Hopscotch Skipping Gallop Straight jump half-turn |
| Gymnastics : Selecting, Applying and Performing. | | | |
| At Saltersgate Infants our children will: | | | |
| | <p>Move spontaneously within the available space.</p> <p>Show awareness of others and obstacles.</p> <p>Link simple movement actions. Combine basic changes in speed, direction and shape.</p> <p>Travel in a variety of ways.</p> <p>Perform a range of stretches safely.</p> <p>Jump in a range of ways from one space to another with control.</p> <p>Begin to balance with control.</p> | <p>Create and perform a movement sequence.</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Link two actions to make a sequence.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> <p>Carry out simple stretches.</p> <p>Carry out a range of simple jumps, landing safely.</p> | <p>Copy, explore and remember actions and movements to create their own sequence.</p> <p>Link actions to make a sequence.</p> <p>Independently and in response to instruction, use different parts of the body to travel in a variety of ways, including rolling</p> <p>Hold a still shape whilst balancing on different points of the body.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> <p>Climb onto and jump off the equipment safely.</p> <p>Move with increasing control and care</p> <p>Create and repeat patterns of movement to travel around, under,</p> |

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| | Move around, under, over, and through different objects and equipment safely. | Using different parts of the body, move around, under, over, and through objects and equipment. Begin to move with control and care. | over, and through objects and equipment. Use space and apparatus safely and perform actions with coordination, control and variety. |
| Dance At Saltersgate Infants our children will: | | | |
| Acquiring and Developing Skills. | | | |
| | <p>Move freely, with pleasure and confidence in a range of ways.</p> <p>Move on the spot and experiment with different ways of travelling.</p> <p>Use body shapes, gestures and movement in respond to different stimuli.</p> <p>Copy a simple rhythm.</p> <p>Change the speed and direction of movement safely.</p> | <p>Copy and repeat actions.</p> <p>Put a sequence of actions together to create a motif.</p> <p>Vary the speed and direction of their actions independently.</p> <p>With a partner, use simple choreographic devices such as follow the leader, side by side, canon and mirroring.</p> <p>Begin to improvise independently to create a simple dance.</p> | <p>Hold clear body shapes in stillness and movement.</p> <p>Copy, remember and repeat actions. Create a short motif inspired by a stimulus.</p> <p>Change the speed, direction and level of their actions using their own ideas and appropriately in response to a variety of stimuli and</p> <p>Use simple choreographic devices such as follow the leader, side-by-side unison and simple canon movements in a small group.</p> <p>Use different transitions within a dance motif.</p> <p>Move in time to music.</p> <p>Become more accurate in the timing of their actions.</p> |

Selecting, Applying and Performing Skills

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| | <p>Perform isolated actions.</p> <p>Move spontaneously within the given space.</p> <p>Show awareness of others, adjusting speed and direction as necessary.</p> <p>Combine very simple changes of direction, speed and shape.</p> | <p>Perform using a range of actions, parts of the body and shapes with some coordination.</p> <p>Begin to perform learnt skills with some control and apply with an effective use of space.</p> <p>Choose movements to make their own simple dance phrase with beginning, middle and ending.</p> <p>Practice and repeat these short dance phrases so that they are performed in a controlled way.</p> <p>Choose and link actions that express a mood, idea or feeling and explain these to others.</p> <p>Observe the work of others, identifying what they liked and why.</p> | <p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control and confidence.</p> <p>Respond instantly to an idea or stimulus by improvising actions.</p> <p>Describe their own and others work, giving reasons for the choices made.</p> |
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Games

Invasion Games
 At Saltersgate Infants our children will:

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| | <p>Move freely using suitable spaces and speed or direction to avoid obstacles.</p> <p>Move and stop in response to instructions and tasks.</p> <p>Explore rolling a large ball whilst travelling, moving safely avoiding obstacles including other children.</p> <p>Roll and stop a large ball when working with a partner.</p> <p>Aim & throw an object underarm</p> <p>Catch a balloon/bean bag/large ball whilst standing still</p> | <p>Explore different ways of moving a ball and other small equipment with developing control.</p> <p>Explore ways to send a ball or other equipment</p> <p>Retrieve and stop a ball using different parts of the body.</p> <p>Play a variety of running and avoiding games.</p> <p>Participate in simple small group team games</p> <p>Develop simple attacking and defending techniques.</p> <p>Pass and receive equipment in different ways with increased control.</p> | <p>Develop control and accuracy when moving with a ball in a variety of different games.</p> <p>Pass and receive a ball with more control and accuracy.</p> <p>Recognise the best ways to score points and defend points being scored by the opposition.</p> <p>Recognise how they work best with their partner.</p> <p>Use different rules and tactics for invasion games. Make it difficult for opponents.</p> <p>Keep the ball and find best places to score.</p> <p>Watch others accurately.</p> <p>Describe what they see and ask to copy others' ideas, skills and tactics.</p> <p>Participate in small team games.</p> <p>Understand and develop tactics for attacking and defending.</p> |
| <p>Net/Wall games At Saltersgate Infants our children will:</p> | | | |

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| | | <p>Focus on throwing equipment with control both over and underarm with prompts using the correct techniques.</p> <p>Focus on catching equipment from shorter and longer distances, on their own and in groups.</p> <p>Play games based on net games with a partner or in small groups.</p> <p>Pass and receive equipment in different ways with improved control and accuracy.</p> | <p>Use their skills to play end to end games, games over a barrier and fielding games.</p> <p>Use their ability to solve problems and make decisions.</p> <p>Watch others and describe what is happening.</p> <p>Talk about what they have done and how they did it.</p> <p>Participate in team games.</p> <p>Pass and receive equipment in different ways with control and increased accuracy.</p> <p>Perform fielding techniques with increased control and co-ordination.</p> |
| Striking/Fielding Games. | | | |
| | | <p>Focus on technique on striking and receiving a ball with control when shown.</p> <p>Focus on the correct techniques of fielding a ball using under and over arm throwing.</p> <p>Be able to play simple games fairly in small groups, applying rules and skills that have been taught.</p> | <p>Choose, use and vary simple tactics.</p> <p>Recognise and explain good quality in performance.</p> <p>Participate in own and taught team games, showing understanding of the rules, tactics and fair play.</p> <p>Pass and receive a variety of balls in different ways with control and increased accuracy.</p> <p>Select and perform the relevant fielding techniques with increased control and co-ordination.</p> |

Vocabulary

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| <p>Run, walk, balance, throw, catch, hit, bend, straight, ball, jump, hop, crawl, roll, carry, move, through, forwards, backwards, up, down, safely, practise, share, take turns, push, pull, climb, balance.</p> | <p>Space, looking up, stretch, muscles, parts of the body, partner, pairs, jog, kneel, slide, turn, skip, step, swing, star jump, marching, shuffle, bunny hop, spider crawl, underarm, send, high, low, equipment, cone, net, bean bag, hoops, ropes, quoit, bat, follow, skills, lead, copy, sports, games, rules, warm up, cool down, speed, fast, slow, on the spot, show, direction, between, join in, bounce, hit, stop, roll, throw, actions, catch, kick, fit, group, healthy, exercise, stillness, apparatus, out of breath</p> | <p>Tactics, decide, fair play, hard, soft, gentle, team, teamwork, passing, scoring, points, curl, tense, tension, stretch, relax, strength, dribble, leaping, grape vine, side skip, fast feet, burpees, flick, cross crawl, side jumping, scissor jump, control, travel, zig zag, rocking, rolling, pattern, level, sideways, wide, narrow, follow the leader, mirror, improve, describe, plan, target, accurate, similar, different, same as, accuracy, tracking, spin, twist, pathways, technique, receive, perform, hold, point, perform, create, rhythm, beat, control, style, coordination, shape, routine, imagination, linking, repeat, pause, patches, points, heartbeat, pulse raising</p> | <p>Sequence, feedback, flowing, mood, alongside, relay, lunge, coordination, galloping, shooting, striking, defending, fielding, diagonal, stamina, rotate, observe, compare and contrast, force.</p> |
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Curriculum Impact

The impact and measure of our P.E. curriculum is to provide all children with the opportunities to develop and improve their physical literacy skills, mental well-being and to apply them in a range of activities. Our P.E. curriculum is progressive and allows children to acquire, practise and enhance the skills, knowledge and understanding that will enable them to achieve their personal best throughout their life. We aspire for children to enjoy and be confident in PE, helping them to develop a positive attitude to sport and physical activity, providing a foundation stone for them to lead active lives now and in the future.