



# West Hove Infants- 'Aim High and Smile'



## P.E. PROGRESSION

### Learning Expectations:

By the end of KS1, children will have learned to:

- Develop practical skills in order to participate, compete and lead a healthy lifestyle
- Become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.



AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2





# West Hove Infants-‘Aim High and Smile’



YR	SKILLS	Hall Skills	Dance	Gymnastics	Games	Games	Athletics
		<p>Write Dance Set 1</p> <ul style="list-style-type: none"> <li>• <b>Moving and Handling 30-50</b></li> <li>• 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.</li> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Can stand momentarily on one foot when shown.</li> <li>• <b>Moving and Handling 40-60</b></li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• <b>Health and Self-Care 40-60</b></li> </ul>	<p>Write Dance Set 1</p> <p><b>30-50 PD</b></p> <ul style="list-style-type: none"> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Can stand momentarily on one foot when shown.</li> <li>• 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.</li> <li>• <b>40-60 PD</b></li> <li>• Experiments with different ways of moving</li> <li>• <b>30-50 Being Imaginative</b></li> <li>• Creates movement in response to music.</li> <li>• <b>40-60 BI</b></li> <li>• Initiates new combinations of</li> </ul>	<p>Write Dance Set 2</p> <p><b>PD 40-60</b></p> <ul style="list-style-type: none"> <li>• Experiments with different ways of moving.</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• <b>PD ELG</b></li> <li>• Children show good control and co-ordination in large and small movements.</li> <li>• They move confidently in a range of ways, safely negotiating space.</li> </ul>	<p>Write Dance Set 2</p> <p><b>PD 40-60</b></p> <ul style="list-style-type: none"> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• <b>PD ELG</b></li> <li>• Children show good control and co-ordination in large and small movements.</li> <li>• They move confidently in a range of ways, safely negotiating space.</li> </ul>	<p><b>PD 40-60</b></p> <ul style="list-style-type: none"> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> </ul> <p><b>PD ELG</b></p> <ul style="list-style-type: none"> <li>• Children show good control and co-ordination in large and small movements.</li> <li>• They move confidently in a range of ways, safely negotiating space.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Self Confidence &amp; Self Awareness ELG</b></li> <li>• Children are confident to try new activities, and say why they like some activities more than others</li> <li>• <b>CLL (Speaking) ELG</b></li> <li>• Children express themselves effectively, showing awareness of listeners’ needs.</li> <li>• <b>PD 40-60</b></li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• <b>PD ELG</b></li> <li>• They move confidently in a range of ways, safely negotiating space</li> </ul>





# West Hove Infants-‘Aim High and Smile’



		<ul style="list-style-type: none"> <li>Practices some appropriate safety measures without direct supervision.</li> </ul>	<p>movement and gesture in order to express and respond to feelings, ideas and experiences.</p>				
<b>Context</b>	<p>In this unit children are beginning to explore how to use the hall space safely and confidently.</p> <p><b>WHERE THE UNIT FITS IN</b></p> <p>This unit lays the foundations for all P.E. sessions with behavioral expectations put in place, as well as in introduction to how to use the space effectively and safely.</p>	<p>In this unit children are beginning to explore ways of physically interpreting a well-known story, ‘We’re going on a Bear Hunt’. The context for the dance will be the performed version of the story which re-enforces familiar movements and directions.</p> <p><b>WHERE THE UNIT FITS IN</b></p> <p>This unit lays the foundations for future dance units, in which children will explore shape and develop spatial awareness. They begin to familiarise themselves with a movement vocabulary whilst developing their ability to work individually and in a group.</p>	<p>In this unit children are beginning to explore ways of controlling their body and using it to make different movements.</p> <p><b>WHERE THE UNIT FITS IN</b></p> <p>This unit lays the foundations for future gymnastics units and is essential for teaching good basic practice, such as sitting and moving.</p>	<p>In this unit children are beginning to develop more control over their body and objects outside of themselves.</p> <p><b>WHERE THE UNIT FITS IN</b></p> <p>This unit lays the foundations for game playing and is essential for children to develop coordination and balance and proprioception.</p>	<p>In this unit children are using the skills learned in Spring 2.</p> <p><b>WHERE THE UNIT FITS IN</b></p> <p>This unit lays the foundations for game playing and is essential for children to develop coordination and balance and proprioception.</p>	<p>In this unit children are beginning to learn basic Athletic skills, including working as a team and strategizing for use in their first sport’s day</p> <p><b>WHERE THE UNIT FITS IN</b></p> <p>This unit lays the foundations for Athletics and is essential for children to develop coordination, balance and proprioception and communication skills.</p>	





# West Hove Infants- 'Aim High and Smile'



<b>Vocabulary</b>	slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping, direction, space	Arms, legs, body, feel, smell, sounds, direction, speed, hall, space, beat	Legs, gymnast, tiptoes, arms, space, hall, feet, wiggling, sliding, shuffling, walk, skip, jog	Legs, arm, body, balancing, rope, hoop, beanbag, hand, back, head, control, target, push, pull, catching	Legs, arm, body, balancing, team, hoops, rolls, throwing underarm, goal, arm throwing, defence, invasion,	Running, sprint, distance, race, breathing, body, relay, throw, balancing, faster, slower, hall, space
<b>Ongoing throughout the year:</b> <ul style="list-style-type: none"> <li>• Characteristics of Learning</li> <li>• Golden Rules</li> <li>• Chatterbox partners</li> <li>• Outside area opportunities.</li> </ul>			<b>Ongoing Vocabulary:</b> <ul style="list-style-type: none"> <li>• Partner</li> <li>• Co-operate</li> <li>• Perseverance, cooperation, independence</li> <li>• Safe</li> <li>• Listening</li> </ul>			
<b>See also:</b> <ul style="list-style-type: none"> <li>• Environment/Continuous provision</li> </ul>						
<b>ELG:</b> <u><b>Personal, social and emotional development</b></u> ELG 08 Making relationships: Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.						
<u><b>Physical development</b></u> <b>ELG 04 Moving and handling:</b> Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing <b>ELG 05 Health and self-care:</b> Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.						





# West Hove Infants-‘Aim High and Smile’



Y1	Skills	<b>Gymnastics</b> <ul style="list-style-type: none"><li>perform basic movement sequences using a range of body actions and parts</li><li>develop balance, agility and co-ordination, and begin to apply these in a range of activities</li><li>carry and place equipment safely</li><li>recognise changes to the body during exercise</li><li> Move using change of speed, level and direction.</li><li>Evaluate their own and others movements.</li></ul>	<b>Net games</b> <ul style="list-style-type: none"><li>Throw and catch accurately</li><li>Throw the ball into a space</li><li>Use a range of throwing and catching techniques</li><li>Intercept the ball</li><li>Defend the space</li><li> Throw and catch using smaller balls.</li><li>Make quick decisions about where to throw the ball.</li><li>Use a range of throwing and catching techniques</li></ul>	<b>Dance – dragons</b> <ul style="list-style-type: none"><li>Use movement to represent dragon words</li><li>Link movements together</li><li>Perform movements at different levels</li><li>Perform movements at different speeds</li><li>Perform solo</li><li>Perform with a partner – duet</li><li>Include starting and finishing positions</li><li> Begin to perform in unison and canon</li><li>Perform as a team</li><li>use smooth transitions between movements.</li></ul>	<b>Gymnastics</b> <ul style="list-style-type: none"><li>Perform contrasting movements and balances</li><li>Carry and place apparatus safely.</li><li>Travel in different ways using change of speed and direction</li><li>Perform basic jumps and rolls</li><li>Link movement in a sequence</li><li> Control body when balancing, jumping and rolling in some movements</li><li>Include a beginning, middle and end</li><li>Watch copy and describe what I and others have done (Green and orange comments).</li></ul>	<b>Striking and Fielding</b> <ul style="list-style-type: none"><li>Throw and catch a beanbag / ball.</li><li>I can throw a ball / beanbag in a variety of ways.</li><li>Track and collect beanbags/ balls from a channel when fielding.</li><li>Complete accurate 2 footed jumps.</li><li> Consistently show good throwing, catching and fielding skills.</li><li>Begin to use a racket to strike a ball</li></ul>	<b>Athletics</b> <ul style="list-style-type: none"><li>Show and explain how to jog and sprint with coordination and control.</li><li>Describe how my body feels whilst moving and exercising.</li><li>Describe how my body feels whilst moving and exercising.</li><li>Throw underarm and overarm.</li><li>Move over varying obstacles with balance</li><li>Use the correct technique to take off and land when jumping.</li><li> Move with control using varying speeds.</li><li>Throw underarm with accuracy and use this to score points in an activity.</li><li>Throw over a longer distance and with control.</li><li>Jump as high and far as possible with</li></ul>





# West Hove Infants-‘Aim High and Smile’



							control and coordination.
<b>Context</b>	<ul style="list-style-type: none"> <li>Links with Wonderful and Wild – human body – labelling parts of the body. Healthy living – designing a healthy fruit salad.</li> </ul>	<ul style="list-style-type: none"> <li>Links with Wonderful and Wild – healthy living – designing and making a healthy sandwich.</li> </ul>	<ul style="list-style-type: none"> <li>Links with Castles and Caves- Dragons dancing – Egg arrival in school. Recount writing in English linked to dragon egg arrival. Dragon poetry.</li> <li>Chinese New Year.</li> <li>Art – sketching of dragon body parts</li> </ul>	<ul style="list-style-type: none"> <li>Links with Castles and Caves – link to Dragon movement</li> <li>Chinese New Year.</li> <li>History – castles in the past.</li> <li>DT – designing and making a castle</li> </ul>	<ul style="list-style-type: none"> <li>Links with The Secret Garden – Jack and the beanstalk English story writing</li> </ul>	Sports Day prep	
<b>Vocabulary</b>		underarm/ overarm, target attacking/ defending throwing technique accurate rules opponent tactics	arms, legs, body high, medium, low forward, backwards, sideways curved, zigzag warm up, cool down Solo, duet, canon, unison, transitions	Jump, land, roll Skip, step, crawl, tall, long, wide, up, down, forwards, sideways, under and over, around, along, high and low zig-zag, straight feet, hands, toes, heels, knees, head, elbows, bottom,	underarm/ overarm target striking / fielding throwing technique accurate rules opponent tactics	co-ordination speed balance obstacles spatial awareness accuracy distance height take off landing	





# West Hove Infants- 'Aim High and Smile'



Y2	Skills	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Use movements to represent ideas</li> <li>• Perform at different speeds and levels</li> <li>• Link movements with transitions</li> <li>• Link movements with rolls</li> <li>• Perform solo, in unison and as part of a group </li> <li>• use smooth transitions between movements.</li> <li>• suggest how different speeds and levels help to represent different ideas.</li> <li>• help my group to learn a dance and perform in time with each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Net games</li> <li>• Understand what a net game is</li> <li>• Throw accurately using different techniques</li> <li>• Catch a ball using different techniques</li> <li>• Make tactical attacking and defending decisions</li> <li>• Strike a ball with a stick/racket </li> <li>• Make tactical decisions about positions on a court</li> <li>• quickly and tactically consider where to throw or strike the ball</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• use movement to expressively represent rainforest words.</li> <li>• know what solo means and can perform solo motifs.</li> <li>• know what duet means and can perform duet motifs.</li> <li>• know what a group dance is and can perform in a group dance.</li> <li>• perform in unison including some contact</li> <li>• perform in cannon including some contact. </li> <li>• use smooth transitions between movements.</li> <li>• include different types of turn within my motifs.</li> <li>• evaluate a dance with reference to levels/ speeds/ turns and jumps.</li> </ul>	<ul style="list-style-type: none"> <li>• Gymnastics</li> <li>• copy and perform contrasting movements and balances with control and precision.</li> <li>• perform a range of rolls such a forward/ backward/ teddy/ pencil/ dish with control.</li> <li>• perform a range of jumps from apparatus landing with control.</li> <li>• link movements to create a sequence using changing speed and direction.</li> <li>• evaluate performances and suggest ways of improving, using appropriate language </li> <li>• steadily tense and control my body in most movements and balances.</li> <li>• create and perform a sequence with a clear beginning, middle and ending using smooth linking movements.</li> <li>• compare and contrast gymnastic sequences,</li> </ul>	<ul style="list-style-type: none"> <li>• Striking &amp; fielding / Invasion</li> <li>• accurately throw using different techniques.</li> <li>• aim into a space to make it difficult for the fielder.</li> <li>• retrieve a ball/beanbag quickly.</li> <li>• make it difficult for the thrower.</li> <li>• keep possession of a ball to score goals</li> <li>• evaluate performances. </li> <li>• give helpful instructions to my fielding team</li> <li>• give helpful instructions to my attacking team.</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics</li> <li>• throw different equipment using a range of techniques to aim at targets and to throw over a long distance.</li> <li>• show and explain how to run with swinging arms and high knees.</li> <li>• quickly change direction as I am running at speed.</li> <li>• take part in relay activities, remembering when to run.</li> <li>• use the correct technique to take off and land when jumping over a long distance. </li> <li>• consistently throw over a longer distance with control.</li> <li>• use the correct running technique to improve my speed.</li> <li>• link running and jumping actions smoothly.</li> <li>• consistently jump a long distance with the</li> </ul>





# West Hove Infants- 'Aim High and Smile'



				commenting on similarities and differences.		correct take off technique and a safe landing.
<b>Context</b>	<ul style="list-style-type: none"> <li>Space dance linked to space topic.</li> </ul>	<ul style="list-style-type: none"> <li>Linked to topic with questions from superheroes.</li> </ul>	<ul style="list-style-type: none"> <li>Rainforest dance linked to rainforest to topic.</li> </ul>	<ul style="list-style-type: none"> <li>Links with rainforest topic with starter linked to rainforest animals.</li> </ul>	<ul style="list-style-type: none"> <li>Links to topic through questions/starters.</li> </ul>	<ul style="list-style-type: none"> <li>Link to sports day</li> <li>Year 2 Inter school competition prep</li> </ul>
<b>Vocabulary</b>	<p>Speeds, levels, transitions, solo, duet, cannon, forward, backwards, sideways curved, zigzag warm up, cool down group, performance, sequences, represent, timing, rolls, starting position, finish position, motif</p>	<p>underarm/ overarm, target attacking/ defending throwing technique accurate rules opponent tactics net game racket net court / area strike</p>	<p>Speeds, levels, transitions, solo, duet, cannon, forward, backwards, sideways curved, zigzag warm up, cool down group, performance, sequences, represent, timing, rolls, starting position, finish position, motif, contact,</p>	<p>Jump, land, roll Skip, step, crawl, tall, long, wide, up, down, forwards, sideways, under and over, around, along, high and low zig-zag, straight, apparatus, linking movement, contrast, similarity, difference, steady, tense</p>	<p>underarm/ overarm, target attacking/ defending throwing technique accurate rules opponent tactics net game racket net court / area strike possession goal fielder attacker retrieve</p>	<p>co-ordination speed balance spatial awareness accuracy distance height take off landing relay link consistently</p>

