

Physical Education- Progression of skills and Assessment

	FS2	Year 1	Year 2
	GAMES		
Healthy Body and Mind (learning for life)	<ul style="list-style-type: none"> Awareness of body changes during exercise (heart rate, heavy breath, hot, sweaty). An understanding of the need for PE uniform (changing, safety). Awareness of how exercise is important for a healthy lifestyle and mind 		
GAMES UNDERSTANDING	<ul style="list-style-type: none"> Work individually and with others. Engage in cooperative physical activities Participate in team games. Understand how to use equipment safely. 	<ul style="list-style-type: none"> Work individually and with others. Engage in cooperative physical activities. Participate in team games. Understand how to use equipment safely. Engage in competitive physical activities (both against self and against others). Begin to apply basic movements in a range of activities 	<ul style="list-style-type: none"> Participate in team games Understand how to use equipment safely. Engage in competitive physical activities (both against self and against others). Begin to apply basic movements in a range of activities Developing simple tactics for attacking and defending. Able to reflect on and develop skills to improve.
INVASION GAMES and STRIKING AND FIELDING	<ul style="list-style-type: none"> To be able to move and stop confidently, negotiating the space around them effectively. Show good control over their bodies when exploring different skills. Start showing an ability to use their dominate hand to work with a partner in different activities. Explore and use skills effectively for particular games. Roll a ball or hoop Throw a ball underarm Explore balancing. 	<ul style="list-style-type: none"> To be confident and keep themselves safe in the space in which an activity/game is being played. Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. Show ability to work with a partner in throwing and catching games. Choose and use skills effectively for particular games: <ul style="list-style-type: none"> -Throw a ball accurately to a target using increasing control. - Explore throwing and catching in different ways. - Explore kicking in different ways with increasing control. Hit a ball with control using an appropriate object. 	<ul style="list-style-type: none"> Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary. Develop basic tactics in simple team games and use them appropriately. Take part in games where there is an opposition. Choose use and vary simple tactics. <ul style="list-style-type: none"> -Catch and control a ball in movement working with a partner or in a small group. -Pass to or stop a ball to/from a team mate accurately. -Understand how to intercept a moving ball. To develop hand eye co-ordination to be able to receive and send balls or other equipment Understand role of attacker and defender- Decide where to stand during a team game, to support the game. Begin to lead others in a simple team game.
ASSESSMENT	Working towards	Working AT	Working at GREATER DEPTH

Physical Education- Progression of skills and Assessment

GYMNASTICS			
	<ul style="list-style-type: none"> Move confidently and safely in their own and general space. (Negotiating space effectively – under, round, over equipment and obstacles) Move and stop, recognising both commands and acting upon them immediately. Show contrast with their bodies including tall/short, wide/thin, straight/curved) Copy simple movements and simple sequences. Make shapes with their bodies, according to commands. Jump off an object and land appropriately 	<ul style="list-style-type: none"> Move confidently and safely in their own and general space, using change of speed and direction. Explore and perform gymnastic actions (pencil/straight, tuck, star, pike, dish and arch) and still shapes. Copy, create and link movement phrases with beginnings, middles and ends. Perform movement phrases using a range of body actions and body parts. Explore making their body tense, relaxed, stretched and curled. Can they explore different ways of stretching, balancing, rolling, and travelling? 	<ul style="list-style-type: none"> Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precisions. Choose, use and vary simple compositional ideas in the sequence they create and perform, with moderate control. Create routines which have a clear beginning, middle and ending. Work with a partner sharing ideas and creating a simple sequence.
ASSESSMENT	Working towards	Working AT	Working at GREATER DEPTH
DANCE			
	<ul style="list-style-type: none"> Explore and copy basic body actions and rhythms. To be able to negotiate space confidently, using appropriate strategies. To be able to use their bodies to imitate motifs from stories and topics such as animals, trees, etc... To begin to respond with their bodies to different types of music. 	<ul style="list-style-type: none"> Explore movement ideas and respond imaginatively to a range of stimuli. Move confidently and safely in their own general space using changes of speed level and direction. Compose and link movements to make simple beginnings, middles and ends. Perform movement phrases using a range of body actions and body parts 	<ul style="list-style-type: none"> Explore, remember, repeat and link a range of actions with coordination, control and awareness of the expressive qualities of dance. Explore the change of rhythm, speed, level and direction. Compose and perform short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas.
ASSESSMENT	Working towards	Working AT	Working at GREATER DEPTH
RUNNING			
	<ul style="list-style-type: none"> To show an interest in running for a sustained period of time 	<ul style="list-style-type: none"> To run round the field once in intervals 	<ul style="list-style-type: none"> To run around the field without stopping by the end of the year
	Working towards	Working AT	Working at GREATER DEPTH

Physical Education- Progression of skills and Assessment