

Biddick Hall Infant & Nursery School

PE Progression Document



Across EYFS children will be learning to:

- 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.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Work and play cooperatively and take turns with others.

		Knowledge End Points	Skills End Points	Competitive sports in local context	Key Vocab	End Points Challenge For Most Able	End Points & Support For SEND
Autumn Term 1 – Run, Throw, Jump	Year 1	<p>To identify which ways to move objects is quickest.</p> <p>To run in a straight line at different speeds.</p> <p>To show power at the start of a run.</p> <p>To slow down safely to a stop.</p> <p>To perform a standing long jump. (start with feet together and taking off on two feet)</p> <p>To identify how to take off and land safely. (bending knees)</p> <p>To swing arms to generate distances for the jump.</p> <p>To throw a range of objects over distance.</p> <p>To explore different types of throwing</p> <p>To begin to use the leading arm to direct throw and other arm to aim at the direction you are throwing to.</p> <p>To begin to explore and refine basic agility, balance and coordination skills.</p> <p>To begin to compete alongside others.</p> <p>To repeat repetitive single actions for sustained periods of time.</p> <p>To recognise improvements in performance and how to improve skills.</p> <p>To select the best movement and describe the reasons why.</p> <p>To recognise how to start and stop an activity safely and by following instructions.</p> <p>To develop core muscles and perform stretching positions.</p>	<p>KS1 Multiskills/Mega sport festival</p> <p>Judo afterschool club – Beth, Chair of Governors</p> <p>Multiskills afterschool club – Mr Hamilton</p>	<p>Throw, Passing, Balance, Aim, Jumping, Land, Bend, Swing, Direction, Coordination, Speed, Retrieve, Arch, Muscles, Speed, Motion, Relay, Sequence, Distance, Transfer weight, Chest press, pike position, soles of feet</p>	<p>Pupils who excel in the PE curriculum objectives or are identified as having a specific talent or passion in Sports will be supported and encouraged to reach their potential and access the best support possible.</p> <p>Encourage access to extracurricular Sports clubs ran by school and external providers.</p> <p>Signpost families to local area Sports talent development schemes, teams and charities.</p> <p>Provide opportunities for children to compete in local individual and team sports tournaments or competitions</p> <p>Teach children about Sporting Events as well as local and national Sports Personalities in order to engage and inspire them</p>	<p>Teachers adapt and develop the planned activities such as using larger equipment that is easier to control or manage.</p> <p>Targeted support given through modelling and guidance of a staff member. (working through the small steps together)</p> <p>One step to focus on and become secure in before introducing the next step in the developing of the topic. (e.g practise on the basic skills individually before combining)</p> <p>Record performances and skills on the Ipad for children to review and refer to back to to help improve their performance.</p> <p>Target children who need further developing in their</p>	

	Year 2	<p>To count objects gathered to record a score.</p> <p>To play with a partner to complete the purpose of a task by working together.</p> <p>To be aware of others around when running.</p> <p>To change direction whilst performing different actions.</p> <p>To explore different ways to generate power to start different actions such as running, jumping, hopping, striding.</p> <p>To create power with legs to turn effectively.</p> <p>To modify movements to adapt to the task, e.g. doing a burpee and then jumping on a box top</p> <p>To transition between movement whilst maintaining balance</p> <p>To explore which throws are better for accuracy, which are better for distance and which are better for height – choose appropriate throws for different games.</p> <p>To copy and repeat actions with accuracy and adding to the complexity of the instructions.</p> <p>To analyse performance to judge differences in the game at the beginning and the end.</p> <p>To use arms to increase speed when sprinting.</p> <p>To identify and perform the difference between a static and dynamic balance (balancing whilst walking/moving)</p> <p>To devise own static and dynamic balance sequence</p> <p>To throw demonstrating an application of power and attempt to throw with accuracy</p> <p>To explain how resistance affects the flight of an object</p> <p>To adapt throwing styles to different objects and identify differences in some throwing styles.</p>	<p>KS1 OAA festival</p> <p>Judo afterschool club – Beth, Chair of Governors</p> <p>Multiskills afterschool club – Mr Hamilton</p>	<p>Awareness, teamwork, scoring, side stepping, retrieve, power, turning, sprinting, positions, actions, core strength, obstacles, underarm, height, over arm, restrictions, pace, accuracy, space, static</p>	<p>To build up knowledge of personal health, safety and hygiene that will support them to reach their potential</p>	<p>fundamental or specific sporting skills for further sporting opportunities. I.E participating in after school clubs and nominate for outside of school opportunities such as dance festivals, football festival, multiskills competition etc.</p>
Autumn Term 2 – Send & Return	Year 1	<p>To slide a beanbag/ball over an opponent’s goal line to score.</p> <p>To move to defend (stop) the ball/beanbag going over your goal line.</p> <p>To explore which objects are easier to slide and defend.</p> <p>To move into positions to return balls to partners.</p> <p>To attempt to accurately send a ball which can be returned by others.</p> <p>To track movement of a ball.</p> <p>To explore different ways of sending objects to a partner from a variety of positions such as sitting, kneeling and standing.</p> <p>To use skills learned to start to move towards and return a ball in a rally game.</p> <p>To work with a partner to receive and return balls to score points against opposition. (keeping score informally with no recording)</p>	<p>KS1 Multiskills/Mega sport festival</p>	<p>Targets, opposition, team work, rolling, scoring, striking, awareness, bouncing, catching, throwing, hitting, batting, aiming, direction, spacing jog, positioning, pitching, defending, returning, feeding, rally, tracking, observing, serving, passing, kneeling, balancing, accurate</p>		

		<p>To describe how you work with a partner to receive and return successfully.</p> <p>To begin to play cooperatively in a competitive game situation.</p>				
	Year 2	<p>To anticipate the flight of the ball fed from partner.</p> <p>To keep on toes and move towards the line of the ball and return.</p> <p>To identify their dominant and non-dominant side for sending a ball.</p> <p>To use throwing and catching skills to play with a team to score points and record.</p> <p>To develop agility in isolated challenges.</p> <p>To perform with increased agility in a conditioned game with a team.</p> <p>To use correct grip to hold a tennis racquet.</p> <p>To send, receive and stop a ball using a racquet along the ground.</p> <p>To use self feed to hit ball to partner.</p> <p>To be able to self-feed to send a ball to a partner using a racquet.</p> <p>To be able to combine skills to perform a rally successfully with a partner.</p> <p>To play a modified game introducing boundaries</p> <p>To play a modified game to send and return using dominant and non-dominant sides.</p>	KS1 Cricket Festival	<p>Distance, focus, directions, throwing, hitting, bounce, rallies, underarm, feeding, twisting, dominant and non-dominant side, feeder, return, accurate, team work, quick acceleration, movement, grip, aim</p>		
Spring 1 - Gymnastics	Year 1	<p>To begin to choose and link actions together to perform a simple sequence.</p> <p>To repeat a sequence.</p> <p>To perform simple rolls.</p> <p>To repeat a sequence safely on low level equipment and on floor mats.</p> <p>To identify shapes that are thick, wide, curled, straight, piked and tucked.</p> <p>To copy and change shapes.</p> <p>To use muscle tension to hold shapes.</p> <p>To jump on and off apparatus safely</p> <p>To take off and land with some control</p> <p>To perform jumps with some height and distance.</p> <p>To use muscle tension to maintain a position.</p> <p>To perform a sequence of movements together.</p> <p>To experiment with spinning and turning on different body parts and in different directions.</p>	KS1 Cheerleading festival	<p>Performing, point, steps, movements, directions, jumps, star, straight, tuck, half twist, rolls, apparatus, safety, piked, curled, wide, muscle tension, shapes, take off and landing, height, distance, travelling, dynamic movements, muscle tension, levels, positions, travel, rocking, spinning, turning, arch, backwards, forwards, rotation</p>		

		To link spinning and rocking movements with force and speed.				
	Year 2	<p>To perform a sequence of between 4 and 6 elements.</p> <p>To perform using a recognised start and finish shape.</p> <p>To combine balance, rolling, jumping, rocking and spinning to apply to a sequence.</p> <p>To recognise how to create power in jumps.</p> <p>To show ways to jump with power and control.</p> <p>To define how gymnastic elements can link smoothly and continuously.</p> <p>To explore transitions between elements.</p> <p>To use linking movement that improve a performance.</p> <p>To demonstrate in shapes their full range of flexibility.</p> <p>To choose, adapt and perform shapes at different levels.</p> <p>To perform various travel movements at different speeds.</p> <p>To identify suitable speeds for different types of travel.</p> <p>To show how these speeds apply to different moves in a sequence.</p> <p>To select appropriate elements to get maximum points.</p>		Perform, balance, roll, jump, rock, spin, shapes, start and finish, power, strength, distance, control, levels, patterns, flexibility, holding, patterns, travelling, speed, sequence, movements, elements, pathways.		
Spring 2 - Dance	Year 1	<p>To compose a travelling sequence using a variety of body parts.</p> <p>To show control, coordination and spatial awareness.</p> <p>To perform with an awareness of body shape with a partner.</p> <p>To demonstrate some musicality throughout the performance.</p> <p>To compose a movement pattern to demonstrate unison</p> <p>To develop partner work</p> <p>To explore ideas and movements showing a friendship theme</p> <p>To compose a sequence demonstrating mirroring and following.</p> <p>To choose and link actions to make short dance phrases that reflect rhythmic qualities with a clear start, middle and end.</p> <p>To explore repetition through a dance sequence.</p>	KS1 Dance festival North East Dance Coach	Performing, movements, beats, actions, expressing, leaping, bouncing, spinning, twisting, heights, jumping, still, directions, spacing, partner work, union, friendship, mirroring, counts of 8, structure, beginning, middle, ending, together, apart, travelling, emotions, sequencing		

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Summer 1 - Attack, Defend, Shoot	Year 1	<p>To practice rolling and throwing (using underarm and overarm technique) at a target.</p> <p>To use throwing or rolling technique in a timed game.</p> <p>To experiment catching a variety of different sized balls.</p> <p>To recognise how to intercept a ball or beanbag.</p> <p>To roll/slide a ball or beanbag to a partner and a target.</p> <p>To score points by throwing a beanbag or ball into an opponent's hoop.</p> <p>To demonstrate simple defending to stop beanbag/ball going into hoops.</p> <p>To describe how they threw the beanbag and how they defended their hoop.</p> <p>To comment on how you used different attacking and defending skills you have already learned to help you in your games</p>		<p>Attack, catch, compete, defend, over-arm, play against, receive, rolling, send, throw, under-arm, aiming, targeting, intercepting, rolling, focus</p>		
	Year 2	<p>To send the ball varying distances using harder and softer kicks.</p> <p>To receive and stop the ball with feet.</p> <p>To pass the ball to another player.</p> <p>To kick the ball to score points.</p> <p>To work as a team to keep possession in a defined area.</p> <p>To pass the ball for accuracy.</p> <p>To demonstrate receiving and passing.</p> <p>To play in a game with defined areas.</p> <p>To play as part of a team to attack and defend.</p> <p>To move the ball independently by bouncing.</p> <p>To move the ball using basketball style dribbling.</p> <p>To link bouncing and passing.</p>	<p>Football Festival</p>	<p>Control, space, dribbling, sole, inside, outside, left, right, passing technique, stop, receive, throwing, catching, aiming, direction, bouncing, defending, scoring, kicking, team work</p>		

		<p>To play collaboratively to attack a goal.</p> <p>To make choices on where to stand when defending as part of a team</p>				
Summer 2 - Hit, Catch, Run	Year 1	<p>To use a range of throwing and rolling skills to put the ball in space.</p> <p>To beginning to move quickly with agility to score points.</p> <p>To be able to collect a moving ball from along the ground.</p> <p>To start to return the ball back to base/zone individually.</p> <p>To catch over short distance to stop players scoring points.</p> <p>To work with other fielders to stop players scoring.</p> <p>To attempt to hit an object with the hand.</p> <p>To self-feed and hit the ball.</p> <p>To describe the movements needed to hit successfully.</p> <p>To work with others to retrieve balls.</p> <p>To show awareness of teammates when fielding.</p> <p>To throw and retrieve with increasing accuracy.</p>		<p>Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw, passing, intercepting, running, communication, striking, bases,</p>		
	Year 2	<p>To work as a team to field a ball back to a base.</p> <p>To sprint to correct areas to score points.</p> <p>To work to better runs scored.</p> <p>To use kicking to send a ball to score points.</p> <p>To use underarm throwing skills to feed/bowl a ball to a player.</p> <p>To position body to perform stepping action for bowling.</p> <p>To use bowling/feeding skills in a game situation.</p> <p>To experiment with different bats to see which are easier or harder to hit with.</p> <p>To make choices about where you are going to hit the ball.</p> <p>To stand in positions ready to catch a ball.</p> <p>To field to catch and throw to teammates to stop opponents scoring runs.</p> <p>To play as part of a team to field and hit to score.</p> <p>To apply simple tactics to gameplay.</p> <p>To play in different roles and positions.</p>	<p>Mini cricket festival</p>	<p>Fielding, batting, catching, hitting, running, bases, kicking, defending, bowling, bowling, aiming, underarm, releasing, self feed, runner, fielders, bases, backstop, passing</p>		