

## ***PHYSICAL EDUCATION: skills that need to be taught...***

July 2018  
B Myers

### **Skill Progression – Basic and with equipment**

#### **Basic Movement: skipping, hopping, running, jumping**

1. On own with good action
2. Move around obstacles keeping close to them
3. Pushing off from a spot to change directions using outside foot
4. Over obstacles (speed ladders and hurdles) with a regular rhythm
5. Dodge to avoid a marker

#### **Using Equipment: hockey sticks, bats and racquets etc**

1. Holding equipment safely and correctly.
2. Striking, dribbling or pushing a large or low bounce object on own
3. Passing between two markers (moved closer together progressively)

Pass co-operatively to a static person. In bat and ball only one partner to have bat or racquet. In cricket and rounders: strike static ball from a batting tee

5. Pass co-operatively to a moving person (a bounce allows more time to track)
6. Small game 2v2 or 3v3 introducing attacking and defending skills

#### **Ball skills**

1. Throwing to self large soft balls with good grip
2. Same with medium size balls
3. Same with tennis ball sized balls
4. In static pairs, teach chest, shoulder and bounce passes. Children reaching out for the ball with hands open, tracking the ball with their eyes, using bent arms to absorb impact and closing fingers on the ball.
5. Practise jumping to receive the ball and pivoting to throw it back
6. Pass to the right and left of a player who moves to receive it.
7. Pass to a moving partner, placing ball in front of them
8. Small game 2v2 or 3v3 introducing attacking and defending skills

Suggestions for how to evidence this:

EYFS staff to keep observations using 2build.

KS1 to make observations linked to NC objectives.

Specific vocabulary:

- Striking
- Dribbling
- Dodge

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### **Skill Progression – Gymnastics**

(Refer to *Top Gymnastics* Handbook and cards and to Unit Planning for year groups for further teaching points)

### **Travelling:**

1. on feet only: hopping, skipping, jumping
2. on bottom, tiptoes, knees, crawling, on tummy,
3. combinations using hands and feet, bunny jumps, caterpillar, crab
4. sliding / pulling self along, up and down inclines
5. rolling down foam wedge (sideways, forward, backwards)
6. rolling on flat mat
7. cartwheels

### **Balancing**

1. stand still for count of five.
2. hold balance on large patches (back, tummy, bottom)
3. hold balance on combinations of several small parts (hands, feet, knees, elbows, head)
4. bridge
5. decrease the number of parts balanced on
6. head stand
7. balance on apparatus: bench, beam

### **Jumping**

1. safe landing technique (looking straight ahead, bending knees to absorb impact on landing)
2. static jumps
3. jump with feet alternately wide and together
4. jump side to side over a bench or rope
5. jump off low apparatus while holding on
6. ditto without holding on
7. special jumps off apparatus: star, tuck, pike
8. jumping onto apparatus (benches, boxes) using bunny jump
9. leap-frog over partner
10. jumping over apparatus using bunny jump, straddle

### **Specific vocabulary:**

### **Swinging**

1. hanging from a bar, taking feet off ground
2. hold a shape while hanging
3. tuck knees up
4. roll through arms
5. swing along bar hand to hand
6. move along bar hanging by hands and heels

### **Suggestions for how to evidence this:**

EYFS 2build observations  
KS1 observations linked to NC objectives.

### **Sequences**

1. Use sequences of three swings, jumps or ways of travelling, linking the movements smoothly.
2. Add a variety of speed and height to the sequence
3. Use sequences with a mixture of swings, jumps, etc
4. Ensure good starting and ending positions and ability to repeat a sequence

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### **Games:**

- Challenge team games.
- Skills games
- Team retrieval
- Dodgeball, football.

### **Control**

- Sending and receiving an object
- Use of different surfaces
- Tracking an object
- Receiving

### **Scoring (points/goals)**

- Understanding the points system
- Value of achieving a challenge
- How to score
- Using skills to score points in a team game
- Participation in team objective

### **Passing**

- Selection of timing and space
- Directional, towards a target or goal
- Weight of pass, technique
- Types of pass: roll, kick, throw, bounce, slide, chest

### **Travelling**

- Towards a target
- Into space
- To create an option for team mates
- Coordination
- Direction

### **Game Understanding**

- Understand rules and stipulations
- Boundaries and field/court/pitch area
- Teams/ colours/ sides to defend and attack

### **Specific vocabulary:**

Team work  
Confidence  
Bravery  
Space  
Aim  
Control  
Secure  
Attacking/ defending  
Send/ receive  
Sharing  
Scoring  
Run, jump, hop, move  
Throw  
Catch  
Roll  
Slide  
Pass  
Goal  
Bounce

### **Suggestions for how to evidence this:**

- Red Amber Green (RAG) rating
- Individual feedback
- Questions/ answers

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### **Athletics**

Improving on personal best, as well as competing against others.

To watch and describe what others have done.

To describe what their bodies feel like during different activities.

### **Throwing**

- Under-arm/overarm
- Two hands/ one hand
- Looping/ power
- Height/distance
- Body shape

### **Sprinting**

- On toes/ knees up/body shape
- Short strides
- Long strides
- Short, fast activities
- Agility/ directional
- Left hand up/ right thigh up, then vice versa

### **Jumping**

1. safe landing technique (looking straight ahead, bending knees to absorb impact on landing)
2. static jumps
3. jump with feet alternately wide and together
4. jump side to side over a bench or rope
5. jump off low apparatus while holding on
6. ditto without holding on
7. special jumps off apparatus: star, turn, pike
8. jumping onto apparatus (benches, boxes) using bunny jump
9. leap-frog over partner
10. jumping over apparatus using bunny jump, straddle

#### **Specific vocabulary:**

Sprinting  
Timing  
Best effort  
Distance  
Speed  
Stride  
Landing

### **landing**

- Bending knees to absorb impact.

### **Endurance**

- Long strides
- Pace
- Slower/longer distance activities
- Breathing/ body shape

## ***PHYSICAL EDUCATION: skills that need to be taught...***

May 2017  
Charlie Hannam

### **Skill Progression – Dance**

#### **Performance skills:**

- Projection
- Facial expression
- Musicality
- Focus
- Relationships between dancers and audience
- Spatial awareness
- Pointed or flexed feet

#### **Lyrical interpretation**

- Picking specific words to link movements
- Recognising themes and emotions within the music
- Exploring gestures that link to these themes and emotions
- Identify the mood and intention of the lyrics and music

### **Development techniques (known as Choreographic Devices)**

- Cannon (repeat the move but following just a moment after)
- Unison (together)
- Addition (adding one more movement)
- Subtraction (removing movements)
- Repetition
- Inversion (turning movements upside down/ backwards)
- Different levels; body parts;
- Pathways around the floor
- Using the spaces

#### **Specific vocabulary:**

- Dynamics
- Speed
- Impetus
- Projection
- Focus
- Intention
- Choreography
- Development
- Direction

### **Rhythmic approach**

- Identify patterns and beats in music
- Confidently apply dynamics to suit the music
- Be able to count the music in a standard 8-beat count

**“Dance from your heart all the way to your fingers and toes.”**

### **Safety**

- Warm-up and cool-down efficiently
- Correct alignment: feet parallel, chin parallel to the floor, shoulders back, pelvis tucked under
- Spatial awareness: be aware of everyone and everything around you
- Bare feet or pumps; do not wear just socks
- When bending your knees, make sure they do not bend inwards but straight over your toes.