



St. Giles Infant School – Knowledge and Skills Progression Map

PE

Val Sabin curriculum		Gymnastics	Dance	Athletics	Games	Swimming
Early Years	Focus of learning	<ul style="list-style-type: none"> Travelling Stretching and curling Travelling taking weight on different body parts 	<ul style="list-style-type: none"> Recognise and use a variety of body shapes Move and 'freeze' with control Travel and turn on high and low levels Travel, rise and fall using different speeds <p>UNIT 3 ONLY – ADD MORE</p>	<ul style="list-style-type: none"> Listen and observe, show an awareness of space for themselves and others Move confidently, change direction and speed avoiding collisions, stop quickly Move with confidence, travel in different ways with control and co-ordination 	<ul style="list-style-type: none"> Focus on bean bags Focus on using a ball Focus on using hoops and quoits 	<ul style="list-style-type: none"> Swim competently, confidently and proficiently and perform safe self-rescue in different water-based situations.
	Learning outcomes	<ul style="list-style-type: none"> Physical development – Gross Motor (ELG) – negotiate space and obstacles safely, with consideration for themselves and others, demonstrate strength, balance and co-ordination when playing, move energetically such as running, jumping, dancing, hopping, skipping and climbing Managing self (ELG) – Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge, explain the reasons for rules, know right from wrong and try to behave accordingly 				
Year 1	Focus of learning	<ul style="list-style-type: none"> Flight (bouncing, jumping and landing) Points and patches (balances) Rocking and rolling 	<ul style="list-style-type: none"> Streamers, Conkers Playing with balls March, March, March and Jack and the Beanstalk Fog and sunshine, washing day and Handa's Surprise 	<ul style="list-style-type: none"> Changing speed / direction Control in picking up/putting down equipment Underarm/ overarm throwing Simple take offs and landings Travelling on different pathways Push/ pull throw Running style 	<ul style="list-style-type: none"> Focus on ball skills and games Throwing and catching – aiming games 	<ul style="list-style-type: none"> Swimming

	<p>Learning outcomes</p>	<ul style="list-style-type: none"> • To bounce/ hop/ spring/ jump using a variety of take offs and landings • To observe recognise and copy different body shapes • To link together 2 or more actions with control and be able to repeat them • To describe what they see using appropriate vocabulary • To travel competently on different parts of the body • To hold still balances and positions on large and small body parts • To plan and link 2 balances together • To adapt floorwork safely onto apparatus • To spin/ rock/ turn with control on various parts of the body • To work safely with an awareness of others 	<ul style="list-style-type: none"> • Respond to a range of stimuli/ sounds • Make rounded and spikey shapes with their bodies and create different patterns in the air or on the floor • Choose appropriate movements to express a dance idea • Improvise to an idea display and immediate response • Choose appropriate movement made to create short phrases and simple structures • Show the understanding of dance communicating ideas and unfolding characters in stories • Use a variety of basic actions to create a dance • Communicate mood, feelings and ideas through dance • Observe each other and talk about their dances using appropriate language 	<ul style="list-style-type: none"> • Demonstrate basic jumps and show very simple combinations • Move at different speeds with some control • Demonstrate the underarm/ overarm / pull throw and the basic 2 handed push throw • Engage in challenges with some confidence and success • Describe what happens to breathing and temperature as they move • Identify some different ways of travelling, jumping and throwing • Explain what they need to do to perform better 	<ul style="list-style-type: none"> • Throwing and catching and aiming with different equipment • Pairs catching using different equipment • Throwing and catching one handed • Rolling, kicking, bouncing and throwing to aim at a range of targets • Partner aiming games • Co-operative and competence 	<ul style="list-style-type: none"> • Swim competently, confidently and proficiently and perform safe self-rescue in different water-based situations.
<p>Year 2</p>	<p>Focus of learning</p>	<ul style="list-style-type: none"> • Parts high and low • Pathways (straight/zigzag and curving) 	<ul style="list-style-type: none"> • Cat, Balloons, Reach for the Stars • Friends, Bubbles, Shadows • Words and word messages and The Three Little Pigs 	<ul style="list-style-type: none"> • Push throw with 2 hands • Technique in short distance running • Underarm throwing for distance and accuracy • Paced running • Jumping with different patterns, take offs and landings • Push throw with a bounce 	<ul style="list-style-type: none"> • Throwing and catching – inventing games • Aiming, hitting and kicking • Dribbling, kicking and hitting 	<ul style="list-style-type: none"> • Swimming

	<p>Learning outcomes</p>	<ul style="list-style-type: none"> • To travel confidently and competently in different ways and on different body parts • To understand and create different pathways and move in different directions • To link together 3 different movements showing contrast in speed and level • Perform a limited range of skills with a partner • To travel and balance confidently showing different parts of the body high or low • To demonstrate being close to or far away from the floor and apparatus and show contrasts in shape and speed • To link 3 movement together smoothly in a planned sequence • To adapt and transfer work safely from the apparatus 	<ul style="list-style-type: none"> • Use a range of basic dance actions with understanding • Work alone with guidance from the teacher to create movement ideas • Use different levels, directions and speeds • Choose appropriate actions for the dance idea • Understand and use contrasts in weight • Talk about the dance and why they liked it using appropriate vocabulary • Work co operatively in pairs and threes to create a dance • Respond to different stimuli • Change and vary actions • Select and use appropriate basic dance skills • Recognise, describe and comment on quality of basic actions and relationships • Demonstrate the ability to hold clear body shapes both in movement and stillness • Improvise to an idea • Perform a whole dance with a simple narrative structure • Observe and describe dance phrases and expressive dance qualities 	<ul style="list-style-type: none"> • Use various take offs and landings to jump for height and distance • Run to create an even pace and maintain a steady rhythm • Take part in a relay activity • Demonstrate the underarm throw for accuracy and distance • Use skills they have developed to meet different challenges • Describe what happens to their breathing and temperature when they have been moving in different ways • Watch a partner and describe what they are doing • Explain what is successful and what they need to do to perform better 	<ul style="list-style-type: none"> • Throw, catch and bounce in different ways when standing still or on the move • To choose and apply skills to make up games • Develop simple strategies for extending their skills • Describe their game and teach it to a partner • Remember, repeat and link a combination of skills in a game • Improve the coordination, control and consistency of their actions • Use and vary simple tactics • Observe, play and improve another persons game • Show continuous and controlled dribbling with hands, feet, bat or stick • Understand and demonstrate striking, passing and receiving • Identify and use simple defending and attacking strategies • Play co operative and competitive striking net, aiming and invasion type games • Know how to score and understand how to improve 	<ul style="list-style-type: none"> • Swim competently, confidently and proficiently and perform safe self-rescue in different water-based situations.
<p>Challenge</p>		<ul style="list-style-type: none"> • Know what symmetry and asymmetry means and identify and demonstrate 	<ul style="list-style-type: none"> • Use simple movement patterns to structure dance phrases on their own and with a partner. 	<ul style="list-style-type: none"> • Run consistently and smoothly over different distances. 	<ul style="list-style-type: none"> • Strike a ball with confidence and control and direct it accurately into a simple target area. 	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in

	<p>symmetrical and asymmetrical balances on different body parts.</p> <ul style="list-style-type: none"> • Travel, jump and roll or spin showing symmetrical and asymmetrical shapes emphasising legs together and apart, and working on different levels. • Understand and show how to link smoothly, travelling, jumping, turning and balancing movements and begin to analyse the work of others. • Perform a simple matching sequence side by side with a partner to show symmetrical and asymmetrical shapes. • Further develop work by adapting and transferring ideas and skills onto appropriate apparatus at every stage of learning 	<ul style="list-style-type: none"> • Remember and repeat simple dance phrases • Work in unison with a partner and travel “follow the leader” • Demonstrate an understanding of descriptive words when talking about dance. 	<ul style="list-style-type: none"> • Demonstrate different combinations of jumps. • Throw a range of implements consistently and accurately. • Recognise there are different styles of running, jumping and throwing and that they need to choose the appropriate one for the situation. • Understand about pacing their activity. • Carry out mobility and warm-up activities safely. • Observe and describe specific aspects of running, jumping and throwing styles. 	<ul style="list-style-type: none"> • Receive the ball from one direction and throw or strike it away in another direction. • Understand and identify good striking and fielding techniques. • Make judgements about how best to intercept a ball travelling towards, to one side, or beyond the fielder. • Combine the skills to play effectively in a small sides striking / fielding game and use simple attacking and defending tactics e.g. work as a team to field the ball. • Understand and demonstrate the roles of a bowler, striker, fielder, backstop / wicket keeper. 	<p>isolation and in combination</p> <ul style="list-style-type: none"> • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best
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