



Progression of Knowledge and Skills in Physical Education

| Progression of Knowledge | | | |
|---------------------------------|---|--|--|
| | Compete, cooperate and communicate in team games | Understand and improve different physical activities, evaluate and compare | Outdoor and adventurous activities |
| EYFS | | <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> | <p>Forest schools Orienteering</p> <p>Show self-confidence and self-awareness: Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> |
| Year 1 | <p>Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles</p> <p>Accurately shadow partner</p> | <p>Strength exercise and core balance.</p> <p>Effects of the Daily Mile on our bodies contrast of cardio strength and physical strength.</p> | |
| Year 2 | <p>Pass a ball, bean bag or tag in a team game, working collaboratively</p> <p>Use a range of simple tactics to aid attacking/defending</p> | <p>Identify a simple goal in PE and talk about how they could achieve it</p> | <p>Plan a route over the tree fort including collaboration</p> |
| Year 3 | <p>Create their own games, adapting rules and displaying knowledge of warm up and cool down</p> | <p>Create/perform a sequence of movements showing good balance/body tone</p> | <p>Work effectively as part of a team top safely navigate to familiar places, solving problems and evaluating performance</p> |

| | | | |
|---------------|--|--|---|
| | Choose tactics/a suitable strategy to cause problems for the opposition | Recognise their strengths in PE, identifying areas for improvement | Select strategy and tactic to achieve goal including team work. |
| Year 4 | Follow rules to play more challenging team games, such as rounders, hockey, non-stop cricket and team tag Work effectively, as part of a team, choosing an appropriate skill/s to cause problems for an opposition | Create/perform fluently a sequence of movements, showing good balance/body tone and practise to improve Use constructive feedback to make improvements to their performance | Respond positively to increased challenges and other team members, showing ability to listen to feedback |
| Year 5 | Explain, evaluate and develop ideas and plans for a game that includes a scoring system, such as football, netball, basketball and tennis Mark an opposing player or players, preventing them from gaining possession using strategy and tactic | Perform individually or with a group/partner with increasing confidence and accuracy, using the whole body across different levels/spaces, to a range of audiences Compare performances with previous ones | Plan routes and orientate maps, responding positively to increasing challenges, listening to feedback and evaluating their role |
| Year 6 | Use and adapt tactics, choosing the most effective one for different situations, such as football, netball, basketball and tennis Design a team warm up Apply tactical knowledge effectively in attacking and defending situations | Perform sequences, on multiple levels to an audience, with control and grace, using available space expressively Explain how they need to improve their own performance in order to achieve their personal best | Lead groups in problem solving, analysing their own effectiveness as a team leader |

Progression of Skills

| | Run, jump, throw, catch | Agility, balance, coordination | Sequencing movements developing control | Perform dances using simple movements |
|-------------|---|---|---|--|
| EYFS | Handling equipment effectively and with purpose. Throwing, catching and kicking a large ball. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. | Climbs confidently and is beginning to pull themselves up. Travels with confidence and skill around, under, over and through balancing and climbing equipment. | Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Show good control and coordination in large and small movements. They move confidently in a range of ways, safely | Moves freely and with pleasure and confidence Experiments with different ways of moving. |

| | | | | |
|---------------|---|--|--|---|
| | <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Jumps off an object and lands appropriately.</p> | <p>Negotiating space, walking up and down stairs.</p> <p>Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</p> <p>Mounts stairs, steps or climbing equipment using alternate feet.</p> <p>Walks downstairs, two feet to each step while carrying a small object.</p> <p>Can stand momentarily on one foot when shown.</p> | <p>negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> | |
| Year 1 | <p>Pat, throw, kick, stop, sometimes catch a ball. Throw in given direction.</p> <p>Run a short distance with control and jump with both feet</p> | <p>Shows control and coordination when moving or standing still</p> | <p>Perform basic sequences, using space safely and recognising simple travelling words</p> <p>Follow a simple route around the school grounds or outdoor space</p> | <p>Create simple movements patterns showing awareness of rhythm</p> <p>Perform simple movement or dance work, sometimes collaboratively with a partner. Identify a simple goal in PE</p> |
| Year 2 | <p>Stop, catch, hit a ball, throw over arm.</p> <p>Run short distance with control, jump with both feet.</p> | <p>Balance and move over, under and through apparatus</p> | <p>Create a variety of shapes with the body and distinguish a well-performed move</p> <p>Move over, under and through spaces and obstacles outdoors</p> | <p>Perform movements to express ideas, emotions or feelings and repeat dance phrases</p> <p>Perform a simple dance or movement sequence to a small group, expressing ideas, emotions or feelings collaborating as a group</p> |
| Year 3 | <p>Keep control of a ball with a range of throwing techniques and accurate power.</p> <p>Range of jumps including run ups.</p> | <p>Receiving a ball away from the body using dynamic balance to control the ball and themselves</p> | <p>Vary height and speed in a sequence of gymnastic movements</p> | <p>Compare, develop and adapt movements and motifs to create movement patterns collaboratively</p> |
| Year 4 | <p>Throw, catch, strike, pass, dribble, travel and shoot.</p> | <p>Combine movements, actions and balances individually and collaboratively</p> | <p>Create a fluid routine of movements</p> | <p>Improvise and move with precision, control and fluency in response to a range of stimuli collaboratively</p> |

| | | | | |
|---------------|--|--|--|--|
| | Run with pace over long distance, understanding sprint and long distance. | | | |
| Year 5 | Techniques and skills. Pass, dribble, travel and shoot. Power and stamina to improve performance. Through running, jumping, throwing or catching. | Show good stability and core strength | Create and perform more complex sequences, including a change of direction, travelling, speed and height | Vary dynamics of a movement or dance, developing actions in time to music with a partner or as part of a group |
| Year 6 | Select and perform skills above with accuracy. Control, speed, strength and stamina. Through running, jumping, throwing or catching. | Send and receive a ball on the move Coordination of upper and lower body to swim 25m unaided using a range of strokes effectively. Perform safe self rescue. | Combine and perform gymnastic actions, using whole body, adapting movements and balances to a routine so that they fit into a sequence | Move in time to music, creating movements that express the meaning and mood of the piece collaboratively |