
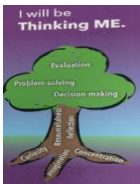


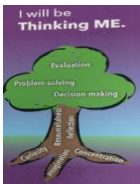








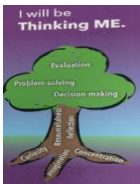






# St. Katharine's Primary School PE Progression Pathway Early Years

Focus	Curriculum Content								
<p><b>SEASIDE CURRICULUM</b> </p> <p><b>Sport and Wellbeing</b></p> <p>This theme runs through all PE lessons for the year and links to the PSHE curriculum and whole school approach to Sport and wellbeing and personal development:</p> <p><b>Head Heart Hands</b></p> <p><b>OUR VALUES</b> GRACE INTEGRITY ASPIRATION</p> <p><b>POWERFUL LEARNING ATTRIBUTES</b> REFLECTIVE THINKING EFFECTIVE COMMUNICATION RESILIENCE PROBLEM SOLVING INDEPENDENCE COLLABORATION DECISION MAKING CREATIVITY</p>	<p><b>'My Personal Best' YST resource cards</b></p> <table border="1" data-bbox="501 437 1205 896"> <thead> <tr> <th data-bbox="501 437 734 497">Head</th> <th data-bbox="734 437 967 497">Heart</th> <th data-bbox="967 437 1205 497">Hands</th> </tr> </thead> <tbody> <tr> <td data-bbox="501 497 734 896"> <p>Thinking me: Curiosity</p>  </td> <td data-bbox="734 497 967 896"> <p>Social me: Fairness</p>  </td> <td data-bbox="967 497 1205 896"> <p>Healthy me: Courage</p>  </td> </tr> </tbody> </table> <p><b>NB – see new PSHE curriculum</b></p>	Head	Heart	Hands	<p>Thinking me: Curiosity</p> 	<p>Social me: Fairness</p> 	<p>Healthy me: Courage</p> 	<p><b>Trickbox cards</b></p> <p>Mirror Mirror  Stand Tall </p> <p>Breathing Colour  Sunny side </p> <p>Win Win  Free Flow </p>	
Head	Heart	Hands							
<p>Thinking me: Curiosity</p> 	<p>Social me: Fairness</p> 	<p>Healthy me: Courage</p> 							

**DEVELOPMENT MATTERS**

**PHYSICAL DEVELOPMENT: EARLY LEARNING GOALS (ELG)**

- Moving and Handling
  - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
  - Health and Self Care
- Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

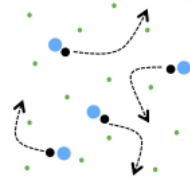
	Key Outcomes	Skills	Vocabulary
<p><b>MULTISKILLS</b></p>	<ul style="list-style-type: none"> <li>• <b>Spatial awareness</b>- Ability to listen and observe</li> <li>• <b>Basic Motor Skills</b>- Begin to jump in different ways and travel in different directions</li> <li>• <b>Co-ordination and control</b>- Begin to control and steer a ball.</li> <li>• <b>Sending and aiming, racking and receiving</b> – Begin to roll and track an object</li> <li>• <b>Bouncing</b>- Begin to bounce a ball, stationary and on the move</li> <li>• <b>Throwing</b>- Begin to throw in different ways</li> <li>•</li> </ul> <p><b>Complete PE</b></p> <p><b>Terms 1-6. Example:</b></p> <div data-bbox="526 1050 1097 1348"> <p><b>Musical Moving</b></p> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>• Each pupil has a ball.</li> <li>• Pupils move around the space, pushing their ball, keeping it close to them.</li> <li>• Play music whilst pupils are pushing their ball.</li> <li>• When the music stops, pupils must stop the ball with two hands.</li> </ul> </div>		



## Stepping Stones

### Structure

- Layout cones, known as defenders across the space.
- Pupils move around the space bouncing their ball without making contact with the cones or another pupil.
- Can pupils bounce their ball keeping under control avoiding the defenders?



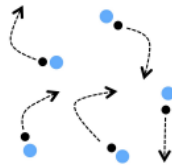
Pupils will bounce their ball keeping it close to them, avoiding the defenders.



## Funny Feet

### Structure

- Mark out a playing area.
- Each pupil has their own football.
- Pupils move around the space exploring different parts of their foot to dribble with i.e. heel, toes, inside, outside.
- Can pupils dribble the ball keeping control?

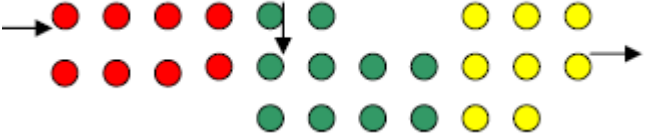


Pupils will explore dribbling the ball with their feet.

- Begin to move with increasing control and co-ordination
- Begin to use a range of small equipment

Balance

Parts of body:  
arm, leg, back,  
foot/feet,  
tummy etc.

	<p><b>Multi-Skills Foundation</b></p>  <p>Jumping- Space the cones out in the area. Children walk around in the spaces between the cones. Every time they arrive at a cone jump over it with two feet to two feet. Can they try with two feet to one foot? Can they land on the opposite leg?</p> <p>Bouncing- Jump from two feet to two feet across the river.  2) Start with feet astride a line then jump feet together, feet apart moving along the line. 3) Hop around the outside of the circle/shape, then change direction with the other leg.</p>		
	<p><b>Key Outcomes</b></p>	<p><b>Skills</b></p>	<p><b>Vocabulary</b></p>
<p><b>GYMNASTICS</b></p>	<ul style="list-style-type: none"> <li>• Develop confidence in fundamental movements</li> <li>• Experience jumping, sliding, rolling. moving over, under and on apparatus</li> <li>• Develop coordination and gross motor skills</li> <li>• Develop confidence in fundamental movements</li> <li>• Learn and refine a variety of shapes, jumps, balances and rolls</li> <li>• Link simple balance, jump and travel actions</li> </ul>	<p><b>Head:</b></p> <ul style="list-style-type: none"> <li>• Understand that gymnastics can strengthen muscles</li> <li>• Understand basic instructions</li> <li>• Understand basic vocabulary</li> </ul> <p><b>Heart:</b></p> <ul style="list-style-type: none"> <li>• Begin to show respect by watching each other</li> <li>• Begin to listen to others</li> <li>• demonstrate resilience by beginning to improve their own actions</li> </ul>	<p>Walk, jog, skip, gallop, side step, jump, mobility,</p> <p>Stretch, tall, long, narrow, straight, small,</p> <p>Shape, tuck,</p>

## Complete PE

Terms: 2,3,5

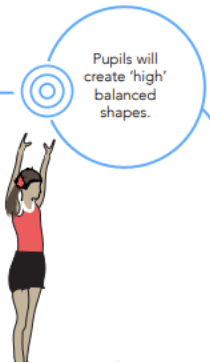
Example:



### Creating 'high' shapes

#### Structure

- Pupils move around the space using high movements.
- Use a tambourine to stop pupils. When pupils hear the tambourine they freeze and make a 'high' balanced shape.
- Can pupils tell you why it is a 'champion shape' when questioned?



### Creating 'low' shapes

#### Structure

- Pupils move around the space using low movements.
- Use a tambourine to stop pupils. When pupils hear the tambourine they freeze and make a 'low' balanced shape.
- Can pupils tell you why it is a 'champion shape' when questioned?



- Collaborate with a partner
- Begin to communicate with a partner

#### Hands:

- Select favourite shape and demonstrate
- Look for space and move with increased control
- Demonstrate control
- Demonstrate the 5 key shapes
- Begin to demonstrate a range of balances, travelling and shapes

squat, curl,  
wide, star ,

Body part, back,  
tummy, bottom,  
knees, feet,  
shoulders,  
hands,

Tension,  
muscles, tight,  
floppy

Demonstrate

Observe

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