



PE Skills Progression

Understanding the World				
<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across areas of learning. Enriching and widening children's vocabulary will support later reading comprehension.</p>				
		3 & 4 year olds will be learning to:	Children in Reception will be learning to:	By the end of Reception – Early learning Goal.
Reception	Understanding the World	Continue to develop positive attitudes about the differences between people.	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
	Personal, Social and Emotional	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Begin to understand how others might be feeling. 	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. 	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. <p>Show sensitivity to their own and to others' needs.</p>



Think about the perspectives of others.

Key Stage One National Curriculum Objectives

There are no set National Curriculum objectives for RE. All maintained primary schools have a statutory duty to teach Religious Education. At Lons, we follow the Derbyshire-and-Derby-City-Agreed-Syllabus-2020-2025 for RE. We use this guidance and format in order to adapt the planning to meet the needs of children in our school. RE as a subject is broken down into year groups and each key stage (FS, KS1) works through a range of religious themes. Each unit focuses on a BIG QUESTION, often relating to one of the main religions or themes. Throughout the term, children will access lessons which enable them to gain the knowledge in order to answer the BIG Question. RE is taught through a discrete weekly RE lesson and children are able to take part in a range of activities, lessons and discussions relating to their BIG QUESTION for the unit of work. All schools are required to include RE as part of the curriculum for all pupils from Foundation stage to Key Stage 4. However, parents have the right to withdraw their children from religious education and / or collective worship.

Reception

Year 1

Year 2



<p style="text-align: center;"><u>Athletics</u></p> <ul style="list-style-type: none">• Throw different sized objects for distance.• Start and finish in a team race.• Take part in an athletics event. <p style="text-align: center;"><u>Dance</u></p> <ul style="list-style-type: none">• Move in different ways.• Move at different levels.• Perform our moves. <p style="text-align: center;"><u>Gymnastics</u></p> <ul style="list-style-type: none">• Travel on the floor and along apparatus.• Solo balance and with a partner.• Perform a log roll or tuck roll. <p style="text-align: center;"><u>Invasion Games</u></p> <ul style="list-style-type: none">• Take part in an invasion game.• Dribble the ball in different ways.• Pass the ball in different ways.• Receive the ball in different ways against my body. <p style="text-align: center;"><u>Orienteering</u></p> <ul style="list-style-type: none">• Read a simple map.	<p style="text-align: center;"><u>Athletics</u></p> <ul style="list-style-type: none">• Throw different sized objects for distance and height.• Take part effectively in an athletics event.• Jump for distance and height. <p style="text-align: center;"><u>Dance</u></p> <ul style="list-style-type: none">• Move in time to music.• Perform dance movements at different levels.• Perform basic dance travelling movements. <p style="text-align: center;"><u>Gymnastics</u></p> <ul style="list-style-type: none">• Travel in different ways and put them into a short sequence.• Demonstrate mirror balances with a partner.• Demonstrate a log roll, tuck roll and teddy bear roll. <p style="text-align: center;"><u>Invasion</u></p> <ul style="list-style-type: none">• Take part in an invasion game and try to win.• Dribble the ball in different ways with control.• Pass the ball in different ways with accuracy.	<p style="text-align: center;"><u>Athletics</u></p> <ul style="list-style-type: none">• Throw an object with accuracy.• Compete in an athletics event and try to win.• Take turns swapping an object in a team race. <p style="text-align: center;"><u>Dance</u></p> <ul style="list-style-type: none">• Perform dance movements with control.• Perform dance movements showing a variety of levels.• Perform dance movements showing travelling in different directions.• Perform and remember simple dance steps with control and in time to the music. <p style="text-align: center;"><u>Gymnastics</u></p> <ul style="list-style-type: none">• Jump in different ways whilst still maintaining the correct landing position.• Demonstrate a basic log roll, tuck roll, teddy bear roll and egg roll.• Demonstrate matching, mirroring and counter-balances with a partner.
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- Work with a small team to problem solve.
- Solve a problem linked to a specific task.

Striking and fielding

- Intercept a moving ball from the floor with two hands whilst stationary.
- Strike a stationary ball towards a target.
- Underarm bowl a ball from a stationary position.
- Play a striking and fielding match.

- Receive a ball in different way away from the body.

Orienteering

- Read a basic map, understanding the key.
- Work in a team to problem solve a specific task and evaluate how successful the team was.
- Demonstrate what makes a successful team player.

Striking and fielding

- Intercept a moving ball from the floor with two hands whilst moving towards it.
- Strike a rolling ball towards a target.
- Underarm bowl a ball towards a target.
- Play a striking and fielding match.

- Make different shapes including a straight, star, tuck, straddle and pike.

Invasion

- Dribble using left and right hands/feet.
- Compete showing effective ball control without pressure in an invasion game.
- Receive a ball from different heights and distances.
- Shoot in different ways over different distances.

Orienteering

- Use and follow a map of the school which includes a key, symbols, compass points.
- Work as a team to problem solve a specific task, evaluate and make suggestions on how to improve.
- Take the lead in the role of team captain.

Striking and fielding

- Perform a stationary underarm throw with accuracy.
- Strike a bouncing ball towards a target.



			<ul style="list-style-type: none">• Underarm bowl a ball with accuracy most of the time.• Play a striking a fielding match.• Intercept a moving ball from the floor with one hand whilst stationary.
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Vocabulary Progression (red are new words introduced)



Run	Run	Run	Run	Run	Accelerate
Walk	Walk	Walk	Walk	Walk	Decelerate
Jump	Jump	Jog	Jump	Jog	Team
Hop	Hop	Turn taking	Hop	Turn taking	Race
Skip	Skip	Race	Skip	Race	Sliding
Crawl	Crawl	Team	Crawl	Team	Turning
Rhythm	Rhythm	Stepping	Rhythm	Stepping	Gesturing
Travel	Travel	Skipping	Travel	Skipping	Pike
Balance	Balance	Jumping	Balance	Jumping	Counter
Roll	Roll	Movement	Roll	Movement	balance
Jump	Jump	Travel	Jump	Travel	Egg roll
Team	Team	Level	Team	Level	Landing
Win	Win	Perform	Win	Perform	position
Lose	Lose	Teddy Bear roll	Lose	Teddy Bear	Accuracy
Throw	Throw	Apparatus	Throw	roll	Left
Catch	Catch	Mirroring	Catch	Apparatus	Right
Kick	Kick	Mirror balance	Kick	Mirroring	Speed
Pass	Pass	Sequence	Pass	Mirror	Plan
Dribble	Dribble	Straight	Dribble	balance	Birds eye
Map	Map	Star	Map	Sequence	view
Beanbag	Beanbag	Tuck	Beanbag	Straight	Distance
Cone	Cone	Straddle	Cone	Star	Accuracy
Quoit	Quoit	Team	Quoit	Tuck	Speed
Hoop	Hoop	Referee	Hoop	Straddle	Height
Run	Run	Target	Run	Team	Shoot
Teamwork	Teamwork	Rules	Teamwork	Referee	Receive
Bat	Bat	Control	Bat	Target	Aim
Aim	Aim	Dribble	Aim	Rules	
Underarm	Underarm	Shoot	Underarm	Control	
Bowler	Bowler	Key	Bowler	Dribble	
Target	Target	Picture	Target	Shoot	
		Symbol		Key	
		Course		Picture	
		Co-operation		Symbol	
		Control		Course	
		Win		Co-	
		Lose		operation	
		Underarm throw		Control	



			Bowl Strike Field Target		Win Lose Underarm throw Bowl Strike Field Target	
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