

Overdale Infant School: Elements of PE - Progression Map



Intent

- For children to understand the importance of health and fitness.
- For children to experience a range of PE activities and games.
- For children to feel confident to take part in a range of PE activities and games.
- For children to develop the skills needed to successfully play a match in a small group.
- For children to develop a passion for particular PE activities and games, leading to them taking part in sessions outside of school.

Development Matters		National Curriculum KS1
Physical Development 3-4 year olds	Physical Development Reception	Pupils should be taught to: <ul style="list-style-type: none"> • master basic movements including: <ul style="list-style-type: none"> ○ running ○ jumping ○ throwing and catching • as well as developing: <ul style="list-style-type: none"> ○ balance ○ agility ○ co-ordination and begin to apply these in a range of activities <ul style="list-style-type: none"> • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.
<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Start eating independently, learning to use a knife and fork. • Be increasingly independent as they get dressed and undressed, coats on, zips up. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Use large-muscle movements to wave flags and streamers, paint and make marks. • 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. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Start taking part in some group activities which they make up for themselves, or in teams • 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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing <ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. 	

- Further develop the skills they need to manage the school day successfully: lining up, queuing and mealtimes.

Expressive Art and Design Reception

- Watch and talk about dance and performance art, expressing their feelings and responses.

	Pre-school	Reception	Year 1	Year 2
Speed, Agility & Quickness	<p style="text-align: center;">Physical Development 3-4 year olds</p> <ul style="list-style-type: none"> Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Start taking part in some group activities which they make up for themselves, or in teams 	<p style="text-align: center;">Physical Development Reception</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency. Develop overall body-strength, balance, co-ordination and agility. 	<p style="text-align: center;">KS1 PE National Curriculum</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> master basic movements including: <ul style="list-style-type: none"> running jumping throwing and catching as well as developing: <ul style="list-style-type: none"> balance agility co-ordination <p>and begin to apply these in a range of activities</p>	
Gymnastics	<ul style="list-style-type: none"> Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. 	<ul style="list-style-type: none"> Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, 	<p style="text-align: center;">KS1 PE National Curriculum</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Develop: <ul style="list-style-type: none"> balance agility co-ordination <p>and begin to apply these in a range of activities</p>	

		<p>gymnastics, sport and swimming.</p> <ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. 	<ul style="list-style-type: none"> • To develop balance and strength. • To make shapes with your body. • To balance in different ways. • To link control, balance and co-ordination together. 	<ul style="list-style-type: none"> • To perform rolls, jumps and vaults. • To perform handstands and cartwheels. • To be able to travel and link movements.
<p style="text-align: center;">Athletics</p>	<ul style="list-style-type: none"> • Skip, hop, stand on one leg and hold a pose for a game like musical statues. 	<ul style="list-style-type: none"> • Combine different movements with ease and fluency. • Develop overall body-strength, balance, co-ordination and agility. 	<p>KS1 PE National Curriculum</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Master basic movements including: <ul style="list-style-type: none"> ○ running ○ jumping ○ throwing and catching • as well as developing: <ul style="list-style-type: none"> ○ balance ○ agility ○ co-ordination <p>and begin to apply these in a range of activities</p>	
	<ul style="list-style-type: none"> • To run with varying pace and speed. • To jump two footed to two footed and two footed to one footed 	<ul style="list-style-type: none"> • To be able to describe different paces for different races. • To be jump in a variety of ways. • To complete movements with accuracy and control. 		
<p style="text-align: center;">Invasion Games</p>	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. 	<ul style="list-style-type: none"> • Combine different movements with ease and fluency. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. 	<p>KS1 PE National Curriculum</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • participate in team games, developing simple tactics for attacking and defending 	

		<ul style="list-style-type: none"> • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<ul style="list-style-type: none"> • To learn the rules of netball. • To learn the rules of basketball. 	<ul style="list-style-type: none"> • To learn the rules of football. • To learn the rules of hockey.
<p style="text-align: center;">Net and Wall</p>	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. 	<ul style="list-style-type: none"> • Combine different movements with ease and fluency. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<p>KS1 PE National Curriculum Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including: <ul style="list-style-type: none"> ○ running ○ jumping ○ throwing and catching • as well as developing: <ul style="list-style-type: none"> ○ balance ○ agility ○ co-ordination <p>and begin to apply these in a range of activities</p>	
	<p>Use of soft balls and plastic rackets</p> <ul style="list-style-type: none"> • To be able to bounce a ball on the floor. • To be able to bounce a ball on a racket. • To be able to hit a ball with a racket. 	<p>Use of tennis balls and tennis rackets</p> <ul style="list-style-type: none"> • To be able to bounce a ball on the floor and on a racket. • To be able to serve and pass a ball to a partner. • To be able to take part in a rally. 		
<p style="text-align: center;">Bending, stretching and Pilates</p>	<ul style="list-style-type: none"> • Skip, hop, stand on one leg and hold a pose for a game like musical statues. 	<ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. 	<p>KS1 PE National Curriculum Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop: <ul style="list-style-type: none"> ○ balance ○ agility ○ co-ordination <p>and begin to apply these in a range of activities</p>	
	<ul style="list-style-type: none"> • To know breathing can be controlled to help relaxation. • To be able to bend and twist their bodies according to different pose instructions. 	<ul style="list-style-type: none"> • To understand the difference between bending and stretching and pilates. • To know what their core muscles are and be able to engage them. 		

Striking and fielding	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills 	<ul style="list-style-type: none"> Combine different movements with ease and fluency. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	KS1 PE National Curriculum Pupils should be taught to: <ul style="list-style-type: none"> master basic movements including: <ul style="list-style-type: none"> running jumping throwing and catching participate in team games, developing simple tactics for attacking and defending 	
	<ul style="list-style-type: none"> To learn the rules of cricket. To learn how to throw in cricket. To learn how to catch in cricket. To know how to be a fielder in cricket. 	<ul style="list-style-type: none"> To learn the rules of rounders. To learn how to throw a ball in rounders. To learn how to catch a ball in rounders. To know how to be a fielder. 		
Dance	<ul style="list-style-type: none"> Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Use large-muscle movements to wave flags and streamers, paint and make marks. 	<ul style="list-style-type: none"> Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency. 	KS1 PE National Curriculum Pupils should be taught to: <ul style="list-style-type: none"> Perform dances using simple movement patterns. 	
	<ul style="list-style-type: none"> To be able to copy short dance moves. To move freely in response to music. To know some simple popular dance routines. 	<ul style="list-style-type: none"> To know the rhythm, speed and direction they are moving to and how they can be changed. To be able to show different moods through dance. 		
Skills	<ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. 	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, 	Pupils should be taught to: <ul style="list-style-type: none"> master basic movements as well as developing: <ul style="list-style-type: none"> balance agility co-ordination and begin to apply these in a range of activities.	

	<ul style="list-style-type: none"> • Show a preference for a dominant hand. • Start eating independently, learning to use a knife and fork. • Be increasingly independent as they get dressed and undressed, coats on, zips up. • 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. • Go up steps and stairs, or climb up apparatus, using alternate feet. • 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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 	<p>scissors, knives, forks and spoons.</p> <ul style="list-style-type: none"> • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: lining up, queuing and mealtimes. 	<ul style="list-style-type: none"> • Cut closely to the line. • Write from left to right and top to bottom. This might not be neatly. • Know how to glue work at the top or bottom of the page. This might not be neatly. • Line up with reminders about talking. • Walk in a line, staying in order. 	<ul style="list-style-type: none"> • Cut neatly along the line. • Set out work neatly. • Stick work neatly into books, ensuring that paper isn't sticking out of the book. • Line up quietly and neatly, with minimal prompts about how to do this. • Walk in a line, staying in order.
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