

Westacre Infant School Skills Progression

Subject Area: Physical Education

Coverage	<p>Autumn term – Games - (Focus on ball skills and games bouncing, kicking, patting and controlling) Dance - Exploring range of movement, learn and perform basic dance actions</p> <p>Spring term – Gymnastics- looking at developing balance and co-ordination Games- Working on throwing and catching/aiming games.</p> <p>Summer term – Games- Bat and ball skills Games- Developing collaborate work, running using equipment, throwing, catching, and kicking to a partner.</p>	<p>Autumn term – Games- Throwing and catching (running, throwing and receiving the ball in action) Dance- Learn and perform basic dance actions, learn and perform whole dance</p> <p>Spring term – Gymnastics- Turning and twisting, working on travelling and balancing. Games- Dribbling, kicking, hitting (dribble, pass, receive, strike)</p> <p>Summer term – Games- Group games and inventing rules (using simple tactics, striking, kicking, catching) Athletics- Spring, throw, jump.</p>
	Year 1	Year 2
Dance	<p>I can statements for dance</p> <ul style="list-style-type: none"> • respond to stimuli, music/beat. • be aware of others and myself and can use a space well. • change direction with speed and accuracy. • vary the speed of my actions in relation to music/a beat. • display good footwork. • perform basic dance moves/actions. 	<p>I can statements for dance</p> <ul style="list-style-type: none"> • change and vary the speed of my actions in response to mood/feeling. • change and vary the weight of my actions in response to mood/feeling. • perform some basic dance actions with some understanding of mood and feeling. • perform a whole dance that has a simple structure. • comment on my own performance and the give feedback on others performance.

Gymnastics	<p>I can statements for gymnastics</p> <ul style="list-style-type: none"> • travel in different ways on small and large parts of my body, on the floor and on apparatus. • show high and low balances on the floor and on apparatus. • make simple balance shapes for a partner to step over or travel under. • choose which parts of my body can take my weight. • link two balances together. • create a simple sequence and show fluency in my movement. 	<p>I can statements for gymnastics</p> <ul style="list-style-type: none"> • demonstrate a variety of spins and rolls on different parts of my body, on the floor and on the apparatus. • demonstrate a variety of turning jumps 1 foot to 1 foot. 2 foot to 2 foot. • use a jump to link a turning movement in the air with a turning movement on the floor. • demonstrate a twisted position and show various ways of moving out of it. • create and demonstrate a sequence of movements. • comment on my own and others performance and suggest improvements that could be made.
Games	<p>I can statements for games</p> <ul style="list-style-type: none"> • bounce and one handed pat bounce a ball with a degree of accuracy. • send, receive and dribble a large ball. • throw and catch using a variety of apparatus. • demonstrate a one handed under arm and over arm throw using a beanbag. • aim at a target with increased accuracy. • play an aiming game with a partner and keep scores. • throw and catch on my own using a variety of equipment. • throw and catch with a partner using a variety of apparatus. • run and negotiate space with increased skill and precision. • can run for an increased distance. 	<p>I can statements for games</p> <ul style="list-style-type: none"> • describe how my body feels when trying a variety of athletic activities. • take part in relay activities with peers. • explain how I could improve a game. • change direction when using a bat or a stick. • show continues dribbling with hands, feet, bat or stick. • can begin to understand attacking and defending strategies. • can begin to use those strategies when playing a small two-sided game. • run at a variety of speeds and quickly change direction. • able to throw a range of objects over different distances.