



PE Progression of Knowledge and Skills

The purpose for PE for our children:

- Is to become physically confident to support their health and fitness
- Is to compete in sport and other activities to build character
- Is to help embed values such as fairness and respect
- Is to inspire all pupils to succeed and excel in competitive sport

Pupils at Hetts Lane will:

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

EYFS Development Matters: Physical Development ELG

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

KS1 – Year 1 & Year 2:

- Master basic movements including: running, jumping, throwing and catching.
- Develop 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.

	EYFS	Year 1	Year 2
Fundamentals of Movement	<ul style="list-style-type: none"> • To negotiate space safely with consideration for myself and others. • To demonstrate balance, both static and dynamic. • To use movement skills with developing balance and co-ordination: jump, hop, side step, skip and gallop. • To follow instructions involving several ideas or actions. • To take off and land with two feet (jump) • To take off on one foot and land on the same foot (hop) • To play co-operatively and take turns with others. • To understand the rules and explain why it is important to follow them. 	<ul style="list-style-type: none"> • To change direction when moving at speed. • To recognise changes in body when exercising. • To run at different speeds. • To show hopping and jumping movements. • To show balance and co-ordination when static and moving at a slow speed. • To work co-operatively with a partner. 	<ul style="list-style-type: none"> • To show balance when changing direction. • To describe how my body feels during exercise. • To hop, skip and jump showing some balance and control. • To show balance and co-ordination when running at different speeds. • To begin to turn and jump in an individual skipping rope. • To work co-operatively with a partner and a small group.

	<ul style="list-style-type: none"> To show an understanding of own feelings when moving and can regulate their behaviour. 		
Team Building	<ul style="list-style-type: none"> To demonstrate good listening skills. To begin to follow simple instructions. To begin to communicate simple instructions. To work well with a partner. 	<ul style="list-style-type: none"> To communicate simple instructions. To follow instructions. To follow a path and lead others. To listen to others' ideas. To suggest ideas to solve tasks. 	<ul style="list-style-type: none"> To follow instructions carefully. To say when they have been successful at solving challenges. To share ideas and help to solve tasks. To show honesty and play fairly. To understand how to use, follow and create a simple diagram/map.
Dance	<ul style="list-style-type: none"> To use movement skills with developing strength, balance and coordination. To show increasing control and grace. To combine movements fluently, selecting actions in response to the task. To begin to use counts. To show respect towards others when providing feedback. 	<ul style="list-style-type: none"> To use counts of 8 to stay in time with the music. To copy, remember and repeat actions. To move confidently and safely. To use different parts of the body in isolation and together. To choose appropriate movements for different dance ideas. To show some sense of dynamic and expressive qualities in my dance. To say what I liked about someone else's performance. 	<ul style="list-style-type: none"> To copy, remember, repeat and create dance phrases. To show a character and idea through the actions and dynamics I choose. To use counts to stay in time with the music. To work with a partner using mirroring and unison in actions. To show confidence when performing. To begin to provide feedback using key words.
Gymnastics	<ul style="list-style-type: none"> To confidently and safely use a range of large and small apparatus. To combine movements, selecting actions in response to the task and apparatus. To use movement skills with developing strength, balance and co-ordination. To show increasing control and grace. 	<ul style="list-style-type: none"> To link simple actions together to create a sequence. To make their body tense, relaxed, stretched and curled. To remember and repeat actions and shapes. To use apparatus safely and wait patiently for their turn. To confidently perform sequence in front of others. 	<ul style="list-style-type: none"> To perform the basic gymnastics actions with some control and balance: <ul style="list-style-type: none"> - Shapes: tuck, pike, straddle, dish, arch, star, straight, back support - Rolls: barrel roll, straight roll, forward roll, - Travel: slide, spin, hop, step, jump, crawl, walk To plan and repeat simple sequences of actions. To use directions and levels in sequence. To use shapes when performing other skills (jump/balance) To work safely with others and apparatus.

<p>Yoga</p>	<ul style="list-style-type: none"> • To explore shapes and actions to stretch body. • To take weight on different body parts. • To explore shapes in stillness using different parts of body. 	<ul style="list-style-type: none"> • To recognise how yoga makes me feel both physically and mentally. • To remember and repeat actions, linking poses together. • To perform balances and poses making body tense, stretched and curled. • To show an awareness of space when travelling. • To explore poses and movements that challenge flexibility. • To say what they like about someone else's flow. 	<ul style="list-style-type: none"> • To copy, remember and repeat yoga flows. • To move from one pose to another thinking about their breath. • To use clear shapes when performing poses. • To work with others to create simple flows showing some control. • To begin to control focus and sense of calm.
<p>Sending & Receiving (KS1)</p> <p>Ball Skills (EYFS & KS1)</p> <p>Striking & Fielding (KS1)</p>	<ul style="list-style-type: none"> • To use ball skills with both feet and hands developing competence and accuracy. • To pass a ball to others using feet and hands. • To collect or stop a ball using feet and hands. • To track – to get in line with a ball that is coming towards them. • To play games honestly with consideration of the rules. 	<ul style="list-style-type: none"> • To begin to catch with two hands with some success, using a beanbag and medium sized ball. • To strike a ball using their hand. • To begin to send and receive a ball with my feet. • To begin to dribble a ball with my hands and feet. • To roll and throw with some accuracy towards a target. • To throw a ball to a partner. • To track a ball that is coming towards me. • To begin to understand simple tactics. • To work co-operatively with a partner. 	<ul style="list-style-type: none"> • To send and receive a ball using both kicking and throwing and catching skills. • To dribble a ball with my hands and my feet with some control. • To roll and throw a ball to hit a target. • To track a ball and collect it. • To use simple tactics. • To accurately throw and kick a ball to a partner. • To catch a ball passed to them with and without a bounce. • To hit a ball using equipment with some consistency. • To work safely to send a ball towards a partner using a piece of equipment.
<p>Invasion</p>	<ul style="list-style-type: none"> • To explore dropping and catching with two hands and moving a ball with feet. • To explore changing direction, beginning to safely negotiate space. 	<ul style="list-style-type: none"> • To recognise space when playing games. • To use simple rules to play fairly. • To understand when they are an attacker and a defender and what this means. • To change direction to move away from a defender. • To move to stay with another player when defending. 	<ul style="list-style-type: none"> • To dodge and find space away from the other team. • To move with a ball towards a goal. • To stay with another player to try and win the ball. • To know who is on my team and attempt to send the ball to them. • To know how to score points and remember the score.

<p>Games (EYFS) Target Games (KS1) Athletics (KS1)</p>	<ul style="list-style-type: none"> • To negotiate space away from people and objects. • To change direction quickly. • To run and stop safely. • To jump and hop safely. • To strike a ball using feet and hands. • To explore throwing and catching using a variety of equipment. • To manage emotions when playing in a group game. 	<ul style="list-style-type: none"> • To use an overarm throw aiming towards a target. • To roll a ball towards a target. • To use an underarm throw aiming towards a target. • To understand what good technique looks like. • To run at different speeds. • To work with others and make safe choices. • To understand the difference between a jump, a leap and a hop and can choose which one allows them to jump the furthest. 	<ul style="list-style-type: none"> • To throw, roll, kick or strike a ball to a target with some success. • To continue to develop underarm and overarm throwing skills. • To select the appropriate skill for the situation. • To use an overarm throw to help throw for distance. • To understand the principles of a target game and use different scoring systems when playing games. • To understand what good technique looks like and use key words in the feedback they provide. • To jump and land with some control, choosing the most appropriate jump.
<p>Fitness</p>	<ul style="list-style-type: none"> • To explore moving different body parts together. • To explore moving for extended periods of time. 	<ul style="list-style-type: none"> • To recognise changes in body when doing exercise. • To talk about what exercise does to body. • To recognise how exercise makes them feel. • To understand why it is important to warm up. 	<ul style="list-style-type: none"> • To describe how body feels during exercise. • To persevere with new challenges. • To show determination to continue working over a longer period of time (develop stamina). • To understand that running at a slower speed will allow me to run for a longer period of time. • To understand the importance of exercise to live a healthy life.
<p>Net & Wall</p>	<ul style="list-style-type: none"> • To explore hitting a ball with hands and pushing with a racket. • To explore sending and tracking a ball with a partner. 	<ul style="list-style-type: none"> • To hit a ball using a racket. • To throw a ball to land over the net and into the court area. • To track balls and equipment sent to them. • To use a ready position to move to the ball. • To begin to know how to score points. 	<ul style="list-style-type: none"> • To hit a ball over the net and into the court area. • To throw accurately to a partner. • To use simple tactics to make it difficult for an opponent. • To defend space on the court using the ready position. • To score points and remember the score. • To show good sportsmanship when playing against an opponent.

How we will implement PE at Hetts Lane

- Planned delivery of high quality weekly PE lessons, delivered by specialist sports coaches and staff
- Children to receive a minimum of 2 hours of curricular PE each week, as advised by the DfE (PE)
- In addition to this, children will have opportunities to be active during the day (CMO guidelines recommends 60 minutes a day): daily mile, brain breaks, cosmic kids yoga, Joe Wicks workouts, GoNoodle, playtime, lunchtime, afterschool clubs etc... Staff to embed this during daily timetable (PA)
- A new scheme – GetSet4PE is being introduced to support the curriculum and staff CPD to increase confidence, knowledge and skills
- Specialist Coaches provide workshops to enhance children's experiences of a wide range of sports
- Groups of children attend festivals and competitions organised by MSSP (SS)
- All children's sporting achievements outside of school are celebrated and showcased
- Local sport clubs communicated to children and parents on display and via school comms (newsletter)
- Festivals organised with feeder schools and family of schools to encourage children's participation with competitive sport
- Annual sports week in Summer 2 raises profile of PE & Sport, celebrates children's involvement via our annual Sports Day and workshops and provides opportunity for children to embed knowledge and skills linked to the human body/healthy lifestyle