



Progression of Knowledge, Skills and Understanding - PE

Autumn Term

Spring Term

Summer Term

	Year 1	Year 2
<p>Fundamental Skills taught through games, gymnastics, dance and Real PE lessons.</p>	<p>Ball bounce Roll Side gallop Skip Kick</p>	<p>Leap Foot dribble Overarm throw Two handed strike Dodge</p>
<p>Gymnastics NC - To master basic movements, developing balance, agility and co-ordination, and begin to apply these in a range of activities. (Through gymnastics and use of apparatus)</p>	<p>Year 1</p> <p>Master 10 gym shapes (tuck, pike, straight, star, arch, dish, tuck dish, front support, back support).</p> <ul style="list-style-type: none"> Check knowledge of gym shapes <p>Perform correct shape on demand.</p> <p>Learn a sequence and link movements .</p> <ul style="list-style-type: none"> Do the children know what the word sequence means? <p>Perform smooth transitions from one move to next.</p> <ul style="list-style-type: none"> Check children's understanding of the word perform. <p>Perform a sequence in correct order.</p> <p>Lift and carry equipment safely.</p>	<p>Year 2</p> <p>Master and perform 10 gym shapes.</p> <ul style="list-style-type: none"> Do the children know the 10 gym shapes? (recap from Year 1) <p>Show new and safe ways of travelling into and out of shapes.</p> <p>Work cooperatively with a partner in developing a floor sequence.</p> <ul style="list-style-type: none"> Check knowledge of what a sequence is/means. <p>Use mirroring to develop partner work.</p> <ul style="list-style-type: none"> Check knowledge of the term mirroring. <p>Demonstrate safety when working (recap from Year 1).</p>

	<ul style="list-style-type: none"> • Check children know what safely means. • Learn the safety rules of moving apparatus. <p>To master 10 gymnastics shapes on the apparatus.</p> <p>Adapt sequence from the floor to apparatus.</p> <p>To add a balance into sequence on apparatus.</p>	<ul style="list-style-type: none"> • Check knowledge of using equipment and setting up in a safe way. • Check safety rules etc <p>Work cooperatively in a small group, transferring a sequence to benches from floor.</p> <p>Transfer the idea sequence work from floor to benches safely.</p> <p>Show good flow and linking during the sequence.</p> <p>Explore levels in equipment.</p>
<h2>Games</h2> <p>NC - To participate in team games, developing simple tactics for attacking and defending.</p> <p>To 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.</p>	<p>Demonstrate rolling accurately.</p> <ul style="list-style-type: none"> • Check the knowledge and technique of rolling <p>Work collaboratively with a partner.</p> <ul style="list-style-type: none"> • Check knowledge of collaboration – what does it mean to work collaboratively? <p>Understand the importance of warming up</p> <ul style="list-style-type: none"> • Check knowledge of warming up – why do we warm up? <p>Kick a ball with some accuracy.</p> <ul style="list-style-type: none"> • What does accuracy mean? <p>Throw, catch and bounce with developing accuracy to self and partner.</p> <ul style="list-style-type: none"> • Check knowledge of the three skills throw, catch and bounce. • Can the children do each skill with different sized balls? • Can they know demonstrate an underarm throw? • Do they know how to catch with two hands? 	<p>Play sending games with a partner and small group.</p> <p>Play a throwing and catching game in a small group.</p> <p>Introduce defenders into game.</p> <ul style="list-style-type: none"> • Check children understand what a defender is. • What does the term defend mean? <p>Demonstrate dribbling a ball, by self, with partner, small group and with defender.</p> <ul style="list-style-type: none"> • What does the term dribble mean? What does it look like? <p>Demonstrate throwing and catching a small ball over a net to a partner using bouncing.</p> <p>Show different ways of balancing and tapping a ball into the air by yourself.</p> <p>Demonstrate tapping the ball over the “net” so your partner can catch it.</p>

	<p>To begin to identify own next steps.</p> <p>Create games which include developing skills.</p> <p>Hold a bat correctly, use to move a ball.</p> <p>Begin to use a bat and ball/racket and ball with some accuracy.</p> <p>Begin to identify next steps of a partner.</p>	<p>Know and play a simple cooperative bat and ball game.</p> <p>Show different ways of using a bat and ball by yourself.</p> <p>Demonstrate hitting a ball to a partner.</p> <p>Play a striking and fielding game.</p> <p>Demonstrate throwing and catching in a small group, stationary and moving.</p>
<p>Dance</p> <p>NC - To perform dances using simple movement patterns.</p>	<p>Move in different ways to a given beat.</p> <ul style="list-style-type: none"> Do the children know what a beat is? <p>Develop movement skills using a stimulus.</p> <p>Perform and discover different movements.</p> <p>Discuss and notice changes to body when moving.</p>	<p>Move in different ways to a given beat.</p> <p>Perform and discover different movements, different heights, parts of the body.</p> <p>Respond to music as a stimulus.</p> <p>Develop partner and group work.</p> <p>Use music to remember movements and repetitive sequences.</p> <ul style="list-style-type: none"> Check knowledge of a repetitive sequence.

Appendix:

National Curriculum Statements:

- 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

Teaching Notes:

REAL PE – Focus on Fundamental Skills

- Personal Cog: *Coordination* – Footwork and *Static Balance* – One legged
- Social Cog: *Dynamic Balance/Agility* – Jumping and landing and *Static Balance* – Seated
- Cognitive Cog: *Dynamic Balance* – On a Line and *Static Balance* - Stance
- Creative Cog: *Coordination* – Ball Skills and *Counter Balance* – with partner
- Physical Cog: *Coordination* – Sending and *Receiving and Agility* – Reaction/Response
- Health and Fitness Cog: *Agility* – Ball Chasing and *Static Balance* – Floor Work