



PE - Progression of Knowledge and Skills 2019



National Curriculum Objectives	PE	
	Autumn Term skills: Invasion Games and Dance	Spring Term skills: Gymnastics and OAA Summer Term skills: Striking and Fielding and Net/Wall
EYFS:	RECEPTION	
<ul style="list-style-type: none"> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. 	<p>Moving and Handling</p> <ul style="list-style-type: none"> 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. To mount stairs, steps, or climbing equipment using alternate feet. To walk downstairs, two feet to each step while carrying a small object. To run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. To stand momentarily on one foot when shown. To catch a large ball. To experiment with different ways of moving. To jump off an object and lands appropriately. To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. To travel with confidence and skill around, under, over and through balancing and climbing equipment. To show increasing control over an object in pushing, patting, throwing, catching or kicking it. <hr/> <p>Health and Self-Care</p> <ul style="list-style-type: none"> To observe the effects of activity on their bodies. To understand that equipment has to be used safely. To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. To show understanding of the need for safety when tackling new challenges, and considers and manages some risks. To show understanding of how to transport and store equipment safely. To practice some appropriate safety measures without direct supervision. 	
KEY STAGE 1:	YEAR 1	YEAR 2
<ul style="list-style-type: none"> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a 	<p>Physical</p> <ul style="list-style-type: none"> To copy single movements and skills with a reasonable degree of accuracy and developing control 	<p>Physical</p> <ul style="list-style-type: none"> To move confidently in a range of different ways, linking together simple actions with control.



PE - Progression of Knowledge and Skills 2019



<p>broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <ul style="list-style-type: none"> • 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 <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. 	<ul style="list-style-type: none"> • To perform simple dances using simple movement patterns, with prompts • To send and receive a variety of objects with developing control • To demonstrate good static balance across a range of different body shapes and positions and using bases of varying sizes • To begin to develop simple dynamic balance • To move in a range of different ways with increasing control 	<ul style="list-style-type: none"> • To perform a short series of actions/movements with some changes in level, speed and direction • To show good dynamic balance in a range of different contexts • To show good co-ordination skills to throw, catch, strike, bounce, trap and kick a variety of objects in different contexts • To begin to apply simple physical skills in team games • To create and perform simple dances using simple movement patterns
	<p><u>Cognitive</u></p> <ul style="list-style-type: none"> • To understand and follow simple rules • To use appropriate vocabulary to talk about what they are doing • To provide simple feedback to a partner on a specific focus • To observe and copy others • To identify appropriate movements to link to a given theme • To follow simple instructions to achieve a task 	<p><u>Cognitive</u></p> <ul style="list-style-type: none"> • To describe what he/ she or a partner is doing using key words • To remember and repeat simple movements and short patterns • To begin to use simple strategies for attacking and defending eg: dodging, moving or sending into space • To begin to apply skills in a range of different activity areas • To create simple games and activities and identify the rules needed to make them successful • To describe different movements using key words • To select and link simple, appropriate movements to a given theme
	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> • To understand key safety principles eg: using equipment safely, moving and landing safely • To work independently on simple tasks, for short periods, asking for help when needed • To work with a partner, sharing and taking turns • To listen to feedback from a partner • To watch while someone shows them an action • To show an awareness of why exercise is good for health • To say how their bodies feel before, during and after exercise 	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> • To persist when learning is challenging and understand the importance of practice with encouragement • To work independently and have a range of strategies for accessing help when needed • To support and encourage others with their work • To have the confidence to share their work and ideas and listen to others do the same. • To work with a partner to plan and review work • To describe how their bodies change before, during and after exercise • To explain why it is important to warm up and cool down



PE - Progression of Knowledge and Skills 2019



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

Autumn Term skills

Spring Term

Summer Term

Continuous Provision

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



PE - Progression of Knowledge and Skills 2019



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