



PE at Bude Primary Academy – Infant School Progression Map - Knowledge and Skills

INTENT



In PE, we provide engaging and challenging activities that help to inspire children of all different levels to be active and to lead healthy lives. We aim to grow the whole child through our PE curriculum, by focusing on a wide variety of skills and knowledge that will help children to develop physically, mentally, and socially. Pupils 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. Pupils are 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
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement and patterns

Trained Physical Education and Sports specialist, Liam Dart LJD Coaching is employed by the school, to teach high quality to each class for one session a week working alongside the class teacher, following the skills required by EYFS for Moving and Handling and for the KS1 curriculum. We also offer sports clubs at lunchtime and after school to develop these skills further. The second PE session of the week is delivered by the class teacher. On the days when there is not a lunchtime club open to all children, then the staff lead a running club, a playground games club or a dance club.

In addition, we enrich our children's experiences by attending local and academy cluster sporting events and festivals.

EYFS

EYFS develop fine motor and gross motor skills both indoors and out. Indoor provision includes Finger Fit and also a Finger gym full of equipment like tweezers, nuts and bolts, pegs etc.



	FS1	FS2	Year 1	Year 2
<p>Active NC KS1 Master basic movements including running, jumping, throwing & catching, balance, agility & coordination and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking & defending. Perform dance using simple movement patterns. In upper KS1 Use throwing, jumping, running & catching in isolation and combination. Develop flexibility, strength, technique, control & balance. Perform dances</p>	<ol style="list-style-type: none"> 1. Develop movement, balancing, riding, and ball skills. 2. Go up steps & stairs or climb up apparatus using alternative feet. 3. Skip, hop, stand on one leg & hold a pose. 4. Use large-muscle movements to wave flags & streamers, paint & make marks. 5. Match physical skill to task and activities. 6. Be increasingly independent as they get dressed and undressed. 7. Increasingly be able to use and remember sequences & patterns of movements related to music and rhythm. 	<ol style="list-style-type: none"> 1. Develop & refine the fundamental movement skills; rolling, crawling, walking, jumping, running, hopping, skipping & climbing. 2. Progress towards a more fluent style of moving developing control & grace. 3. Develop overall body strength, coordination, balance & agility. 4. Develop small motor skills. 5. Use core muscles to achieve good posture 6. Combine movements with ease & fluency. 8. Develop overall body strength, balance, coordination and 9. agility. 	<ol style="list-style-type: none"> 1. Holds moments of stillness on different patches and points with control. 2. Travels with coordination, control in different directions and varied spaces 3. Can throw, catch and kick independently. Various sized balls 4. Has the focus and effort required for a Physically active lesson and can sustain this with encouragement from either peers or staff 	<ol style="list-style-type: none"> 1. Holds balances using points and patches by reducing the number or size of contact points. Perform the 5 basic gymnastic shapes. 2. Performs simple movement patterns in aesthetic movement with agility, control and rhythm. 3. Can throw, catch and kick independently at a target with increasing accuracy and control. 4. Remains focused and engaged throughout lesson demonstrating the necessary stamina with little encouragement.



<p>using a range of movement patterns. Dance will be linked to the class topic allowing for cross curricular links and to bring the topic to life.</p>		<p>10. Further develop & refine a range of ball skills –throwing, catching, kicking, passing, batting & aiming. With increased confidence. 11. Ride a balance bike</p>		
<p>Allow our children to develop water competence and confidence. Swimming NC Swim competently, confidently & proficiently over a distance of at least 25m. Use a range of strokes effectively. Perform safe self-rescue in different water-based situation by year 6.</p>	<p>7. Enter the water and move around.</p>	<p>12. Enter the water and attempt to swim 5m across the pool.</p>	<p>5.Can safely enter the water. Can fully submerge. Can swim a width unaided.</p>	<p>5. Can enter the water safely with a jump. Can fully submerge retrieving an object from the pool floor. Can swim a width either on front or back unaided.</p>
<p>Mind NC Play competitive games modified where</p>	<p>8. Start taking part in group activities which</p>	<p>13. Show resilience & perseverance in the face of a challenge</p>	<p>6.Follows simple instructions accurately Respect</p>	<p>6. Follows instructions and engages independently Respect</p>



<p>appropriate. Take part in outdoor & adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>they make up themselves or in teams.</p>		<p>7. Shows confidence to perform in front of a small audience of peers. Courage 8. Respect themselves by trying their best and showing determination if success is not immediate. Respect and Determination</p>	<p>7. Takes part and is effective with a range of partners and small groups. Friendship and equality 8. Participates showing positive behaviour whatever the outcome of the session or competition. Respect, Determination and Inspiration</p>
<p>Body</p>	<p>9. Increasingly follow rules, understanding why they are important</p>	<p>14. Knows that physical activity supports their wellbeing.</p>	<p>9. always prepared to work safely in PE by being prepared with the correct footwear and kit for all related activities to P.E and sport 10. Can talk through the changes to their body temperature, breathing rate and heart rate when they become active.</p>	<p>9. Works safely with other members of the team, before and during lessons. When setting up/ clearing up or using/carrying equipment. 10. Knows what happens to the body (e.g blood flow, oxygen to muscles) when active and can</p>



			11. Can describe food that is healthy and that is unhealthy for their body.	demonstrate how to raise and lower the heart rate. Can describe a healthy diet 11. Can describe a healthy diet.
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Impact

Foundation: 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.	Year 1: Pupils should 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, participating in team games, developing simple tactics for attacking and defending and perform dances using simple movement patterns.	Year 2: 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. Perform dances combining simple movement patterns leading to responses to music to plan and perform dance sequences.
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PE Non-Negotiables

- Each lesson has a physical, social & emotional, and knowledge & understanding outcome, which is shared.
- Lessons will be 90% physically active.
- Every child experience challenge.
- Every child receives positive feedback.
- There is 100% participation and enjoyment.

