



PE: Knowledge and Skills Progression Map

Early Years

By the end of EYFS, children will:

- negotiate space and obstacles safely, with consideration for themselves and others;
- demonstrate strength, balance, and coordination when playing;
- move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- use a range of small tools, including scissors, paintbrushes and cutlery, and begin to show accuracy and care when drawing.

EYFS Vocabulary:

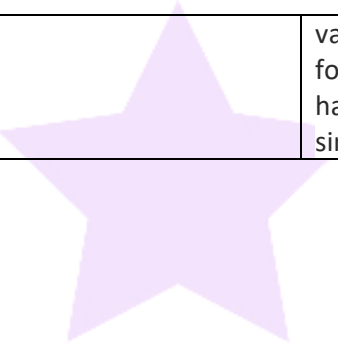
Balance, control, kick, pass, aim, space, throw, pattern, catch, bat, roll, crawl, walk, jump, run, hop, skip, climb, land, copy, repeat, travel, bridges, tunnels, stretch.

SEATON
ACADEMY

Nursery	Autumn 1 Me and my Community Once Upon a Time	Autumn 2 Once upon a Time Sparkle and Shine	Spring 1 Starry Night Winter Wonderland	Spring 2 Dangerous Dinosaurs Puddles and Rainbows	Summer 1 Sunshine and Sunflowers Shadow and Reflections	Summer 2 Big Wide World Splash!
Development Matters links:	<ul style="list-style-type: none"> -Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. -Go up steps and stairs, or climb up apparatus, using alternate feet. -Skip, hop, stand on one leg and hold a pose for a game like musical statues. -Match their developing physical skills to tasks and activities in the setting. -Choose the right resources to carry out their own plan. -Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. -Use one-handed tools and equipment, for example, making snips in paper with scissors. -Use a comfortable grip with good control when holding pens and pencils. -Show a preference for a dominant hand 	<ul style="list-style-type: none"> -Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. -Use large-muscle movements to wave flags and streamers, paint and make marks -Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm -Match their developing physical skills to tasks and activities in the setting. -Choose the right resources to carry out their own plan. -Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. -Use one-handed tools and equipment, for example, making snips in paper with scissors. 	<ul style="list-style-type: none"> -Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. -Use large-muscle movements to wave flags and streamers, paint and make marks -Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm -Match their developing physical skills to tasks and activities in the setting. -Choose the right resources to carry out their own plan. -Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. -Use one-handed tools and equipment, for example, making snips in paper with scissors. 	<ul style="list-style-type: none"> -Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. -Use large-muscle movements to wave flags and streamers, paint and make marks -Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm -Match their developing physical skills to tasks and activities in the setting. -Choose the right resources to carry out their own plan. -Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. -Use one-handed tools and equipment, for example, making snips in paper with scissors. 	<ul style="list-style-type: none"> -Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. -Start taking part in some group activities which they make up for themselves, or in teams. -Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm -Match their developing physical skills to tasks and activities in the setting. -Choose the right resources to carry out their own plan. -Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. -Use one-handed tools and equipment, for example, making snips in paper with scissors. -Use a comfortable grip with good control when holding pens and pencils. -Show a preference for a dominant hand 	<ul style="list-style-type: none"> -Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. -Start taking part in some group activities which they make up for themselves, or in teams. -Match their developing physical skills to tasks and activities in the setting. -Choose the right resources to carry out their own plan. -Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. -Use one-handed tools and equipment, for example, making snips in paper with scissors. -Use a comfortable grip with good control when holding pens and pencils. -Show a preference for a dominant hand

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Knowledge:	<p><u>Me and my Community:</u> Gross Motor Skills: -Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control. -Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength.</p> <p>Fine Motor Skills: -Choose and explore appropriate tools for simple practical tasks.</p> <p><u>Once Upon a Time:</u> Gross Motor Skills: -Move confidently in a range of ways and safely negotiate space, obstacles and terrains. -Travel with confidence and skill around, under, over and through equipment and different terrains, such</p>	<p><u>Once upon a Time:</u> Gross Motor Skills: -Move confidently in a range of ways and safely negotiate space, obstacles and terrains. -Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music.</p> <p>Fine Motor Skills: -Cut, tear, fold and stick a range of papers and fabrics. -Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</p> <p><u>Sparkle and Shine</u> Gross Motor Skills: -Experiment with different ways of</p>	<p><u>Starry Night:</u> Gross Motor Skills: -Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control. -Experiment with different ways of moving the body and begin to remember sequences and patterns of movement related to music and rhythm. -Uses large muscle movements to wave flags and streamers. -Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music. -Move confidently in a range of ways and safely negotiate space, obstacles and terrains.</p>	<p><u>Dangerous Dinosaurs:</u> Gross Motor Skills: -Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music -Adjust speed when running, and jump off objects and land successfully. -Move confidently in a range of ways and safely negotiate space, obstacles and terrains. -Experiment with different ways of moving the body and begin to remember sequences and patterns of movement related to music and rhythm. -Uses large muscle movements to wave flags and streamers.</p> <p>Fine Motor Skills:</p>	<p><u>Sunshine and Sunflowers:</u> Gross Motor Skills: -Join in with games that include racing, chasing, balancing, riding (scooters, trikes and bikes) and ball skills. -Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control.</p> <p>Fine Motor Skills: -Use a range of media, tools and techniques to create images, express ideas and show different emotions. -Use a range of small tools, including scissors, paint brushes and cutlery. -Manipulate malleable materials into a variety of shapes and forms using their</p>	<p><u>Big Wide World:</u> Gross Motor Skills: -Join in with games that include racing, chasing, balancing, riding (scooters, trikes and bikes) and ball skills. -Move confidently in a range of ways and safely negotiate space, obstacles and terrains. -Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control. -Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music. -Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core</p>

<p>as climbing steps, stairs and apparatus using alternate feet.</p> <p>Fine Motor Skills: -Choose and explore appropriate tools for simple practical tasks</p>	<p>moving the body and begin to remember sequences and patterns of movement related to music and rhythm. Uses large muscle movements to wave flags and streamers.</p> <p>Fine Motor Skills: -Cut, tear, fold and stick a range of papers and fabrics. -Use a range of small tools, including scissors, paint brushes and cutlery. -Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</p>	<p><u>Winter Wonderland:</u> Gross Motor Skills: -Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music.</p> <p>Fine Motor Skills: -Use a range of small tools, including scissors, paint brushes and cutlery. -Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. -Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</p>	<p>-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p><u>Puddles and Rainbows:</u> Gross Motor Skills: -Experiment with different ways of moving the body and begin to remember sequences and patterns of movement related to music and rhythm. -Uses large muscle movements to wave flags and streamers.</p> <p>Fine Motor Skills: -Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. -Cut, tear, fold and stick a range of papers and fabrics. -Use a range of small tools, including scissors, paint brushes and cutlery. -Manipulate malleable materials into a</p>	<p>hands and other simple tools.</p> <p><u>Shadow and Reflections:</u> Gross Motor Skills: -Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength -Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music. -Adjust speed when running, and jump off objects and land successfully.</p> <p>Fine Motor Skills: -Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. -Use a range of small tools, including scissors, paint brushes and cutlery. -Hold a pencil effectively in preparation for fluent</p>	<p>muscle strength.</p> <p>Fine Motor Skills: -Use a range of small tools, including scissors, paint brushes and cutlery. -Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. -Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. -Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p><u>Splash!</u></p> <p>Fine Motor Skills: -Use a range of small tools, including scissors, paint brushes and cutlery. -Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.</p>
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				variety of shapes and forms using their hands and other simple tools	writing – using the tripod grip in almost all cases.	
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SEATON
ACADEMY

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gymnastics 1 Body Management 1	Gymnastics 2 Body Management 2	Dance 1 Manipulation and Co-ordination 1	Dance 2 Manipulation and Co-ordination 2	Speed, Agility, Travel 1 Co-operate and solve problems 1	Speed, Agility, Travel 2 Co-operate and Solve Problems 2
Development Matters links:	<p>-Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>-Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>-Combine different movements with ease and fluency.</p> <p>-Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility</p>	<p>-Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>-Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>-Combine different movements with ease and fluency.</p> <p>-Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>-Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>-Combine different movements with ease and fluency.</p> <p>-Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>-Develop confidence, competence, precision</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>-Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>-Combine different movements with ease and fluency.</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>-Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>-Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>

		and agility	and accuracy when engaging in activities that involve a ball.			
Knowledge:	<p><u>Gymnastics 1</u></p> <ul style="list-style-type: none"> -Move safely -Take off and land on two feet -Balance and move balls and beanbags -Travel on mats and benches -Copy and repeat actions -Perform simple shapes and balances <p><u>Body Management 1</u></p> <ul style="list-style-type: none"> -Balance beanbags -Move through hoops in different ways -Reach and stretch to get equipment -Make bridges and tunnels with our bodies -Travel over and under apparatus 	<p><u>Gymnastics 2</u></p> <ul style="list-style-type: none"> -Link different ways of moving -Egg roll and log roll -Follow different pathways -Balance on points and patches -Perform our story to music -Use a start and finish position <p><u>Body Management 2</u></p> <ul style="list-style-type: none"> -To perform rolls -To show some body control -To perform different jumps -To jump using apparatus -To travel across apparatus -To work as part of a team 	<p><u>Dance 1</u></p> <ul style="list-style-type: none"> -To use colours and feelings in dance -To perform as animals using different levels and directions -To work with a partner -To show expression in our sequence -To perform transport movements in our dance -To use leading and following movements. <p><u>Manipulation and Co-ordination 1</u></p> <ul style="list-style-type: none"> -To handle a balloon -To handle a ball -To kick a ball -To hop, jump and step -To send a ball or beanbag -To send and stop in a game. 	<p><u>Dance 2</u></p> <ul style="list-style-type: none"> -To move to the count of 8 -To perform with a partner to the count of 8 -To work with a partner to perform -To perform a dance using 4 actions -To link new actions with ones we already know -To practice and perform a dance about Africa. <p><u>Manipulation and Co-ordination 2</u></p> <ul style="list-style-type: none"> -To play parachute games -To use equipment to perform actions -To use a baton to push beanbags and balls -To use a baton to dribble -To perform different jumps -To handle a hoop 	<p><u>Speed, Agility, Travel 1</u></p> <ul style="list-style-type: none"> -To move in different directions -To keep our bodies safe in running games -To jump in different directions -To stop safely -To move at slow and fast speeds -To stop safely in different ways <p><u>Co-operate and solve problems 1</u></p> <ul style="list-style-type: none"> -To match colours and symbols -To work as a team to complete a task -To use our bodies to make number shapes -To follow a trail -To work with others to make patterns -To work with a partner to complete challenges 	<p><u>Speed, Agility, Travel 2</u></p> <ul style="list-style-type: none"> -To move beanbags and balls -To move in different ways -To jump on, off and over -To perform circle dances -To use strength to hold shapes -To work in a team <p><u>Co-operate and Solve Problems 2</u></p> <ul style="list-style-type: none"> -To follow a trail with a partner -To play parachute games -To make jumping patterns -To create movement patterns -To lead a partner in tapping patterns -To navigate obstacles

Key Stage 1

By the end of KS1, children will:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

KS1 Vocabulary:

- Take-off, jump, land, travel, sequence, unison, canon, quarter turn, half turn, twist, accurately, return, defend, attack, mirror, repetition, march, score, intercept, stamina, power, serve, overarm, underarm, rhythm, dribbling, static and dynamic balances,

Prior learning links:

Physical Development

Gross Motor Skills

ELG: Negotiate space and obstacles safely, with consideration for themselves and others.

ELG: Demonstrate strength, balance and coordination when playing.

ELG: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

SEATON
ACADEMY

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gymnastics 1 Send and Return 1	Gymnastics 2 Send and Return 2	Attack, Defend, Shoot 1 Dance 1	Attack, Defend, Shoot 2 Dance 2	Hit, Catch, Run 1 Run, Jump, Throw 1	Hit, Catch, Run 2 Run, Jump, Throw 2
National Curriculum links:	<p>Master basic movements including: running, jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Master basic movements including: running, jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Master basic movements including: running, jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Perform dances using simple movement patterns.</p>	<p>Master basic movements including: running, jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Perform dances using simple movement patterns.</p>	<p>Master basic movements including: running, jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Master basic movements including: running, jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>
Substantive Knowledge:	<p>Gymnastics</p> <ul style="list-style-type: none"> -Know some of the fundamental gymnastics' shapes -Know the risks of working on low apparatus -Know the difference between small and large body parts -Know how to take off, jump and land with a run-up -Know a variety of ways to travel on their feet 	<p>Gymnastics</p> <ul style="list-style-type: none"> -Know when to use the magic chair -Know the difference between a rock and a roll -Know a range of recognised point balances (e.g. front support) -Know the differences between unison and canon -Know what a quarter and half turn is and what actions they can 	<p>Attack, Defend, Shoot</p> <ul style="list-style-type: none"> -Know different ways to send a ball/object to a target. -Know what a defensive stance or position is. -Know what it means to send a ball/object accurately. -Know the key steps to send a ball accurately. -Know what the principle of attacking and defending in a game refers to. 	<p>Attack, Defend, Shoot</p> <ul style="list-style-type: none"> -Know why heart rate increases during exercise -Know how to move sideways to defend a goal. -Know techniques to bounce a ball both to yourself and to a partner. -Know techniques to send a ball accurately to a target. 	<p>Hit, Catch, Run</p> <ul style="list-style-type: none"> -Know what tracking a ball is and how to stop the ball. -Know and use a range of different throws for different situations. -Know the principles of catching a ball. -Know how to score points in a striking and fielding game. -Understand the role of teamwork when fielding. 	<p>Hit, Catch, Run</p> <ul style="list-style-type: none"> -Know where to hit a ball to maximise the chance of scoring. -Be able to decide where to stand when fielding to intercept a ball. -Know how to position a group of fielders to restrict run scoring. -Understand the importance of collaboration and teamwork when fielding.

	<p>-Know actions can be performed at different levels</p> <p>-Know how to create a short gymnastic sequence</p> <p>Send and Return</p> <p>-Know how to hit a ball accurately in different ways.</p> <p>-Know how to track, stop and return a beanbag or ball.</p> <p>-Know how to work with a partner to collect a ball.</p> <p>-Know techniques to send a ball or object accurately to a partner</p>	<p>use to show these (twist/spin)</p> <p>Send and Return</p> <p>-Know what it means to feed a ball.</p> <p>-Know what it means to track a moving object.</p> <p>-Know why different muscles are important when playing games</p> <p>-Know and name some net/wall games.</p> <p>-Know that people with disabilities have their own class of sports e.g. goalball, sitting volleyball.</p>	<p>-Know some of the reasons why games have rules.</p> <p>Dance</p> <p>-Know how to match actions to a given setting.</p> <p>-Know how to use still poses to tell a story.</p> <p>-Know how to create and perform movements to show friendship.</p> <p>-Know how to perform to beats of 8.</p> <p>-Know what it means to perform in 'mirror'.</p> <p>-Know how to create a dance using a clear start, middle and end.</p> <p>-Know why repetition is used in dance.</p>	<p>-Know how to adapt to rule changes in a game.</p> <p>Know how to work with a partner in both attack and defense.</p> <p>Dance</p> <p>-Know how to match actions to a character in a story.</p> <p>-Know how to march and turn in time to beats of 8.</p> <p>-Know how to march in formation with others.</p> <p>-Know how to perform to beats of 8.</p> <p>-Know what it means to perform in canon.</p> <p>-Know how to create a short dance in canon.</p> <p>Know how rounds and canon are similar in dance.</p>	<p>Run, Jump, Throw</p> <p>-Know the quickest way to move an object from one place to another.</p> <p>-Know how to change speed when running.</p> <p>-Know how the arms can increase the speed of running.</p> <p>-Know how to perform a two-footed jump.</p> <p>-Know how to overarm throw for distance.</p> <p>-Know the importance of balance, agility and coordination in athletics.</p>	<p>-Know how to play a game with basic rules.</p> <p>Run, Jump, Throw</p> <p>-Know why agility is important when changing direction at speed.</p> <p>-Know and recognise different ways of starting and stopping.</p> <p>-Know what a lap is.</p> <p>-Know the importance of stamina when running.</p> <p>-Know how to bound or stride to improve jumping height.</p> <p>-Know the best position to start a running activity.</p> <p>-Know why it is important to stay in your lane.</p>
Disciplinary Knowledge:	<p>Gymnastics</p> <p>-To perform 'like' actions in a sequence</p> <p>-To carry and set up apparatus safely</p> <p>-To perform shapes on large and small body parts</p> <p>-To take off and land and use shape in our jumps</p>	<p>Gymnastics</p> <p>-To move on, off and over apparatus and use the magic chair landing</p> <p>-To rock on different parts of the body and sock using shape</p> <p>-To perform specific point balances such as 'h' and 'y' balance</p>	<p>Attack, Defend, Shoot</p> <p>-To hit a target</p> <p>-To defend a target</p> <p>-To roll and slide balls and beanbags</p> <p>-To shoot in a game to get points</p> <p>-To work in a partner to score points</p> <p>-To use our attacking and defending skills in a game</p>	<p>Attack, Defend, Shoot</p> <p>-To find our pulse on our wrist</p> <p>-To move side to side to defend a goal</p> <p>-To bounce a ball with control to ourselves</p> <p>-To aim at different targets</p> <p>-To adapt to a game with changing rules</p> <p>To play in the best</p>	<p>Hit, Catch, Run</p> <p>-To select a space to throw or roll a ball into</p> <p>-To track and collect a rolling ball</p> <p>-To catch a ball to stop an opponent from scoring</p> <p>-To use their hands to hit a ball</p> <p>-To run between bases to score points</p>	<p>Hit, Catch, Run</p> <p>-To catch a ball over a short distance</p> <p>-To begin to hit a ball with power</p> <p>-To position themselves in the path of the ball</p> <p>-To field a ball to a base</p> <p>-To catch a high ball</p> <p>To stop other teams</p>

	<p>-To travel on our feet, showing good body tension -To create different levels in their performance</p> <p>Send and Return -To slide a beanbag to a target -To hit a ball in different ways with their hands -To move towards a ball to return it -To work with a partner to stop and return a beanbag -To rally with a partner -To send a ball into a space to make it harder for our opponent</p>	<p>-To perform actions at the same time as others (unison) -To perform actions one person after the other (canon) -To turn and jump in quarter and half turn</p> <p>Send and Return -To send the ball over a net to our partner -To track and stop a moving object with both hands -To send balls accurately from different positions (e.g. kneeling or sitting) -To spot space in the playing area and hit the ball there -To play a game with a partner</p>	<p>Dance -To show moods and feelings we would experience in the jungle -To move as if we were living in the jungle -To create and perform movements which show friendship -To perform leading and following movements -To perform a short dance with a clear start, middle and end -To use repeated actions in dance</p>	<p>defensive position in a game</p> <p>Dance -To perform actions to well-known nursery rhymes -To march in time to the beat and turn while marching -To march in time as a group -To perform actions in a canon -To perform a short dance using canon To perform in rounds in different groups</p>	<p>-To work as a team to score points</p> <p>Run, Jump, Throw -To start and stop when moving at speed -To use arms when running at different speeds -To take off on two feet to jump for distance -To use the correct technique to throw different objects for distance -To show improvement in throwing -To take part in a competition using running, jumping and throwing skills</p>	<p>from scoring points</p> <p>Run, Jump, Throw -To use agile movements in different activities -To respond to the start and end of an activity (e.g. whistle) -To develop stamina when running -To develop core strength to improve throwing -To stride and jump for height -To use the best starting position for running quickly</p>
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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gymnastics 1 Send and Return 1	Gymnastics 2 Send and Return 2	Dance 1 Attack, Defend, Shoot 1	Dance 2 Hit, Catch, Run 1	Attack, Defend, Shoot 2 Run, Jump, Throw 1	Run, Jump, Throw 2 Hit, Catch, Run 2
National Curriculum links:	<p>Master basic movements including: running, jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Master basic movements including: running, jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Master basic movements including: running, jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Perform dances using simple movement patterns.</p>	<p>Master basic movements including: running, jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Perform dances using simple movement patterns.</p>	<p>Master basic movements including: running, jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Master basic movements including: running, jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>
Substantive Knowledge:	<p>Gymnastics</p> <ul style="list-style-type: none"> -To combine 4 elements into a floor sequence -To create power in a variety of different jumps -To take weight on our hands and move in different ways -To use our flexibility in a bridge and japana gymnastic shape -To perform the point balance arabesque 	<p>Gymnastics</p> <ul style="list-style-type: none"> -To use a releve walk in a sequence -To perform a dish and arch shape moving smoothly from one to the other -To show strength in back support and crab frog -To frog jump and leap frog -To hold an L-sit with a straight back -To bring rhythm and flow to their sequence 	<p>Dance</p> <ul style="list-style-type: none"> -To use penguin images to inspire their dance -To show feelings of abandonment through dance -To create movements that show friendship between 2 characters -To create a solo dance with changes of direction and speed -To match movements to music 	<p>Dance</p> <ul style="list-style-type: none"> -To develop a dance that shows different emotions -To dance with rhythm following a clockwork pattern -To work on their own to create a short movement phrase -To watch, copy and repeat actions to create a 'motif' -To perform our motif in different formations To use different 	<p>Attack, Defend, Shoot</p> <ul style="list-style-type: none"> -To throw different types of equipment -To move to a space after passing the ball -To pass and move forward to a target with a partner -To position themselves as a goalkeeper -To intercept a ball from a person on the other team -To use the skills in a competition 	<p>Run, Jump, Throw</p> <ul style="list-style-type: none"> -To work individually to run over a longer distance -To improve strength to increase jumping distance -To create power when throwing for distance -To use breathing techniques to be able to run more -To cooperate with partners to complete a task well

	<p>-To perform a teddy/dolly roll</p> <p>Send and Return</p> <ul style="list-style-type: none"> -To stay on their toes to move quickly to the ball -To identify which hand is dominant in a game -To use basic rules of serving to a partner -To develop agility and use it in a game -To use the correct grip to hit a self-fed ball -To use the ready position in a rally 	<p>Send and Return</p> <ul style="list-style-type: none"> -To feed a ball to a partner with consistency -To send the ball to different parts of the court -To throw and catch in a seated position -To accurately serve the ball to different parts of the court -To use overarm attacking shots in a game -To organise and manage themselves within a competition 	<p>-To choose a formation and explain why they chose it</p> <p>Attack, Defend, Shoot</p> <ul style="list-style-type: none"> -To kick the ball over long and short distances -To stop a ball with control using the foot -To work as a team to keep the ball -To bounce a ball with a partner -To bounce the ball while moving (dribbling) -To pass the ball forward in a game 	<p>movement pathways in their dance</p> <p>Hit, Catch, Run 1</p> <ul style="list-style-type: none"> -To hit a ball and score points running to cones -To defend a target by kicking -To bowl underarm with control -To hit a ball using different bats and techniques -To throw accurately to a base -To hit a ball into space away from fielders 	<p>Run, Jump, Throw</p> <ul style="list-style-type: none"> -To move quickly whilst being aware of others around -To create power with their legs to turn at speed -To move through an obstacle course with speed and control -To choose the best throw for different situations -To use quick feet whilst sprinting -To perform static and dynamic balances 	<p>-To listen to others and work as a team to achieve the highest score possible</p> <p>Hit, Catch, Run</p> <ul style="list-style-type: none"> -To time their run around the bases to stay safe -To kick a ball into space using different parts of the foot -To respond to how a ball is being bowled when hitting -To play the role of the wicket keeper -To bowl underarm in a game with accuracy
Disciplinary Knowledge:	<p>Gymnastics</p> <ul style="list-style-type: none"> -Know and can name several point and patch balances/shapes -Know how to inject power into a range of jumps -Know why taking weight on hands is a fundamental skill for gymnastics -Know that they can do 'scaled' versions of a skill (e.g. glute bridges instead of a full bridge) -Know what to straddle means <p>Send and Return</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> -Know when a releve walk might be used -Know simple techniques to aid smooth transition from one action to the next -Know the areas of the body that make up the core -Know why some actions require more strength than others -Know what is meant by explosive power in a jump -Know the key elements for a good long-sit technique 	<p>Dance</p> <ul style="list-style-type: none"> -Know how to portray actions and feelings from a picture. -Know how to show the feeling of abandonment in a dance -Know how to perform a dance that shows friendship between two performers. -Know how to work solo to create a dance with changes of speed and direction. -Know why a particular formation 	<p>Dance</p> <ul style="list-style-type: none"> -Know how to portray a range of emotions in a dance. -Know what a clockface pattern is in dance. -Know how to watch and then copy a dance. -Know why a formation was chosen for a dance. -Know what a motif is. -Know how to change positions in formations when dancing. 	<p>Attack, Defend, Shoot</p> <ul style="list-style-type: none"> -Know techniques to throw an object and knock over a target. -Know why a player moving into space is important in a game. -Know ways to collaborate with a teammate to move the ball forward. -Know how to position their body when goalkeeping. -Know how to intercept a pass. -Know how to play a game using rules. 	<p>Run, Jump, Throw</p> <ul style="list-style-type: none"> -Know why we need to be able to run for sustained periods. -Know some exercises to improve strength. -Know the breathing technique for running longer distances. -Know how to work with a partner to improve performance. -Know how and why we compete in running, throwing and jumping activities. -Know how athletics skills can be used in other sports.

	<ul style="list-style-type: none"> -Know which is their dominant and non-dominant side. -Know why and when you would need to change direction quickly in a game. -Know the basic principle of court boundaries. -Know why improving your agility would improve your game. 	<ul style="list-style-type: none"> -Know how the rhythm and flow improve a performance <p>Send and Return</p> <ul style="list-style-type: none"> -Know where a long, high ball might go on a court. -Know where a short, low ball might go on a court. -Know what an attacking shot is in net/wall games. -Know some key personal skills to manage themselves in a competition (listening, self-control, play to whistle). -Know what a 'zone' on a court is. 	<p>was chosen for a dance.</p> <p>Attack, Defend, Shoot</p> <ul style="list-style-type: none"> -Know how to kick a ball using the inside of the foot. -Know sports that use feet to control the ball. -Know what It means to dribble with control and a range of sports in which dribbling is used. -Know how to use a bounce throw to send a ball. -Know techniques to dribble the ball with their hands. -Know why sending the ball forward to a teammate increases the team's chances of scoring. 	<p>Hit, Catch, Run</p> <ul style="list-style-type: none"> -Make choices about where to hit the ball to maximise the chances of scoring -Know the reason to defend a target when batting. -Know how to hit the ball to different areas when batting. -Know how to work as a team to score points in a striking and fielding game. -Know which bat they would choose when playing. 	<p>Run, Jump, Throw</p> <ul style="list-style-type: none"> -Know why it is important to be aware of other people when running at speed. -Know how to generate power to start a running or jumping action. -Know a range of techniques to negotiate obstacles. -Know when to use different types of throws. -Know how quick feet help sprinting speed. -Know the difference between static and dynamic balances. 	<p>Hit, Catch, Run</p> <ul style="list-style-type: none"> -Know how to send a ball using different parts of the foot. -Know how to judge your pace to score a run. -Know the main role of a wicketkeeper/backstop. -Know different hitting techniques to increase scoring opportunities. -Know how to play a game using some basic rules.
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