

Suffield Park Infant and Nursery School Progression Map for

PE



Confident, Resilient, Ambitious, Brilliant

Year Group	Knowledge	Skills	Vocabulary
Health & Self Care			
<p>Reception</p>	<p><u>Range 5</u> Can name and identify different parts of the body Knows how to use equipment and tools safely. Can try a range of different textures and tastes and expresses a preference. Observes and controls breath, able to take deep breaths, scrunching and releasing the breath sleeping routines and understands why this is important.</p> <p><u>Range 6</u> Can describe a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others Shows understanding of how to transport and store equipment safely</p> <p><u>ELG</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Can name parts of the body</p> <p>Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience To be able to talk about different ways to keep healthy and safe e.g. exercise, eating, sleeping and hygiene can all contribute to good health.</p> <p>To be able to talk about why it is important to exercise. To be able to talk about how to eat healthily (including the need for a variety in food). Eats a healthy range of foodstuffs and understands need for variety in food Is able to communicate when hungry or tired. To be able to describe how my body feels before, during and after an activity.</p> <p>To be able to dress for PE independently. Dresses with help e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers and pulls up zipper once it is fastened at the bottom To be able to go to the toilet independently . Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Is able to wash and dry hands independently.</p>	<p>Healthy, exercise, body, diet, sleep, rest, sweaty, hot, warm, fruits, vegetables.</p>
<p>Year 1</p>	<p>Understands the importance of leading a healthy lifestyle. Understand that being active is good for them and fun. Understands the need to warm up and cool down. Understand about the benefits of rationing time spent online, and how excessive time spent on electronic devices can affect their mental and physical wellbeing (Computing).</p>	<p>To be able to describe how my body feels before, during and after an activity. To be able to describe how I feel after exercise (mentally). To be able to show how to exercise safely. To be able to talk about what our bodies do during exercise e.g. breathing. To be able to explain the importance of exercise and a healthy lifestyle.</p>	<p>Oxygen, heart, lungs, blood, heart beat, exercise, breathing, healthy lifestyle, mental well-being,</p>

	<p>To know the benefits of physical exercise and time outdoors on mental wellbeing and happiness (PHSE).</p> <p>To know that mental wellbeing is a normal part of daily life, in the same way as physical health (PHSE).</p> <p>To know the characteristics of healthy family life, the importance of spending time together and sharing each other's lives (PHSE).</p>	<p>To be able to talk about why you should go online for a short amount of time (screen time).</p> <p>To be able to explain what makes a healthy family life e.g. eating at the table together, playing together, helping each other, communicating.</p>	<p>warm up, cool down</p>
Year 2	<p>Understands the importance of leading a healthy and active lifestyle.</p> <p>Understands and can explain why the need to warm up and cool down (shows how to exercise safely).</p> <p>Understands the importance of getting a good night's sleep.</p> <p>Understands the importance for humans of exercise, eating the right amounts of different types of food and hygiene (Science).</p> <p>To know that mental wellbeing is a normal part of daily life, in the same way as physical health (PHSE).</p> <p>To know the characteristics and mental & physical benefits of an active lifestyle. To know the importance of building regular exercise into daily and weekly routines and how to achieve this (PHSE).</p> <p>To know the benefits of physical exercise and time outdoors on mental wellbeing and happiness.</p>	<p>To be able to describe how my body feels during different activities.</p> <p>To be able to explain what my body needs to keep healthy.</p> <p>To be able to describe the effect exercise has on the body and mind.</p> <p>To be able to talk about the importance of a balanced diet.</p> <p>To be able to talk about why you should go online for a short amount of time and the effects on mental and physical wellbeing.</p> <p>To know what makes us feel happy (physical exercise/the outdoors).</p> <p>Is able to list the different ways of being healthy e.g. exercise, sleep, healthy diet etc.</p>	<p>Exercise, Stamina, healthy body, healthy mind, mental well-being, balanced diet, pulse, hygiene, fruit, veg, protein, fats, carbohydrates, meat, fish, dairy.</p>
Physical Development			
Reception	<p><i>This involves providing opportunities for children to be active and interactive, and to develop their co-ordination, control, and movement.</i></p> <p>Range 5 and 6 see skills</p> <p>ELG Gross motor</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG Fine motor</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>	<p>Range 5 Can climb stairs, steps and moves across climbing equipment using alternate feet.</p> <p>Maintains balance using hands and body to stabilise</p> <p>Walks down steps or slopes whilst carrying a small object, maintaining balance and stability</p> <p>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</p> <p>Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</p> <p>Can grasp and release with two hands to throw and catch a large ball, beanbag or an object</p> <p>Creates lines and circles pivoting from the shoulder and elbow</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</p> <p>Range 6 Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement</p>	<p>Running, jogging, rolling, walking, jumping, skipping, sliding, hopping, slithering, circles, throw, catch, safe, control, speed, exercise.</p>

		<p>such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</p> <p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</p> <p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</p> <p>Uses simple tools to effect changes to materials</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention</p> <p>Shows a preference for a dominant hand</p> <p>Begins to use anticlockwise movement and retrace vertical lines</p> <p>Begins to form recognisable letters independently</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	
(Games) Year 1	<p><i>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.</i></p> <p>Develops balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>To know how to take part in team games.</p>	<p>To be able to demonstrate a strong spatial awareness.</p> <p>To be able to travel in a variety of ways including running and jumping.</p> <p>To be able to throw and catch (ball, beanbag, quiet) in different ways with increased control and hand & eye coordination.</p> <p>To be able to kick a ball with increasing control.</p> <p>To be able to dribble a ball (hand and foot) with increasing control.</p> <p>To be able to explain why they enjoy playing games and physical activities.</p> <p>To be able to take part in simple games.</p> <p>Talk about what our bodies do during exercise e.g. breathing.</p>	<p>Running, jumping, throwing, catching, agility, balance, coordination, speed, skipping, spatial awareness, muscles, cool down, warm up, competition, stamina.</p>
Year 2	<p><i>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their <u>agility, balance and coordination</u>, individually and with others.</i></p> <p>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.</p> <p>Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Develop an understanding of attacking/ defending.</p>	<p>To be able to demonstrate a strong spatial awareness, avoiding others and objects.</p> <p>To be able to travel in a variety of ways including running and jumping with increased control and co-ordination.</p> <p>To be able to change speed and direction whilst travelling.</p> <p>To be able to perform a range of throws with increasing coordination (one hand, two hands, overarm, under or around different parts of the body).</p> <p>To be able to pass and receive a ball in different ways (throwing & catching, kicking and dribbling - hand/foot) with control and increased accuracy.</p> <p>To be able to recognise how they work best with their partner.</p>	<p>Coordination, agility, stamina, continuous, heart rate, challenge</p> <p>Agility, Balance, Co-ordination, Speed, Stamina, travelling, tactics, tense muscles, attacking,</p>

	<p>Begin to know how to apply and combine a variety of skills (to a game situation)</p> <p>Begin to know how to develop own games with peers and understand the importance of rules in games.</p>	<p>To be able to perform a range of jumps including one footed jump, two footed jump, a star jump with accuracy.</p> <p>To be able to take part in team games</p> <p>To be able to think of simple tactics and rules, using them appropriately.</p> <p>Recognise the best ways to score points and stop points being scored.</p> <p>To be able to evaluate their performance and others.</p>	<p>defending, sportsmanship, competition, stamina, opponent, cooperation.</p>
Gymnastics			
Reception	<p><i>This involves providing opportunities for children to be active and interactive, and to develop their co-ordination, control, and movement.</i></p> <p>ELG</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Is able to step or climb on equipment (apparatus) using alternate feet.</p> <p>Is able to walk down steps, two feet to each step while carrying a small object.</p> <p>Is able to run skillfully, negotiating space successfully, adjusting speed or direction to avoid obstacles and others.</p> <p>To be able to move forward/backwards/sideways.</p> <p>To be able to travel on/over/through/around/ apparatus and jump landing safely.</p> <p>To be able to travel with body parts on the floor - hands/feet, hands and feet/ sliding along the floor.</p> <p>To be able to stand on one foot.</p> <p>To be able to put together curled and stretched balances.</p> <p>To be able to manage own risk assessment.</p> <p>To be able to handle equipment (apparatus) correctly and safely.</p> <p>With support, to be able to talk about their balances/movements.</p>	<p>Climb, jump, travel, move, over, under, through, land, apparatus, mats, tables, wall bars, safety, curled balance, stretched balance.</p>
Year 1	<p><i>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.</i></p> <p>To know a variety of basic gym actions.</p> <p>Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, and direction.</p> <p>To know how to handle apparatus safely and as part of a team.</p>	<p>To be able to move with an increased awareness of space, themselves and each other changing direction often.</p> <p>To be able to travel on and off the apparatus, in different ways - forward/back/under/ sideways/ a curve, high, low, wide, narrow with increasing control.</p> <p>To be able to move using small and large parts of their body (points and patches).</p> <p>To be able to balance on small body parts (hands, feet, knees etc) as 'points'.</p> <p>To be able to balance on large body parts (backs, sides, bottoms etc) as 'patches.'</p> <p>To be able to do wide and narrow stretch balances.</p> <p>To be able to work with a partner to create a balance.</p> <p>To be able to perform a simple floor sequence (travel-balance-roll).</p> <p>To be able to form shapes including; thin, star, stretched, tucked jump.</p> <p>Begin to talk about their balances/movements with others and edit their sequence accordingly.</p> <p>To be able to name body parts and muscles in arms, legs, and know the heart is a muscle.</p>	<p>Travelling, body shape, balances, jumps and landing, roll, spatial awareness, apparatus, mats, tables, wall bars, beam.</p>

<p>Year 2</p>	<p><i>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.</i></p> <p>Develop balance, agility and co-ordination in a range of activities. To use imagination to find different ways of using apparatus. Understand a short sequence. To have a clear focus when watching others perform. To recognise good quality in performance. To know how to use information to improve their work.</p>	<p>To be able to travel on and off the apparatus, in different ways - forward/back/under/ sideways with straight, zig zag and curved pathways. To be able to roll, twist and turn in different ways on the floor and apparatus. To be able to show different ways of balancing on the floor and apparatus. To be able to perform turning jumps - quarter, half, three quarter, full turn. Turning in the air (and on floor). To be able to change levels and speed into a floor sequence. To be able to work with a partner - 'Follow my leader' mirroring sequences in unison. To be able to link movements together to create a sequence using floor and apparatus. To be able to talk about their balances/movements with others and edit their sequence accordingly. To be able to watch others and make comments about their performance. To be able to name some muscles and explain the importance of warming up the muscles and the impact of exercise on the heart.</p>	<p>Pathways, travelling, sequence, balance, pace, direction, curved, straight, quarter, half, three quarter, full turn, muscle names- heart, calf, hamstring, quadriceps, bicep, glutes.</p>
<p>Dance</p>			
<p>Reception</p>	<p><i>This involves providing opportunities for children to be active and interactive, and to develop their co-ordination, control, and movement.</i></p> <p>ELG - Being Imaginative Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music. (Being Imaginative).</p>	<p>Moves confidently in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Is able to negotiate space successfully, adjusting speed or direction to avoid others. Draws lines and circles using gross motor movements (using anticlockwise movement and retrace vertical lines). To be able to create movement in response to music. To be able to copy dance moves. To be able to perform some dance moves. To be able to move around the space safely.</p>	<p>Street Dancing, Maypole dancing, Morris Dancing, copy, repeat, beat, music, songs, beginning, end.</p>
<p>Year 1</p>	<p><i>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.</i></p> <p>Perform dances using simple movement patterns. To know how to respond to different music showing a range of emotions. To know how to form dance movements and simple routines using simple movement patterns.</p>	<p>To be able to copy dance moves with increasing control. Confidently makes basic movements relating to feelings. To be able to remember simple movements and dance steps To be able to make up a short dance. To be able to dance imaginatively. To be able to change rhythm, speed, level and direction. To be able to links movements to sounds and music.</p>	<p>Maypole dancing, Morris Dancing, routine, sequence, beat, movement, copy, repeat, perform.</p>
<p>Year 2</p>	<p><i>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad</i></p>	<p>To be able to change rhythm, speed, level and direction. To be able to dance with control and co-ordination.</p>	<p>Maypole dancing, Morris Dancing,</p>

	<p>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.</p> <p>Create and perform dances using simple movement patterns, including those from different times and cultures.</p> <p>Express and communicate ideas and feelings</p> <p>Evaluate and improve a dance performance.</p> <p>Use vocabulary to describe moods and how dancing makes them feel.</p>	<p>To be able to make a sequence by linking sections together.</p> <p>To be able to link some movement to show a mood or feeling.</p> <p>To be able to use space well and negotiates space clearly.</p> <p>To be able to perform a dance using simple movement patterns.</p> <p>To be able to describe a short dance using appropriate vocabulary.</p> <p>To be able to respond imaginatively to stimuli.</p> <p>To be able to watch others and make comments about their performance.</p>	<p>routine, sequence, beat, movement, copy, repeat, expression, pathway, direction, perform, evaluate.</p>
Swimming			
Year 2 Only	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •swim competently, confidently and proficiently over a distance of at least 25 metres. •use a range of strokes effectively such as front crawl, backstroke and breaststroke. <p>Water confidence and safety.</p> <p>Recognise how the body reacts and feels when swimming.</p>	<p>To be confident in the water.</p> <p>To be aware of water safety.</p> <p>To be able to use a variety of basic arm and leg actions when on my front and on my back.</p> <p>To be able to recognise and concentrate on what I need to improve.</p> <p>To be able to swim at least 25 unaided (End of KS1 or KS2 expectation).</p>	<p>Pool side, enter, exit, float, front crawl, backstroke and breaststroke.</p>