



## Emmbrook Infant School EYFS & KS1 PE: Overview: Progression of Skills & Knowledge

<b>EYFS</b>				
<u>Topic Enquiry focus</u>	<u>EYFS Framework Key Skills &amp; Knowledge ELG: Physical Development</u>	<u>Lesson Progression</u>	<u>Spiral knowledge building Termly/Annually</u>	<u>Curriculum Cohesion? Cultural Capital</u>
	<p>Gross Motor Skills:</p> <ul style="list-style-type: none"> <li>➤ negotiate space and obstacles safely, with consideration for themselves and others</li> <li>➤ demonstrate strength, balance and coordination when playing</li> <li>➤ move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul>	<p>Sessions begin with a baseline as to what skills children already have and areas for improvement.</p> <p>For outdoor PE, EYFS will focus on</p> <ul style="list-style-type: none"> <li>• progressing all fundamental skills and movements</li> </ul> <p>Enhancing and mastering all basic movements including</p> <ul style="list-style-type: none"> <li>• running,</li> <li>• jumping</li> <li>• dancing</li> <li>• hopping</li> <li>• skipping.</li> </ul> <p>All of these will be used whilst introducing a variety of sports and their baseline skills. These sports include:  <b>Football, Netball, Basketball, Hockey, Cricket, Tennis &amp; Athletics.</b></p> <p>A range of games and activities will be used so that children can negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Autumn:</p> <ul style="list-style-type: none"> <li>- getting dressed for PE</li> <li>- finding a safe space</li> <li>- negotiating space</li> <li>- different ways to move including jumping and balancing</li> <li>- basic ball skills: catching, throwing, aiming</li> </ul> <p>Spring:</p> <ul style="list-style-type: none"> <li>- Refining ball skills including passing to a friend, bouncing ball.</li> </ul>		<p>To know that movement/exercise is good for you and to enjoy the process of doing it.</p>



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		<ul style="list-style-type: none"> <li>- Refining hand eye coordination – in ball skills and in using equipment (e.g. hockey stick, tennis racket, cricket bat)</li> </ul> <p>Summer:</p> <ul style="list-style-type: none"> <li>- working in a team, taking turns, following rules of a game</li> <li>- Applying skills in different games (Sports Day preparation)</li> <li>- Running skills – being ready, using arms and legs, staying in your lane, looking forwards.</li> </ul>		
	<p>Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> <li>➤ Children listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>➤ children move in time to music.</li> </ul>	<p>Autumn term: Dance sessions in P.E.</p> <ul style="list-style-type: none"> <li>- Free style dancing</li> <li>- Dancing to the beat (bopping, jumping, pointing etc)</li> </ul> <p>Spring term: Dance stations in P.E.</p> <ul style="list-style-type: none"> <li>- Using scarves, ribbons and pom poms.</li> </ul> <p>Summer term: Dance stations in P.E.</p> <ul style="list-style-type: none"> <li>- Skipping in time to music</li> <li>- Learn a simple dance routine</li> </ul>		



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Year 1				
<u>Termly Topic</u> <u>Enquiry focus</u> Autumn	<u>NC</u> <u>Key Skills and Knowledge</u>	<u>Lesson Progression</u>	<u>Spiral knowledge building</u> Termly/Annually	<u>Curriculum Cohesion/Cultural Capital</u>
<p><b>Bears Geography</b></p> <p><b>Which bear would you like to visit and why?</b></p>	<p>➤ 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</p>	<p><b>Games:</b> <b>Football</b></p> <p>Year 1 Football will be about skill development, covering all aspects of football.</p> <ol style="list-style-type: none"> <li><b>Dribbling</b> – moving with the ball at a walking/jogging pace. Concentrating on keeping the ball close. Adding small challenges like going round cones, ensuring children are using the inside of the foot, moving the ball forward.</li> <li><b>Control</b> – When a ball is passed to them, control the ball still using inside of foot or trap (sole). Making sure the ball is still before either passing and dribbling the ball again.</li> <li><b>Passing</b> – Getting the right technique, body behind the ball, open the leg and use inside of the foot. This will be tricky for children. Ensure children do not use toes!</li> <li><b>Tackling</b> – Discussing safety and how important it is for children to tackle safely. Encourage children to get the ball of a partner, watching only the ball.</li> <li><b>Shooting</b> – Looking to create power and kick the ball harder by using the top of the foot (laces). Trying to drive through the ball. Accuracy not so important, main focus is technique.</li> </ol> <p>Whilst going through all the skills, small drills and games will be used to keep children engaged and active such as Spiderman &amp; King of the Ring. Repetition is key, ensuring the children understand.</p>	<p>Building on all fundamental skills and movements taught in EYFS</p>	<p>To know that movement/exercise is good for you and to enjoy the process of doing it.</p> <p>Science - Bears (Animal antics sessions)</p> <p>RE – Harvest (Hooray for Harvest! Dance)</p>



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	<p>➤ participate in team games, developing simple tactics for attacking and defending</p>	<p><b><u>Netball –</u></b> Year 1 Netball will be about skill development, covering all aspects of Netball.</p> <ol style="list-style-type: none"><li>1. <b>Passing</b> – Upgrading from softball (squidgy/sponge) to a harder ball (netball), building confidence with the ball and accuracy. Explain how the pass is done and aiming for the children’s hands (tummy region). Introduce different ways of passing.</li><li>2. <b>Movement</b> – Ensuring children keep still when they have the ball, introducing the term “Ice Cream” to help/understand pivoting. When off the ball, lots of movement to find space.</li><li>3. <b>Shooting</b> – Getting the children to push the ball higher using a hula hoop as a target so it is not too high. Use the knees to help. Accuracy not so important, more technique.</li></ol> <p>Whilst covering these skills, lots of ball handling games and confidence games will help improve their ability.</p> <p><b><u>Team games:</u></b></p> <ol style="list-style-type: none"><li>1. Animal Antics To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities in the context of ‘identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals’<ul style="list-style-type: none"><li>• I can carry and place apparatus.</li></ul></li><li>2. Bouncing Bunnies To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities in the context of ‘identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals’<ul style="list-style-type: none"><li>• I can travel safely in different ways.</li></ul></li><li>3. At the Zoo To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities in the context of ‘identify and name a variety of</li></ol>	<p>Building on all fundamental skills and movements taught in EYFS</p>	
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		<p>common animals including fish, amphibians, reptiles, birds and mammals’ • I can travel at different speeds and levels.</p> <p>4. Fantastic Frogs 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 in the context of ‘identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals’</p> <ul style="list-style-type: none"> <li>• I can make and hold different shapes.</li> </ul> <p>5. Hurling Hedgehogs To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities in the context of ‘identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals’</p> <ul style="list-style-type: none"> <li>• I can link two actions to make a sequence.</li> </ul> <p>6. Speedy Squirrels To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities in the context of ‘identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals’</p> <ul style="list-style-type: none"> <li>• I can link two actions with a movement.</li> </ul>		
	<p>➤ perform dances using simple movement patterns.</p>	<p><b>Dance:</b></p> <p>1. Ice Dancing To develop balance and co-ordination. To perform dances using simple movement patterns by responding to a video stimulus.</p> <ul style="list-style-type: none"> <li>• To move in response to a video stimulus.</li> </ul> <p>2. April Showers To develop balance and co-ordination. To perform dances using simple movement patterns by improvising individually and with a partner.</p> <ul style="list-style-type: none"> <li>• To improvise and create movements with a partner</li> </ul> <p>3. Beside the Seaside Part 1 To develop balance and co-ordination. To perform dances using simple movement patterns by showing awareness of others when working in a group.</p> <ul style="list-style-type: none"> <li>• To show awareness of others when working in a group.</li> </ul>		



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		<ol style="list-style-type: none"> <li>4. Beside the Seaside Part 2 To develop balance and co-ordination. To perform dances using simple movement patterns by mirroring the actions of a partner.</li> <li>5. To understand mirroring and use this with a partner.</li> <li>6. Hooray for Harvest! To develop balance and co-ordination. To perform dances using simple movement patterns of a traditional style of dance. • To keep in time with a steady beat to perform a traditional style of dance</li> <li>7. Fields of Gold To develop balance and co-ordination. To perform dances using simple movement patterns with changes of speed and shape to represent an object.               <ul style="list-style-type: none"> <li>• To vary the shape and speed of my movements to represent an object.</li> </ul> </li> </ol>		
<u>Termly Topic</u> <u>Enquiry focus</u> Spring	<u>NC</u> <u>Key Skills and Knowledge</u>	<u>Lesson Progression</u>	<u>Spiral knowledge building</u> <u>Termly/Annually</u>	<u>Curriculum Cohesion/ Cultural Capital</u>
<b>Bridges and the Life of Isambard Kingdom Brunel (Horace King)</b>  <b>Could we live without bridges?</b>	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	<b>Fitness Circuits:</b> <ol style="list-style-type: none"> <li>1. Learning to use the equipment safely and move safely from one circuit station to another. Set out expectations for all lessons e.g. the climbing frame, benches etc</li> <li>2. Learning to use appropriate skills at different stations e.g. balance on benches</li> <li>3. Learning to balance at different heights – going from low to high and high to low</li> <li>4. Using co-ordination to climb, skip and jump</li> <li>5. Using co-ordination to skip with a hula hoop or a skipping rope.</li> <li>6. Learning to jump from a piece of equipment safely using bent knees. Learning to jump safely from different heights.</li> </ol>	Building on all fundamental skills and movements taught in EYFS	To know that movement/exercise is good for you and to enjoy the process of doing it.
	perform dances using simple movement patterns.	<b>Dance Aerobics:</b> <ol style="list-style-type: none"> <li>1. Introduce what Aerobics is and why we do it by doing short cardio bursts so they can feel their heart rate increase.</li> <li>2. Learn the first 3 moves in order to put them together in a sequence. Marching, grapevine and side step</li> <li>3. Recap moves learnt in lesson 2 and put them into a sequence and perform.</li> </ol>		



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		<ol style="list-style-type: none"> <li>4. Learn to add in arms to each move learnt previously to show them how it increases their cardio output and adds interest to the performance.</li> <li>5. Learn to co-ordinate, combine leg and arm movements to create a short sequence to music</li> <li>6. Perform final aerobic routine with all skills learnt to music.</li> </ol>		
	<p>➤ participate in team games, developing simple tactics for attacking and defending</p>	<p><b>Games:</b>  <b><u>Basketball –</u></b>          Year 1 Basketball will be about skill development, covering all aspects of Basketball.</p> <ol style="list-style-type: none"> <li>1. <b>Dribbling</b> – Sticking with a football (due to heaviness) encourage the children to bounce and catch the ball, ensuring they always watch the ball. Progressing on to continuous bouncing. This will be very tricky and lots of practice required. Repetition!</li> <li>2. <b>Passing</b> – Similar to Netball looking at accuracy but more focus on technique. Pushing the ball to their partner, stepping in to the pass using a variety of passes.</li> <li>3. <b>Shooting</b> – Similar to Basketball, looking to progress their shooting ability combining technique and accuracy, using a hula hoop.</li> </ol> <p>Whilst the skills are important, the main focus in basketball is confidence with moving/bouncing the ball and building hand/eye coordination. Lots of small focused games will be used and mini competition. Building up understanding of competitive games and how to respond to winning/losing.</p> <p><b><u>Hockey –</u></b>          Year 1 Hockey will be about skill development, covering all aspects of Hockey.</p> <ol style="list-style-type: none"> <li>1. <b>Dribbling</b> – Using plastic sticks and balls, showing the children to correct grip and stance for dribbling the ball. Ensuring that they watch the ball and occasionally scanning around them. Looking at hand/eye coordination and movement with the ball, keeping the ball close at all times.</li> </ol>	<p>Building on all fundamental skills and movements taught in EYFS</p>	



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		<p>2. <b>Passing</b> – Going through some key rules of Hockey, explaining safety with a hockey stick and not allowing the stick above waist height. Use a push pass to keep the stick low and create accuracy. Progressing on to a hit pass, focussing on the safety of the children and height of the stick.</p> <p>3. <b>Tackling</b> – Similar to passing, going through rules of hockey and explaining safety with a hockey stick. Rather than hacking at a ball and tackling, looking to hook and pull the ball away. This keep the stick on the ground and less chance of hitting each other by accident. Always watching the ball and to not go between legs or tackle from behind.</p> <p>4. <b>Shooting</b> – Looking to hit the ball harder and accurately, whilst ensuring safety (no higher than the waist).</p> <p>Lots of small focused games will be used to allow the children to build their skills and use in small sided fun games. Using small team competitions to help with understanding of competitive games and how to respond with winning/losing.</p>		
<p><b>Termly Topic</b> <b>Enquiry focus</b> Summer</p>	<p><b>NC</b> <b>Key Skills and Knowledge</b></p>	<p><b>Lesson Progression</b></p>	<p><b>Spiral knowledge building</b> <b>Termly/Annually</b></p>	<p><b>Curriculum Cohesion/ Cultural Capital</b></p>





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<p><b>The Victorians- old and new History</b></p> <p>Was it ever fun being a Victorian child?</p> <p><b>Is a tree a plant? Science</b></p>	<p>➤ participate in team games, developing simple tactics for attacking and defending</p>	<p><b>Games:</b></p> <p><b>Cricket –</b></p> <p>Year 1 Cricket we will look to increase basic ability of Batting, Bowling. Fielding &amp; Catching.</p> <ol style="list-style-type: none"> <li>1. <b>Batting</b> – Master Batting group and side on set up. Moving from hitting a still ball from a tee to a moving ball (either drop feed or under arm bobble feed). Striking the ball hard and defending a ball.</li> <li>2. <b>Bowling</b> – Looking to bowl with a straight arm in a side on position, creating accuracy using or body and front arm.</li> <li>3. <b>Fielding</b> – Looking to gather a ball from the ground, using a scooping method and/or long barrier when the ball comes towards us. Moving on to throwing, mastering the technique and building accuracy.</li> <li>4. <b>Catching</b> – Moving to catch a smaller ball from various distances, trying single hand catches and higher catches. Master the technique of big plates and hands in front. Eye contact at all times!</li> </ol> <p>Using small fun games, drills and competitions to ensure chd are engagements and slowly preparing them to use the skills and matches/games.</p>	<p>Building on all fundamental skills and movements taught in EYFS</p>	<p>To know that movement/exercise is good for you and to enjoy the process of doing it.</p>
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	<p>➤ 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</p>	<p><b>Athletics –</b> Enhancing/mastering their running, jumping and throwing skills.</p> <p><b>1. Running –</b> Discuss tips to help run faster (Sprint)</p> <ul style="list-style-type: none"><li>• 1 – Pump your legs as fast as you can</li><li>• 2 - Pump your arms as fast as you can</li><li>• 3 – Breathe through your nose</li><li>• 4 – Always look forward, never side to side or back</li></ul> <p>Long Distance – Discuss tips to help run longer</p> <ul style="list-style-type: none"><li>• 1 - Slow and steady wins the race, don't go too fast too early.</li><li>• 2 - Breathe through your mouth</li><li>• 3 – Have energy for the end</li></ul> <p><b>2. Throwing –</b> Discuss, Javelin &amp; Shot Putt Show and improve techniques, visualise target, use body, not just the arm. Understanding of distances</p> <p><b>3. Jumping –</b> Standing Long Jump, Triple Jump, Speed Bounce Show and improve technique. Understanding the body and using it all together to achieve more. Focussing on legs and strength.</p> <p><b>Tennis:</b></p> <ol style="list-style-type: none"><li>1. Introduce racket safety and correct racket grip and discuss basic skills they will learn.</li><li>2. Children to learn ball and racket control by controlled bouncing of the ball on the racket and bouncing it on the ground also.</li><li>3. In partners practise one person throwing the ball and the other returning with control to partner</li><li>4. In pairs practice hitting and returning the ball with one bounce to their partner.</li><li>5. Introduce tennis nets and hit the ball over the net via racket and the other partner returns the ball by throwing.</li><li>6. Practise in pairs hitting and returning the ball over the net.</li></ol> <p><b>Sports Day Preparation:</b></p> <ol style="list-style-type: none"><li>1. Assess ability of children and divide into equal ability teams and sprinting races.</li><li>2. Teach how to work as a team, take turns and be relay ready</li><li>3. Introduce first 3 sports day team events and practise them</li><li>4. Introduce the final 3 team events and practise</li><li>5. Practise sprint events</li></ol>		
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Year 2				
<u>Termly Topic</u> <u>Enquiry focus</u> Autumn	<u>NC</u> <u>Key Skills and Knowledge</u>	<u>Lesson Progression</u>	<u>Spiral knowledge building</u> <u>Termly/Annually</u>	<u>Curriculum Cohesion/</u> <u>Cultural Capital</u>
<p><b>Indians and Oceans Habitats (Geography)</b></p> <p><b>Why don't we all live in the sea?</b></p>	<p>➤ 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</p>	<p><b>Games:</b></p> <p><b>Football –</b></p> <ol style="list-style-type: none"> <li>1. Implementing basic skills learnt in year 1 &amp; EYFS in to matches/match skilled games.</li> <li>2. Looking to understand how specific positions work, whilst stretching skills learnt and learning additional skills to help progress towards KS2.</li> <li>3. master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in to various game/match scenarios.</li> <li>4. participate in team games, developing simple tactics for attacking and defending. Various games and drills such as King of the Ring, Snake Run and Spiderman will be used to create fun and engaging scenarios that utilise all the skills learnt.</li> </ol> <p>A stronger focus will be on to making the correct pass using various styles, defending a pass and how we can make it difficult for opponents, creating accuracy for shooting, being confident in dribbling the ball and communicating as a team.</p> <p><b>Tag Rugby –</b></p> <ol style="list-style-type: none"> <li>1. introduction to Tag Rugby. Introduce them to expand their skills and master basic movements including running, jumping, throwing and catching, as well as</li> </ol>	<p>Implementing basic skills learnt in year 1 &amp; EYFS in to matches/match skilled games.</p>	<p>Under the sea dance links to Yr 2 Oceans topic.</p> <p>To know that movement/exercise is good for you and to enjoy the process of doing it.</p>



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	<p>➤ participate in team games, developing simple tactics for attacking and defending</p>	<p>developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>2. work through different passing and running styles to participate in team games, developing simple tactics for attacking and defending. Starting with basic handling, movement (side stepping), game understanding, ball control, scanning (running in to space) and running (changing of speeds)</p> <p><b>Netball –</b></p> <ol style="list-style-type: none"> <li>1. implement their basic skills they have learnt in year 1 &amp; EYFS in to small matches/match skilled games, whilst stretching basic skills learnt and learning additional skill to help progress towards K2.</li> <li>2. master basic movements including running, jumping, catching and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in to various game/match scenarios.</li> <li>3. participate in team games, developing simple tactics for attacking and defending. Various games and drills such Speed Shooter, The Caterpillar, Ring of Roses will be used to create fun and engaging scenarios that utilise all the skills learnt</li> </ol> <p>A stronger focus will be on to making the correct pass using various styles, defending a pass and how we can make it difficult for opponents, creating accuracy for shooting, being confident in dribbling the ball and communicating as a team.</p>	<p>Implement their basic skills they have learnt in year 1 &amp; EYFS</p>	
	<p>➤ perform dances using simple movement patterns.</p>	<p><b>Gymnastics/Dance: Under the sea dance</b></p> <ol style="list-style-type: none"> <li>1. watch video shoot of waves ebbing, flowing. Listen to sea sound.</li> <li>2. Refine movements of body parts in response to the music-hands, arms, body , legs-to and fro.</li> <li>3. Partner work: copy /mirror partners movements.</li> <li>4. 2.Explore movement pathways on the floor. Straight, forwards, backwards. Curved.</li> <li>5. Respond to music and create a movement sequence that mimics waves/water as sea tide ebbs and flows.</li> </ol>		



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		6. Work individually and then work and develop dance moves in groups of 4, 8, 16, whole class. Video- and watch as a class. Repeat and improve on movements.		
<b><u>Termly Topic</u></b> <b><u>Enquiry focus</u></b> Spring	<b><u>Key Skills &amp; Knowledge</u></b>	<b><u>Lesson Progression</u></b>	<b><u>Spiral knowledge building</u></b> Termly/Annually	<b><u>Curriculum Cohesion/ Cultural capital</u></b>
<b>The Fire of London</b> <b>Samuel Pepys</b> <b>The Court of Henry VIII (History)</b>  <b>Was the Fire of London all bad?</b>	➤ 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	<b>Games:</b> <b>Basketball –</b> 1. Implementing basic skills learnt in year 1 & EYFS in to game based skilled games. Focusing on ball control, movement whilst with the ball, 2. developing simple tactics for attacking and defending whilst stretching skills learnt and learning additional skills to help progress towards KS2. 3. master basic movements including running, jumping, catching and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in to various game/match scenarios. A stronger focus will be on to making the correct pass using various styles, defending a pass and how we can make it difficult for opponents, creating accuracy for shooting, being confident in dribbling the ball and communicating as a team. <b>Hockey –</b>	Implementing basic skills learnt in year 1 & EYFS	Fire of London Dance links to Yr2 topic of The Fire of London.  To know that movement/exercise is good for you and to enjoy the process of doing it.



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	<ul style="list-style-type: none"> <li>➤ participate in team games, developing simple tactics for attacking and defending</li> </ul>	<ol style="list-style-type: none"> <li>1. Implementing basic skills learnt in year 1 &amp; EYFS in to matches/match skilled games.</li> <li>2. understand how specific positions work, whilst stretching skills learnt and learning additional skills to help progress towards KS2.</li> <li>3. master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in to various game/match scenarios.</li> <li>4. participate in team games, developing simple tactics for attacking and defending. Various games and drills such as King of the Ring, Snake Run, Conqueror and Time Travel will be used to create fun and engaging scenarios that utilise all the skills learnt.</li> </ol> <p>A stronger focus will be on to making the correct pass using various styles, defending a pass and how we can make it difficult for opponents, creating accuracy for shooting, being confident in dribbling the ball and communicating as a team.</p>	<p>Implementing basic skills learnt in year 1 &amp; EYFS</p>	
	<ul style="list-style-type: none"> <li>➤ perform dances using simple movement patterns.</li> </ul>	<p><b>Gymnastics/Dance: Fire of London Dance</b></p> <ol style="list-style-type: none"> <li>1. Watch flames video. Use body movements to move parts of the body fluidly on the spot. Think of height and dynamics of movement in response to change of tempo and dynamics in the music.</li> <li>2. Review pathways lesson in term 1. Use pathways to explore direction and changes in direction as the wind in the great fire.</li> <li>3. Create a partner dance of wind fanning the flames in response to music cues(tempo, dynamics) fire raging and dying down.</li> <li>4. Create a group/ class dance with wind and flames in combination. Watch each group.</li> </ol> <p>Use initial BBC bitesize Fire of London image stimuli and music clips to develop movement</p>		



## Emmbrook Infant School EYFS & KS1 PE: Overview: Progression of Skills & Knowledge

<u>Termly Topic</u> <u>Enquiry focus</u> Summer	<u>Key Skills &amp; Knowledge</u>	<u>Lesson Progression</u>	<u>Spiral knowledge building</u> <u>Termly/Annually</u>	<u>Curriculum Cohesion/</u> <u>Cultural capital</u>
<b>Earth &amp; Space</b>  <b>Why was a footprint so important?</b>	<ul style="list-style-type: none"> <li data-bbox="333 296 875 708">➤ 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</li> <li data-bbox="333 708 875 1125">➤ participate in team games, developing simple tactics for attacking and defending</li> </ul>	<p><b>Games:</b></p> <p><b>Cricket -</b></p> <ol style="list-style-type: none"> <li data-bbox="898 368 1632 432">1. Implementing basic skills learnt in year 1 &amp; EYFS in to matches/match skilled games.</li> <li data-bbox="898 432 1632 544">2. understand how specific positions work, whilst stretching skills learnt and learning additional skills to help progress towards KS2.</li> <li data-bbox="898 544 1632 687">3. master basic movements including running, fielding, catching and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in to various game/match scenarios.</li> <li data-bbox="898 687 1632 863">4. participate in team games, developing simple tactics for attacking and defending. Various games and drills such as The Lords game, V game and Run Out will be used to create fun and engaging scenarios that utilise all the skills learnt.</li> </ol> <p>A stronger focus will be on playing the correct shot and hitting in to space, fielding and throwing and how we can make it harder for the opposition, creating accuracy through bowling and fielding and communicating as a team.</p>	Implementing basic skills learnt in year 1 & EYFS	<b>To know that movement/exercise is good for you and to enjoy the process of doing it.</b>



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		<p><b>Athletics –</b></p> <ol style="list-style-type: none"> <li>1. Implementing basic skills learnt in year 1 &amp; EYFS in to competitive races &amp; competitions.</li> <li>2. understand performances and how we can stretch skills learnt and learning additional skills to help progress towards KS2.</li> <li>3. master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in to various events, races and competitions.</li> <li>4. Record data of race times and jumping/throwing distances will give them an understanding of personal best, reaching targets, achieving their targets and in turn creating confidence and sense of achievement</li> </ol>		
	<p>➤ perform dances using simple movement patterns.</p>	<p><b>Gymnastics/Dance: Country dancing</b></p> <ol style="list-style-type: none"> <li>1. Use BBC dance to support lesson developments in skipping, clapping and moving to a beat. Skipping forwards and sideways.</li> <li>2. Work individually and then with a partner.</li> <li>3. Use other country dance tunes (CD) to create different country dances. One based on a circle/maypole and one on a column line.</li> </ol>		

### **Additional physical education experiences throughout the year:**

Workshops:

Bollywood Dancing

Tennis

Dodgeball

Street dance



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