

Cheadle Primary – the school at the heart of the village, free to flourish, ready to learn and succeed. **Progression of Skills and Knowledge: PE Reception**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1		Summer 2
Topic	Fundamental Movement Skills	Object Manipulation 1	Locomotion 2	Invasion Game Skills 1	Gym - Rocking & Rolling	Gymnastics - Flight - bouncing, jumping & landing	Dance - Jungle
Overview	In this unit children work on developing their fine motor skills.	One of the 3 key fundamental movement skills this unit works on children’s familiarity with objects and confidence in moving them in different ways	Locomotion 2 builds on those ways of travelling from locomotion 1 and looks at linking movements and involves apparatus like a skipping rope.	In this unit children learn how to send and receive and how to bounce, dribble, dodge and evade.	In this unit, children will work on rocking and rolling, individually and with a partner.	In this unit, children will work on flight-bouncing, jumping and landing on the floor and on apparatus.	In this unit children use dance to express their understanding of the topic, Jungle. They use individual and partner work.
Skills	Run and negotiate space successfully. Pick up, carry and put down with care. Use tools to help me manipulate objects. Show increasing control over an object. Control my emotions when playing games. Balance on one leg. Move through an obstacle course. Encourage my teammates whilst I wait my turn. Thread objects. Begin to play games fairly.	Find a good space. Show increasing control over an object in pushing it around parts of my body. Play games, taking turns. Show increasing control over an object. Twist and turn, reach and bend. Move a ball with control and in different directions. Apply the right amount of force to a ball. Roll a ball and stop it when it is rolled to me. Catch an object. Throw underarm accurately for my friend to catch. Bounce and catch a ball. Travel around bouncing safely.	Jump in a variety of ways. Jump for distance. Jump from a standing position. Jump for height Jump with a run up. Skip with a rope. Jump in a variety of ways.	Get into a good ready position to receive chest and bounce passes. Pass the ball from my chest using a bounce pass. Change direction confidently. Move around safely in a limited space. Bounce / dribble a ball with my hands. Move around safely whilst bouncing/dribbling. Push pass a hockey ball. Dribble a ball with my feet. Stop a ball on the run by trapping it.	Rock on different body parts. Perform a sequence of moves where they transfer the weight from one part of my body to another. Travel from a rock into a roll. Perform a log and egg roll with control and as part of a sequence. Roll sideways and forwards with control. Perform varieties of pencil rolls. Jump from low apparatus in different ways. Demonstrate 3 different ways of rolling with control. Move from one roll to another by rocking. Give feedback to a partner	Jump in a variety of ways Construct a simple jumping sequence with a partner. Jump showing good technique throughout take-off and landing. Control a star jump and pencil jump. Jump through turns with some control. Jump as part of a sequence of other movements. Execute a variety of jumps and leaps with control. Include jumps and leaps in sequence work on the floor & apparatus.	Use my body and create simple theme related shapes, movements and actions. Use my body to express simple theme related shapes, movements and feelings. Travel safely and creatively in space. Show different levels when I travel. Communicate effectively with a partner. Use pictures to create shapes, movements and action. Work with a partner. Look at pictures and create shapes, movements and actions. Remember and perform a basic sequence of movement when led by a teacher.
Knowledge	What a good space to stand in is How to share equipment and take turns. To take my time and work with care. To run around with my head up. To be aware of other children. Which parts of my body help me with balancing. To work carefully and that rushing can lead to mistakes. Some effects of exercise on my body.	How to find a space. How to travel around safely. That I need to concentrate to work well with a partner. How to mirror a partner. How to follow. What good positions are for rolling a ball and for stopping a ball. How to make a target with my hands to receive a throw. How to stand when throwing underarm. That I need to keep my head up when bouncing. How much force I need to bounce with to catch my own.	To bend my legs when landing. To bend my legs and to drive my arms upwards. That there are lots of different ways of jumping. Which foot feels better to jump off.	How far to bounce a pass between me and a friend. How to receive a bounce pass differently to a chest pass. How to move around and be aware of others. That being able to dodge off both feet makes me twice as hard to catch. That a bounce in a push down with 2 hands and dribbling is with one hand. To move into space after passing a ball. How to trap a ball by moving in line with it and putting my foot on it	That rocking involves moving forward or back or side to side on the same body part. How to share apparatus with others in my group. To alternate legs when I am climbing. To use the floor as part of my gym work. How to perform rolls safely. The importance of preparing my body before I do rolls. To be aware of the position of others before rolling. To forward roll on the back of my shoulder. How to roll safely. How to start to link my moves more effectively.	To bend my legs when landing to cushion the impact. That a good sequence involves using the floor imaginatively as well as the apparatus How to share the space and take turns. To be aware of others when I am jumping. Some different jumping shapes. How to jump onto and off apparatus safely. The difference between a leap and a jump. How to carry equipment safely.	How to translate ideas into simple theme related shapes, movements, actions. How to use the words in a poem to create shapes, movements or feelings. That we need to look forwards to safely move around in space. That we need to control our speed to ensure safety. How to turn what I see into ways of moving. How to listen to other people’s ideas and vocalise my own thoughts. How to be aware of people’s feelings when giving and receiving simple feedback.