



SANDRINGHAM INFANT AND NURSERY ACADEMY

Progression of Skills



PHYSICAL EDUCATION

| Dance | | |
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| EYFS | Year 1 | Year 2 |
| <ul style="list-style-type: none"> Moves to music. Copies dance moves. Performs some dance moves. Moves around the space safely. | <ul style="list-style-type: none"> Copies and explores basic movements and body patterns. Remembers simple movements and dance steps. Links movements to sounds and music. Responds to range of stimuli. | <ul style="list-style-type: none"> Copies and explores basic movements with clear control. Varies levels and speed in sequence. Varies the size of their body shapes. Adds change of direction to a sequence. Uses space well and negotiates space clearly. Describes a short dance using appropriate vocabulary. Responds imaginatively to stimuli. |
| Vocabulary | | |
| Travel, jump, spin, shape, motif, improvise, beat, emotion, relationship. | Travel, jump, spin, shape, motif, control, describe, evaluate, feedback, mirror, unison, improvise, canon, beat. | |

| Gymnastics | | |
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| EYFS | Year 1 | Year 2 |
| <ul style="list-style-type: none"> Makes their body tense, relaxed, curled and stretched. Copies sequences and repeats them. Rolls in different ways. Travels in different ways. Balances in different ways. Stretches in different ways. Curly in different ways. | <ul style="list-style-type: none"> Copies and explores basic movements with some control and coordination. Performs different body shapes. Performs at different levels. Can perform a 2 footed jump. Uses equipment safely. Balances with some control. Links 2-3 simple movements. | <ul style="list-style-type: none"> Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence. Link movements together to create a sequence. |

Vocabulary

Link, sequence, posture, tuck, pike, straight, straddle, star, egg, forward, teddy bear rolls, along, over, off, tuck, pike, straddle, straight, star.

Travel, link, sequence, level, tension, posture, tuck, pike, straight, straddle, star, egg, forward, teddy bear rolls, along, over, onto and off, tuck, pike, straddle, star, straight, direction, level, travelling, combination.

Games

EYFS

- Throws underarm.
- Rolls a piece of equipment.
- Moves and stops safely.
- Catches with both hands.
- Kicks in different ways.

Year 1

- Travels in a variety of ways including running and jumping.
- Begins to perform a range of throws.
- Receives a ball with basic control.
- Begins to develop hand-eye coordination.
- Participates in simple games.

Year 2

- Confident to send the ball to others in a range of ways.
- Begins to apply and combine a variety of skills (to a game situation).
- Develops strong spatial awareness.
- Begins to develop own games with peers.
- Understands the importance of rules in games.
- Develops simple tactics and use them appropriately
- Begins to develop an understanding of attacking/ defending.

Vocabulary

Throw, catch, warm up, send, receive, underarm, overarm, react, balance, bounce, kick, ball, beanbag, quoit.

Throw, catch, target, bat, racket, warm up, scoring, send, receive, underarm, overarm, balance, agility, co-ordination, accuracy, timing, bounce, shot.

Throw, catch, target, bat, racket, warm up, scoring, send, receive, underarm, overarm, balance, agility, co-ordination, accuracy, timing, bounce, shot. weight, dribble, trap, kick, sideways, cushion. Kwik Cricket, rotate, movement pattern, fielding, strike, rounders, base.

Athletics

EYFS

- Runs at different speeds.
- Jumps from a standing position.
- Performs a variety of throws.

Year 1

- Runs at different speeds.
- Jumps from a standing position.
- Performs a variety of throws with basic control.

Year 2

- Changes speed and direction whilst running.
- Jumps from a standing position with accuracy.
- Performs a variety of throws with control and co-ordination.

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| | | (Preparation for shot put and javelin). • Uses equipment safely. |
| Vocabulary | | |
| Speed, hopping, balance, underarm, overarm throw, balance, jog, sprint, obstacle, relay, skipping. | Speed, take off, landing, hopping, balance, mobility, underarm, overarm throw, balance, jog, sprint, obstacle, relay, skipping. | Speed, take off, landing, hopping, balance, mobility, underarm, overarm throw, balance, jog, sprint, obstacle, relay, skipping, direction, swing, power, hurdle, relaxed, distance. |

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| Fitness | | |
| EYFS | Year 1 | Year 2 |
| <ul style="list-style-type: none"> • Performs exercises which can improve fitness: running, jumping, balances. • Copies actions and skills. | <ul style="list-style-type: none"> • Engages core and demonstrates exercises that strengthen it with some control. • Performs a range of exercises which can improve fitness: running, skipping, hula hooping, jumping, arm circles, agility runs and balances. • Shows which part of the body the different exercises focus on. | <ul style="list-style-type: none"> • Engages core and demonstrates exercises that strengthen it with some control. • Performs a range of exercises which can improve fitness: running, skipping, hula hooping, jumping, arm circles, agility runs and balances. • Shows which part of the body the different exercises focus on. |
| Vocabulary | | |
| Run, jump, star jump, direction, balance, tuck jump, hop, skip | Bridge, agility, core plank, balance, front, back, support, core, strength, posture, crab, travelling, spotting, extend, flexible, stretch, reach, exercise, fitness, heart rate, co-ordination, circuit, technique, | Bridge, agility, core plank, balance, front, back, support, core, strength, posture, crab, travelling, spotting, extend, flexible, stretch, reach, exercise, fitness, heart rate, co-ordination, circuit, technique, abdominals, squat, hopscotch, hoop, hop, skip, jump |

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| Evaluation | | |
| EYFS | Year 1 | Year 2 |
| <ul style="list-style-type: none"> • Can talk about what they have done. • Can describe what other people did. | <ul style="list-style-type: none"> • Can comment on own and others performance. • Can give comments on how to improve performance. • Uses appropriate vocabulary when giving feedback. | |

Healthy Lifestyles

EYFS

- Can describe how their body feels before, during and after an activity.

Year 1

- Can describe the effect exercise has on the body.
- Can explain the importance of exercise and a healthy lifestyle.

Year 2