



**PROGRESSION OF SKILLS AND KNOWLEDGE FOR PE (PHYSICAL EDUCATION)**

**KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Observe effect of activity on their bodies.</li> <li>Recognise when they need a rest.</li> <li>Dresses with help.</li> <li>Shows some understanding that exercise can be good for you.</li> <li>Beginning to understand the need for safety when tackling new challenges.</li> <li>Shows understanding of how to move equipment safely.</li> <li>Beginning to know that exercise is important.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise how their body feels before and after exercise.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and describe what their bodies feel like during different activities.</li> <li>Move equipment safely.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and describe short term effects of exercise on the body.</li> <li>Know the importance of suppleness and strength.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how the body reacts during exercise and how it affects performance.</li> </ul>	<ul style="list-style-type: none"> <li>Understand importance of a warm up.</li> <li>Understand why exercise is good for health.</li> </ul>	<ul style="list-style-type: none"> <li>Understand importance of a warm and cool down.</li> <li>Carry out warm ups safely and effectively.</li> <li>Understand why exercise is good for health, fitness and well-being.</li> </ul>
<p><b>Related National Curriculum Objectives</b></p>	<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>Pupils 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>		<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>Pupils should enjoy communicating, collaborating and competing with each other.</li> <li>Pupils 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>			

**KNOWLEDGE AND UNDERSTANDING OF GYMNASTICS**

<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<ul style="list-style-type: none"> <li>• Stands momentarily on one foot.</li> <li>• Jumps and lands appropriately.</li> <li>• Travels with confidence and skill; around, under, over, through equipment</li> <li>• Show good control and co-ordination in large movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Move safely and confidently in own space showing changes of speed and direction.</li> <li>• Use stillness</li> <li>• Copy/create sequences using range of body actions/parts with beginning, middle and end.</li> <li>• Watch, copy and describe others work.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember, repeat and link sequences of gymnastic actions showing balance and precision.</li> <li>• Choose, use and vary simple compositional ideas in sequences.</li> <li>• Improve work using feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate and improve quality of work using smooth transitions.</li> <li>• Improve ability to select actions and compositional ideas.</li> <li>• Evaluate effectiveness and quality of a performance</li> <li>• Recognise how own performance has improved.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop range of actions, balances and shapes used in a sequence</li> <li>• Perform with increased accuracy consistently.</li> <li>• Create and evaluate sequences based on a criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop range of actions, balances and shapes used in a sequence.</li> <li>• Improve fluency and consistency.</li> <li>• Choose, apply compositional ideas to sequences adapting them to new situations.</li> <li>• Be able to evaluate own and others work using criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine and perform effectively and fluently gymnastic sequences.</li> <li>• Develop own sequences by using a range of compositional principles</li> <li>• Evaluate own and others work suggesting improvements.</li> </ul>
<b>Related National Curriculum Objectives</b>	<ul style="list-style-type: none"> <li>• develop balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>		<ul style="list-style-type: none"> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>			

**KNOWLEDGE AND UNDERSTANDING OF DANCE**

<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<ul style="list-style-type: none"> <li>• Moves freely with pleasure and confidence: slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping</li> <li>• Experiments with movements</li> <li>• Enjoys joining in.</li> </ul>	<ul style="list-style-type: none"> <li>• Copies and explores movements and patterns</li> <li>• Remembers simple steps and movements.</li> <li>• Links movements to music.</li> <li>• Responds to stimuli</li> </ul>	<ul style="list-style-type: none"> <li>• Copies, explores and controls basic movements.</li> <li>• Varies level and speed in sequences</li> <li>• Can vary size of body shapes</li> <li>• Adds changes of direction to a sequence</li> <li>• Use space effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate improvisation independently and with a partner to create simple dance.</li> <li>• Translates ideas into movement with help</li> <li>• Beginning to compare and adapt movements and</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently improvises with partner or on own.</li> <li>• Beginning to create longer dance sequences in a larger group.</li> <li>• Demonstrates precision and control.</li> <li>• Beginning to vary dynamics and</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to exaggerate dance movements and motifs (expression)</li> <li>• Uses a variety of movements within a sequence</li> <li>• Combines flexibility, techniques and movements to create a sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to exaggerate dance movements and motifs (expression)</li> <li>• Performs and improves confidently with precision.</li> <li>• Demonstrates strong imagination when creating sequences</li> </ul>

<ul style="list-style-type: none"> <li>Begins to move rhythmically, imitates and creates movement in response to music</li> <li>Begins to build up repertoire of dances</li> <li>Uses dance to respond to experiences.</li> <li>Represent own ideas, thoughts and feelings using dance.</li> </ul>		<ul style="list-style-type: none"> <li>Describes a sequence appropriately.</li> <li>Responds imaginatively to stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>motifs to create larger sequences.</li> <li>Uses simple dance vocabulary when discussing.</li> </ul>	<ul style="list-style-type: none"> <li>develop actions and motifs.</li> <li>Demonstrates rhythm and spatial awareness</li> <li>Modifies work after self-evaluation.</li> <li>Uses simple dance vocabulary when discussing.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to move appropriately with required style in relation to stimuli.</li> <li>Can show change of pace and timing</li> <li>Uses space effectively.</li> <li>Modifies dance as result of evaluation.</li> <li>Uses more complex dance vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates strong movements.</li> <li>Uses flexibility to create fluency.</li> <li>Moves appropriately in required style in relation to stimuli.</li> <li>Uses change of pace and timing accurately.</li> <li>Modifies work after evaluation.</li> <li>Uses more complex dance vocabulary.</li> </ul>
<b>Related National Curriculum Objectives</b>	<ul style="list-style-type: none"> <li>Perform dances using simple movement patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Perform dances using a range of movement patterns</li> </ul>				

### KNOWLEDGE AND UNDERSTANDING OF ATHLETICS

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Shows increased control when throwing object.</li> <li>Runs skilfully, negotiating space, adjusting speed and direction</li> </ul>	<ul style="list-style-type: none"> <li>Can run at different speeds.</li> <li>Can jump from standing position Jumps over low hurdles</li> <li>Perform variety of throws with basic control.</li> <li>Begins to understand correct vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Changes speed and direction when running.</li> <li>Can jump from standing position with accuracy.</li> <li>Shows control with take-off and landing.</li> <li>Throws into targets.</li> <li>Performs variety of throws with control and co-ordination; rolling,</li> </ul>	<ul style="list-style-type: none"> <li>Runs at speeds appropriate for distance</li> <li>Can perform a running jump with some accuracy</li> <li>Make some recordings</li> <li>Performs variety of throws using equipment; pulling, pushing slinging (field events)</li> <li>Uses appropriate vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to build variety of running techniques with confidence.</li> <li>Can perform running jump with more than one component hop, skip, jump</li> <li>Begin to record peers work.</li> <li>Demonstrates accuracy in throwing and catching.</li> </ul>	<ul style="list-style-type: none"> <li>Build variety of running techniques with confidence.</li> <li>Perform combinations of jumps showing control and consistency.</li> <li>Make and evaluate recordings Demonstrates accuracy in throwing and catching.</li> </ul>	<ul style="list-style-type: none"> <li>Confident use of variety of running techniques.</li> <li>Demonstrates range of jumps showing power, control and consistency with take-off and landings.</li> <li>Can select appropriate ways of recording.</li> <li>Demonstrates accuracy in</li> </ul>

		underarm, overarm (prep field events) <ul style="list-style-type: none"> <li>• Uses correct vocabulary in context.</li> </ul>		<ul style="list-style-type: none"> <li>• Can set realistic targets when throwing( with help)</li> <li>• Identify athletic performance using correct vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Sets realistic targets when throwing.</li> <li>• Describes athletic performance using correct vocabulary.</li> </ul>	throwing and catching. <ul style="list-style-type: none"> <li>• Sets realistic targets when throwing over distance.</li> <li>• Evaluate own athletic performance using correct vocabulary.</li> </ul>
<b>Related National Curriculum Objectives</b>	<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> </ul>	<ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>				

#### KNOWLEDGE AND UNDERSTANDING OF SWIMMING

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
•	•	•	•	<ul style="list-style-type: none"> <li>• Work with confidence in water</li> <li>• Explore skills, actions and ideas including holding breath underwater</li> <li>• Uses a range of strokes; front crawl, backstroke, breaststroke</li> <li>• Performs safe self-rescue in different water-based situations</li> <li>• Swims competently and proficiently with confidence at least 25m</li> </ul>	•	•

				<ul style="list-style-type: none"> <li>• Improves control and co-ordination in water</li> <li>• Evaluates own swimming noting future improvements</li> <li>• Chooses appropriate strokes and equipment based on time and distance.</li> <li>• Demonstrates breath control</li> </ul>		
<b>Related National Curriculum Objectives</b>				<ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• Perform safe self-rescue in different water-based situations.</li> </ul>		

### KNOWLEDGE AND UNDERSTANDING OF INVASION GAMES

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Runs skillfully, negotiating space successfully, adjusting speed or direction to avoid obstacles when playing racing or chasing games</li> <li>• Can catch large ball</li> <li>• Shows increased control over an object; pushing, parting, throwing, catching, kicking</li> <li>• Can move confidently, safely in range of ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Masters basic movements: running, jumping, throwing, catching</li> <li>• Develops balance, agility, co-ordination</li> <li>• Begins to apply these to a range of activities</li> <li>• Participates in team games; developing simple tactics for attack and defence</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to understand and apply simple tactics.</li> <li>• Begin to communicate during a game</li> <li>• Begin to link skills</li> <li>• Work in a group to develop a game; selecting appropriate resources with minimal help</li> <li>• Develop understanding of</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to understand and apply simple tactics.</li> <li>• Begin to communicate during a game</li> <li>• Begin to link skills</li> <li>• Work in a group to develop a game; selecting appropriate resources with minimal help</li> <li>• Develop understanding of</li> </ul>	<ul style="list-style-type: none"> <li>• Shows a good understanding of tactics and is beginning to apply them</li> <li>• Shows good communication in a game</li> <li>• Shows increased control and co-ordination of skills</li> <li>• Can work in pairs</li> <li>• Work in a group to develop a game; selecting appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Confident use of tactics which enables an individual to take part successfully</li> <li>• Strong communication in a game</li> <li>• Fluent co-ordination and control of skills</li> <li>• Works independently to develop a game</li> <li>• Can select resources appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Confident use of tactics and applying them as mini coaches</li> <li>• Strong continual communication in a game.</li> <li>• Fluent co-ordination and control enabling them to maintain possession in a game.</li> <li>• Can adapt a game independently.</li> </ul>

		different rules of invasion games	different rules of invasion games	resources with minimal help. <ul style="list-style-type: none"> <li>Begins to observe others to evaluate success</li> <li>Applies basic skill of attack and defence</li> <li>Begins to show understanding of a need to intercept and possess a ball.</li> <li>Able to use two elements of jumping, throwing, catching, running in isolation or combination.</li> <li>Begin to suggest improvements to skills.</li> <li>Develop an understanding of different rules for games.</li> </ul>	<ul style="list-style-type: none"> <li>Consolidating skills for attack and defence</li> <li>Consistent understanding of need to intercept/possess a ball</li> <li>Use running, jumping, catching in isolation and combination</li> <li>Confidently make suggestions how to improve own skills.</li> <li>Have confident knowledge of rules of different games.</li> </ul>	<ul style="list-style-type: none"> <li>Can select resources appropriately.</li> <li>Able to coach using strong knowledge of tactics.</li> <li>Can apply in attack or defence correctly</li> <li>Consistent understanding of need to intercept/take possession of a ball in a range of games.</li> <li>Use running, jumping, throwing, catching successfully.</li> <li>Confidently suggest improvements to self and others.</li> <li>Be able to referee a game using knowledge of rules.</li> </ul>
<b>Related National Curriculum Objectives</b>	<ul style="list-style-type: none"> <li>Participate in team games, developing simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <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>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>				

**KNOWLEDGE AND UNDERSTANDING OF STRIKING AND FIELDING GAMES**  
 (as for Invasion games with additional skills detailed below)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Runs skilfully and negotiates space, adjusting speed or direction</li> <li>Experiments with different ways of moving.</li> <li>Shows increased control over throwing and catching an object.</li> </ul>	<ul style="list-style-type: none"> <li>Explores skills and space.</li> <li>Travels in different way; running, jumping</li> <li>Watch, copy and describe others work.</li> <li>Receive a ball with some control.</li> <li>Begins to develop hand eye co-ordination.</li> <li>Participates in simple games.</li> </ul>	<ul style="list-style-type: none"> <li>Remember and repeat series of moves.</li> <li>Sends a ball in range ways; rolling, passing</li> <li>Changes speed when running.</li> <li>Can jump from standing position with some accuracy.</li> <li>Send and receive a ball in different ways with some control.</li> <li>Some understanding of what tactics are; attacking and defending.</li> <li>Understands basic feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how different equipment is used for different games.</li> <li>Can strike a ball with some success using different equipment.</li> <li>Investigates different ways to throw a ball in fielding positions.</li> <li>Basic understanding of communication in fielding position.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how different equipment is used for different games.</li> <li>Can strike a ball with some success using appropriate equipment.</li> <li>Can chose appropriate way to throw when fielding.</li> <li>Understands importance of communicating when fielding.</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate striking equipment based on ability and game.</li> <li>Can strike a ball with increases success and accuracy.</li> <li>Uses tactical awareness to select correct throw when fielding.</li> <li>Communicate effectively to apply tactics when fielding.</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate striking equipment based on ability and game.</li> <li>Can strike a ball with increases success and accuracy.</li> <li>Uses tactical awareness to select correct throw when fielding.</li> <li>Communicate effectively to apply tactics to coach or captain a team in a strong game.</li> </ul>
<p><b>Related National Curriculum Objectives</b></p>	<ul style="list-style-type: none"> <li>Participate in team games, developing simple tactics for attacking and defending</li> </ul>		<ul style="list-style-type: none"> <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>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>			

**KNOWLEDGE AND UNDERSTANDING OF OUTDOOR ADVENTUROUS**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Pupils should develop fundamental movement skills becoming increasingly confident.</li> <li>• Engage in competitive and co-operative activities. Make and apply decisions in a range of contexts. Begin to make simple courses and routes that they/or others can follow.</li> <li>• Know how to be keep themselves safe and work safely. Participate in activities such as problem solving, involving others</li> <li>• Wear appropriate clothing for working safely outside</li> </ul>			<ul style="list-style-type: none"> <li>• Map colours and common basic symbols</li> <li>• Use maps/diagrams to orientate themselves and successfully navigate around a simple course.</li> <li>• Undertake simple orienteering exercises both indoors and in school grounds.</li> <li>• Apply safety considerations when participating.</li> <li>• Participate in activities that involve working with and trusting others.</li> <li>• Pupils understand/are able to respond to simple challenges/problem solving tasks in a familiar environment.</li> <li>• Listen/follow instructions what is needed to keep safe.</li> <li>• Talk about what they/others have done using</li> </ul>	<ul style="list-style-type: none"> <li>• Read a map using more complex keys and symbols to complete a variety of orienteering exercises.</li> <li>• Participate in a range of problem solving and adventure games, introducing additional variations such as non-verbal communication , no physical contact</li> <li>• Construct a basic shelter in a safe environment.</li> <li>• Pupils should respond to more varied challenges in different environments.</li> <li>• Recognise what is needed to keep themselves and others safe.</li> <li>• The need for and correct use of specialist equipment.</li> <li>• Pupils understand and are able to describe what they/others have done using an</li> </ul>	<ul style="list-style-type: none"> <li>• Plan/organise simple orienteering trail using a variety of map reading and compass skills.</li> <li>• Make more complex route choices.</li> <li>• Develop skills in unfamiliar terrain</li> <li>• Apply skills and safety requirements for survival in an outdoor environment.</li> <li>• Pupils understand/are able to devise appropriate responses to challenges and tasks and adapt to changing circumstances.</li> <li>• Able to accept responsibility for personal and group safety.</li> <li>• Pupils understand/are able to make informed judgements about own/others performances and use this to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan/navigate a variety of orienteering challenges using map reading and compass skills in unfamiliar settings.</li> <li>• Plan/undertake a journey outdoors.</li> <li>• Pupils understand/able to plan and respond to more complex challenges in different environments and in unfamiliar circumstances.</li> <li>• Work with others to identify potential hazards and devise strategies to ensure they are safe.</li> <li>• Pupils understand/able to view, appraise own and others performances</li> </ul>



		appropriate vocabulary.	increased range of vocabulary.	<ul style="list-style-type: none"> <li>• Begin to use a wider vocabulary.</li> <li>• Record, view and evaluate performances.</li> </ul>	
<b>Related National Curriculum Objectives</b>	<ul style="list-style-type: none"> <li>• Co-operative physical activities, in a range of increasingly challenging situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>			