

Physical Education Skills and Knowledge Progression Map

Intent – What we are teaching in Physical Education

At Hatfield Peverel Infants and Nursery School, we believe in inspiring every child through a high-quality physical education curriculum. Our children will develop confidence and competence in key movement skills, helping them to move with control, coordination, and enjoyment. They will learn to work both independently and with others, exploring a range of physical activities including games, dance, and simple competitive sports. Through fun and engaging experiences, children will build their agility, balance, and coordination, while also learning the value of staying active and healthy. We aim to nurture a lifelong love of movement and wellbeing in every child.

Implementation – How we are teaching Physical Education

All children at Hatfield Peverel Infants and Nursery School receive two hours of high-quality PE each week. Lessons are taught by class teachers, with support from a specialist Sports Coach for one session. Beyond PE lessons, children stay active through outdoor learning, active playtimes, and exploratory play. Our curriculum is carefully planned to build physical skills progressively across year groups and key stages. We use Development Matters, the National Curriculum, Get Set 4 PE, to deliver engaging lessons that develop agility, balance, and coordination. Regular assessments help ensure all children are progressing and meeting age-related expectations.

Impact – What the pupils have learnt

Through regular, high-quality PE lessons, children at Hatfield Peverel develop the physical skills and confidence needed to meet key stage expectations. Most pupils successfully achieve the intended outcomes for each unit, showing clear progress in agility, balance, coordination, and teamwork.

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 co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught:

- to 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
- to participate in team games, developing simple tactics for attacking and defending

Development Matters

(0-3)

- Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
- Start eating independently and learning how to use a knife and fork.
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

(3-4)

- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.

- to perform dances using simple movement patterns

- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.

(Reception)

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.
- Progress towards a more fluent style of moving, with developing control and grace.
- 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.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Early Learning Goals

Gross Motor Skills:

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.

Try to move in time with music

Inclusion including SEND		Assessment		Cultural Capital	
A range of strategies are used to support children with additional needs such as: -Practical demonstrations given by the teacher or a child showing good technique. -pre-teaching vocabulary -scaffolding learning and questioning -adapted resources e.g. larger size balls for catching, wider benches to walk along to support balance. - adapted activities if a child has a physical difficulty e.g. instead of jumping from a high bench, the child can jump from a lower bench or the mats can be bulked together to shorten the height to jump from.		Prior knowledge/retrieval opportunities are included at the beginning and throughout the units of work so that planning can be adapted/amended to support gaps or misconceptions. Children physically revisit the movement and skills performed in the previous lesson to assess any child who needs more time or further support. Clear sequence of lessons which identify the key knowledge that children need to know at the end of a lesson/unit of work. Assessments are done throughout the lesson to see if they are ready to move onto the next skill or if they are ready for a challenge and to show these skills in a game situation.		Trips to other venues to engage/compete in sporting events. Opportunities through school trips to take part in unfamiliar sports to widen their exposure. visitors and assemblies – Athlete visit to perform a workshop on fitness. After school clubs run by a sports coach- gymnastics, dodgeball, break dancing, football, musical theatre. Outside agencies to come in and improve Physical education in the school and at play times. Sports morning- parents invited.	
	Nursery	Reception	Year 1	Year 2	
Fundamentals Skills	• Running: to explore running and stopping. • To explore changing direction safely. • Balancing: to explore balancing whilst stationary and on the move.	• Running: to explore running and stopping. • To explore changing direction safely. • Balancing: to explore balancing whilst stationary and on the move. • Jumping: to begin to explore take-off and landing safely. • Hopping: to explore hopping on both feet. • Skipping: to explore skipping as a travelling action.	• Running: to explore changing direction and dodging, discovering how the body moves at different speeds. • Balancing: to move with some control and balance, exploring stability and landing safely. • Jumping: to demonstrate control in take-off and landing when jumping. • Hopping: to begin to explore hopping in different directions. • Skipping: to show co-ordination when turning a rope, using rhythm to jump continuously with a French rope.	• Running: to demonstrate balance when changing direction, clearly showing different speeds when running. • Balancing: to demonstrate balance when performing movements. • Jumping: to demonstrate jumping for distance, height and in different directions. • Hopping: to demonstrate hopping for distance, height and in different directions. • Skipping: to explore single and double bounce when jumping in a rope.	

Knowledge	- Running: know that I use big steps to run and small steps to stop. - Balancing: know that I can hold my arms out to help me to balance.	- Running: know that I use big steps to run and small steps to stop. - Know that moving into space away from others helps to keep me safe. - Balancing: know that I can hold my arms out to help me to balance. - Jumping: know that bending my knees will help me to land safely. - Hopping: understand that I use one foot to hop. - Skipping: know that if I hop then step that will help me to skip.	- Running: understand that bending my knees will help me to change direction. - Understand that if I swing my arms, it will help me to run faster. - Balancing: Know that looking ahead will help me to balance. Know that landing on my feet helps me to balance. - Jumping: know that landing on the balls of my feet helps me to land with control. - Hopping: know that I should hop with a soft bent knee. - Skipping: know that I should use the opposite arm to leg when I skip. - Know that jumping on the balls of my feet helps me to keep a consistent rhythm.	- Running: know that bending my knees helps me to stop in a balanced position. - Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. - Balancing: Understand that squeezing my muscles helps me to balance. - Jumping: know that swinging my arms forwards will help me to jump further. - Hopping: know that if I look straight ahead it will stop me falling over when I land. - Skipping: know that I should swing opposite arm to leg to help me balance when skipping without a rope.
Ball Skills Skills	- Sending: to explore sending an object with hands and feet. - Catching: to explore catching to self and with a partner.	- Sending: to explore sending an object with hands and feet. - Catching: to explore catching to self and with a partner. - Tracking: to explore stopping a ball with hands and feet. - Dribbling: to explore dropping and catching with two hands and moving a ball with feet.	- Sending: to roll and throw with some accuracy towards a target. - Catching: to begin to catch with two hands. Catch after a bounce. - Tracking: to track a ball being sent directly. - Dribbling: to explore dribbling with hands and feet.	- Sending: to roll, throw and kick a ball to hit a target. - Catching: to develop catching a range of objects with two hands. Catch with and without a bounce. - Tracking: to consistently track and collect a ball being sent directly. - Dribbling: to explore dribbling with hands and feet with increasing control on the move.

Knowledge		• Sending: know to look at the target when sending a ball. • Catching: know to have hands out ready to catch. • Tracking: know to watch the ball as it comes towards me and scoop it with two hands. • Dribbling: know that keeping the ball close will help with control	• Sending: know to face my body towards my target when rolling and throwing • underarm to help me to balance. • Catching: know to watch the ball as it comes towards me. • Tracking: know to move my feet to get in the line with the ball. • Dribbling: know that moving with a ball is called dribbling.	• Sending: know that stepping with opposite foot to throwing arm will help me to balance. • Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch. • Tracking: know that it is easier to move towards a ball to track it than chase it. • Dribbling: know to keep my head up when dribbling to see space/opponents.
Athletics Skills	• Running: to explore running and stopping safely. • Jumping: to explore jumping and hopping safely.	• Running: to explore running and stopping safely. • Jumping: to explore jumping and hopping safely. • Throwing: to explore throwing to a target.	• Running: to explore running at different speeds. • Jumping: to develop balance whilst jumping and landing. • To explore hopping, jumping and leaping for distance. • Throwing: to explore throwing for distance and accuracy.	• Running: to develop the sprinting action. • Jumping: to develop jumping, hopping and skipping actions. • To explore safely jumping for distance and height. • Throwing: to develop overarm throwing for distance.
Knowledge	• Running: know that I use big steps to run and small steps to stop.	• Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. • Jumping: know that bending my knees will help me to land safely. • Throwing: understand that bigger targets are easier to hit. • Rules: know that rules help us to stay safe.	• Running: understand that if I swing my arms, it will help me to run faster. • Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees, it will help me to jump further. • Throwing: know that stepping forward with my opposite foot to hand will help me to throw further.	• Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. • Jumping: know that swinging my arms forwards will help me to jump further. • Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object.

			Rules: know that rules help us to play fairly.	Rules: know how to follow simple rules when working with others.
Dance Skills	• Actions: to explore how my body moves. • Dynamics: to move body in response to music. • Space: to move alongside others in a safe space. • Performance: to remember a sequence of movements alongside music.	• Actions: to explore how my body moves. Copy basic body actions and rhythms. • Dynamics: to explore actions in response to music and an idea. • Space: to begin to explore pathways and the space around me and in relation to others. • Performance: to perform short phrases of movement in front of others.	• Actions: to copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. • Dynamics: to explore varying speeds to represent an idea. • Space: to explore pathways within my performance. • Relationships: to begin to explore actions and pathways with a partner. • Performance: to perform on my own and with others to an audience	• Actions: to accurately remember, repeat and link actions to express an idea. • Dynamics: to develop an understanding of dynamics. • Space: to develop the use of pathways and travelling actions to include levels. • Relationships: to explore working with a partner using unison, matching and mirroring. • Performance: to develop the use of facial expressions in my performance.
Knowledge	• Actions: understand that I can move my body in different way. • Dynamics: understand that I can change my action to loud and quiet. • Space: know that if I move into space, it will help to keep me and others safe. • Performance: Know that sometimes we dance and other times we watch.	• Actions: understand that I can move my body in different ways to create interesting actions. • Dynamics: understand that I can change my action to show an idea. • Space: know that if I move into space, it will help to keep me and others safe. • Performance: know that when watching others, I sit quietly and clap at the end. • Strategy: know that if I use lots of space, it helps to make my dance look interesting	• Actions: understand that actions can be sequenced to create a dance. • Dynamics: understand that I can create fast and slow actions to show an idea. • Space: understand that there are different directions and pathways within space. • Relationships: understand that when dancing with a partner, it is important to be aware of each other and keep in time. • Performance: know that standing still at the start and at the end of the dance lets the audience know when I	• Actions: know that sequencing actions in a particular order will help me to tell the story of my dance. • Dynamics: understand that I can change the way I perform actions to show an idea. • Space: know that I can use different directions, pathways and levels in my dance. • Relationships: know that using counts of 8 will help me to stay in time with my partner and the music. • Performance: know that using facial expressions helps to show the mood of my dance.

			have started and when I have finished. Strategy: know that if I use exaggerated actions, it helps the audience to see them clearly	Strategy: know that if I practice my dance, my performance will improve
Fitness Skills	- Agility: explore changing direction safely. - Balance: explore balancing - Co-ordination: explore moving different body parts together.	- Agility: explore changing direction safely. - Balance: explore balancing whilst stationary and on the move. - Co-ordination: explore moving different body parts together. - Speed: explore moving and stopping with control. - Strength: explore taking weight on different body parts. - Stamina: explore moving for extended periods of time.	- Agility: change direction whilst running. - Balance: explore balancing in more challenging activities with some success. - Co-ordination: explore co-ordination when using equipment. - Speed: explore running at different speeds. - Strength: explore exercises using my own body weight. - Stamina: explore moving for longer periods of time and identify how it makes me feel.	- Agility: demonstrate improved technique when changing direction on the move. - Balance: demonstrate increased balance whilst travelling along and over equipment. - Co-ordination: perform actions with increased control when co-ordinating my body with and without equipment. - Speed: demonstrate running at different speeds. - Strength: demonstrate increased control in body weight exercises. - Stamina: show an ability to work for longer periods of time.

Knowledge	- Agility: know that moving into space away from others helps to keep me safe. - Strength: understand that I can hold my weight on different parts of my body.	- Agility: know that moving into space away from others helps to keep me safe. - Balance: know that I can hold my arms out to help me to balance. - Co-ordination: know that moving my arms and legs at the same time helps me to walk, run and jump. - Speed: know that I use big steps to run and small steps to stop. - Strength: understand that I can hold my weight on different parts of my body. - Stamina: understand that moving for a long time can make me feel tired	- Agility: understand that bending my knees will help me to change direction. - Balance: know that looking ahead will help me to balance. - Co-ordination: know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing. - Speed: understand that if I swing my arms, it will help me to run faster. - Strength: understand that exercise helps me to become stronger. - Stamina: understand that when I move for a long time it can make me feel hot and I breathe faster	- Agility: know using small quick steps helps me to change direction. - Balance: understand that I can squeeze my muscles to help me to balance. - Co-ordination: understand that some skills require me to move body parts at different times such as skipping. - Speed: know that I take shorter steps to jog and bigger steps to run. - Strength: know that strength helps us with everyday tasks such as carrying our school bag. - Stamina: know that I need to run slower if running for a long period of time.
Gymnastics Skills	- Shapes: show contrast with my body including big/small, straight/bendy. - Balances: show balance whilst staying still like a statue. - Rolls: make small movements rocking back and forth whilst sitting. - Jumps: explore jumping safely.	- Shapes: show contrast with my body including wide/narrow, straight/curved. - Balances: explore shapes in stillness using different parts of my body. - Rolls: explore rocking and rolling. - Jumps: explore jumping safely.	- Shapes: explore basic shapes straight, tuck, straddle, pike. - Balances: perform balances making my body tense, stretched and curled. - Rolls: explore barrel, straight and forward roll progressions. - Jumps: explore shape jumps, including jumping off low apparatus	- Shapes: explore using shapes in different gymnastic balances. - Balances: remember, repeat and link combinations of gymnastic balances. - Rolls: explore barrel, straight and forward roll and put into sequence work. - Jumps: explore shape jumps and take off combinations.

Knowledge	- Shapes: understand that I can make my body tall,, small, or wide. - Balances: know that I need to stay very still to balance. - Rolls: know that tucking my chin helps me to rock. - Jumps: know that bending and stretching helps me jump higher.	- Shapes: understand that I can make different shapes with my body. - Balances: know that I should be still when holding a balance. - Rolls: know that I can change my body shape to help me to roll. - Jumps: know that bending my knees will help me to land safely. - Strategy: know that if I hold a shape and count to five people will see it clearly.	- Shapes: understand that I can improve my shapes by extending parts of my body. - Balances: know that balances should be held for 5 seconds. - Rolls: know that I can use different shapes to roll. - Jumps: know that landing on the balls of my feet helps me to land with control. - Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.	- Shapes: know that some shapes link well together. - Balances: understand that squeezing my muscles helps me to balance. - Rolls: understand that there are different teaching points for different rolls. - Jumps: understand that looking forward will help me to land with control. - Strategy: know that if I use shapes that link well together, it will help my sequence to flow.
Invasion Games Skills	Sending & receiving: explore sending and receiving with hands and feet using balls.	- Sending & receiving: explore sending and receiving with hands and feet using a variety of equipment. - Dribbling: explore dropping and catching with two hands and moving a ball with their feet. - Space: recognise their own space. - Attacking & defending: explore changing direction and tagging games.	- Sending & receiving: explore sending and receiving with hands and feet to a partner. - Dribbling: explore dribbling with hands and feet. - Space: recognise good space when playing games. - Attacking: explore changing direction to move away from a partner. - Defending: explore tracking and moving to stay with a partner.	- Sending & receiving: developing sending and receiving with increased control. - Dribbling: explore dribbling with hands and feet with increasing control on the move. - Space: explore moving into space away from others. - Attacking: developing moving into space away from defenders. - Defending: explore staying close to other players to try and stop them getting the ball.

Knowledge	• Sending & Receiving: know to look at my partner when giving them the ball and watch the ball as it comes to me.	• Sending & receiving: know to look at the target when sending a ball and watch the ball to receive it. • Dribbling: know that keeping the ball close will help with control. • Space: know that being in a space gives me room to play. • Attacking & defending: know that there are different roles in games. • Tactics: make simple decisions in response to a task. • Rules: know that rules help us to stay safe.	• Sending & receiving: know to look at my partner before sending the ball. • Dribbling: know that moving with a ball is called dribbling. • Space: understand that being in a good space helps us to pass the ball. • Attacking: know that being able to move away from a partner helps my team to pass me the ball. • Defending: know that staying with a partner makes it more difficult for them to receive the ball. • Tactics: know that tactics can help us when playing games. • Rules: know that rules help us to play fairly.	• Sending & receiving: know to control the ball before sending it. • Dribbling: know that keeping my head up will help me to know where defenders are. • Space: know that moving into space away from defenders helps me to pass and receive a ball. • Attacking: know that when my team is in possession of the ball, I am an attacker and we can score. • Defending: know that when my team is not in possession, I am a defender and we need to try to get the ball. • Know that standing between the ball and the attacker will help me to stop them from getting the ball. • Tactics: understand and apply simple tactics for attack and defence. • Rules: know how to score points and follow simple rules.
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Net and Wall Games Skills	- Hitting: explore hitting a ball with hands - Throwing: explore throwing balls and bean bags at a target	- Hitting: explore hitting a ball with hands and pushing with a racket. - Feeding and rallying: explore sending and tracking a ball with a partner. - Footwork: explore changing direction, running and stopping.	- Hitting: explore hitting a dropped ball with a racket. - Feeding: throw a ball over a net to land into the court area. - Rallying: explore sending a ball with hands and a racket. - Footwork: use the ready position to move towards a ball.	- Hitting: develop hitting a dropped ball over a net. - Feeding: accurately underarm throw over a net to a partner. - Rallying: explore underarm rallying with a partner catching after one bounce. - Footwork: consistently use the ready position to move towards a ball.
Knowledge	Hitting: know to point my hand/object at my target when hitting a ball.	- Hitting: know to point my hand/object at my target when hitting a ball. - Feeding and rallying: know to look at the target when sending a ball and watch the ball to receive it. - Footwork: know to use big steps to run and small steps to stop. - Tactics: make simple decisions in response to a task. - Rules: know that rules help us to stay safe.	- Hitting: know to use the centre of the racket for control. - Feeding: know to use an underarm throw to feed to a partner. - Rallying: know that throwing/hitting to my partner with not too much power will help them to return the ball. - Footwork: know that using a ready position will help me to move in any direction. - Tactics: know that tactics can help us to be successful when playing games. - Rules: know that rules help us to play fairly.	- Hitting: know to watch the ball as it comes towards me to help me to prepare to hit it. - Feeding: know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it. - Rallying: know that sending the ball towards my partner will help me to keep a rally going. - Footwork: know that using a ready position helps me to react quickly and return/catch a ball. - Tactics: understand that applying simple tactics makes it difficult for my opponent. - Rules: know how to score points and follow simple rules.

Striking and Fielding Skills	• Throwing and catching: explore rolling, throwing and catching using a variety of equipment.	• Striking: explore sending a ball to a partner. • Fielding: explore tracking and stopping a rolling ball. • Throwing and catching: explore rolling, throwing and catching using a variety of equipment.	• Striking: explore striking a ball with their hand and equipment. • Fielding: develop tracking and retrieving a ball. • Throwing: explore technique when throwing over and underarm. • Catching: develop co-ordination and technique when catching	• Striking: develop striking a ball with their hand and equipment with some consistency. • Fielding: develop tracking a ball and decision making with the ball. • Throwing: develop co-ordination and technique when throwing over and underarm. • Catching: catch with two hands with some co-ordination and technique.
Knowledge	• Striking: know to watch the ball as it comes towards me. • Throwing: know that I point my fingers at the target.	• Striking: know to point my hand at my target when striking a ball. • Fielding: know to scoop a ball with two hands. • Throwing and catching: know to point my hand at my target when throwing. Know to have hands out ready to catch. • Tactics: make simple decisions in response to a task. • Rules: know that rules help us to stay safe.	• Striking: understand that the harder I strike, the further the ball will travel. • Fielding: know that throwing the ball back is quicker than running with it. • Throwing: know which type of throw to use to throw over longer distances. • Catching: know to watch the ball as it comes towards me. • Tactics: know that tactics can help us when playing games. • Rules: know that rules help us to play fairly	• Striking: understand the role of a batter. Know that striking quickly will increase the power. • Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points. • Throwing: know that stepping with opposite foot to throwing arm will help me to balance. • Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch. • Tactics: understand and apply simple tactics for attack (batting) and defence (fielding).

				Rules: know how to score points and follow simple rules.
Target Games Skills	Throwing equipment towards a net.	- Throwing: explore throwing using a variety of equipment. - Catching: explore catching using a variety of equipment.	- Throwing overarm: explore technique when throwing overarm towards a target. - Throwing underarm: explore technique when throwing underarm towards a target.	- Throwing overarm: develop co-ordination and technique when throwing overarm towards a target. - Throwing underarm: develop co-ordination and technique when throwing underarm towards a target. - Striking: develop striking a ball with equipment with some consistency.
Knowledge	Throwing: know that if I throw gently, the ball stays closer to the target.	- Throwing: know to point my hand at my target when throwing. - Catching: know to have hands out ready to catch. - Tactics: make simple decisions in response to a task. - Rules: know that rules help us to stay safe.	- Throwing: know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw. - Tactics: know that tactics can help us when playing games. - Rules: know that rules help us to play fairly.	- Throwing: know that stepping with opposite foot to throwing arm will help you to balance. - Striking: know to finish with my object/hand pointing at my target. - Tactics: understand and apply simple tactics. - Rules: know how to score points and follow simple rules.

Yoga Skills	- Balance: explore shapes in stillness using different parts of my body. - Flexibility: explore shapes and actions to stretch my body. - Strength: explore taking weight on different body parts.	- Balance: explore shapes in stillness using different parts of my body. - Flexibility: explore shapes and actions to stretch my body. - Strength: explore taking weight on different body parts. - Strategy: explore my own feelings in response to an activity or task.	- Balance: perform balances and poses making my body tense, stretched and curled. - Flexibility: explore poses and movements that challenge my flexibility. - Strength: explore strength whilst transitioning from one pose to another. - Strategy: recognise my own feelings in response to a task or activity.	- Balance: remember, copy, and repeat sequences of linked poses. - Flexibility: show increased awareness of extension in poses. - Strength: demonstrate increased control in performing poses. - Strategy: explore controlling my focus and sense of calm or activity.
Knowledge	- Balance: Know that being quiet helps me to stay still. - Flexibility: Know that I can stretch my arms up high to the sky to make my body longer. - Strength: Know that I can use my hands and feet to hold my body up.	- Balance: know that it is easier to balance using more parts of my body than fewer parts. - Flexibility: know that I can make my body longer by reaching out with my arms and legs. - Strength: understand that I can hold my weight on different parts of my body. - Strategy: understand how movement makes me feel.	- Balance: know that if I focus on something still, it will help me to balance. - Flexibility: know that yoga helps to improve flexibility which we need in everyday tasks. - Strength: know that I can use my strength to move slowly and with control. - Strategy: understand that yoga can make me feel happy.	- Balance: understand that I can squeeze my muscles to help me to balance. - Flexibility: know that flexibility helps us to stretch our muscles and increase the movement in our joints. - Strength: know that strength helps us with everyday tasks such as carrying our school bag. - Strategy: understand that I can use yoga to make me feel calm.

Vocabulary				
	Nursery	Reception	Year 1	Year 2
	Athletics- run, hop, safely, direction, space, stop, balance, jump	Athletics- run hop safely direction space stop balance skip jump Ball skills- Roll throw team safely space stop kick bounce listen	Athletics- fast slow jump aim hop safely travel balance direction bend far improve	Athletics- Pace direction take off landing height distance speed jog sprint balance swing overarm underarm

Ball skills- Roll, throw, catch, safely, space, stop, kick Dance- move, rhythm, space, shape, copy Fitness- travel, around, space, body Fundamentals- run, hop, stop, balance, jump Gymnastics- travel, balance, jump, land, safely Invasion Games- Roll, throw, safely, space, catch Net and Wall Games- Roll, throw, bounce, net Striking and fielding- Roll, throw, team, safely, space Target Games- Roll, throw, team, safely, space Yoga- copy, move, shape, stretch	Dance- move around space safely shape copy sideways forwards backwards Fitness- copy over travel around space shape through roll Fundamentals- run hop safely direction space stop balance skip jump Gymnastics- copy over travel around space shape through roll Invasion Games- Roll throw team safely space stop kick bounce listen catch tag score Net and Wall Games- Roll throw team safely space stop kick bounce listen catch tag score Striking and fielding- Roll throw team safely space stop kick bounce listen catch tag score Target Games- Roll throw team safely space stop kick bounce listen catch tag score Yoga- copy over travel around space shape through roll	Ball skills- Far roll aim safely throw catch direction send balance Dance- Counts action travel pose move direction forwards backwards speed fast slow level shape Fitness- exercise mood heart healthy lungs oxygen body jump Fundamentals- Balance fast direction land safely jump hop Gymnastics- direction speed fast slow shape level action travel balance jump roll point Invasion Games- safely attacker defender dribbling pass space points score team Net and Wall Games- Safely racket ready position net underarm partner space score point Striking and fielding- throw space score points batter team target bowler hit pass catch fielder send Target Games- far aim team score send points overarm underarm throw distance	Ball skills- overarm underarm distance collect dribble target Dance- Counts direction action travel balance speed timing level mirror shape space pathway Fitness- Speed pace distance sprint jog steady strong race Fundamentals- jog speed dodge skip balance sprint Gymnastics- direction straddle pike tuck sequence star level roll link action travel balance jump Invasion Games- Possession receive send goal teammate dodge chest pass bounce pass Net and Wall Games- receive defend opponent quickly trap return collect against Striking and fielding- Throw send score runs batter place bowler strike catch fielder backstop wicket keeper Target Games- release strike select accuracy target object opposite ahead distance Yoga- focus pose position listen feel breath create choose flow
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			target Yoga- space pose slowly listen breath breathe copy balance stretch	
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From Get Set 4 PE

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