

## Midsomer Norton Schools Partnership - Physical Education Curriculum Progression



*'A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.'*

	EYFS	Year 1	Year 2
<b>Applying Physical Skills</b>	<p>Move confidently in different ways.</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>Perform one or two skills or movements with some control.</p> <p>Perform a range of skills and link two or more movements together.</p> <p>Shadow a partner's movements accurately</p> <p>Negotiate space when racing or chasing, adjust speed or change direction</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 and speed.</p> <p>Work collaboratively to pass a ball/bean bag in a team game</p> <p>Balance and move under, over and through apparatus.</p>
<b>Personal</b>	<p>Enjoy working on a simple task with help.</p> <p>Follow instructions and practise safely.</p> <p>Work on simple tasks on my own.</p>	<p>Follow instructions, practise safely and work on simple tasks by myself</p> <p>Move short distances in water/swim using aid, become more confident in the water.</p>	<p>Try a task several times and ask for help where appropriate.</p> <p>Use a basic stroke to become more confident in and under water.</p>
<b>Social</b>	<p>Can play with others and take turns and share with help.</p> <p>Can work sensibly with others, taking turns and sharing.</p>	<p>Work sensibly with others, taking turns and sharing.</p>	<p>Work sensibly and safely with others, taking turns and sharing.</p> <p>Help, praise and encourage others in their learning.</p>
<b>Cognitive</b>	<p>Can follow simple instructions.</p> <p>Can understand and follow simple rules.</p> <p>Can name some things that I am good at.</p>	<p>Understand simple rules and suggest some activities that pupils can do well.</p> <p>Identify a simple goal in PE/games context.</p>	<p>Order instructions, movements and skills, recognise similarities and differences.</p> <p>Explain why someone is achieving or performing well.</p>

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Creative	<p>I can observe and copy others.</p> <p>I can explore and describe different movements.</p>	Explore and describe different movements	<p>Compare my movements and skills with those of others.</p> <p>Select and link movements together to fit a theme.</p>
KU Health and Fitness	<p>Aware of the changes to the way I feel when I exercise.</p> <p>Aware of why exercise is important for good health.</p>	Understand the effect of exercise on our bodies and why it is important for good health.	<p>Articulate how body feels before, during and after exercise, and why.</p> <p>Use equipment appropriately and move and land safely.</p>
Key Skills ( NC Aims)	<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>▪ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</li> <li>▪ participate in team games, developing simple tactics for attacking and defending</li> <li>▪ perform dances using simple movement patterns.</li> </ul>	
Key Vocabulary and Threshold Concepts		<p><i>Warm-up, heartbeat, walk, jog, skip, gallop, jump, stretch, tall, long, straight, small, curl, back, tummy, bottom, knees, feet, shoulders, hands, hop, crawl, slide, throw, space</i></p> <p>Learning the effect of exercise on our own bodies and how it contributes to a healthy lifestyle.</p> <p>How we can respond creatively to stimuli within dance.</p> <p>Behaving safely in water. Entering and exiting water safely.</p>	<p><i>Narrow, tuck, squat, wide, star, muscles, tight, repeat, travel, creep, levels, apparatus, balance, smooth, goal, score, position, pass, attack, entry, exit, water-safety, stroke, push, glide, teamwork</i></p> <p>Learning the effect of exercise on our own bodies and how it contributes to a healthy lifestyle.</p> <p>How we can respond creatively to stimuli within dance.</p> <p>Understanding the risk in water. Entering and exiting water safely.</p>

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<p>Skills and knowledge to be assessed for depth of learning</p> <p>POP tasks</p>	<p>Agility 1 Can the children follow a ball and collect it?</p> <p>Agility 2 Can the children collect a bounced ball?</p> <p>Balance 1 Can the children stand still with one foot on the floor for a short period? (on both legs)</p> <p>Balance 2 Can the children jump from 2 feet to 2 feet and maintain their balance?</p> <p>Co-ordination 1 Roll a ball around cones, hoops and people.</p> <p>Co-ordination 2 Can the children follow movements such as side-steps and hopping?</p>	<p>Agility 1 Can the children roll a ball, chase it and collect it facing the opposite direction?</p> <p>Agility 2 Standing 1m away from a partner, can the children retrieve a bounced ball before 2 bounces?</p> <p>Balance 1 Can the children stand still with one foot on the floor for 10 seconds without losing balance? (on both legs)</p> <p>Balance 2 Can the children jump from 2 feet to 2 feet forwards, backwards and side to side?</p> <p>Co-ordination 1 Sitting on the floor with legs in front of them, can the children roll the ball along the floor around their body using both hands?</p> <p>Co-ordination 2 Can the children side-step, gallop, hop and skip appropriately?</p>	<p>Agility 1 Can the children, starting in a lying or seated position, chase a ball and collect it facing the opposite direction?</p> <p>Agility 2 Standing 1m away from a partner, can the children retrieve a bounced ball before 2 bounces, from a choice of 2 dropped balls from either hand of the partner?</p> <p>Balance 1 Can the children balance on one leg and do mini-squats? (on both legs)</p> <p>Balance 2 Can the children jump from 2 feet to 2 feet with a quarter/half turn and keep their balance?</p> <p>Co-ordination 1 Standing up, can the children roll a ball up and down their legs and round their upper body?</p> <p>Co-ordination 2 Can the children side-step including a 180degree front and reverse pivot in between? Can the children skip so their opposite elbow meets the knee?</p>
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