

Early Years Foundation Stage

Early Learning Goals

Physical Development Gross Motor Skills ELG

- Show good control and coordination in large and small movements
- Move confidently in a range of ways, safely negotiating space
- Handle equipment and objects safely

Personal, Social and Emotional Development ELG

- Confident to try new activities/say what they like & why/ask for help
- Work as part of a group to follow rules
- Play cooperatively with others

Expressive Art & Design:

- Sing songs and dance
- Represent ideas through dance and gym

Communication & Language:

- Follow instructions and answer how & why questions
- Explain rules/activities to others

PE Curriculum Progression at Merebrook Infant School

	PE Starter Unit	Fundamental Movement	Dance	Gymnastics	Athletics type skills Run Jump Throw	Striking and Fielding
<p>All units will develop both declarative and procedural knowledge</p> <p>Motor Competencies: Rules/Strategies & tactics: Healthy Participation</p>	<p>Children will explore and be taught to:</p> <ul style="list-style-type: none"> - march, hop, run and Jump on the spot, showing fast, slow, high and low movements with control. balance on different body parts. <p>Using a variety of movements to increase their heartrate</p> <ul style="list-style-type: none"> -move in different ways at different, using a range of body parts and intensities (speeds) -know the importance of exercise -copy partner moves - understand how to take turns. 	<p>Children will be able:</p> <ul style="list-style-type: none"> -to demonstrate different ways of moving and the key skills needed to balance. - to quickly change the position of their body to move in another direction though games. -to explore different ways of moving. -to balance items on different parts of the body. -to roll throw kick or catch with accuracy and co-ordination. -to practice working as a small group/ in pairs to undertake a range of activities. 	<p>Children will be able:</p> <ul style="list-style-type: none"> -to move in response to the music. -show an awareness of personal and general space - to copy taught movements with some accuracy and control. -to move confidently and imaginatively in space. -to develop their rhythmical awareness by clapping & moving on the spot to a distinct beat -to show co-ordination and control when moving and standing still. -to demonstrate the use of expression within their work. 	<p>Children will be able:</p> <ul style="list-style-type: none"> -to travel in a variety of ways using different body parts and in different directions -to jump in air and land safely with control -to perform 3 basic shapes and balances with control -to control their bodies to roll in a sideways direction -to move safely on/over/around apparatus -to know the rules for safe work in gymnastics -to follow a simple warm up routine -know why exercise is good for them 	<p>Children will be able:</p> <ul style="list-style-type: none"> -to show varying speeds when running -to negotiate space safely -to jump both forwards & for height and be able to link jumps -to handle a variety of objects and move them in a forwards direction though the air e.g. bean bag, quoit, soft balls -to follow instructions to run in a race -to show they can perform actions safely 	<p>Children will be able to:</p> <ul style="list-style-type: none"> -throw medium and smaller balls with some accuracy - to develop speed when running between cones/bases -to experience different ways of moving, throwing with accuracy with coordination and control.
Vocabulary	<p>Movement Run hop jump skip gallop Space take turns Share group</p>		<p>Beat, shape, travel, start end, middle, high, low, space movement</p>	<p>Backwards, forwards sideways, copy, balance, hold, stretch, straight star tuck, travel, hop, jump, roll shape, large/small/ body parts</p>	<p>Run, fast pace, jog, throw aim, target, direction, jump, hop, forwards in pairs, start, finish</p>	<p>Run, change direction stop, slide, roll, throw, catch strike, bounce, hit, stop, follow, listen, direction, space, pairs, team work, think careful</p>

PE Curriculum Progression at Merebrook Infant School

Key Stage 1

Physical Education National Curriculum	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should read and spell scientific vocabulary at a level consistent with their increasing word-reading and spelling knowledge at key stage 1.</p> <p>Key Stage 1 During years 1 and 2, pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching • 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. <p>Physical literacy will be developed with the aim of engaging pupils to be motivated and confident learners.</p> <p>Learning is split into 3 key areas: Motor Competencies: accurate movements, movement patterns, techniques & sequences Rules/Strategies & tactics: convention and strategies particular to that sport Healthy Participation: safe practice, how to participate, short & long term impacts of participation All units will develop both declarative and procedural knowledge to enhance pupil's understanding.</p>
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PE Curriculum Progression at Merebrook Infant School

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gymnastics, Physical Literacy, Movement skills	Invasion Type Skills	Gymnastics, Netters	Dance, Games play	Athletics Type Skills OAA (Swimming is below)	Striking and Fielding skills (Swimming is below)
<p>All units will develop both declarative and procedural knowledge</p> <p>Motor Competencies:</p> <p>Rules/Strategies & tactics:</p> <p>Healthy Participation</p>	<p>-To move my body in a variety of ways: e.g. run, jump combos, hop on either foot, skip, leap.</p> <p>-To move in a space with other children and change direction safely & with control.</p> <p>To perform the 3 basic shapes of straight, star and tuck</p> <p>-To travel into and out of shapes and balances using rolls and jumps</p> <p>-To balance on large and small body parts</p> <p>-To know how to link 3 or 4 moves together</p> <p>-To warm my body up for gym</p> <p>-I can safely use mats, benches and apparatus with my friends.</p>	<p>-I can perform basic but controlled body actions using a variety of body parts such as travel, jump, being still and turning.</p> <p>-I can move at different levels and in different directions</p> <p>-I can work in time to a simple beat by counting in 4s</p> <p>-I can remember and repeat 3 or 4 moves</p> <p>-I understand how simple moods and feelings can be shown through gestures e.g. happy/sad/angry.</p> <p>I can use a bean bag by holding, moving with or throwing it.</p> <p>-I can use a ball by throwing / catching / kicking and moving with it.</p>	<p>-I can perform the 3 basic shapes of straight, star and tuck</p> <p>-I can travel into and out of shapes and balances using rolls and jumps</p> <p>-I can balance on large and small body parts</p> <p>-I know how to link 3 or 4 moves together</p> <p>-I can warm my body up for gym</p> <p>-I can safely use mats, benches and apparatus with my friends</p> <p>I can move my body quickly around court</p> <p>-I can strike a ball with my hand and bat</p> <p>-I can move my body to track a ball</p> <p>-I know how to play simple games involving 1-3 other children</p> <p>-I know how to develop a game to practice a skill</p> <p>-I know how to count and keep score up to 5.</p>	<p>-I can perform basic but controlled body actions using a variety of body parts such as travel, jump, being still and turning.</p> <p>-I can move at different levels and in different directions</p> <p>-I can work in time to a simple beat by counting in 4s</p> <p>-I can remember and repeat 3 or 4 moves</p> <p>-I understand how simple moods and feelings can be shown through gestures e.g. happy/sad/angry.</p>	<p>I can use my body to run at different speeds</p> <p>-I can jump forwards and upwards using either and both feet</p> <p>-I can throw a ball/bean bag /quoit by using pushing, pulling and slinging actions</p> <p>-I can compete against others and challenge myself</p> <p>-I know how to work with a partner to keep score</p>	<p>-I can use a ball by throwing , catching and stopping it.</p> <p>-I can hit a ball forwards or up with my hand/bat or racket</p> <p>-I can follow simple rules to play a game</p> <p>-I know how to send, collect and receive a ball with a partner and in a simple game</p>

PE Curriculum Progression at Merebrook Infant School

Key skills:

-I know what job my heart, lungs and muscles do to help me be active

-I can follow PE routines and rules to take part in activities

- I can share equipment fairly with my friends

-I know that physical activity makes me feel good

Take a lead in a “follow my leader” game

I know the names of the main body parts and understand how they feel during different activities.

Can take part in heart rate raising activities within ALL warm ups (aim 4 mins continuous activity)

I can copy and describe.

I can say what is good about a partner’s actions and how they can improve.

I can play games with rules with a partner. To make simple choices about what is fair and unfair / right and wrong

Vocabulary		*GAMES: Accuracy, control, speed, aiming, bounce/dribble, catch, throw, underarm/overarm, target, hit, space, shoot, strike, forehand, batting fielding, bowler, Cooperative, working, competition/competitive, defending, attacking, opposition, scoring, sportsmanship, support tactics	Gymnastics: Along, backwards, forwards, balance, squeeze, control, bend extend, stretch, chair landing position, jump land, copy, perform, sequence, core muscles, high, low, shapes, narrow, wide, off/on, along, over, straight, star, tuck, pike, straddle, squat rolls, back/front support, transfer weight *GAMES (Netters)	Dance: Beat, count, rhythm, beginning/middle/end, direction, levels, igh/low, dance style story, direction, pattern, travel, slow fast, still, dynamics big/small/quick slow movements, gesture /feelings, mime/copy remember , repeat *GAMES	Athletics: Throw, aim, overarm, push, pull, run, direction, stop sprint, jog, fast, relay, jump, height forwards, power, take off, land, improve, increase, follow, turns, compete challenge OAA Explore, find, describe share, discuss, Lead follow, copy, directions forward, backwards, sideways, count	*GAMES
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PE Curriculum Progression at Merebrook Infant School

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Physical literacy, Movement skills Gymnastics (Swimming is below)	Dance Invasion type skills (Swimming is below)	Gymnastics Net wall type skills	DANCE Games play	Athletics type skills/OAA	Striking & Feilding Games skills
<p>All units will develop both declarative and procedural knowledge to enhance pupil's understanding</p> <p>Motor Competencies:</p> <p>Rules/Strategies & tactics:</p> <p>Healthy Participation</p>	<ul style="list-style-type: none"> -run and change directions quickly with control - jump for distance & height with control -hop & gallop in different directions with controlled speed -skip with a rope -challenge & improve my skills - pass the ball with 2 hands/1 foot to a partner -control a moving ball with dominant foot and hand - be able to control the rugby ball with 2 hands -develop a game that improves a skill. -work with partner to follow rules and score points 	<ul style="list-style-type: none"> -perform basic rope skills -name muscles being exercised -keep moving for 5 minutes -perform core exercises safely and with control -perform a variety of fundamental movement and sport skill - perform activities to improve leg and arm strength -create exercises linked to a sporting theme -what happens to the heart when we exercise 	<ul style="list-style-type: none"> - to link 4 shapes smoothly -demonstrate a change in speed smoothly linking 3 balances -jump for height and perform a shape in the air -perform a tuck jump with control- perform rolls that move in a circular motion - transfer weight from hands to feet using the bench - create a sequence on the low & higher apparatus which includes 4 different skills 	<ul style="list-style-type: none"> - remember and repeat a short motif -move confidently around the space from high to low with control -gain height in the air and land on either foot with control -turn with a partner at different speeds -show emotion through facial and whole body gestures 	<p>I know how to....</p> <ul style="list-style-type: none"> -run quickly towards a target -make a controlled change of speed when running -perform a combination of jumps with control & how to leave floor to gain height - throw objects using different styles to gain distance & towards a target -follow instructions to complete an athletics circuit - score activities accurately - listen to a partner and follow their directions -describe a pathway using at least 3 directions. - basic map symbols - cooperate/lead/communicate 	<ul style="list-style-type: none"> -roll & stop a ball with control -throw underarm with control to a target /partner -catch a ball with 2 hands from short distance -hit/strike a ball with a hand /racket to a partner - to move quickly to track/catch a bouncing ball - “hand hit” /use racket to hit a moving ball towards partner along floor and in air - show can use a simple scoring system - work as a small group to play a game -challenge myself to improve your tennis skills

PE Curriculum Progression at Merebrook Infant School

					icate and listen to others in my group to complete various tasks -plan & share ideas to help solve a problem,	
Key skills: Devise own game with rules & safety They give reasons why warming up before an activity is important. to know and describe the effects of exercise and why physical activity is good for their health. To know how to improve stamina. Can take part in heart rate raising activities within ALL warm ups (aim 5 mins continuous activity) They can talk about differences between their own and others' performances and describe and suggest improvements. Can play games with rules within a small group. To listen to others and play and work cooperatively						
Vocabulary	Speed	*GAMES: Develop, Rules, Score, Points (keep note of within a game), scoring system, group games	Gymnastics: Forward roll, Egg roll, Teddy Bear roll	Dance: Move in time with partner	Athletics: Power, combination, different ways	*GAMES

PE Curriculum Progression at Merebrook Infant School

Swimming

<p>All units will develop both declarative and procedural knowledge to enhance pupil's understanding</p> <p>Motor Competencies: Rules/Strategies & tactics: Healthy Participation</p>	<ul style="list-style-type: none"> • To enter the pool safely (steps, swivel). • To exit the pool safely and unassisted. • To move 5m in the water by, walking jumping, hopping or holding side (can be with support)) Jump up and down in the water (shoulders should submerge). • Using aids perform an alternating leg action across the pool. • To blow bubbles in the water (visible bubbles). • To float with support and return to a standing position (horizontal body position – face in if on front, ears in if on back). 	<ul style="list-style-type: none"> • Scoop water with hands and wash face • To use a noodle to swim front paddle for 1 width - alternating legs, arms scooping, chin/face in • To use a noodle to swim back paddle for 1 width - alternating legs, sculling arms, ears in water • To push and glide on front and back – arms and legs straight, chin/face in water (front), ears in water (back) • To use aids to perform a treading water action with legs – upright body position • To use a noodle, rotate from a back float to a front float and return to a back float (½ somersault, tuck and roll) – horizontal body position, hair in water (back), face in water (front). Floating position to be held for 3 seconds Move from a horizontal floating position on the back and return to standing • To move from a horizontal floating position on the front and return to standing • To swim 2m front paddle unaided – alternating legs, alternate arms scooping. No assistance Swim 2m back paddle unaided – alternating legs, arms sculling. No assistance.
<p>Vocabulary</p>	<p>Step, swivel, kick, float/Noodle, float, blow bubbles, safely.</p>	<p>Alternate, glide, tread, rotate, paddle.</p>