



## PE - Progression of Knowledge and Skills



National Curriculum Objectives	PE
<b>Autumn Term skills: Invasion Games and Dance</b>	<b>Spring Term skills: Gymnastics and OAA</b> <b>Summer Term skills: Striking and Fielding and Net/Wall</b>
EYFS:	RECEPTION
<ul style="list-style-type: none"> <li>• Children show good control and co-ordination in large and small movements.</li> <li>• They move confidently in a range of ways, safely negotiating space.</li> <li>• They handle equipment effectively.</li> <li>• Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</li> </ul>	<p><b><u>Moving and Handling</u></b></p> <ul style="list-style-type: none"> <li>• To move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>• To mount stairs, steps, or climbing equipment using alternate feet.</li> <li>• To walk downstairs, two feet to each step while carrying a small object.</li> <li>• To run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• To stand momentarily on one foot when shown.</li> <li>• To catch a large ball.</li> <li>• To experiment with different ways of moving.</li> <li>• To jump off an object and lands appropriately.</li> <li>• To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• To travel with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• To show increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> </ul>
<p><b>EYFS 2021</b>  <b>ELG – Gross Motor Skills</b>  Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination.  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  <b>ELG – Fine Motor Skills</b>  To develop hand-eye co-ordination. Develop small co-ordination in small movements.  <b>ELG – Managing Self</b></p>	<p><b><u>Health and Self-Care</u></b></p> <ul style="list-style-type: none"> <li>• To observe the effects of activity on their bodies.</li> <li>• To understand that equipment has to be used safely.</li> <li>• To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>• To show understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>• To show understanding of how to transport and store equipment safely.</li> <li>• To practice some appropriate safety measures without direct supervision.</li> </ul>

Autumn Term skills

Spring Term

Summer Term

Continuous Provision

If learning skills overlap, put an asterisk in the colour of the next term.



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Manage their own basic hygiene and personal needs, including dressing and undressing and understanding the importance of healthy choices.		
<b>KEY STAGE 1:</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
<ul style="list-style-type: none"> <li>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.</li> <li>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</li> </ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns.</li> </ul>	<p><b><u>Physical</u></b></p> <ul style="list-style-type: none"> <li>To copy single movements and skills with a reasonable degree of accuracy and developing control</li> <li>To perform simple dances using simple movement patterns, with prompts</li> <li>To send and receive a variety of objects with developing control</li> <li>To demonstrate good static balance across a range of different body shapes and positions and using bases of varying sizes</li> <li>To begin to develop simple dynamic balance</li> <li>To move in a range of different ways with increasing control</li> </ul>	<p><b><u>Physical</u></b></p> <ul style="list-style-type: none"> <li>To move confidently in a range of different ways, linking together simple actions with control.</li> <li>To perform a short series of actions/movements with some changes in level, speed and direction</li> <li>To show good dynamic balance in a range of different contexts</li> <li>To show good co-ordination skills to throw, catch, strike, bounce, trap and kick a variety of objects in different contexts</li> <li>To begin to apply simple physical skills in team games</li> <li>To create and perform simple dances using simple movement patterns</li> </ul>
	<p><b><u>Cognitive</u></b></p> <ul style="list-style-type: none"> <li>To understand and follow simple rules</li> <li>To use appropriate vocabulary to talk about what they are doing</li> <li>To provide simple feedback to a partner on a specific focus</li> <li>To observe and copy others</li> <li>To identify appropriate movements to link to a given theme</li> <li>To follow simple instructions to achieve a task</li> </ul>	<p><b><u>Cognitive</u></b></p> <ul style="list-style-type: none"> <li>To describe what he/ she or a partner is doing using key words</li> <li>To remember and repeat simple movements and short patterns</li> <li>To begin to use simple strategies for attacking and defending eg: dodging, moving or sending into space</li> <li>To begin to apply skills in a range of different activity areas</li> <li>To create simple games and activities and identify the rules needed to make them successful</li> <li>To describe different movements using key words</li> <li>To select and link simple, appropriate movements to a given theme</li> </ul>
	<p><b><u>Social and Emotional</u></b></p> <ul style="list-style-type: none"> <li>To understand key safety principles eg: using equipment safely, moving and landing safely</li> <li>To work independently on simple tasks, for short periods, asking for help when needed</li> <li>To work with a partner, sharing and taking turns</li> </ul>	<p><b><u>Social and Emotional</u></b></p> <ul style="list-style-type: none"> <li>To persist when learning is challenging and understand the importance of practice with encouragement</li> <li>To work independently and have a range of strategies for accessing help when needed</li> <li>To support and encourage others with their work</li> </ul>



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	<ul style="list-style-type: none"><li>• To listen to feedback from a partner</li><li>• To watch while someone shows them an action</li><li>• To show an awareness of why exercise is good for health</li><li>• To say how their bodies feel before, during and after exercise</li></ul>	<ul style="list-style-type: none"><li>• To have the confidence to share their work and ideas and listen to others do the same.</li><li>• To work with a partner to plan and review work</li><li>• To describe how their bodies change before, during and after exercise</li><li>• To explain why it is important to warm up and cool down</li></ul>
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National Curriculum Objectives	PE	
KEY STAGE 2:	YEAR 3	YEAR 4
<ul style="list-style-type: none"> <li>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</li> <li>They should enjoy communicating, collaborating and competing with each other.</li> <li>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</li> </ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate</li> </ul>	<p><b><u>Physical</u></b></p> <ul style="list-style-type: none"> <li>To use a broad range of movement skills with control and consistency and relevant to the learning context.</li> <li>To begin to use fundamental movement skills in combination in sequences and in small game situations</li> <li>To begin to use skills effectively to execute simple attack and defence strategies in a range of modified game situations</li> </ul>	<p><b><u>Physical</u></b></p> <ul style="list-style-type: none"> <li>To use fundamental movement skills in combination and with increasing confidence</li> <li>To combine movements in different ways to produce different outcomes</li> <li>To apply their skills in a range of modified game situations</li> <li>To use skills effectively to execute simple attack and defence strategies in a range of modified game situations</li> </ul>
	<p><b><u>Cognitive</u></b></p> <ul style="list-style-type: none"> <li>To apply physical skills with increasing confidence in a range of different activity areas</li> <li>To show an understanding of simple attacking and defending strategies</li> <li>To identify similarities in their own and others' work</li> <li>To identify which actions are harder / easier</li> <li>To use given success criteria to identify what they can do well and begin to suggest areas for improvement</li> <li>To develop sequences of movement that express their own ideas</li> </ul>	<p><b><u>Cognitive</u></b></p> <ul style="list-style-type: none"> <li>To use an awareness of space and others to make good decisions</li> <li>To describe what they can do well and suggest areas for improvement</li> <li>To identify why one action / series of actions is more effective than another using given criteria for success</li> <li>To respond creatively in different situations by adjusting skills or tactics to achieve a successful outcome</li> </ul>
	<p><b><u>Social and Emotional</u></b></p> <ul style="list-style-type: none"> <li>To recognise where they are with their learning and challenge themselves</li> <li>To persevere with challenging tasks and react positively when things are difficult</li> <li>To co-operate with others on simple tasks and give and receive feedback</li> <li>To work effectively in small groups where roles are clearly defined</li> <li>To recognise when others are finding tasks challenging and provide support and encouragement</li> <li>To describe the basic fitness components</li> </ul>	<p><b><u>Social and Emotional</u></b></p> <ul style="list-style-type: none"> <li>To identify and describe their own strengths and weaknesses</li> <li>To set appropriate and challenging targets for themselves</li> <li>To contribute to organising roles and responsibilities within a small group</li> <li>To guide a small group through a simple task</li> <li>To select and perform their own warm up and cool down activities, appropriate to the activity</li> <li>To explain how different activities help develop the different components of fitness</li> </ul>



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improvement to achieve their personal best.	<ul style="list-style-type: none"> <li>To explain how often and how long they should exercise to be healthy</li> <li>To record and monitor how hard they are working</li> </ul>	
	<b>YEAR 5</b>	<b>YEAR 6</b>
	<u><b>Physical</b></u> <ul style="list-style-type: none"> <li>To use a wide range of different movements in combination, maintaining good control, in a range of small sided game situations.</li> <li>To begin to adapt the performance of different movements to meet the outcomes required</li> <li>To develop increasingly complex sequences of movements</li> </ul>	<u><b>Physical</b></u> <ul style="list-style-type: none"> <li>To combine complex sequences of actions with quality and fluency</li> <li>To show confidence in adapting movements and skills to meet a specific outcome</li> <li>To apply their skills confidently in a range of sport specific contexts</li> </ul>
	<u><b>Cognitive</b></u> <ul style="list-style-type: none"> <li>To explain clearly how to develop their own and others' work</li> <li>To formulate strategies to outwit opponents</li> <li>To identify aspects of their own performance that need to be improved and explain how</li> <li>To use a variety of skills and techniques creatively to engage an audience</li> <li>To plan and organise how to use skills and techniques to produce increasingly successful responses to a task</li> </ul>	<u><b>Cognitive</b></u> <ul style="list-style-type: none"> <li>To make effective judgements about the quality of a performance against a number of set criteria</li> <li>To identify key strengths and weaknesses of their own and others' performances and know how to improve</li> <li>To compare the complexities of different compositional elements, skills or tactics and how they affect performance</li> <li>To choreograph simple sequences / dances for themselves and others</li> <li>To change their tactics in response to the actions of their opposition</li> </ul>
	<u><b>Social and Emotional</b></u> <ul style="list-style-type: none"> <li>To receive constructive feedback and use it to improve their performance</li> <li>To challenge feedback appropriately and express a different perspective</li> <li>To give feedback in a constructive and sensitive manner to improve their own performance and that of others</li> <li>To negotiate and collaborate effectively with others, in a range of contexts</li> <li>To plan simple activities for themselves and others that will enable them to improve their fitness or specific aspects of their performance</li> <li>To identify the possible dangers when planning an activity</li> </ul>	<u><b>Social and Emotional</b></u> <ul style="list-style-type: none"> <li>To create their own learning plan and revise it when necessary</li> <li>To make appropriate decisions about how to further their own learning and that of others</li> <li>To lead a group to achieve a successful outcome in a range of different activities</li> <li>To involve and motivate others to perform better</li> <li>To explain how different individuals need different types and levels of fitness to be more effective in their activity / role / event</li> </ul>