WINS SUBJECT PROGRESSION GRID

SUBJECT……P.E…… SUBJECT LEAD……SARAH SCANLON……..

ASPECT Dance			
	EYFS	**YEAR ONE**	**YEAR TWO**
VOCAB	*High and low levels *Control *Warm up/Cool down *Perform *Audience *Personal space *Hop/skip/balance/jump	*High,medium, low levels *Control *Warm up/Cool down *Perform/performance *Audience * "In time" with music *Direction	*High,medium, low levels *Control *Warm up/Cool down *Perform/performer/performance *Audience * "In time" with music *Direction *Mirror image *Pace
RESOURCES/ EQUIPMENT	*Music *Pictures *Poems *Props *ipad to film performance	*Music *Pictures *Poems *Props *ipad to film performance	*Music *Pictures *Poems *Props *ipad to film performance
KNOWLEDGE	*That performing is part of Dance *Recognise how their bodies feel when they are active and understand that exercise improves health and makes them feel good and helps the body to work well.	*That performing is part of Dance *Recognise how their bodies feel when they are active and understand that exercise improves health and makes them feel good and helps the body to work well.	As year 1 *Understand what makes a good performance ie. From watching peers/others perform
SKILLS	*Fundamental stepping patterns: hopping, skipping, jumping, balancing *Move safely taking care of self and others (30-50mths) •Enjoys joining in with dancing and ring games.	*To move in a controlled way *To move in time with music *Use different levels	*To move in a controlled way *To move in time with music *Use different levels *Use different pathways *Move at different paces eg. slow, gentle v quick *Give useful feedback to peers

	•Sings a few familiar songs. •Beginning to move rhythmically. • Imitates movement in response to music. (40-60mths) •Begins to build a repertoire of songs and dances. ELG Children sing songs, make music and dance, and experiment with ways of changing them.		

ASPECT Games			
	EYFS	**YEAR ONE**	**YEAR TWO**
VOCAB	*naming equipment eg.quoits, beanbag, skipping rope, hoop *personal space	*throw, catch (send and receive) *aim, pass, bounce *control *direction	*throw, catch (send and receive) *aim, pass, bounce *control *direction *dribble *defend *dodge *sidestep *tactics *attack *goal
RESOURCES/ EQUIPMENT	*Different sized balls *Beanbags *Skipping ropes *Bats *Hoops *Quoits *Agility ladders *Tunnels (to develop core strength)	*Different sized balls *Beanbags *Skipping ropes *Bats *Hoops *Quoits *Agility ladders	*Different sized balls *Beanbags *Skipping ropes *Bats *Hoops *Quoits *Agility ladders *Bibs/bands for pair/group games
KNOWLEDGE	*Recognise how their bodies feel when they are active and understand that exercise improves health and makes them feel good and helps the body to work well.	As EYFS *know why we warm up/cool down *know that practising a skill improves performance	AS Y1 and *know what "defend" and "attack"mean in games and know what to do *the importance of rules when playing games
SKILLS	(30-50mths) Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling,	* aim, throw, catch a ball *use a bat and ball *roll and retrieve ball/hoop/quoit *pat a ball with some control	*send and receive a ball with hands or feet with increasing control *can stay close to another to try to stop them getting the ball (defend)

	walking, running, jumping, skipping, sliding and hopping. •Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. •Can stand momentarily on one foot when shown. •Can catch a large ball (40-60mths) Experiments with different ways of moving. •Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. •Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. **ELG** **Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space**	***develop partner work** ***skipping**	***can change direction to move away from the defender** ***invent own game with ball** ***dribble, kick, hit a ball** ***combine skills eg. dribble and kick** ***invent rules for a group game**

ASPECT Gym			
	EYFS	**YEAR ONE**	**YEAR TWO**
VOCAB	*Control *Warm up/Cool down *Personal space *Hop/skip/balance/jump	*Control *Warm up/Cool down *Tuck/pike/straddle shape	*Control *Warm up/Cool down *Tuck/pike/straddle/dish/arch shape
RESOURCES/ EQUIPMENT	Mats, benches	Mats, benches, tables	Mats, benches, tables
KNOWLEDGE	*Recognise how their bodies feel when they are active and understand that exercise improves health and makes them feel good and helps the body to work well. *Preventing injury by jumping through ankles not knees *Keeping safe on equipment	As Rec and *know why we warm up and cool down	As Rec/year 1
SKILLS	Move safely taking care of self and others <u>Shapes</u> *Perform a straight, tuck, star shape <u>Rocking/Rolling</u> *Rock in a tuck, pike, straddle shape *Perform these rolls on the floor: pencil *Rock in tuck (to stand)	<u>Rocking/Rolling</u> *Rock in a tuck, pike, straddle shape *Perform these rolls on the floor: pencil, tuck <u>Balancing</u> *Balance on 4,3,2,1 body parts *On a bench or piece of apparatus <u>Jumping</u>	<u>Rocking/Rolling</u> *Rock in a tuck, pike , straddle shape *Perform these rolls: pencil, side, egg,teddy bear *Attempt a forward roll *Roll from dish into arch hold <u>Balancing</u> *On a bench or piece of apparatus

	<u>Balancing</u> ***On 1 leg** ***Balance on 3 or 4 body parts** ***Copy a partner's balance** **<u>Jumping</u>** ***Remember starting, landing, finishing positions of jumps** ***Perform these jumps: straight** ***Jump over eg a rope/hoop/hurdle off a bench** **<u>Travelling</u>** ***Walking on toes, hopping, jumping, skipping** ***Change speed when travelling** ***Travel with a ball/beanbag/ribbon** ***Walk forwards/crawl/bunny walk along a bench** ***Sequence-Travel, balance, jump** ***<u>Improving work</u>** **What did you do well/like to improve on?** (40-60mths) •Experiments with different ways of moving. • Jumps off an object and lands appropriately. •Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. •Travels with confidence and skill	***Remember starting, landing, finishing positions of jumps** ***Perform these jumps: straight, tuck, star, half turn** ***Link jumps (above)** ***Jump onto, along and off a bench** **<u>Travelling</u>** ***Travel sideways on the floor, line and along a bench** ***Travel with a ball/beanbag/ribbon** ***Perform a balance on a piece of apparatus** ***Sequence-Start position,a roll (on floor), balance (on bench) travel (on bench) then a jump off the end, Finish position** ***<u>Improving work</u>** **What did you do well/like to improve on?**	***Perform a back support eg. "bridge" and front support eg."tunnel"** **<u>Jumping</u>** ***Remember starting, landing, finishing positions of jumps** ***Perform these jumps: straight, tuck, star, half turn, full turn** ***Bunny jump over a bench** **<u>Travelling</u>** ***Travel along a bench** ***Perform a balance on a piece of apparatus** *** Sequence-Start position, a roll (on floor), balance (on bench/apparatus) travel (on bench) then a jump off the end, Finish position** **<u>Performing</u>** ***Perform a sequence to a partner/rest of class** ***<u>Improving work</u>** **What did you do well/like to improve on?**

	around, under, over and through balancing and climbing equipment. **ELG** Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.		