

Team building and working together in sport progression of skills

Early Years Outcomes:

The main Early Years Outcomes covered in PE are:

Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.

- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Combine different movements with ease and fluency.
- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

KS1 National Curriculum Aims:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Why is teamwork in PE important?

Team sports help children to learn how to work together toward a common goal, promotes healthy competition, and good sportsmanship.

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FS and Key Stage 1

Foundation	Year 1	Year 2
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Health and fitness

I can describe how the body feels when still and when exercising.

I can describe how my body feels before, during and after exercise.
I can carry and place equipment safely.

I can recognise and describe how my body feels during and after different physical activities.

I can explain what I need to stay healthy.

Outcomes

I can work together with a partner.

I can work together in a small group.

I can work with a partner.

I can work within a small group.

I can work within a medium sized group.

I can work with a partner.

I can work in a medium sized group.

I can work within a large group.

Communication

I can communicate with my partner.

I can communicate within my small

I can communicate with my partner.

I can communicate within my small group.

I can communicate with my partner.

I can communicate within my medium sized

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group.

I can communicate within my medium sized group.

group.

I can communicate within my large group.

Team work - Following

I can work with a partner to follow a game. E.g Simon says, a ball game.

I can work within a partner to follow a game. E.g Simon says, a ball game.

I can work within a partner to follow a game. E.g Simon says, a ball game.

I can work within a small group to follow a game. E.g Simon says, a ball game.

I can work within a small group to follow a game. E.g Simon says, a ball game.

I can work within a medium sized group to follow a game. E.g Simon says, a ball game.

I can work within a medium sized group to follow a game. E.g Simon says, a ball game.

I can work within a large group to follow a game. E.g Simon says, a ball game.

Working together - Solving

I can work with my partner to solve problems.

I can work with my partner to solve problems.

I can work with my partner to solve problems.

I can work within a small group to solve problems.

I can work within a small group to solve problems.

I can work within a medium sized group to solve problems.

I can work within a medium sized group to solve problems.

I can work within a large group to solve problems.

Working together - Finding

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I can work with a partner to find things within the environment.

I can work within a small group to find things within the environment, taking turns and together.

I can work within a small sized group to find things within the environment, competing against other groups.

Team work - Creating

I can create a course with my partner.

I can create an obstacle course with my group, including travelling actions e.g jumping, hopping.

I can create an obstacle course with my group including travelling actions and throwing at a target.

Compete/Perform and evaluate

I can control my body when performing a sequence of movements.

I can participate in simple games.

Evaluate: Talk about what they have done. Talk about what others have done.

I can perform using a range of actions and body parts with some coordination.

I can begin to perform learnt skills with some control.

Evaluate: Watch and describe performances. Begin to say how they could improve.

I can perform sequences of my own composition with coordination.

I can perform learnt skills with increasing control.

Evaluate: Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.