

East Preston Infant School

Physical Education Progression Overview



Intent:

At East Preston Infant School, we believe that our PE curriculum should inspire children to develop a lifelong interest in physical activity to ensure that they lead and understand the importance of a healthy and active lifestyle. Through the development of children’s fundamental movement skills, we aim to improve aspects such as agility, balance and coordination thereby promoting the growth of the whole child. We recognise that participation in regular activity is paramount to children’s physical, emotional and mental well-being as it instils self-discipline, promotes self-confidence and reduces stress levels. In addition, all children are offered the opportunity to take part in a wide variety of sporting activities before, during and after school.

Implementation:

We use the 'Real PE' scheme to teach high quality PE sessions, with a clear focus on fundamental movement skills which build on prior knowledge. Using the Real PE cogs (social, personal, cognitive, creative, health and fitness and physical) we take the children on a journey of learning and developing key skills through a fun, exciting and inclusive thematic approach. PE is taught in two timetabled sessions each week, utilising both the indoor and outdoor environments.

Our Early Years outdoor classroom provides children with access to a wide range of opportunities that develop their gross motor skills to support in negotiating space, developing core strength and co-ordination - a key element of the ‘Physical Development’ strand of the Early Years Foundation Stage (EYFS) curriculum. All children have weekly access to our play-trail and structured lunchtime 'Positive Play' games and activities provide a further opportunity for purposeful physical activity.

Before and after school sporting clubs offer children a wider opportunity to continue to raise their activity levels and enjoy being active. In Key Stage 1, children are able to participate in inter-school sporting competitions where they can further develop their skills and interests.

Intended Impact:

- Through Physical Education, the children will learn to:
- think, select and apply skills
 - develop positive attitudes towards leading a healthy lifestyle
 - increase their physical stamina
 - embed values such as fairness and respect

	Personal	Social	Cognitive	Creative	Applying Physical	Health and Fitness
Reception ELG (PD)	Follow instructions, practise safely and work on simple tasks independently	Work sensibly with others, taking turns and sharing	Understand and follow simple rules and name some things they are good at	Explore and describe different movements	Perform a single skill or movement with some control.	Be aware of why exercise is important for good health
Emerging ELG	Enjoy working on simple tasks with help Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	Play with others and take turns and share with help Work and play cooperatively and take turns with others	Follow simple instructions Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions	Observe and copy others Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music	Perform a small range of skills and link two movements together Move confidently in different ways Negotiate space and obstacles safely, with consideration for themselves and others	Be aware of the changes to the way they feel when they exercise

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					<p>Demonstrate strength, balance and coordination when playing</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	
Reception Key Vocabulary	<p>minimum, line, backwards, toes, rock, lean, side-to-side, back (body), challenging, wobble, muscles, straight, width, take-off, jump, react, shoulder height, catch, partner, ready position, rebound, backswing, power, weight, collect, chase, sit, along, hand, roll, around, right, seated, touching, mini-front support, position, reach round, hold, fluency, gallop, side-step, control, hop, skip, directions, forwards, stance, balance, ball, heel</p>					
Year One	<p>Try several times if at first and if they don't succeed, they ask for help when appropriate</p> <p>Follow instructions, practise safely and work on simple tasks independently</p> <p>Enjoy working on simple tasks with help</p>	<p>Help to praise and encourage others in their learning</p> <p>Work sensibly with others, taking turns and sharing</p> <p>Play with others and take turns and share with help</p>	<p>Begin to order instructions, movements and skills. With help, recognise similarities and differences in performance</p> <p>Understand and follow simple rules and name some things they are good at</p> <p>Follow simple instructions</p>	<p>Begin to compare their movements and skills with those of other</p> <p>Select and link movements together to fit a theme</p> <p>Explore and describe different movements</p> <p>Observe and copy others</p>	<p>Perform a range of skills with some control and consistency</p> <p>Perform a sequence of movements with some changes in level, direction or speed</p> <p>Perform a single skill or movement with some control</p> <p>Perform a small range of skills and link two movements together</p> <p>Move confidently in different ways</p>	<p>Say how their body feels before, during and after exercise</p> <p>Use equipment appropriately and move and land safely</p> <p>Be aware of why exercise is important for good health</p> <p>Be aware of the changes to the way they feel when they exercise</p>
Year One Key Vocabulary	<p style="text-align: center;">Build upon Reception vocabulary</p> <p>fluidity, heels, 90°, lifting, long base, core muscles, non-standing, tight, mini-squat, freeze, dominant (non) swing, height, landing (soft), quickly, ready position, dropped, strike, along the ground, rally, bounce, throw, soft hand, seated, accelerate, lying, bouncing, upper, body, legs, down, up, cone, return, swap, mini-back support, maintain, tummy, 180°-half turn, combine, opposite, half turn, pivot, elbow, hopscotch, 90° - quarter turn, low beam, stand</p>					
Year Two	<p>Know where they are with their learning and have begun to challenge themselves</p> <p>Try several times and if at first they don't succeed, they ask for help when appropriate</p>	<p>Show patience and support others</p> <p>They are happy to show and tell others about their ideas</p> <p>Help to praise and encourage others in their learning</p>	<p>Explain what they are doing well and have begun to identify areas for improvement</p> <p>With help, recognise similarities and differences in performance and explain why someone is working or performing well</p>	<p>Make up their own rules and versions of activities</p> <p>Respond differently to a variety of tasks or music</p> <p>Begin to compare their movements and skills with those of others</p> <p>Select and link movements together to fit a theme</p>	<p>Select and apply a range of skills with good control and consistency</p> <p>Perform a range of skills with some control and consistency</p> <p>Perform a sequence of movements with some changes in level, direction or speed</p>	<p>Describe how and why their body feels during and after exercise</p> <p>Use equipment appropriately and move and land safely</p> <p>Be aware of why exercise is important for good health</p>

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	Follow instructions, practise safely and work on simple tasks independently	Work sensibly with others, taking turns and sharing	Understand and follow simple rules and name some things they are good at	Explore and describe different movements	Perform a single skill or movement with some control Perform a small range of skills and link two movements together	
Year Two Key Vocabulary	Build upon Year 1 vocabulary marching action, heel to toe landing, hips to lips, short base, forearm, perform, coordinated , focus, point, support (with and without), static, improve, heel raises, practise, feedback, straight, dynamic, balls of feet, momentum, weight, catching leg, feet apart, alternately, same foot, position, kick, return, accuracy, driving arms, tummy, around, alternate, apart, height, dish, shape, hold, full front support position, point, transfer, alternating, pattern, 3 step, speed, zigzag, increase, maintain, angles, force, raising					
National Curriculum						
<p>The National Curriculum for P.E. aims to ensure that all pupils are taught to:</p> <ul style="list-style-type: none"> • master basic fundamental movement skills 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 and increasingly challenging situations (both against self and against others) • participate in cooperative physical activities and competitive team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns 						
Assessment						
Teachers observe children's procedural knowledge and skills throughout lessons and make on-going assessments against the learning intention.						