

# Castle Hill Infant School – PE Progression

## Early Years

Skills, strategies and tactics (Head)	Healthy participation (Heart)	Motor competence (Hands)
<ul style="list-style-type: none"><li>• To work towards simple goals e.g. be able to wait for what they want and control immediate impulses</li><li>• Follow instructions involving more than one idea or action</li><li>• Respond appropriately even when engaged in activity</li><li>• Explain the reasons for rules</li><li>• Play cooperatively and take turns with others</li><li>• Demonstrate creativity when responding to a stimuli</li><li>• Know how to be honest and play fairly</li><li>• Recognise the value of collaboration with others and showing kindness when they do</li></ul>	<ul style="list-style-type: none"><li>• Regulate their behaviour</li><li>• Be confident to try new activities and show resilience, independence and perseverance in the face of challenge</li><li>• Manage their own personal hygiene and needs e.g. getting changed for PE</li><li>• Show respect and kindness for others and work collaboratively.</li><li>• Recognise a link between physical activity and healthy lifestyles and moving makes us feel good</li><li>• To be resilient when things don't go to plan in order to be the best we can be</li><li>• To develop a love for physical activity and have fun</li><li>• To be respectful and grateful for our equipment that we use</li></ul>	<ul style="list-style-type: none"><li>• Move energetically such as running, jumping, dancing, hopping, skipping and climbing</li><li>• Demonstrate strength, balance and coordination when playing</li><li>• Try to move in time with music</li><li>• Negotiate space and obstacles safely with consideration for themselves and others</li><li>• Use small equipment in physical play such as hoops, scarves, bean bags, balls, skipping ropes</li><li>• Move, manipulate and use a range of large physical resources safely (with some adult support) e.g., planks, stepping stones and blocks</li><li>• To ride bicycles and scooters</li><li>• Introduce sending and receiving skills with a range of apparatus</li></ul>

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## Year 1

Skills, strategies and tactics (Head)	Healthy participation (Heart)	Motor competence (Hands)
<ul style="list-style-type: none"><li>• develop the ability to link movements together</li><li>• understand the basic principles of attack and defence and begin to apply</li><li>• begin to respond creatively to a range of stimuli using appropriate movements and perform simple sequences with high self-esteem</li><li>• collaboratively work effectively with a partner or small team showing kindness</li><li>• Participate with honesty and fairness</li></ul>	<ul style="list-style-type: none"><li>• be resilient to try new activities in the face of a challenge so we can be the best we can be</li><li>• understand the importance of hydration</li><li>• understand why appropriate clothing and footwear for PE is necessary e.g. importance of bare foot in the hall and trainers for outdoor PE</li><li>• try a range of activities and notice how they affect our bodies and how they can help us to feel good</li><li>• be able to make safe and responsible decisions in PE, for example on and around apparatus</li><li>• Show kindness and appreciation when watching a performance</li></ul>	<ul style="list-style-type: none"><li>• develop fundamental movement skills such as running, jumping, throwing, balance, agility and coordination</li><li>• develop sense of space when moving</li><li>• balance using different parts of the body</li><li>• develop sending and receiving equipment with some control and begin to apply with hands and feet</li><li>• introduce travelling with equipment</li><li>• explore a range of pathways, levels and speeds</li><li>• to use props e.g. scarves and hoops to create shapes, movements and actions in dance and gymnastics</li></ul>

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## Year 2

Skills, strategies and tactics (Head)	Healthy participation (Heart)	Motor competence (Hands)
<ul style="list-style-type: none"><li>participate in small team games, developing simple tactics for attacking and defending</li><li>engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations</li><li>create, complete and perform a series of sequences</li><li>respond creatively to a range of stimuli using appropriate movements</li><li>link a range of different movements on the floor and apparatus and perform with resilience, confidence and control</li><li>collaborate, work and communicate effectively as a pair or a small team</li><li>to suggest simple ways to improve</li><li>Improve work by acting upon feedback</li><li>Participate with honesty and fairness in a range of activities</li></ul>	<ul style="list-style-type: none"><li>be resilient when trying a wide range of new activities and show independence in the face of increasingly challenging situations</li><li>understand why appropriate clothing and footwear for PE is necessary and make appropriate choices e.g. hat in the summer, coat in the winter</li><li>Show appreciation and respect when watching and responding to a performance</li><li>explain how a range of activities affect our bodies and how that can help us to support our mental health and self esteem</li><li>show encouragement for others to be the best we can be and celebrate individual achievements</li></ul>	<ul style="list-style-type: none"><li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li><li>Perform dances using simple movement patterns.</li><li>Use a range of pathways, levels and speeds when working</li><li>develop passing, receiving and dribbling</li><li>Begin to control a ball with hands or feet, including stopping it</li><li>Hit a target with some accuracy</li><li>Begin to explore larger hand apparatus such as rackets, bats, sticks</li></ul>