



## Knowledge and Skills Progression

Subject area: **PE**

### National Curriculum Statements

#### Key Stage 1

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, 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.

#### Key Stage 2

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.

Pupils should be taught to:

- 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 adventurous and outdoor activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Physical	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Running</b>	<b>Physical Development – Gross Motor Skills</b> <b>ELG:</b> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with</li> </ul>	Most children will: Identify space when playing chasing and avoiding games. Understand what pace means and perform the correct running technique	Most children will: Decide when is the best time to move in chasing and avoiding games. Be able to run for increasingly	Most children will: Be able to run with control and fluency. Be able to run at different paces.	Most children will: Begin to show an understanding of how to develop stamina. Will adjust pace when running over distances.	Most children will: Consistently use the correct technique, of legs and arms working in combination.	Most children will: Vary and change pace fluently. Adjust pace when running over longer distances.

	<p>consideration for themselves and others.</p> <ul style="list-style-type: none"> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p>when travelling at different paces. Select the correct pace for a short and long distance race.</p>	<p>prolonged periods of time.</p>	<p>Develop an understanding of how to develop stamina. Be able to understand and use the correct technique for running. Be able to run for sustained periods of time at a pace suitable for their fitness level.</p>		<p>Be able to vary pace fluently. Begin to show increasing stamina when running over longer distances. Understand what pace suits them best for distance running and be able to apply this to a competitive situation for a set distance or time.</p>	<p>Show increasing stamina when running over longer distances. Be able to use the 3 – point start technique.</p>
<b>Jumping</b>		<p>Most children will: Be able to land safely, with control and balance, when performing a range of jumps. Be able to confidently link jumps together to achieve a greater distance.</p>	<p>Most children will: Begin to develop different types of take-off and landing techniques. Show a developing understanding of the techniques required to jump for distance.</p>	<p>Most children will: Be able to perform a straight/star and tuck jump with control. Show a good understanding of the basic technique for jumping (using arms, looking forward, bending knees for take-off and landing). Be able to perform with control and distinguish between jumping, hopping and leaping.</p>	<p>Most children will: Be able to perform a 'standing long jump' with control. Begin to refine their technique when jumping for distance. Begin to refine their technique when jumping for height.</p>	<p>Most children will: Be able to perform a 'standing long jump' with control and increasing power. Be able to use a combination of jumping and hopping with some fluidity. Be able to use jumping in combination with other skills (e.g. jumping to catch a ball). Be able to perform the basic 'triple jump' technique.</p>	<p>Most children will: Be able to perform the 'triple jump' with control.</p>
<b>Throwing</b>		<p>Most children will: Be able to accurately throw a ball or bean bag to catch themselves. Be able to use an underarm throw to accurately send a ball or bean bag to a partner or at a target. Be able to use two hands to send a large ball with increasing accuracy to a partner or a target. To use hands to bounce a ball with control.</p>	<p>Most children will: Be able to confidently move a ball or bean bag from one hand to the other when stationary and when moving. Be able to catch with one hand when working individually and with a partner. Be able to throw a large ball using two hands accurately. Be able to aim at high, low, stationary and moving targets using different types</p>	<p>Most children will: Be able to throw a bean bag/small ball using an Underarm throw (1 hand) Use a chest pass/bounce pass/overhead pass with basketball/netball Be able to throw a rugby ball with some accuracy. Know how to perform an overarm throw correctly and do so</p>	<p>Most children will: Be able to throw a bean bag/small ball using an Underarm throw (1 hand) with increasing accuracy. Be able to throw a small ball using an overarm throw with increasing accuracy. Be able to perform a: chest pass/bounce pass/overhead pass</p>	<p>Most children will: Be able to use the following skills while moving/as part of a game situation: Throwing a bean bag/small ball using an underarm throw consistently and fluently. Chest pass/bounce pass/shoulder pass with netball/basketball with good control and accuracy. Be able to throw a rugby ball with good accuracy as part of a</p>	<p>Most children will: Be able to use the following skills while moving/as part of a game situation: Confidently able to use a range of passes in basketball and netball and is able to select which of these is most appropriate. Be able to consistently throw a rugby ball with accuracy. Be able to bowl effectively (cricket and rounders) and understand how a bowl</p>

			of throw and different types of equipment.	with improving technique. Be able to pass and then move into space to receive the ball again. Be able to perform a 'push throw' in athletics with the correct technique.	in basketball/netball with good control and accuracy. Be able to throw a rugby ball with good accuracy. Understand how to bowl effectively (rounders and cricket) Be able to perform a 'push throw' in athletics with the correct technique and increasing power.	sequence of movement. Be able to bowl effectively (rounders and cricket) Perform the shot putt technique with some consistency and control. Know the technique and the safety aspects of the javelin throw.	can influence the game and the shot played. Perform the shot putt technique with consistency, fluency and control. Understand and apply the correct technique for the javelin and throw with consistency, accuracy and control.
<b>Catching</b>	<b>Physical Development – Gross Motor Skills</b> <b>ELG:</b> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	Most children will: Be able to consistently stop rolling or bouncing bean bags or small balls. Move to stop or catch a bean bag or small ball with some consistency. Be able to move into a good position to catch or stop a bouncing or non-bouncing ball.	Most children will: Be able to use two hands to dribble a ball, including changing speed and direction. Be able to use one hand to dribble a ball with some control. Be able to run after and towards a rolling or bouncing ball, retrieve and throw to return. Be able to move into space to catch a ball or bean bag (stationary or moving).	Most children will: Be able to catch a small ball or bean bag with two hands. Be able to catch a basketball as part of dribbling. Be able to catch a bouncing basketball. Be able to catch a rugby ball. Be able to pick up a rugby ball using correct hand placement. Be able to retrieve a rolling ball.	Most children will: Be able to catch a small ball or bean bag with two hands consistently. Be able to catch a small ball or bean bag with one hand. Be able to catch a bouncing basketball at various heights (above head/to the side of body/while bending knees) Be able to catch a rugby ball while moving. Be able to retrieve a rolling ball effectively. Be able to pick up a rugby ball with correct hand placement when running at speed. Be able to dribble a basketball using one	Most children will: Be able to use the following skills while moving/as part of a game situation: Be able to catch a small ball with two hands consistently. Be able to catch a small ball or bean bag with one hand (various positions). Be able to catch a bouncing basketball at various heights (above head/to the side of body/while bending knees). be able to catch a rugby ball while moving. be able to retrieve a rolling ball and link with other actions effectively.	Most children will: Be able to use the following skills while moving/part of a game situation: Be able to select and perform the best type of catch when catching a small ball. Consistently show good body position when catching a large ball. Consistently catch a rugby ball with correct hand technique. Be able to retrieve a rolling ball and link with other actions effectively and with accuracy.

					hand with good control and fluidity.	be able to dribble a basketball using one hand with good control and fluidity.	
<b>Kicking</b>		Most children will: Be able to use feet accurately to move a ball around an area while keeping control. Be able to kick a ball to a partner or at a target with accuracy and control.	Most children will: Be able to dribble a ball using their feet, including changes of speed and direction. Be able to send a ball or a moving (partner) or a stationary target using feet.	Most children will: Be able to kick a football using the side foot technique. Be able to pass the ball accurately, when practising and make good decisions when choosing when, where and how to pass within a game. Be able to kick a football over long distance. Be able to dribble a football using small touches with two feet. Be able to change speed and direction when dribbling a ball in games. Be able to pass and then move into space to receive the ball again.	Most children will: Be able to pass a football to a target with some accuracy. Be able to kick a football with increasing power. Be able to dribble a football using small touches with two feet with increasing fluidity.	Most children will: Be able to use the following skills while moving/as part of a game situation: Be able to pass a football to a target with increasing accuracy. Begin to be able to dribble a football to evade an opponent. Begin to be able to dribble a football using one foot (outside and inside of foot)	Most children will: Be able to use the following skills while moving/as part of a game situation: Be able to confidently and consistently pass a ball to a target. Be able to dribble a football using one foot (outside and inside of foot) and is able to select when to use each one. Be able to dribble a football to evade an opponent.
<b>Agility</b>	<b>Physical Development – Gross Motor Skills</b> <b>ELG:</b> • Negotiate space and obstacles safely, with consideration for themselves and others.	Most children will: Be able to move with some control, changing direction and speed when playing avoiding and chasing games.	Most children will: Be able to move greater control, changing direction and speed in games.	Most children will: Be able to change direction quickly when running. Be able to perform simple dodging movements successfully to receive a pass and use signalling to communicate to team members.	Most children will: Be able to follow and respond quickly to more complex instructions when moving (e.g. change direction)	Most children will: Be able to evade an opponent in a game by changing directly quickly. Be able to evade an opponent in a game by using more than one tactic (faking in different directions)	Most children will: Be able to change direction as part of a game in a variety of different ways to evade an opponent.
<b>Balance</b>	• Demonstrate strength, balance and coordination when playing.	Most children will:	Most children will:	Most children will: Be able to adopt a range of standing positions when preparing to hit a ball.	Most children will:	Most children will:	Most children will:

<b>Co-ordination</b>	<ul style="list-style-type: none"> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p>Most children will: Be able to demonstrate good coordination when using hands to pass a ball around the body. Be able to use a racket to move with a ball (on the racket and on the ground) Be able to use a racket accurately to strike a ball to a partner including in a cooperative rally. (On the ground)</p>	<p>Most children will: Be able to bounce a ball up and down on a racket with control. Be able to strike a ball towards a stationary target with control.</p>	<p>Most children will: Be able to confidently move a tennis ball along the floor using a tennis racket. Be able to push a tennis ball along the floor to a partner with some accuracy. Be able to hold a tennis racket using the correct grip, describing the key points. Be able to know the difference between a forehand and backhand shot, and perform each with some control and accuracy. Be able to hold a hockey stick correctly. Be able to move a small ball successfully using a hockey stick. Begin to be able to use a hockey stick to pass a small ball to a stationary target. Be able to hit a tennis ball using a range of bats (rounders, cricket, tennis) when using a tee.</p>	<p>Most children will: Be able to push a tennis ball along the floor to a partner with accuracy and correct forehand technique. Be able to push a tennis ball along the floor to a partner with accuracy and correct backhand technique. Begin to hit a bouncing tennis ball with some accuracy using the forehand technique. Be able to dribble using a hockey stick with control. Be able to use a hockey stick to pass a small ball to a stationary target with accuracy.</p>	<p>Most children will: Be able to hit a tennis ball to a partner with accuracy and correct forehand technique. Be able to hit a tennis ball to a partner with accuracy and correct backhand technique. Be able to serve using the correct underhand technique. Be able to dribble a ball using a hockey stick with control and fluency. Be able to use a hockey stick to pass a small ball to both a stationary and moving target with accuracy. Be able to confidently hit a tennis ball using a range of bats (rounders, cricket, tennis)</p>	<p>Most children will: Be able to successfully return a tennis ball as part of a rally using both forehand and backhand. Be able to serve using the correct overhand technique. Be able to confidently hit a tennis ball using a range of bats (rounders, cricket, tennis) with an increasing understanding of how the shot they play will influence the game/the opposition.</p>
<b>Dance</b>		<p>Most children will: Create movements to resemble a specific theme/character. Remember and repeat a short movement phrase in time with the beat and other group members. Perform movements at different speeds to help tell a story. Use different levels within a dance to help portray a character/story.</p>	<p>Most children will: Create and explore body actions which resemble aspects of a given theme (e.g. Winter) performing them with control. Explore, remember and link a range of actions, performing them with increasing control. Compose a short dance phrase including actions which represent</p>	<p>Most children will: Explore and create movements, performing choreography in unison. Know what the term canon is and plan a short routine which incorporates this. Create movements related to the theme which are performed at different speeds.</p>	<p>Most children will: Gain a basic understanding of the skills of the given theme and perform key movements to fit in with those skills. Highlight key dynamics and shapes used. Demonstrate good use of action, shape and dynamics.</p>	<p>Most children will: Know the origins of the Olympics and the different countries that participate in them and the sports that occur during the games. Look at one country from the Olympics and look at their traditional style of dance focusing on key features including its</p>	<p>Most children will: Know what unison is and how it enhances a performance. Know what canon is and how it enhances a performance. Understand the different ways speed can be used in dance to help convey a message or portray an emotion.</p>



		Know a range of expressions, moods and feelings and use a selection in the dance to help complete the story.	a given theme, performing with increasing control and co-ordination. Compose and perform a short dance phrase that expresses the feelings and ideas of a given theme.	Create different movements and a short routine with a partner which includes the idea.		origins, typical clothing and costumes and type of music.	
<b>Gymnastics</b>		Most children will: Develop strength and flexibility when performing a range of basic gymnastics shapes. Move confidently, using changes in speed, level and direction and combine different ways of travelling in a sequence. Show control and balance when performing a range of jumps. Perform and link different balances with control and strength. Develop a range of rocking actions, including tuck. Perform a forward roll and combine it with a range of other shapes, actions and movements in a sequence. Remember and repeat short sequences of movements.	Most children will: Develop improving strength, flexibility and control when performing a range of basic gymnastic shapes. Travel with body weight supported by hands. Perform a range of jumps individually and as part of a sequence, demonstrating control and good balance when taking off and landing. Demonstrate strength and control when performing balances using different body parts. Perform rocking actions in flexibility and straddle shapes with good strength and body tension demonstrated. Perform a forward roll with control and with a clear starting and finishing position.	Most children will: Develop a range of standing and lying shapes. Adapt travelling movements when moving on floor or apparatus. Develop a high quality of movement when performing a range of jumping actions. Link and move between different balances, showing control. Perform rocking actions using a dish to arch roll and tucked dish. Perform a range of sideways rolls with good control and body tension. Perform a forward roll with the correct technique.	Most children will: Use a combination of support shapes in a sequence. Change between different ways of travelling to make a sequence more exciting. Take off and land with control and precision. Select one or two balances from a wider range that can be used as part of a sequence. Perform a range of rolls with increasing control and body tension. Perform a backwards roll safely and with good control.	Most children will: Select and use a range of sitting, standing, support and lying shapes in a sequence. Use rotations to increase the difficulty of a straight jump. Use large body parts (head) to perform a well controlled balance. Perform a cartwheel safely and with control. Change the starting and finishing positions of a backwards and/or forwards rolls.	Most children will: Adapt and link a range of shapes in a sequence. Perform a range of jumps, including rotations, as part of a sequence. Use large body parts (shoulder stand and v-sit) to perform a well controlled balance. Be able to take their weight on their hands safely and with increasing confidence. Perform a well-coordinated and controlled circle roll which can be used as part of a sequence.
<b>Vocabulary</b>	<b>EYFS</b>		<b>Key Stage 1</b>		<b>Key Stage 2</b>		
	jump, roll, climb, kick, move, twist, tiptoe, turn, curl, reach, freeze, team, instructions, stretch.		chasing and avoiding games, techniques, underarm, dribble, coordination, movement phrase, theme, flexibility, straddle, tuck.		Fluency, stamina, triple jump, chest pass, overhead pass, bounce pass, accuracy, opponent, evade, tactic, backhand, serve, canon, dynamics, unison, rotations, sequence, arched roll, tucked dish		

