Progression of skills Gross Motor and PE

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| **GROSS MOTOR SKILLS** |  | **Emerge** | **Evolve** | **Establish** | **Year 1** | **Year 2** |
| **Balancing** | Balances statically on two feet  Balances whilst moving axially e.g. standing and bending to touch toes | Balances statically on two points e.g. one foot and one hand  Balances Statically on an object e.g. balance beam | Balances Statically on one foot (one leg stand)  Balances when landing after jumping  Balances Dynamically e.g. whilst walking along a balance beam  Balances dynamically on one foot at a time whilst moving forward e.g. lifting/moving/lowering other leg | Learn a variety of basic gymnastic movements.  Be still in different body shapes and balances and combine different ways of travelling.  Move between mats and small apparatus and change the speed of movement.  Handle apparatus safely  Recognise how it feels when the body is tense in a balance. Develop balance, agility, co-ordination of travelling, stillness, jumping, timing, changing shape, direction, and size. | Develop short sequences on their own.  Use imagination to find different ways of using apparatus.  Form simple sequences of different actions using floor and apparatus.  Have a clear start, middle and end.  Have a clear focus when watching others perform.  Say when a movement or skill is performed well (aesthetic appreciation).  Describe what they have done and what they have seen. (Make easier or harder. Use advice to improve.)  Develop balance, agility and coordination of travelling, stillness, jumping, timing, changing shape, size, direction |
| **Hopping and Skipping** | Child supported by partner or chair stands on dominant leg and bends other behind as in ‘one leg stand’ He/she raises dominant leg on to toes and down again.  Holding onto chair and and attempt hop on preferred leg. | Hop on preferred leg with no support and land safely  Hop forwards over a line with preferred leg and land safely  Once established on dominant leg practise on non-dominant leg | Alternate legs when hopping on the spot and land safely  Skipping – hold the child’s hand and talk through ‘step, hop, step hop)  Gradually increase speed and distance |  |  |
|  | **Dance** | Explore, discover, and create own movements. Movements might include wriggling, rolling, balancing, jumping, skipping, twirling, turning, spinning, hopping, swaying, stamping, rocking, clapping, bouncing, kicking, twisting, sliding, starting, stopping, and falling | Increasingly able to copy sequences and patterns of taught movements, which are related to music and rhythm | Move freely and with pleasure and confidence in a range of ways. Experiments with different ways of moving. Complete simple sequences to different stimulus | Learn basic movements relating to feelings.  Learn what makes a good start and finish position in a sequence.  Learn how to move their bodies in a variety of ways.  Respond to different music showing a range of emotions and stimulus.  Perform dance movements and simple sequences using simple movement patterns.  Be taught to remember and perform short dance routines to other children (1-8 steps) | Use a range of vocabulary to describe moods and how dances make them feel.  Perform dances using simple movement patterns with a clear start middle and end.  On their own can remember and perform short dance routines to other children (1-8 steps)  Evaluate and improve a dance performance by recording and viewing their rehearsals. |
|  | **Striking and Fielding** | Throwing ball underarm with feet stationary. Stands with feet shoulder width apart. Swing throwing arm downward and forward without follow through  Hold a bat comfortably with hands together in the middle of the handle  Hit a static ball with the bat | Throwing ball underarm while stepping forward on the same side  Swings throwing arm down and forward on the same side.  Releases ball and follows through with throwing arm.  Hold a bat comfortably with hands together in the middle of the handle. Stand side on, feet shoulder width apart, head upright and looking at the bowler.  Hit a rolling ball with the bat. | Throw over and under arm in a general direction  Catch a variety of sized balls when bounced or thrown  Strike a ball (self-bowled) in a general direction | Focus on technique on striking a ball with control when shown.  Focus on technique on fielding a ball using under and over arm throwing.  Able to play simple games in small groups, applying rules and skills that have been taught. (cricket, rounders, basketball, softball, kickball, golf) | Choose, use, and vary simple tactics.  Recognise good quality in performance.  Participate in team games.  Pass and receive a ball in different ways with control and increased accuracy.  Perform fielding techniques with increased control and co-ordination (cricket, rounders, basketball, softball, kickball, golf) |
|  | **Net and wall games** | Trapping ball against chest with both hands  Extended arms forward.  Catches ball against chest with arms and hands.  Kicking the ball from the knee. Stands near ball with knee bent. Pushes ball forward with foot. | Catching ball with both hands with feet stationary.  Catches ball with hands away from the body.  Kicking the ball with minimal follow through. | Catch a large ball.  Demonstrate good control and coordination in large and small movements.  Pass a ball: chest pass  Kick a ball along the floor less than 10m with the correct technique.  Dribble a ball at feet with control | Focus on throwing a ball with control both over and underarm with prompts.  Focus on catching a ball from shorter and longer distances, on their own and in groups.  Play games based on net games (tennis, badminton) children can play 1v1, 1v2, 2v2, 1v3, 3v3.  Pass and receive a ball in different ways with control and increased accuracy. (tennis, badminton) | Use their skills to play end to end games, games over a barrier and fielding games.  Use their ability to solve problems and make decisions.  Watch others and describe what is happening.  Talk about what they have done and how they did it.  Participate in team games.  Pass and receive a ball in different ways with control and increased accuracy.  Perform fielding techniques with increased control and coordination. (tennis, badminton) |
|  | **Invasion games** |  |  | Move freely using suitable spaces and speed or direction to avoid obstacles | Explore different ways using a ball Explore ways to send a ball or other equipment  Retrieve and stop a ball using different parts of the body.  Play a variety of running and avoiding games.  Participate in simple team games (1v1, 2v2)  Develop simple attacking and defending techniques  Pass and receive a ball in different ways with increased control. (rugby, netball, football, basketball) | Develop control and accuracy when moving with a ball in a variety of different games.  Pass and receive a ball with more control and accuracy.  Recognise the best ways to score points and stop points being scored.  Recognise how they work best with their partner.  Use different rules and tactics for invasion games.  Make it difficult for opponents. Keep the ball and find best places to score.  Watch others accurately.  Describe what they see and ask to copy others’ ideas, skills, and tactics.  Participate in team games.  Understand and develop tactics for attacking and defending. (rugby, netball, football, basketball) |
|  | **Multi-skills and athletics** |  |  | Children will be taught how to use their bodies to:  • Sprint 30m  • Jump for height 5- 9cm  • Jump for distance 30-59cm  • Leap hurdles 30m within 16-12secs  • Overarm throw  • Chest push  • Run for longer distance | Children will be taught how to use their bodies to:  • Sprint 30m within 9-6seconds • Jump for height10- 14cm  • Jump for distance 60 – 89cm • Leap hurdles 30m within11-8 secs  • Overarm throw 10- 19m  • Chest push3-4m • Run for longer distance 200m within 1:45-1:31 | Take part in multiskills festivals. (competitions)  Designed to develop the fundamental movement skills of balance, coordination, and agility. Children will be taught how to use their bodies to:  • Sprint 30m under 6 secs  • Jump for height 15-19cm  • Jump for distance 60 – 89cm • Leap hurdles 30m within 8 secs  • Overarm throw 10- 19m  • Chest push 3-4m • Run for longer distance 200m under 1:30 |