



Foundation Stage 2 PE Progression of Skills, Knowledge & Vocabulary

Content	Core Tasks	Knowledge and Skills	Key Concepts	Vocabulary	Assessment
Games Unit Title – Fundamentals Units 1 & 2	Choose 2-3 activities from the KS1 Generic Multi-skills resource pack.	Develop fundamental movement skills Extend agility, balance and co-ordination.	Develop control and co-ordination in large and small movements, Move confidently in a range of ways, safely negotiating space and handle equipment effectively. Play cooperatively, taking turns with others, follow instructions involving several ideas or actions. Work as part of a group and understand and follow the rules.	Aim, throw, roll, send, receive, target, catch, kick, strike, dribble, stop, forwards, backwards, sideways, control, accurate, run, jog, turn, stretch, place, carry, safe collect retrieve, trap.	are able to move about the space safely with some control and can throw and sometimes catch and kick. can move about the space changing direction with control, avoiding others, can aim, throw and catch and kick a ball. can move about the space safely at speed changing direction with control, can aim, throw and catch and kick a ball consistently.
Games Unit Title – Fundamentals Units 2	Choose 2-3 activities from the KS1 Generic Multi-skills resource pack.	move about the space changing direction with control, avoiding + catching others. throw to a target successfully hold a variety of balances successfully catch a bean bag or medium size ball; use the correct technique for balance.	A – Agility B – Balance C – Co-ordination	Roll, jump, underarm, hit, collect, swing, bat, grip, catch, chase, score, wicket, Target, racket,	stop a ball with some control. send a ball in the direction of another person. often control a ball on my own. move with a ball in space safely and can talk about ways to keep healthy.
Gymnastics Unit Title – Fun Gym Shapes	Choose 2 or 3 fun gym shapes and link them together to make a short movement phrase. Make sure you hold each shape before moving onto the next shape.	Revise and refine the fundamental movement skills they have already required; rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Progress towards a more fluent style of moving with	Fun gym shapes – straight, star and tuck shapes with extension to pike and straddle shapes for the more able. Short movement phrases - repeat the same fun gym shape or link different fun gym shapes. Control – holding the fun gym shapes for 3 counts.	straight shape, copy, perform, repeat, stop, hold, balance, link, movement phrase, space, stretch, squeeze, tight, relax, muscles, standing, lying, front, back and side.	copy individual and whole body movements with some control and co-ordination. link individual and whole body movements together. watch others work. recognise and negotiate space and I can handle small and/or low apparatus safely. talk about ways to keep healthy.



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		<p>developing control and grace. Develop strength, balance and co-ordination. Negotiate space and obstacles safely</p>			
<p>Gymnastics Unit Title – Move and hold</p>	<p>Choose a position of stillness, an individual body movement and a way of travelling and link them to make a short movement phrase. Make sure you know what shapes you will make to start and finish.</p>	<p>Revise and refine the fundamental movement skills they have already required; rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Progress towards a more fluent style of moving with developing control and grace. Develop strength, balance and co-ordination. Negotiate space and obstacles safely</p>	<p>Movement and stillness – positions of stillness, individual body movements and whole body movements on the spot and travelling. Short movement phrases – repeat the same body movements and link different body movements to positions of stillness. Performance – show clear start and finish positions.</p>	<p>freeze, space still, hand, arm, head, hips, foot, shoulder, elbow, leg, circle, kneel, straight shape, star shape, explore, bigger, smaller, statue, slow, tight muscles, control, select, link, short movement phrase, clear, start position, finish, travel, stillness position, different, observe, describe</p>	<p>copy individual and whole body movements with some control and co-ordination.</p> <p>link individual and whole body movements together.</p> <p>watch others work.</p> <p>recognise and negotiate space and I can handle small and/or low apparatus safely.</p> <p>talk about ways to keep healthy.</p>
<p>Dance Unit Title - Toys</p>	<p>Create and perform short dances individually and with a partner to show the actions of toys. Include the following parts in your dance: Section 1: toys coming awake and perform a range of toy actions in a follow my leader formation. Section 2: robots moving around the space and working in pairs to meet and greet, copy and/or mirror.</p>	<p>Move in a controlled manner, at different speeds and directions, using different levels. Create, practise, remember and perform simple movement phrases. Be able to talk about their movements and the movements of others</p>	<p>Respond to various stimuli such as pictures, stories, films to use movement imaginatively that link to the dance idea 'Toyland'. To work individually and in pairs to link together dance sections. Travel, control, balance, level, direction, copy, repeat, lead and follow, mirroring, action words.</p>	<p>Travel, control, balance, level, direction, copy, repeat, lead and follow, mirroring, action words.</p>	<p>copy steps and actions with some control and coordination.</p> <p>link individual and whole body movements together.</p> <p>watch others work and choose actions.</p> <p>recognise how to move in space and talk about ways to keep healthy.</p>



	<p>Section 3: trains moving around the space, collecting passengers, working in groups.</p> <p>Combine all 3 sections.</p>				
<p>Dance Unit Title – On Parade</p>	<p>Create, perform and share short dances based on:</p> <p>Soldiers - marching, turning and gestures individually and in unison.</p> <p>Have a clear start and finish to the dance with repeated shapes and actions in the middle.</p>	<p>Develop timing skills, follow pathways, and understand control of the body.</p>	<p>Individual work, march, on the spot, moving forward/backwards. Quick and slow, responding to teacher command and music beat.</p>	<p>March, attention, at ease, on the spot, forward, backwards, stamp, quick, slow, salute, halt, eyes right, left turn, right turn, on the spot, formation, lines, right dress, dismiss, inspection,</p>	<p>copy steps and actions with some control and co-ordination.</p> <p>link individual and whole body movements together.</p> <p>watch others work and choose actions.</p> <p>recognise how to move in space and talk about ways to keep health.</p>