



## Shirley Infant PE Progression for Disciplinary Knowledge

Through our high-quality PE curriculum at Shirley Infants, we strive for all pupils to become physically confident in a way which supports their health and fitness. Through a range of sports activities, pupils will develop the motor competencies of agility, balance and coordination. Our pupils apply these skills in a range of sporting contexts including dance, gym, athletics, and a range of competitive team games (both against themselves and others). Through a range of increasingly challenging situations, our pupils develop their knowledge of rules and tactics. We recognise the importance of good sporting values such as fairness and respect which enable our children to lead healthy, active lives.

Skills	R	1	2
<b>Locomotor (Athletics/SA Q)</b>	To be able to use their arms and legs to run. To be able to run for short bursts. To collect an object and run with it.	To be able to run over obstacles. To begin to run from different positions e.g.. laying down. To be able to exchange an object when running.	To be able to run at different speeds To be able to apply difference speeds in a competitive situation, e.g. sprint at the end
<b>Object skills (Games)</b>	To roll a ball. To move a ball using their feet. To catch a ball with one/both hands	To show some control when passing/kicking/bouncing/rolling a ball. To be able to dribble a ball showing some coordination when travelling. To be able to strike a ball with a racquet.	To be able to strike the ball at a target showing some control. To begin to think about how I would improve my technique for some basic skills e.g. throwing, catching, dribbling, bouncing To begin to show coordination when performing 2 actions, e.g. clap before catching
<b>Stability (Gymnastics and dance)</b>	To perform 5 basic shapes To perform 3 or 4 point balances. To travel using a change of direction. To hop on 1 foot. To create a short sequence with a travel using apparatus.	To be able to complete a log roll in a sequence. To perform the 5 shapes and to show variation in shapes performed e.g. a low straight or a tall straight shape. To travel in different ways e.g. skip, hop, jump, slide. To create a short sequence with a travel using apparatus with a clear start point.	To perform a short sequence with a change of pathway and balance. To be able to perform three actions in unison with a partner. To be able to perform a counter balance/ counter tension with a partner. Begin to learn jumping sequence for taking off. Show a variety of jumping patterns using left/right/both feet.  Begin to form a dish and arch
<b>Skills vocabulary</b>	<i>Roll, object, balance, pike, tuck, straddle, star, straight, travel,</i>	<i>Obstacle, direction, position, exchange, control, dribble, strike, sequence,</i>	<i>tactics, performance, technique, pathway, unison, counter balance, dish, arch, tension</i>