

Fundamental skills for PE progression of skills

Early Years Outcomes:

The main Early Years Outcomes covered in PE are:

The main Early Years Outcomes covered in the Games units are:

- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.
- Negotiate space and obstacles safely, with consideration for myself and others.
- Demonstrate my strength, balance and coordination
- Move energetically, when 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.

Pupils should be taught to:

- master basic movements including; running, jumping, throwing and catching
- develop balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending.

Why are fundamental skills important for PE?

Fundamental movement skills are a specific set of gross motor skills that involve different body parts. These skills are crucial for more complex skills that the children will learn throughout the school curriculum.

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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.

Striking and Hitting a Ball

I can hit a ball with a bat or racquet.

I can use hand-eye coordination to strike a moving and a stationary ball.

I can use hitting skills in a game.

I can practise basic striking, sending and receiving.

I can use hand-eye coordination to strike a moving and a stationary ball.

(For example, tennis)

I can demonstrate successful hitting and striking skills.

I can develop a range of skills in striking.

I can practise the correct hitting technique and use it in a game.

I can strike the ball for distance.

I can use hand-eye coordination to strike a moving and a stationary ball.

(For example, hockey)

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Throwing and catching a ball

I can roll equipment in different ways.

I can throw underarm.

I can throw an object at a target.

I can catch equipment using two hands.

I can throw underarm and overarm.

I can catch and bounce a ball.

I can use rolling skills in a game.

I can practise accurate throwing and consistent catching.

I can throw different types of equipment in different ways, for accuracy and distance.

I can throw, catch and bounce a ball with a partner.

I can use throwing and catching skills in a game.

I can throw a ball for distance.

I can use hand-eye coordination to control a ball.

Travelling with a ball

I can move a ball in different ways, including bouncing and kicking.

I can use equipment to control a ball.
(for example, golf club or hockey stick)

I can travel with a ball in different ways, including dribbling.

I can travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.

I can move with the ball in a variety of ways with some control. *(for example, foot and a hockey stick)*

I can travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.

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Passing a ball

I can kick an object at a target, varying in distance.

I can pass the ball to another person, varying in distance.

I can explain and demonstrate how to pass the ball in different ways. *(For example, foot or a hockey stick)*

Movement skills

I can travel in different ways, including sideways and backwards.

I can jump on the spot and in a forward's motion

I can use different ways of travelling in different directions. *(For example; sideways and backwards, jumping and skipping)*

I can run at different speeds.

I can use different ways of travelling at different speeds and following different pathways, directions or courses. *(for example; sideways and backwards, hopping and skipping around objects such as cones or others)*

I can change speed and direction whilst running

Attacking and defending

I can begin to use the terms attacking and defending.

I can begin to use simple defensive skills such as marking a player or defending a space.

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I can use the terms attacking and defending.

I can use simple defensive skills such as marking a player or defending a space.

I can use simple attacking skills such as dodging to get past a defender. *(for example,*

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dodging to get past a defender. *(for example, dribbling a ball)*

with a hockey stick)

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.