

INSKIP ST. PETER'S C.E. PRIMARY SCHOOL
Learning, Loving and Living with Jesus



Keep your roots deep in Jesus Christ the Lord, build your lives on him
 and always be thankful. *Colossians 2:7*

Compassion Friendship Respect Forgiveness Trust Thankfulness

Our PE Progression Map

<p align="center">EYFS</p>	<p align="center">Early Learning Goal: Gross Motor Skills</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; <p align="center">Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>		
<p>Games -Developing skills</p>	<p align="center">Years 1 and 2</p> <p>Travelling</p> <ul style="list-style-type: none"> ▪ Running, hopping, skipping, galloping. ▪ Change direction easily i.e. dodging and swerving. ▪ Travelling with an object i.e. beanbag, ball, bat and ball. <p>Sending</p> <ul style="list-style-type: none"> ▪ Roll a ball underarm. ▪ Throw an object underarm (beanbag). ▪ Throw an object overarm (beanbag, ball). ▪ Kick a ball. 	<p align="center">Years 3 and 4</p> <p>Travelling</p> <ul style="list-style-type: none"> ▪ Change speed and direction easily i.e. dodging and swerving. ▪ Travelling with an object i.e. running or dribbling a ball with/without equipment. <p>Sending and Receiving – Invasion Games</p> <ul style="list-style-type: none"> ▪ Perform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed. <p>Scoring Skills</p> <ul style="list-style-type: none"> ▪ Shoot and score accurately in a range of ways. ▪ Shot from a distance and from close range. <p>Net Wall Games</p> <ul style="list-style-type: none"> ▪ Throw a ball underarm, overarm. ▪ Intercept a ball. ▪ Hold and swing the racket well and play shots on both sides of the body and above their heads. 	<p align="center">Years 5 and 6</p>

	<ul style="list-style-type: none"> ▪ Aiming at various targets using different equipment (beanbag, ball, quoit, shuttlecock etc.). ▪ Striking a ball with a bat. <p>Receiving</p> <ul style="list-style-type: none"> ▪ Trap a ball with feet. ▪ Catching a ball. ▪ Catching a ball at different heights. 	<ul style="list-style-type: none"> ▪ Play shots with reasonable accuracy. ▪ Keep a rally going that is not cooperative. <p>Striking Fielding Games</p> <ul style="list-style-type: none"> ▪ Hit a ball off a tee. ▪ Different ways of striking a ball using different equipment (e.g. rounders, cricket). ▪ Catch a small ball with two hands. ▪ Stop a ball and throw it back to partner, bowler or wicket keeper quickly and accurately. ▪ Bowl underarm and overarm with increasing accuracy and speed. <p>Retrieve, intercept and stop a ball when fielding.</p>
<p>-Attacking and defending strategies</p>	<ul style="list-style-type: none"> ▪ Recognise and use space in a game. ▪ Understand the concept of aiming and the need for accuracy. ▪ Use a feint to try and win a net type game. ▪ Throw or hit an object into space to make it more difficult for their opponents. ▪ Invasion type game – understand to pass the ball to a person in space ▪ Net and striking and fielding games – look for space to throw, hit or run into to help them score. Understand why they need to throw or hit into space. 	<ul style="list-style-type: none"> ▪ Use a range of skills to keep possession and make progress towards a goal or target on their own and with others. ▪ Choose when to pass or dribble, so they keep possession and make progress towards the goal. ▪ Use a range of tactics to keep possession of the ball and get into positions to shoot or score. <p>Defending Skills</p> <ul style="list-style-type: none"> ▪ Know how to mark and defend their goal(s). ▪ Ways of keeping the ball away from defenders. ▪ How to mark a player and space. ▪ Intercept and tackle to get the ball back. ▪ Position themselves well on court. ▪ Try to make things difficult for the opponent by directing the ball to space, at different speeds and heights. ▪ Choose and use batting or throwing skills to make the game hard for their opponents. ▪ Strike the ball accurately into spaces and different parts of the playing area. ▪ Direct the ball away from fielders using different angles and speeds.

<p>-Evaluating Success</p>	<ul style="list-style-type: none"> ▪ Describe what they have done or seen others doing ▪ Copy actions and ideas and use the information they collect to improve their skills. 	<ul style="list-style-type: none"> ▪ Explain how to keep possession and describe how they and others have achieved it. ▪ Identify what they do best and what they find difficult. ▪ Explain the tactics and skills that they are confident with and use well in games. ▪ Look for specific things in a game and explain how well they are being done. i.e. marking an opponent. ▪ Explain why a performance is good. ▪ Recognise and describe the best points in an individuals and a team's performance. Identify aspects of their own and others performances that needs improving
<p>Gymnastic type activities -Developing skills</p>	<p>Travelling – feet</p> <ul style="list-style-type: none"> ▪ Jog, skip, gallop, hop, walk forwards, backwards. <p>Travelling – hands and feet</p> <ul style="list-style-type: none"> ▪ Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc. <p>Shape</p> <ul style="list-style-type: none"> ▪ Wide, thin, tuck, dish, arch. <p>Rolling</p> <ul style="list-style-type: none"> ▪ Rocking on back, pencil, egg rolls, dish roll, teddy / circle roll, forward roll. <p>Balance</p> <ul style="list-style-type: none"> ▪ Front support, balance on 4 & 3 points, large body parts, tummy, back, bottom, shoulder. <p>Jumping</p> <ul style="list-style-type: none"> ▪ 2 feet to 2 feet, 2 to 1 and 1 to 2. ▪ 2 feet to 2 feet for height with shape <p>Handle small and large apparatus Mats, benches, tables.</p>	<p>Travelling</p> <ul style="list-style-type: none"> ▪ Focus on developing quality of travelling actions both on feet and hands and feet. <p>Shape</p> <ul style="list-style-type: none"> ▪ As KS 1 and piked and straddle, ▪ Focus on developing quality of shape and stillness. E.g. extended feet, hands, arms, legs. ▪ Explore a range of symmetrical and asymmetrical actions. ▪ Perform movements that are mirrored and/or matched. <p>Balance</p> <ul style="list-style-type: none"> ▪ Focus on developing balances on 1,2,3 or 4 points and large body parts. ▪ Counter balance with a partner. ▪ Counter tension with a partner. <p>Rolling</p> <ul style="list-style-type: none"> ▪ Focus on developing quality in all the different rolling actions from KS1. <p>Jumping</p> <ul style="list-style-type: none"> ▪ Focus on developing quality of jumping actions 2 :2, 2:1, 1:2, 1:1. ▪ Jump with shapes in the air. ▪ ½ turn jump.

		<p>Handle apparatus</p> <ul style="list-style-type: none"> ▪ Use all actions above on the floor and over, through, across and along apparatus. ▪ Perform different combinations of actions and perform these with a change of speed, level or direction. ▪ Develop tension, extension and transfer of weight in their actions
<p>-Applying and linking skills/sequences of movement</p>	<ul style="list-style-type: none"> ▪ Create and link simple combinations of 2/3 actions / skills <i>e.g. travel and balance.</i> ▪ To link “like” movements with a beginning, middle and end ▪ To copy a partner’s sequence. ▪ Remember and repeat simple linked sequences. ▪ Link simple combinations of 3 / 4 actions / skills <i>e.g. jump, travel, roll, balance.</i> ▪ Devise short sequence, clear begin, middle, and end. ▪ Adapt sequence to include partner or apparatus. <p>Remember and repeat accurately, devised sequences.</p>	<ul style="list-style-type: none"> ▪ Devise and perform a sequence of gymnastic actions, showing a clear beginning, middle and end. ▪ Gradually increase their length of sequence. ▪ Work with a partner to make up a short sequence using floor, mats and apparatus, showing consistency, fluency and clarity of movement. ▪ Repeat accurately a sequence with more difficult actions with an emphasis on extension, clear body shape and changes in direction. ▪ Adapt sequences to include a partner. ▪ Make up longer sequences and perform them with fluency and clarity of movement. ▪ Vary direction, levels and pathways to improve the look of a sequence. ▪ Use planned variations and contrasts in actions and speed in their sequences. ▪ Perform actions on the floor then from floor to apparatus,
<p>-Evaluating Success</p>	<ul style="list-style-type: none"> ▪ Observe and describe sequences using appropriate vocabulary. ▪ Observe and copy a partner’s sequence. ▪ Comment on one a sequence and say how to improve it 	<ul style="list-style-type: none"> ▪ Explain the difference between two performances. ▪ Make simple assessments of performance based on simple criteria given by the teacher. ▪ Offer constructive ideas when working with a partner, including ideas on balance and transfer of weight. ▪ Suggest improvements to speed, direction and level in the composition.

		<ul style="list-style-type: none"> ▪ Watch performance and use criteria to make judgements and suggest improvements. <p>Explain how a sequence is formed using appropriate terminology to describe technique and composition when evaluating both their own and others performances.</p>
<p>Dance type activities -Developing skills</p>	<p>Body Actions Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds, objects) eg Penguins Travel - <i>waddle, slide</i> Turn - <i>spin</i> Gesture - <i>bob, flap</i> Stillness - <i>freeze</i></p> <ul style="list-style-type: none"> ▪ Copy simple movement patterns <i>i.e. waddling, huddle and flap wings.</i> ▪ Show and tell using body actions to explore moods, ideas and feelings. ▪ Vary speed, strength, energy and tension of their movements. 	
<p>-Applying and linking skills/composing and performing</p>	<ul style="list-style-type: none"> ▪ Choose movements to make own simple dance phrase with beginning, middle and ending. ▪ Practise and repeat these movements so they can be performed in a controlled way. ▪ Choose and link actions that express a mood, idea or feeling ▪ Remember and repeat movements showing greater control, coordination and spatial awareness. 	<ul style="list-style-type: none"> ▪ To create movement using a stimulus. ▪ To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. ▪ To create and link dance phrases using a simple dance structure or motif. ▪ To use simple choreographic principles to create motifs. ▪ To compose dances by using, adapting and developing steps, formations and patterning from different dance styles. ▪ To explore, improvise and combine movement ideas fluently and effectively. ▪ To perform dances expressively, using a range of performance skills. ▪ To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.

		<ul style="list-style-type: none"> ▪ To perform more complex dance phrases that communicate character and narrative.
-Appreciating	<ul style="list-style-type: none"> ▪ Use simple dance vocabulary to describe movement ▪ Describe why they think particular actions have been chosen. ▪ Describe how a dance makes them feel. 	<ul style="list-style-type: none"> ▪ To talk about how they might improve their dances. ▪ To describe and evaluate some of the compositional features. of dances performed with a partner and in a group. ▪ To understand how a dance is formed and performed. <p>To evaluate, refine and develop their own and others' work.</p>
Outdoor and Adventurous Activity -Trails		<ul style="list-style-type: none"> ▪ To improve communication skills. ▪ To improve ability to work with and trust others. ▪ To undertake an adventure trail to develop communication skills. ▪ To work safely with a partner in an adventurous environment. ▪ To complete a Trail within the school grounds. ▪ To increase confidence in decision making. ▪ To know how to use a control card.
-Problem Solving		<ul style="list-style-type: none"> ▪ Take part in outdoor and adventurous activity challenges ▪ Develop communication and collaboration skills ▪ Evaluate their own success ▪ To take responsibility for self and others ▪ Take part in activities that involve working with and trusting others ▪ To work effectively as part of a team
-Orienteering		<ul style="list-style-type: none"> ▪ Know some of the symbols on a orienteering map. ▪ Know how set a map. ▪ Know how to keep the map “set or “orientated” when they move around a simple course. ▪ Know the eight points of a compass. ▪ Record information accurately at the control marker. ▪ Plan effectively to visit as many control markers in the time allowed.

		<ul style="list-style-type: none">▪ To run safely with a map around a simple orienteering course.▪ Navigate to a control marker on a score event course.
<i>Swimming</i>		<ul style="list-style-type: none">▪ swim competently, confidently and proficiently over a distance of at least 25 metres▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]▪ perform safe self-rescue in different water-based situations.