

PE Progression Document Real PE

The Horsell Village School
National Curriculum



Pupils should develop Fundamental Movement Skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

	Reception	Year 1	Year 2
Personal			
Knowledge			
	Stay on task with help	Stay on task	Keep on trying
Skills			
	I enjoy working on simple tasks with help.	I can follow instructions, practise safely and work on simple tasks by myself.	I try several times if at first I don't succeed and I ask for help when appropriate.
Vocabulary			
	Help Myself Side step Gallop Hop Balance	Safe Independent Side step Reverse Opposite Forward Backward Stillness Control Squat	Persevere Hopscotch Alternate Zigzag Pivot Squat Ankle extension
Social			
Knowledge			
	Play with others with help	Understand others	Help and encourage
Skills			
	I can play with others and take turns and share with help.	I can work sensibly with others, taking turns and sharing.	I can help, praise and encourage others in their learning.
Vocabulary			
	Take turns Share	Share Collaborate	Collaborate Encourage

	Jump Forward Backward Side to side Balance Hands Feet	Direction Freeze Land Swap Turn Opposite	Half turn Tuck jump Alternate Opposite Dish Hold
Applying Physical			
Knowledge			
	Travel in different ways	Perform single skills	Perform simple sequences
Skills			
	I can move confidently in different ways.	I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.	I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.
Vocabulary			
	Confidence Different Large Roll Throw Catch React Drop	Perform Control Link Rebound Bounce Reaction time Respond	Control Consistency Sequence Level Direction Speed Strike Rally Kick Send Receive Reactions Height Distance Speed
Cognitive			
Knowledge			
	Follow instructions	Observe and describe	Recognise and order
Skills			

	I can follow simple instructions.	I can understand and follow simple rules. I can name some things I am good at.	I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well.
Vocabulary			
	Follow Instructions Forwards backwards Fluidity Movement Wobble Stance	Understand Follow Rules Lift 90 degrees Fluid movement Beam Balance Good stance	Similarities Differences Performance Movements Skills March Lift Heel to toe Force Raise Catch Throw Angle
Creative			
Knowledge			
	Observe and copy	Explore and describe	Compare and develop
Skills			
	I can observe and copy others.	I can explore and describe different movements.	I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.
Vocabulary			
	Copy Watch Ball Roll Upper body Up Down Together	Observe Describe Seated Standing Roll Long base Hold balance Lean	Compare Link Theme Around Through Alternate Short base Lean

	Apart Forwards Backwards Side to side		Hold Perform Challenge
Health and Fitness			
Knowledge			
	Describe simple changes	Explain benefits of exercise	Practise safely
Skills			
	I am aware of the changes to the way I feel when I exercise.	I am aware of why exercise is important for good health.	I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely
Vocabulary			
	Exercise Feelings Change Roll Collect Direction Opposite Mini-front support Point (in the room)	Health Fitness Exercise Chase Gather Position Facing Feed (ball) Mini front support Mini back support Rotate	Feeling Effects Changes Chase Through Pivot Change Feeder Full front support Full back support Transfer Rotate Hold Balance

PE Progression Document Dance

The Horsell Village School
National Curriculum



Pupils should develop Fundamental Movement Skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

	Reception	Year 1	Year 2
Shape			
Knowledge			
	Progress towards a more fluent style of moving, with developing control and grace.	Copy and repeat simple skills	Copy, remember and repeat simple skills with control and co-ordination
Skills			
	Follow the leader by copying Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, support and swimming.	Follow the leader – jumps, hops, skips	Can link several movements together with control and co-ordination
Knowledge			
	Respond to stimuli with an action	Respond to different stimuli with a range of actions	Talk about different stimuli as the starting point for creating dance phrases and short dances
Skills			
	Progress towards a more fluent style of moving, with developing control and grace. Provide children with regular opportunities to practise	Copy and explore basic body actions demonstrated by the teacher	Explore actions in response to stimuli

	their movement skills alone and with others.		
Knowledge			
		Pupils link simple actions and skills	Explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements
Skills			
	Copy a partner	Copy simple movement patterns from each other and explore the movement	Compose and perform dance phrases and short dances that express communicate moods, ideas and feeling
Knowledge			
	Link movements	Compose and link movement phrases to make simple dances with clean beginning, middle and end.	Remember and repeat a short dance phrase, showing greater control, co-ordination and spatial awareness
Skills			
	Provide children with regular opportunities to practise their movement skills alone and with others.	Practise and repeat their movement phrases and perform them in a controlled way	Practise and repeat their movement phrases and perform them in a controlled way
Vocabulary	Dance Shape Partner Music Circle	Theme Pattern Movement Beat	Musicality Artistry Sequence Mirror Performance

PE Progression Document Gymnastics



	Reception	Year 1	Year 2
--	-----------	--------	--------

Knowledge			
	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	Copy and repeat simple skills	Copy, remember and repeat simple skills with control and co-ordination
Skills			
		Perform basic gymnastic actions like traveling, rolling and jumping	Perform a variety of actions with increasing control repeat accurately sequences of gymnastic actions
Knowledge			
	Combine different movements with ease and fluency.	Manage the space safely, showing good awareness of each other, mats and apparatus	Move smoothly from a position of stillness to a travelling movement
Skills			
		Pupils link simple actions and skills	Move smoothly and in a controlled way from one position of stillness to an-other
Knowledge			
	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Make up simple movement phrases in response to simple tasks.	Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics
Skills			
		Link & repeat basic gymnastic actions	Choose, use and vary simple compositional ideas to create and perform a sequence

Knowledge			
	Develop overall body-strength, balance, co-ordination and agility.	Perform movement phrases with control and accuracy	Devise, repeat and perform a short sequence in which there is a clear be-ginning, middle and end.
Skills			
	revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing		Adapt the sequence to include apparatus or a partner
			Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency
Vocabulary			
	Jump Hop Balance Still Move Shape	Roll Climb Walk Floor work Travel	Command Apparatus performance flight rotation

PE Progression Document Games



	Reception	Year 1	Year 2
Knowledge			
	Develop the overall body strength, co-ordination, balance and agility needed to	Copy and repeat simple skills	Copy, remember and repeat simple skills with control and co-ordination

	engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.		
Skills			
	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Throw and catch a ball with a partner	Pass a ball accurately to a partner over a variety of distances
Knowledge			
		Move fluently, changing direction and speed easily and avoiding collisions	Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control
Skills			
	Provide a range of different sized 'balls' made out of familiar materials like socks, paper bags and jumpers that are softer and slower than real balls. Introduce tennis balls, ping pong balls, beach balls and balloons.	Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking	Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run
Knowledge			
	Explore different actions	Pupils link simple actions and skills	Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics
Skills			
	Develop confidence, competence, precision and accuracy when engaging in	Choose and use skills effectively for particular games	They vary skills and show some understanding of simple tactics

	activities that involve a ball.		
Knowledge	Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice.	Understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming	Choose and use tactics to suit different situations react to situations in a way that helps their partners and makes it difficult for their opponents
Skills	Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills.	Use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions	Take part in competition where possible.