



St John's Catholic infant School



PROGRESSION IN PE (PHYSICAL COMPETANCE)

At St John's Catholic Infant School, children will excel in their knowledge and skills through our exciting and inclusive PE curriculum, engaging with a range of experts and being exposed to the role of sports in other people's lives. As sports people, all children will be challenged to engage and succeed in developing their fundamental physical skills and improve their health and wellbeing through a broad range of high-quality sporting opportunities. Children will leave the school with the knowledge, skills and positive attitudes to prepare them for a healthy, active lifestyle and promote a lifelong love of sport.

	PRE-SCHOOL	FOUNDATION TWO	YEAR ONE	YEAR TWO
Running	<ul style="list-style-type: none"> Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles Runs safely on whole foot 	<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 confidently using two feet Can hop for a short period of time 	<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"> Beginning to develop their awareness of aiming when throwing an object Beginning to show increasing control and accuracy when throwing a small ball or bean bag 	<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"> • Able to track the flight of an object as it moves • Can catch a large ball 	<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"> • Is becoming more confident when kicking a large ball 	<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"> • Moves freely and with pleasure and confidence in a range of ways, such as: slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. 	<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 	<ul style="list-style-type: none"> • Move with control and fluency
Balance	<ul style="list-style-type: none"> • Can stand momentarily on one foot when shown • Squats with steadiness to rest or play with object on the ground and rises to feet without using hands 	<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. 	<ul style="list-style-type: none"> • To perform and link different balances with control and strength. 	<ul style="list-style-type: none"> • 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
Coordination	<ul style="list-style-type: none"> • Can negotiate space successfully when walking and running 	<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 	<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) 	<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.

		games with other children, adjusting speed or changing direction to avoid obstacles	<ul style="list-style-type: none">To use a racket accurately to strike a ball to a partner including in a cooperative rally. (On the ground)	
Gymnastics	<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 stepsTo jump and land appropriatelyTo balance using different parts of the body in a controlled wayTo use different parts of the body to perform a rocking action.To use 3 and 4 parts of the body to balance and travelTo 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 shapesTo move confidently, using changes in speed, level and direction and combine different ways of travelling in a sequenceTo show control and balance when performing a range of jumpsTo perform and link different balances with control and strengthTo develop a range of rocking actions, including tuckTo perform a forward roll and combine it with a range of other shapes actions and movements in a sequenceTo 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 shapesTo travel with body weight partly supported by handsTo perform a range of jumps individually and as part of a sequence, demonstrating control and good balance when taking off and landingTo demonstrate strength and control when performing balances using different body partsTo perform rocking actions in pike and straddle shapes with good strength and body tension demonstratedTo perform a forward roll with control and with a clear starting and finishing position.	
Dance	<ul style="list-style-type: none">To know and perform and star shape correctlyTo explore and create actions which resemble wordsTo know and perform strong and controlled marches in time with a simple beatTo jump and land appropriatelyTo explore and create actions which link to a soldierTo perform movements and balances with controlTo perform movements with fluency and in a gentle mannerTo perform a range of travelling movements safely and with control and confidenceTo perform a range of shapes and movements to help tell the storyTo 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/ characterTo remember and repeat a short movement phrase in time with the beat and other group membersTo perform movements at different speeds to help tell a storyTo use different levels within a dance to help portray a character / storyTo 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 controlTo explore, remember and link a range of actions, performing them with increasing controlTo compose a short dance phrase including actions which represent a given theme, performing with increasing control and co-ordinationTo compose and perform a short dance phrase that expresses the feelings and ideas of a given theme.	

PROGRESSION IN PE (HEALTHY ACTIVE LIFESTYLES)

	YEAR ONE	YEAR TWO
Body Awareness	<ul style="list-style-type: none"> • To explain how practising their skills and playing games can make them feel warmer • To understand and talk about why it is good for them to take part in physical activity • To understand why they become out of breath during exercise • To describe how their body feels when they are exercising • To explain what their body feels like when tensed • To describe how their body feels before starting, during and after a PE lesson • To explain how their body feels during relaxation 	<ul style="list-style-type: none"> • To describe how their body feels after a running activity • To talk about how being out of breath can affect their performance • To describe how their body feels after a catching activity and compare it to a running activity • To find their heartbeat and describe how it beats • To explain why the heart beats faster as they move faster • To describe what happens when their body temperature increases. • To use appropriate language to describe the changes to their bodies during exercise (heart rate, temperature increase/decrease).
Knowledge & Understanding	<ul style="list-style-type: none"> • To move apparatus safely • To know the position of the heart and how dance and exercise affects heartbeat, giving a basic explanation of why changes occur • To give a basic explanation of why breathing rate increases with exercise • To identify which type of movements (slow, medium or fast) have the greatest effect on our heartbeat • To know how to get heart and breathing rate back to normal after exercise 	<ul style="list-style-type: none"> • To use apparatus safely, including the positioning of mats and benches • To explain how to make an activity safe by introducing/changing equipment and/or the number of children • To understand what a warm-up is and how it prepares them for the lesson • To explain the benefits of a thorough warm up

PROGRESSION IN PE (SOCIAL & EMOTHIONAL SKILLS)

	YEAR ONE	YEAR TWO
Self Reflection	<ul style="list-style-type: none"> • Children will talk about what skills and ideas they have used, including how they have helped them to perform better in a competitive game • Children will talk about how they can score more points and whether they have beaten their personal best • To discuss what skills they can use within a game or activity. • Children will recognise different ideas that are being used and use them to help improve their own performance • To discuss what they have achieved within a game • To explain what skills and ideas have worked well. 	<ul style="list-style-type: none"> • To identify the skills and ideas they perform well • To identify the skills and ideas others perform well • To use comments from the teacher and other children to improve their own performance.
Learning from Others	<ul style="list-style-type: none"> • To use different ideas they have seen to help them improve within a game • To watch a game and describe what is happening or has happened • To identify good examples of skills and copy them • Children will watch others and copy examples of high-quality actions.. 	<ul style="list-style-type: none"> • To watch what others do and describe what they see • To watch each other perform and identify what ideas and skills are being used. • To identify high quality skills in another child's performance and copy • To watch a specific element of a performance and talk about what they have seen • To comment on an action, movement or shape that has been performed well. • To describe what they have seen (individual actions and shapes and sequences).

PROGRESSION IN PE (THINKING SKILLS)

	YEAR ONE	YEAR TWO
Spatial Awareness	<ul style="list-style-type: none"> To identify space and move into it when playing chasing and avoiding games To identify and use space to their advantage when playing a game Children will identify where there is more space and move towards it and score points quickly. 	<ul style="list-style-type: none"> To identify where to run and decide when is the best time to move in chasing and avoiding games.
Attacking & Defending	<ul style="list-style-type: none"> To use basic tactics for attacking and defending To defend a target or an area To understand an invasion type game involves attacking the opponents' area and defending their own To know how to score points and that the team or individual with the most points will win To make it easier for themselves and their team mates to score To make a game hard for an opponent by sending a ball into space. 	<ul style="list-style-type: none"> To choose the skills and ideas that meet the needs of a specific game To keep possession of the ball and choose the right time to attempt to score To choose the best way to stop an opponent from scoring points To choose the best way for a team or individual to score points To use game specific basic tactics to score more points To use basic tactics that are appropriate for different types of games To look for space away from an opponent and strike a ball towards it.
Collaboration & Competition	<ul style="list-style-type: none"> To change skills in response to what a partner or opponent is doing To understand the importance of working together as a team To understand that they can work cooperatively and competitively with a partner 	<ul style="list-style-type: none"> To use skills when under pressure in personal best challenges. (e.g. Working against a time limit) To understand how to be alert, prepared and ready to help and support a team To understand and follow the rules for different types of games.
Creativity (Gymnastics)	<ul style="list-style-type: none"> To demonstrate and discuss basic gymnastics actions To discuss and demonstrate how to change speed and direction to avoid others and find space To describe what they have seen using appropriate language To copy the performance of another child To describe actions and movements in more detail To remember and repeat short sequences of movements. 	<ul style="list-style-type: none"> To watch a specific element of a performance and talk about what they have seen To link a balance with a travelling action To comment on an action, movement or shape that has been performed well To describe what they have seen (individual actions and shapes and sequences) To know how to make a sequence easier To use comments from the teacher and other children to improve their own performance.
Creativity (Dance)	<ul style="list-style-type: none"> To describe and identify which movements accurately and expressively represent different things To give reasons why particular actions have been chosen 	<ul style="list-style-type: none"> To describe the actions created and give simple reasons for why they were performed at different speeds

	<ul style="list-style-type: none"> • To describe an action that is used in the movement phrase and identify how the action can be performed with more precise timing • To know what a Level is and why we include them in a dance routine • To describe how the different levels have been used in their own or another group • To describe the different speeds used in the dance and explain why they have been used • To describe how dance makes them feel and how different feelings can be shown through dance. 	<ul style="list-style-type: none"> • To describe some of the movements and dynamics used in another child's performance • To describe how a dance makes them feel and identify what they like and dislike about a performance. • To improve the quality of their own actions and short phrases.
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