



EYFS and KS1 PHYSICAL EDUCATION CURRICULUM PROGRESSION MAP			
<b>Scheme: Get Set 4 PE</b>	<p><i>Intent: Our intent is to provide access to at least 2 hours of organised physical activity per week for all pupils, ensuring competitive opportunities for the application of skills in different contexts. We use PE to promote an active and healthy lifestyle and encourage pupils to find a sense of achievement and fulfilment through physical activity.</i></p>		
	Year R	Year 1	Year 2
<b>Autumn Term</b>	<p><u>Fundamentals</u></p> <p><b>In this topic, children will learn:</b>  <b>Fundamentals Unit 1 and 2 (EYFS)</b> In this unit children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop fine and gross motor skills, through handling equipment  <i>*I can use movement skills with developing balance and co-ordination.</i></p>	<p><u>Fundamentals / Fitness / Ball Skills / Yoga</u></p> <p><b>In this topic, children will learn:</b>  <b>Fundamentals (Year 1)</b>-Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will work collaboratively with others, taking turns and sharing ideas  <i>*I can show balance and co-ordination when static and moving at a slow speed.</i></p> <p><b>Fitness (Year 1)</b>- In this unit pupils work independently, in pairs and small groups to complete challenges which develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health.  <i>*I can recognise changes in my body when I do exercise.</i></p> <p><b>Ball Skills (Year 1)</b> - In this unit, pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball.  <i>*I am beginning to catch a ball with two hands.</i></p> <p><b>Yoga (Year 1)</b> - Pupils learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. Physical skills: balance, strength, flexibility, co-ordination.  <i>*I can remember and repeat actions, linking poses together.</i></p>	<p><u>Fundamentals / Fitness / Ball Skills / Yoga</u></p> <p><b>In this topic, children will learn:</b>  <b>Fundamentals (Year 2)</b> Pupils will master basic movements including running, jumping and throwing, developing balance, agility and co-ordination, and begin to apply these in a range of activities. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength.  <i>*I can show hopping, skipping and jumping movements with some balance and control.</i></p> <p><b>Fitness (Year 2)</b> – In this unit pupils will take part in a range of activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will develop perseverance and show determination to work for longer periods of time.  <i>*I can describe how my body feels during exercise</i></p> <p><b>Ball skills (Year 2)</b> – In this unit, pupils will look to perform skills such as throwing and catching, rolling, hitting a target etc. with increasing control and accuracy using co-ordination and balance. Physical skills: roll, track, dribble with feet, kick, throw, catch, dribble with hands.  <i>*I can send and receive a ball using both kicking and throwing and catching skills.</i></p> <p><b>Yoga (Year 2)</b> Pupils learn about mindfulness and body awareness, looking to improve well-being by building strength, flexibility, co-ordination and balance. The learning includes breathing and meditation techniques, working independently, with a partner and small group.  <i>*I can move from one pose to another thinking about my breath.</i></p>
<b>Spring Term</b>	<p><u>Ball Skills</u></p> <p><b>In this topic, children will learn:</b>  <b>Ball Skills (Reception)</b> - In this unit children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will</p>	<p><u>Sending and receiving / Gymnastics / Target Games / Gymnastics</u></p> <p><b>In this topic, children will learn:</b>  <b>Sending and Receiving (Year 1)</b> - In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will apply their skills individually, in pairs and in small groups and be given opportunities to work with a range of different sized balls.</p>	<p><u>Sending and receiving / Dance/ Target Games / Dance</u></p> <p><b>In this topic, children will learn:</b>  <b>Sending and Receiving (Year 2)</b> Pupils will master basic movements including throwing and catching and use equipment to send and receive a ball. Pupils can begin to organise and self-manage their own activities. They will build on their knowledge of sending and receiving by applying their skills in different situations.</p>

	<p>be able to develop their fine and gross motor skills through a range of game play with balls.  <b>*I play ball games with consideration of the rules.</b></p>	<p><b>*I am beginning to send and receive a ball with my feet.</b></p> <p><b>Gymnastics (Year 1)</b> Pupils explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing.  <b>*I can remember and repeat actions and shapes.</b></p> <p><b>Target Games (Year 1)</b> Pupils will send an object towards a target using both underarm and overarm actions. They will apply their skills individually, in pairs and in small groups and understand the importance of abiding by rules to keep themselves and others safe.  <b>*I can use an underarm throw aiming towards a target.</b></p>	<p><b>*I can track a ball and stop it using my hands and feet.</b></p> <p><b>Dance (Year 2)</b> Pupils explore space and how their body can move to express an idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing  <b>*I can work with a partner using mirroring and unison in our actions.</b></p> <p><b>Target Games (Year 2)</b> In this unit, pupils develop their understanding of the principles of defending and attacking for target games. They develop the skills of throwing, rolling and striking towards a target and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge.  <b>*I can throw, roll or strike a ball to a target with some success.</b></p>
<p><b>Summer Term</b></p>	<p align="center"><b><u>Gymnastics / Games / Dance</u></b></p> <p><b>In this topic, children will learn:</b></p> <p><b>Dance</b> In this unit children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions.  <b>*I can follow instructions involving several ideas or actions.</b></p> <p><b>Games</b> In this unit, children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.  <b>*I can use movement skills with developing balance and co-ordination.</b></p> <p><b>Gymnastics</b> In this unit, children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences.  <b>*I can confidently and safely use a range of apparatus.</b></p>	<p align="center"><b><u>Athletics / Dance / Striking and Fielding Games</u></b></p> <p><b>In this topic, children will learn:</b></p> <p><b>Dance (Year 1)</b> - Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme.  <b>*I am beginning to use counts.</b></p> <p><b>Athletics (Year 1)</b> In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. Physical skills: run, balance, agility, co-ordination, hop, jump, leap, throw.  <b>*I can run at different speeds.</b></p> <p><b>Striking and Fielding Games (Year 1)</b> – In this unit, pupils develop their understanding of the principles of defending and attacking for striking and fielding games.  <b>*I can catch a bean bag and a medium sized ball.</b></p>	<p align="center"><b><u>Athletics / Gymnastics / Striking and Fielding</u></b></p> <p><b>In this topic, children will learn:</b></p> <p><b>Gymnastics (Year 2)</b> Pupils will develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Physical skills: shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll.  <b>*I can use direction to make my work look interesting when performing to others.</b></p> <p><b>Athletics (Year 2)</b> In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. Physical skills: run, jump for distance, jump for height, throw for distance, throw for accuracy  <b>*I can show balance and coordination when running at different speeds.</b></p> <p><b>Striking and Fielding Games (Year 2)</b> – In this unit, pupils use and develop skills such as throwing and catching, tracking a ball and striking a ball.  <b>*I am developing under arm and over arm throwing skills.</b></p>



<b>NC End of Key Stage Expectations</b>	<b>By the end of EYFS children should be taught to:</b> <ul style="list-style-type: none"><li>■ Negotiate space and obstacles safely, with consideration for themselves and others;</li><li>■ Demonstrate strength, balance and coordination when playing;</li><li>■ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li></ul>	<b>By the end of KS1 children should be taught to:</b> <p>Key stage 1 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 co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"><li>● master basic movements 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</li><li>● participate in team games, developing simple tactics for attacking and defending</li><li>● perform dances using simple movement patterns.</li></ul>
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