

Progression in PE at The Oaktree School

Skills	N	YR	Y1	Y2
Autumn 1				
Provision Inside	<ul style="list-style-type: none"> • Clap and stamp to music. • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. • Enjoy starting to kick, throw and catch balls. • Build independently with a range of appropriate resources. 	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing • Progress towards a more fluent style of moving, with developing control and grace. 	<ul style="list-style-type: none"> • To explore gymnastic actions and shapes. • To explore travelling on benches. 	<ul style="list-style-type: none"> • To explore movement actions with control and link them together with flow. • To explore gymnastic actions and shapes. • To explore travelling on benches.
Provision Outside	<ul style="list-style-type: none"> • Walk, run, jump and climb – and start to use the stairs independently 		<ul style="list-style-type: none"> • To explore static balancing and understand the concept of bases. • To combine a number of co-ordination drills, using upper and lower body movements. • To aim a variety of balls and equipment accurately. 	<ul style="list-style-type: none"> • Develop agility and coordination. • Participate in team games • Develop simple tactics for attacking and defending • To control the hockey ball with the stick.
Autumn 2				
Provision Inside	<ul style="list-style-type: none"> • Spin, roll and independently use ropes and swings • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. 	<ul style="list-style-type: none"> • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport 	<ul style="list-style-type: none"> • To change direction during travelling moves. • To link travelling moves that change direction and level. • To link moves together. • To use a variety of moves. 	<ul style="list-style-type: none"> • To choose and use simple compositional ideas by creating and performing sequences. • To repeat and link combinations of gymnastic actions. • To link combinations of movements and shapes with control.
Provision Outside	<ul style="list-style-type: none"> • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. 		<ul style="list-style-type: none"> • To time running to stop or intercept the path of a ball. • To travel in different ways, showing clear transitions between movements. 	<ul style="list-style-type: none"> • Develop agility and coordination. • Participate in team games • Develop simple tactics for attacking and defending • To the football under control with their feet

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	<ul style="list-style-type: none"> Start eating independently and learning how to use a knife and fork. 		<ul style="list-style-type: none"> To travel in different directions (side to side, up and down) with control and fluency. To practise ABC (agility, balance and coordination) at circuit stations. 	
Spring 1				
Provision Inside	<ul style="list-style-type: none"> Develop manipulation and control. Explore different materials and tools. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. 	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor 	<ul style="list-style-type: none"> To use a variety of moves that change speed and direction. To link together dance moves with gestures and changing direction in time to music. To practise taking off from different positions. To complete an obstacle course with control and agility. 	<ul style="list-style-type: none"> To change direction during travelling moves. To link travelling moves that change direction and level. To link moves together. To use a variety of moves. To explore basic body patterns and movements to music.
Provision Outside	<ul style="list-style-type: none"> Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks 		<ul style="list-style-type: none"> Develop agility and coordination. Participate in team games Develop simple tactics for attacking and defending Develop catching skills. 	<ul style="list-style-type: none"> Develop agility and coordination. Participate in team games Develop simple tactics for attacking and defending Develop catching skills.
Spring 2				
Provision Inside	<ul style="list-style-type: none"> Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. 	<ul style="list-style-type: none"> Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. 	<ul style="list-style-type: none"> To explore basic body patterns and movements to music. To use a variety of moves that change speed and direction. To link together dance moves with gestures and changing direction in time to music. To practise taking off from different positions. 	<ul style="list-style-type: none"> To use a variety of moves that change speed and direction. To link together dance moves with gestures and changing direction in time to music. To practise taking off from different positions. To complete an obstacle course with control and agility.

Progression in PE at The Oaktree School

			<ul style="list-style-type: none"> To complete an obstacle course with control and agility. 	
Provision Outside			<ul style="list-style-type: none"> To learn how to hold a bat appropriately. Participate in team games. To develop catching skills. To learn skills for playing striking and fielding games. To use fielding skills to play a game. 	<ul style="list-style-type: none"> To position the body to strike a ball. To develop catching skills. To learn skills for playing striking and fielding games. To use fielding skills to play a game, making it harder for an opponent to score
Summer 1				
Provision Outside Athletics	<ul style="list-style-type: none"> Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 		<ul style="list-style-type: none"> To use varying speeds when running. To explore footwork patterns. To explore arm mobility. 	<ul style="list-style-type: none"> To run with agility and confidence. To learn the best jumping techniques for distance. To throw different objects in a variety of ways.
Provision Outside	<ul style="list-style-type: none"> Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Explain why safety is an important factor in handling tools and moving equipment and materials 	<ul style="list-style-type: none"> Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<ul style="list-style-type: none"> To master basic sending and receiving techniques. To develop balance, agility and co-ordination. To master basic sending and receiving skills. To develop balance, agility and co-ordination. To master basic sending and receiving techniques To develop balance, agility and co-ordination. To master basic sending and receiving as well as developing balance agility and co-ordination. 	<ul style="list-style-type: none"> To use hand-eye coordination to control a ball. To catch a variety of objects. To vary types of throw. To kick and move with a ball. To develop catching and dribbling skills. To use ball skills in a mini festival.

Progression in PE at The Oaktree School

			<ul style="list-style-type: none"> To make use of coordination, accuracy and weight transfer. To develop receiving skills. 	
Summer 2				
Provision Outside Athletics	<ul style="list-style-type: none"> Have clear and sensible rules for everybody to follow. Use one-handed tools and equipment, for example, making snips in paper with scissors. 	<ul style="list-style-type: none"> Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<ul style="list-style-type: none"> To explore different methods of throwing. To practise short distance running 	<ul style="list-style-type: none"> To hurdle an obstacle and maintain effective running style. To run for distance. To complete an obstacle course with control and agility.
Provision Outside	<ul style="list-style-type: none"> Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 		<ul style="list-style-type: none"> To use throwing and catching skills in a game. To practise accuracy of throwing and consistent catching To play a game fairly and in a sporting manner. 	<ul style="list-style-type: none"> To throw a ball for distance. To practise throwing skills in a circuit. To play a game fairly and in a sporting manner