



**Filey C E Nursery & Infants Academy**

**'Inspiring Confident Learners, Reflecting Christian Values'**

We endeavour to uphold Christian teaching to:

**"Shine as lights in the world and love as Jesus loves us" (Philippians 2:15, John 13.34)**

Our school is a Church of England School rooted in 'Compassion, Community and Friendship'.

**PE Progression Document**

Multi-Skills			
Nursery	Reception	Year One	Year Two
<p><b>Motor Competence</b> Shows preference for a dominant hand when throwing.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Match their developing physical skills to</p>	<p><b>Motor Competence</b> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Moves with control in different directions and different speeds.</p>	<p><b>Motor Competence</b> Travelling in different ways and at different speeds.</p> <p>Begins to link running and jumping movement with some control and balance.</p>	<p><b>Motor Competence</b> Travelling in different ways and at different speeds with balance and control.</p> <p>Link running and jumping movement with some control and balance.</p>

<p>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.</p> <p><b>Rules, Strategies and Tactics</b> Match their developing physical skills to tasks and activities e.g. they decide whether to crawl, walk, or run etc.</p> <p><b>Healthy Participation</b> Start taking part in some group activities which they make up for themselves/ in teams.</p>	<p>Can throw, catch and move objects with control.</p> <p><b>Rules, Strategies and Tactics</b> Follows an instruction from an adult/ peer.</p> <p>Explain how to play fairly.</p> <p>Choose appropriate equipment.</p> <p><b>Healthy Participation</b> Cooperate and perform tasks independently and with others.</p> <p>Shows respectful behaviour to others.</p> <p>Identifies activities they enjoyed/ found challenging.</p>	<p><b>Rules Strategies and Tactics</b> Identifies space to move in to</p> <p><b>Healthy Participation</b> Collaborates with their team-mates</p> <p>Can reflect on their learning and progress</p>	<p>Demonstrate balance and coordination when changing direction.</p> <p><b>Rules, Strategies and Tactics</b> Creative with methods used to evade opponents e.g. 2v1 Seeks additional challenge</p> <p><b>Healthy Participation</b> Shares their thoughts and strategies with a partner Can reflect on their learning and progress</p>
Vocabulary: balance, shape	Vocabulary: control, rules	Vocabulary: speed, agility	Vocabulary: defence, attack

Dance			
Nursery	Reception	Year One	Year Two
<p><b>Motor Competence</b> Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p><b>Rules, Strategies and Tactics</b> Increasingly be able to use and</p>	<p><b>Motor Competence</b> Use small-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Progress towards a more fluent style of moving, with developing</p>	<p><b>Motor Competence</b> Create their own movements using different body parts.</p>	<p><b>Motor Competence</b> Remember and repeat a series of actions altering speeds and levels.</p> <p>Create a series of actions with a partner showing unison and canons and linking movements.</p>

<p>remember sequences and patterns of movements which are related to music and rhythm.</p> <p><b>Healthy Participation</b> Start taking part in some group activities which they make up for themselves, or in teams.</p>	<p>control and grace.</p> <p>Provide opportunities for children to spin, rock, tilt, fall, slide and bounce.</p> <p>Combine different movements with ease and fluency e.g. crawling, jumping and climbing.</p> <p><b>Rules, Strategies and Tactics</b> Be precise and accurate when beginning and ending movements.</p> <p><b>Healthy Participation</b></p>	<p>Move in unison with a partner to music changing levels and space.</p> <p><b>Rules, Strategies and Tactics</b></p> <p>Use different prompts to create ideas.</p> <p>Be creative with their movements.</p> <p><b>Healthy Participation</b></p> <p>Share ideas with a partner.</p> <p>Give feedback to others after a performance</p> <p>Provide encouragement to peers.</p> <p>Understand the importance of warming up</p>	<p><b>Rules, Strategies and Tactics</b></p> <p>Discuss how to make improvements.</p> <p>Count in time with the music</p> <p><b>Healthy participation</b></p> <p>Give constructive feedback to others after a performance.</p> <p>Offer alternatives/ suggestions to peers.</p>
<p>Vocabulary: pattern</p>	<p>Vocabulary: slide, timing</p>	<p>Vocabulary: create, unison</p>	<p>Vocabulary: canon, speeds</p>

## Gymnastics

Nursery	Reception	Year One	Year Two
<p><b>Motor Competence</b> Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use large muscle movements to wave (flags/ streamers)</p>	<p><b>Motor Competence</b> Can travel with control.</p> <p>Can climb with control along and across obstacles including in a game.</p>	<p><b>Motor Competence</b></p> <p>Create their own movements using different body parts.</p> <p>Move in unison with a partner to music changing levels and space.</p>	<p><b>Motor Competence</b></p> <p>Remember and repeat a series of actions altering speeds and levels.</p> <p>Create a series of actions with a partner showing unison and canons and linking movements.</p>

<p><b>Rules, Strategies and Tactics</b></p> <p><b>Healthy Participation</b> Collaborate with others to manage large items such as carrying and using equipment.</p>	<p>Confidently and safely use a range of large and small apparatus indoors alone and in a group e.g. tumbling mats, ropes to pull up on, structures to jump on and off of, ladders and planks to balance on.</p> <p><b>Rules, Strategies and Tactics</b> Creates good routes around obstacles.</p> <p>Think carefully about where to place hands and feet.</p> <p><b>Healthy Participation</b> Describes how they are feeling during an activity.</p> <p>Can say what someone in their group did well.</p>	<p>Explore shapes e.g. stretch and curl on the floor and in the air alongside simple rolling and jumping techniques.</p> <p><b>Rules, Strategies and Tactics</b></p> <p>Use different prompts to create ideas.</p> <p>Be creative with their movements.</p> <p><b>Healthy Participation</b></p> <p>Share ideas with a partner.</p> <p>Give feedback to others after a performance</p> <p>Provide encouragement to peers.</p> <p>Understand the importance of warming up</p>	<p><b>Rules, Strategies and Tactics</b></p> <p>Discuss how to make improvements.</p> <p><b>Healthy participation</b></p> <p>Give constructive feedback to others after a performance.</p> <p>Offer alternatives/ suggestions to peers.</p>
Vocabulary: apparatus	Vocabulary: travel	Vocabulary: levels	Vocabulary: sequence

Invasion Games			
Nursery	Reception	Year One	Year Two
	<p><b>Motor Competence</b> Moves to find specific objects.</p>	<p><b>Motor Competence</b> Travel with a variety of balls.</p>	<p><b>Motor Competence</b> Travel with a variety of balls and be able to stop and change directions.</p>

	<p>Moves quickly to avoid others.</p> <p>Work with others to achieve a goal.</p> <p><b>Rules, Strategies and Tactics</b> Search in specific areas to find objects.</p> <p>Identify space to be able to avoid being tagged.</p> <p>Think carefully how to solve a problem.</p> <p><b>Healthy Participation</b> Take turns respectfully.</p> <p>Create and follow new rules in a game.</p> <p>Work positively with a partner.</p>	<p>Pass ball to partner whilst stationary.</p> <p>Receive ball from partner whilst stationary.</p> <p><b>Rules, Strategies and Tactics</b> Understand where the ball needs to go to score.</p> <p>Can chase/follow an opponent.</p> <p>Decide where is a good place to aim the ball.</p> <p><b>Healthy Participation</b> Able to talk about what they can do. Collaborate with others to develop techniques Follow rules of a game.</p>	<p>Move and track a ball through dribbling and passing towards a goal.</p> <p><b>Rules, Strategies and Tactics</b> Be able to move into a position to attack and defend.</p> <p>Discuss tactics with a peer.</p> <p>Suggest ways to solve problems with dribbling.</p> <p>Use different movements depending on the task.</p> <p>Create rules and scoring systems for a game.</p> <p><b>Healthy Participation</b> Share ideas on a scoring system</p> <p>To understand how our body feels during exercise.</p> <p>Communicate with others to plan effectively.</p>
Vocabulary:	Vocabulary: control, avoid	Vocabulary: opponent	Vocabulary: rules, strategy

## Athletics

Nursery	Reception	Year One	Year Two
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		<p><b>Motor Competence</b></p> <p>Explore running at different speeds and distances including running over obstacles.</p> <p>Explore throwing objects for distance.</p> <p>Explore hopping, leaping and jumping for distance</p> <p>Use arms and legs effectively when running</p> <p><b>Rules, Strategies and Tactics</b></p> <p>Prepare body position to be able to throw an object Select the best type of throw for the activity</p> <p><b>Healthy Participation</b></p> <p>Gives support to peers. Offers suggestions for improvements.</p>	<p><b>Motor Competence</b></p> <p>Develop sprinting action. Develop hurdling technique. Develop jumping action with controlled landing technique. Develop an overarm throwing technique.</p> <p><b>Rules, Strategies and Tactics</b></p> <p>Understand the difference between running for distance and speed.</p> <p><b>Healthy Participation</b></p> <p>Encourages peers. Listens and responds to advice to achieve their personal best.</p>
Vocabulary:	Vocabulary:	Vocabulary: distance, time	Vocabulary: technique, take off, landing

## Striking and Fielding

Nursery	Reception	Year One	Year Two
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	<p><b>Motor Competence</b> develop and refine a range of ball skills including: throwing, catching, hitting, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p><b>Rules, Strategies and Tactics</b> Explains why tasks are easy and hard.</p> <p>Selects own object to create a task with.</p> <p>Aims at a target</p> <p><b>Healthy Participation</b> Try to complete activities by myself.</p> <p>Keeps going even if tasks are tricky.</p> <p>Plays cooperatively and competitively with others.</p>	<p><b>Motor Competence</b> Strike a ball with a hand and a bat.</p> <p>Explore under and over arm throw/ bowl.</p> <p>Track and stop a moving ball</p> <p><b>Rules, Strategies and Tactics</b> Prepare body position to be able to catch an object</p> <p>Select the best type of throw for the activity</p> <p><b>Healthy Participation</b> Works independently or in a pair</p> <p>Shares their thoughts and ideas with others</p> <p>Is a respectful team-mate.</p>	<p><b>Motor Competence</b> Develop power of underarm and overarm throws</p> <p>Some consistency with 2 handed catch</p> <p>Understand what a successful strike looks like and how it can be turned into points</p> <p>Basic understanding of the role of a fielding team</p> <p><b>Rules, Strategies and Tactics</b> Prepare body position to be able to catch an object</p> <p>Adapt power to ensure accuracy</p> <p>Select the best type of throw for the activity.</p> <p>Move into an appropriate space when tracking a moving ball.</p> <p><b>Healthy Participation</b> Works independently, in a pair or in a group</p> <p>Can identify teammates strengths and plan positions accordingly.</p> <p>Is a respectful team-mate.</p>
Vocabulary:	Vocabulary: strike, aim	Vocabulary: field, overarm	Vocabulary: power, accuracy

