

PROGRESSION IN FOUNDATION SUBJECTS – P.E (PHYSICAL COMPETENCE)

	EYFS	YEAR 1	YEAR 2
Running	<ul style="list-style-type: none"> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Uses changes in direction and speed to find and use space. 	<ul style="list-style-type: none"> Able to identify space and move into it when playing chasing and avoiding games. Understands what pace means and can perform the correct running technique when travelling at different paces Able to select the correct pace for a short and long-distance race. 	<ul style="list-style-type: none"> Able to identify where to run and decide when is the best time to move in chasing and avoiding games. Beginning to be able to select different paces of running for different activities Able to run for increasingly prolonged periods of time
Jumping	<ul style="list-style-type: none"> Can jump using two feet safely and successfully Can jump over small obstacles Jumps off an object and lands appropriately Able to hop confidently Able to leap confidently 	<ul style="list-style-type: none"> Able to land safely, with control and balance, when performing a range of jumps. Able to confidently link jumps together to achieve a greater distance. 	<ul style="list-style-type: none"> Beginning to develop different types of take-off and landing techniques Shows a developing understanding of the techniques required to jump for distance
Throwing	<ul style="list-style-type: none"> Shows increasing control over an object when pushing, patting and throwing. Shows a preference for a dominant hand when throwing 	<ul style="list-style-type: none"> Able to accurately throw a ball or bean bag to catch themselves. Able to use an underarm throw to accurately send a ball or bean bag to a partner or at a target. Able to use two hands to send a large ball with increasing accuracy to a partner or a target. To use hands to bounce a ball with control. 	<ul style="list-style-type: none"> Able to confidently move a ball or bean bag from one hand to the other when stationary and when moving. Able to catch with one hand when working individually and with a partner. Can throw a large ball using two hands accurately Able to aim at high, low, stationary and moving targets using different types of throw and different types of equipment
Catching	<ul style="list-style-type: none"> Shows increasing control when catching an object Is beginning to track the flight of an object into their hands Demonstrates bouncing and catching skills using a range of different sized balls 	<ul style="list-style-type: none"> Able to consistently stop rolling or bouncing bean bags or small balls Move to catch or stop a bean bag or small ball with some consistency Able to move into a good position to catch or stop a bouncing or non-bouncing ball 	<ul style="list-style-type: none"> Able to use two hands to dribble a ball, including changing speed and direction. Able to use one hand to dribble a ball with some control Able to run after and towards a rolling or bouncing ball, retrieve and throw to return. Able to move into space to catch a ball or bean bag (stationary or moving).
Kicking	<ul style="list-style-type: none"> Shows increasing control over an object when kicking it. Is beginning to show how small movements can be used to dribble a football with some success Can use feet to move a ball in different directions Can stop a large ball using only their feet 	<ul style="list-style-type: none"> Able to use feet to accurately move a ball around an area while keeping control. Able to kick a ball to a partner or at a target with accuracy and control. 	<ul style="list-style-type: none"> Able to dribble a ball using their feet, including changes of speed and direction. Able to send a ball to a moving (partner) or a stationary target using feet.
Agility	<ul style="list-style-type: none"> Travels with confidence and skill around, under, over and through balancing and climbing equipment Can change direction when moving at speed 	<ul style="list-style-type: none"> To move with control, changing direction and speed when playing avoiding and chasing games 	

<p>Balance</p>	<ul style="list-style-type: none"> • Can balance on one foot for longer periods of time • Has an awareness of strategies to support balancing • Mounts stairs, steps or climbing equipment using alternate feet. 		
<p>Coordination</p>	<ul style="list-style-type: none"> • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. 	<ul style="list-style-type: none"> • To demonstrate good coordination when using hands to pass a ball around the body. • To use a racket to move with a ball (on the racket and on the ground). • To use a racket accurately to strike a ball to a partner including in a cooperative rally. (On the ground) 	<ul style="list-style-type: none"> • Able to bounce a ball up and down on a racket with control. • Able to strike a ball towards a stationary target with control.
<p>Gymnastics</p>	<ul style="list-style-type: none"> • To travel safely in a variety of different ways. • To travel in different ways using short, long, fast and slow steps. • To jump and land appropriately. • To balance using different parts of the body in a controlled way. • To use different parts of the body to perform a rocking action. • To use 3 and 4 parts of the body to balance and travel. • To move confidently in different ways, including rolling 	<ul style="list-style-type: none"> • To develop strength and flexibility when performing a range of basic gymnastics shapes. • To move confidently, using changes in speed, level and direction and combine different ways of travelling in a sequence. • To show control and balance when performing a range of jumps. • To perform and link different balances with control and strength. • To develop a range of rocking actions, including tuck. • To perform a forward roll and combine it with a range of other shapes actions and movements in a sequence. • To remember and repeat short sequences of movements 	<ul style="list-style-type: none"> • To demonstrate improving strength, flexibility and control when performing a range of basic gymnastic shapes. • To travel with body weight partly supported by hands. • To perform a range of jumps individually and as part of a sequence, demonstrating control and good balance when taking off and landing. • To demonstrate strength and control when performing balances using different body parts. • To perform rocking actions in pike and straddle shapes with good strength and body tension demonstrated • To perform a forward roll with control and with a clear starting and finishing position.
<p>Dance</p>	<ul style="list-style-type: none"> • To know and perform and star shape correctly. • To explore and create actions which resemble words. • To know and perform strong and controlled marches in time with a simple beat. • To jump and land appropriately. • To explore and create actions which link to a soldier. • To perform movements and balances with control. • To perform movements with fluency and in a gentle manner. • To perform a range of travelling movements safely and with control and confidence. • To perform a range of shapes and movements to help tell the story. • To perform a range of movements safely, at a faster pace and with control. 	<ul style="list-style-type: none"> • To create movements to resemble a specific theme/ character. • To remember and repeat a short movement phrase in time with the beat and other group members. • To perform movements at different speeds to help tell a story. • To use different levels within a dance to help portray a character / story • To know a range of expressions, moods and feelings and use a selection in the dance to help complete the story. 	<ul style="list-style-type: none"> • To create and explore body actions which resemble aspects of a given theme (e.g. winter), performing them with control. • To explore, remember and link a range of actions, performing them with increasing control. • To compose a short dance phrase including actions which represent a given theme, performing with increasing control and co--- ordination. • To compose and perform a short dance phrase that expresses the feelings and ideas of a given theme.

ASSESSMENT IN P.E - EYFS TO YEAR 2

		EXPLORERS	PLANET PROTECTORS	HEROES	EXPLORERS	PLANET PROTECTORS	HEROES
	By the end of EYFS ELG	<i>Y1 Gymnastics 1 Y1 Games 1</i>	<i>Y1 Dance Y1 Gymnastics 2</i>	<i>Y1 Athletics Y1 Games 2</i>	<i>Y2 Games 1 Y2 Gymnastics 1</i>	<i>Y2 Games 2 Y2 Gymnastics 2</i>	<i>Y2 Dance Y2 Athletics</i>
Physical competence	I can negotiate space and obstacles safely with consideration. I can demonstrate strength, balance and co-ordination when playing. I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	I can explore, copy & use basic actions, fundamental skills & sequences of movement with control, agility balance & coordination. I can use different forms of travel with good control, coordination & awareness when moving into space and within game. I can perform skills with some sense of timing, rhythm and expression.			I can demonstrate a varied range of actions, fundamental skills and techniques with confidence and increasing control, co-ordination and fluency. I can remember, repeat and link combinations of actions, skills and techniques. e.g. link together shapes and jumps in gymnastics catching in games finding space		
Thinking skills	I can work and play co-operatively and take turns with others. I am confident to try new activities and show independence, resilience and perseverance in the face of challenge.	I can link basic actions with tactics and compositional ideas to improve performance. e.g. use a range of shapes adapt to work on the floor I can use simple terminology to describe the key features of a performance (actions and fundamental skills) and the tactical and compositional ideas used.			I can select and perform a range of actions and fundamental skills to create movement patterns, sequences or a series of actions to meet the demands of the task. I can make simple tactical and compositional choices to meet the demands of the task (e.g. adjust tactics to increase my chance of success or select movements to suit the style of the dance). I can describe my own or others' performance accurately, in relation to a given criteria (e.g. the success of a throw or quality of a jump).		
Social and Emotional	I can give focused attention to what the teacher says...and show an ability to follow instructions involving several ideas or actions.	I can self-reflect by talking about what skills and ideas I have used			I can work with a partner/ small group, to talk about similarities and differences between their own and others' performances and use these discussions to improve their own performance.		
Healthy and Active Lifestyle	I understand the importance of healthy food choices.	I know the position of the heart and how physical activity affects heartbeat, giving a basic explanation of why changes occur. I can follow instructions and safety guidelines appropriately to show safe practice.			I know why it is important to be active and to warmup before taking part in activity.		

EXTENDING HIGHER ATTAINING CHILDREN IN FOUNDATION SUBJECTS – P.E

PHYSICAL COMPETENCE	YEAR THREE	VOCABULARY TAUGHT IN YEAR THREE
<p>RUNNING</p>	<p>Able to run with control and fluency Able to run at different paces Beginning to develop an understanding that different activities will need different paces of running Beginning to understand and show correct technique for running Be able to run for sustained periods of time at a pace suitable to their fitness levels</p>	<p><u><i>GAMES</i></u> possession pace tactics batting fielding defending hitting dribbling side foot technique chest pass bounce pass overhead pass forehand backhand</p>
<p>JUMPING</p>	<p>Perform a straight, star and tuck jump with control Shows a good understanding of the basic technique for jumping (using arms, looking forward, bending knees for take-off and landing) Able to perform with control and distinguish between jumping, hopping and leaping</p>	
<p>THROWING</p>	<p>Able to throw a beanbag or small ball by using a one hand, under-arm throw Use chest pass, bounce pass, overhead pass in basketball and netball Able to throw a rugby ball with some accuracy Knows how to perform an overarm throw and does so with improving technique Able to pass and then move into space to receive the ball again Able to perform a ‘push throw’ in athletics with correct technique</p>	
<p>CATCHING</p>	<p>Able to catch a small ball or bean bag with two hands Able to catch a basketball as part of dribbling Able to catch a bouncing basketball Able to catch a rugby ball Able to pick up a rugby ball using correct hand placement Able to retrieve a rolling ball</p>	

<p>KICKING</p>	<p>Able to kick a football using the side foot technique Able to pass the ball accurately when practising and make good decisions when choosing when, where and how to pass within a game Able to kick a football over a longer distance Able to dribble a football using small touches with both feet Able to change speed and direction when dribbling a ball in games Able to pass and then move into space to receive the ball again</p>	<p><u>DANCE</u> dance style choreography technique pattern rhythm variation unison canon section action reaction</p> <p><u>GYMNASTICS</u> symmetrical asymmetrical dish arch rotation turn shape landing take-off flight performance evaluation</p>
<p>AGILITY</p>	<p>Able to change direction quickly when running Performs simple dodging movements successfully to receive a pass and use signalling to communicate to team members</p>	
<p>BALANCE</p>	<p>Able to adopt a range of standing positions when preparing to hit a ball</p>	
<p>CO-ORDINATION</p>	<p>Able to confidently move a tennis ball along the floor using a tennis racket Able to push a tennis ball along the floor to a partner with some accuracy Holds a tennis racket using the correct grip, describing the key points Knows the difference between a forehand and a backhand shot and perform each with some control and accuracy Holds a hockey stick accurately Able to move a small ball successfully using a hockey stick Beginning to be able to use a hockey stick to pass a small ball to a stationary target Able to hit a tennis ball using a range of bats (rounders bat, cricket bat, tennis racket) when using a tee</p>	
<p>DANCE</p>	<p>Creates movements which represent different actions, performing the set piece in unison Understands the term 'canon' and plans a short routine to incorporate this Create movements which are performed at different speeds Creates different movements and a short routine with a partner which includes the idea of 'push and pull' and 'under and over' relationships Plans and choreographs the end section of a dance with a partner</p>	
<p>GYMNASTICS</p>	<p>Develops a range of standing and lying shapes Adapts travelling movements when moving on floor or apparatus Develops a high quality of movement when performing a range of jumping actions Links and moves between different balances, showing control Performs rocking actions using a dish to arch roll and a tucked dish Performs a range of sideways rolls with good control and body tension Performs a forward roll with correct technique</p>	