

## PE Progression of Knowledge and Skills

	Reception (EYFS)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Physical</b>	<ul style="list-style-type: none"> <li>control large and fine movement skills (across balance, travel and object control)</li> <li>demonstrate balance and control as they travel, around, under, over and through objects</li> <li>move confidently in a variety of ways</li> <li>safely negotiate self-space</li> <li>handle a range of small and large equipment effectively.</li> <li>get changed independently.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate many travel, balance and object control skills in isolation (e.g. throw, catch, kick, strike and dribble) and with developing accuracy and control</li> <li>show a variety of jumping actions in isolation (i.e. 2-2 feet, 1-2 feet, hop, leap &amp; 2-1 feet)</li> <li>run with confidence and co-ordination (speed &amp; direction)</li> <li>travel rhythmically in different ways (gallop, hop, run &amp; skip)</li> <li>balance on different parts of the body</li> <li>Land and stop with control</li> <li>sequence simple movements</li> <li>perform different shapes of the body through balance (wide, narrow and tucked)</li> <li>perform simple rotations of the body</li> </ul>	<ul style="list-style-type: none"> <li>perform hand-eye, foot-eye and stick-eye co-ordination, travel and balance skills with some control</li> <li>link skills together (e.g. running, stop, catch and throw)</li> <li>adapt movements to show changes to levels, speed, direction and pathway</li> <li>apply travel, balance and object control skills in different activity contexts</li> <li>balance on isolated parts of the body both on the floor and apparatus.</li> <li>hit targets with increasing accuracy and distance</li> <li>Move in spaces and avoid obstacles safely</li> </ul>	<ul style="list-style-type: none"> <li>perform fundamental movement skills with control and accuracy</li> <li>link movements together to create interesting and prolonged sequences of movement</li> <li>apply and adapt movement skills in multiple activity contexts (jumping to catch a ball, off a bench, a leap in a dance etc.)</li> <li>explore varying dynamics of movement including changes to speed, direction, pathways, body shape, levels (etc.)</li> <li>demonstrate contrasting actions</li> </ul>	<ul style="list-style-type: none"> <li>know and perform Fundamental movement skills with consistent control, accuracy and under pressure</li> <li>demonstrate specialised skills across travel, balance and object control (e.g. forward roll, bowling, sprinting)</li> <li>apply a range of fundamental movement skills and some specialised skills effectively across activity areas</li> <li>run, jump and throw in isolation and with power and speed for distance and accuracy</li> <li>confidently apply skills in combination (e.g. run, jump, stop and catch or hop, skip, jump)</li> </ul>	<ul style="list-style-type: none"> <li>execute movement skills with precision and accuracy</li> <li>perform and create complex patterns to include twists, lifts, turns and rotations with control and confidence</li> <li>perform a range of specialised skills for e.g. in striking, rotation, shooting, running, throwing, throwing, dribbling and bowling etc.</li> <li>apply skills in challenging concepts of space, relationships, with different equipment and effort.</li> <li>Show entry and exit into water</li> <li>demonstrate a recognisable stroke</li> <li>be able to keep float in water (treading water)</li> </ul>	<ul style="list-style-type: none"> <li>perform fundamental movement skills with consistent control, precision and accuracy</li> <li>develop a number of specialised actions across travel, balance and object control skills</li> <li>show variation in their movements to adapt to changes in the environment and task, such as: speed, levels, apparatus, people, force and using different parts of the body (e.g. kick left and right, throw one handed etc.)</li> </ul>
<b>Compete and Perform</b>	<ul style="list-style-type: none"> <li>show interest and take part in a range of physical activities regardless of their starting point</li> <li>work to individual targets and be motivated to meet them.</li> <li>challenge themselves with a range of resources and equipment</li> <li>keep going, even when not successful the first time</li> <li>show a desire to improve their skills (e.g. can I do one more than before)</li> </ul>	<ul style="list-style-type: none"> <li>Set a target and be able to meet that target with perseverance (e.g. catch a ball 5 times without dropping or scoring 2 points in a game)</li> <li>participate in 1vs.1 games being able to keep control of the object and score points</li> <li>score points in simple games</li> <li>travel into space</li> <li>be able to defend Space</li> <li>show concentration when performing</li> <li>Follow simple rules and a scoring system</li> <li>perform sequences of movements, linking 3 or more actions together (i.e. travel and balance)</li> <li>show expression in their movement</li> <li>perform actions with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>score points</li> <li>set targets to challenge themselves</li> <li>identify and apply simple rules and suggest their own</li> <li>develop simple tactics for attacking and defending</li> <li><i>Defending:</i> <ul style="list-style-type: none"> <li>stay close to an opponent</li> <li>move towards a loose ball.</li> </ul> </li> <li><i>Attacking:</i> <ul style="list-style-type: none"> <li>keep possession</li> <li>move towards the goal</li> <li>identify space</li> </ul> </li> <li>evaluate performances saying what they can do well and what they need to improve on</li> <li>show gesture and concentration in their performances</li> </ul>	<ul style="list-style-type: none"> <li>apply skills under increasing pressure responding to the specific rules of the activity (e.g. strike the ball after one bounce or pass within 4 seconds)</li> <li>understand and apply terms such as attacking and defending in a game and apply simple tactics to different game situations.</li> <li>Show motivation to take part in a range of modified and formal games (invasion, net and wall and striking and fielding game situations).</li> <li>can compete in small sided games and activities (i.e. 3vs3 or 4vs4)</li> <li>sets targets to achieve personal bests that inspire them to improve and achieve</li> </ul>	<ul style="list-style-type: none"> <li>play a range of modified, made up and structured games that have specific rules and strategies</li> <li>show determination and commitment to challenging tasks</li> <li>apply basic principles of attacking and defending across different games contexts</li> <li>strive to meet challenging targets</li> <li>outwit an opponent in 1:1 situations</li> <li>track an opponent to close down a space</li> <li>attempt to score points for their team</li> <li>persist in meeting a goal/target/score even if first unsuccessful</li> </ul>	<ul style="list-style-type: none"> <li>show determination and commitment to a task/activity</li> <li>have knowledge of a variety of competitive games: their structure, rules and roles within them</li> <li>apply basic principles of attacking and defending confidently.</li> <li>set personal bests and targets that change across the activity context</li> <li>use specific vocabulary to evaluate performance.</li> <li>Perform expressively, using dynamic qualities and language</li> </ul>	<ul style="list-style-type: none"> <li>purposefully apply principles of attacking and defending as a strategy in competitive contexts</li> <li>understand the rules of activities and suggest their own rules to make tasks harder or easier</li> <li>understand what makes a performance effective and successful</li> <li>show appreciation and give feedback of others' work</li> </ul>
<b>Co-operate</b>	<ul style="list-style-type: none"> <li>play co-operatively, taking turns with others</li> <li>take account of other children's interests in the activity.</li> <li>take on different roles within activities (e.g. follow and lead)</li> <li>work with a partner to keep an activity going</li> <li>listen to simple rules and expectations to take part in a task safely</li> <li>share their ideas</li> <li>listen to others</li> <li>take responsibility for their own equipment</li> </ul>	<ul style="list-style-type: none"> <li>support and encourage others in their performance</li> <li>work with a partner to copy simple sequences</li> <li>follow and lead movement actions</li> <li>cooperate with a partner to keep a game going or rally going</li> <li>Follow instructions and apply a simple rule to activities</li> <li>help to set up activities and equipment and take responsibility for their equipment</li> </ul>	<ul style="list-style-type: none"> <li>follow rules</li> <li>celebrate others' success.</li> <li>cooperate with a partner (2vs2) to be successful</li> <li>compete 2v2 to outwit an opponent</li> <li>support and encourage team mates</li> <li>take turns in different roles (performer, planner, observer, audience and official).</li> <li>work in a small groups to undertake a challenge or activity</li> </ul>	<ul style="list-style-type: none"> <li>confidently work towards a goal with others with a partner or in small groups</li> <li>understand terms such as communication, collaboration and competition</li> <li>confidently take on different roles in activities, with knowledge of the task and what is expected of them</li> <li>set up equipment and tasks for their group/team</li> </ul>	<ul style="list-style-type: none"> <li>consolidate skills in communication and collaboration in a positive manner and know the benefits/differences of each.</li> <li>work together in small group situations to plan, perform and evaluate their learning</li> <li>confidently take on different roles in activities including performance, officiating and organisation</li> <li>recognise their specific strengths within activities and challenges to support the 'team'</li> <li>show kindness, honesty, fairness and respect</li> </ul>	<ul style="list-style-type: none"> <li>work with others and communicate their ideas and feelings positively with growing confidence</li> <li>support all members of the class and 'team'</li> <li>identify their individual and collective strengths and weaknesses as part of a team</li> <li>confidently discuss and share group ideas</li> <li>show kindness, honesty, fairness, humility and respect at all times</li> </ul>	<ul style="list-style-type: none"> <li>lead on tasks and activities</li> <li>be an effective team player, listening to others and contributing to the planning and evaluation of group tasks</li> <li>communicate ideas, within all tasks and express feelings in a constructive and positive way.</li> <li>take on roles to support the 'team' or group</li> <li>compose and perform dances and artistic sequences with a partner, in trios and in groups</li> <li>ensure everyone is included and listened to in the activity</li> </ul>
<b>Creativity</b>	<ul style="list-style-type: none"> <li>respond imaginatively to different stimuli (music, art, story and</li> </ul>	<ul style="list-style-type: none"> <li>respond imaginatively in movement to words, images, sounds and objects</li> </ul>	<ul style="list-style-type: none"> <li>create or change games, dances, sequences and performance ideas</li> <li>express an idea through movement</li> </ul>	<ul style="list-style-type: none"> <li>describe and evaluate the work completed by others</li> <li>suggest ideas for how</li> </ul>	<ul style="list-style-type: none"> <li>use more technical vocabulary related to the activity and to extend their</li> </ul>	<ul style="list-style-type: none"> <li>describe, analyse, interpret, and evaluate others work, showing an understanding of</li> </ul>	<ul style="list-style-type: none"> <li>link their movement learning to the wider curriculum and explain how concepts and</li> </ul>

	<p>pictures etc.)</p> <ul style="list-style-type: none"> <li>ask questions about their movement learning</li> <li>explore equipment in different ways (how many ways can I...)</li> <li>know what they like and dislike</li> <li>respond to feedback</li> <li>create their own examples within an activity</li> <li>describe what they are doing</li> <li>use language to describe how they move expressively as well as accurately (e.g. I am moving fast, I am whizzing etc.)</li> </ul>	<ul style="list-style-type: none"> <li>watch, copy and describe movements that others have done</li> <li>ask questions and responds positively to teacher/partner/ class feedback</li> </ul>	<ul style="list-style-type: none"> <li>develop their own ideas linked to a topic or theme</li> <li>create and use ideas from others</li> </ul>	<p>they can develop their own and others' work</p> <ul style="list-style-type: none"> <li>talk in more detail about how improvements can be made using a rich vocabulary (adjectives, verbs, adverbs) and subject specific language</li> <li>develop imaginative movement ideas related to a theme, topic or stimulus</li> <li>try out new ideas and strategies with resilience and determination</li> <li>experiment with movement patterns and equipment</li> </ul>	<p>knowledge.</p> <ul style="list-style-type: none"> <li>make connections in their physical learning to wider curriculum areas (literacy, science, maths, history, art, music etc.)</li> <li>suggest a variety of ways in which they and others can improve their work</li> <li>create and perform original sequences of movement that connect to a theme, story, topic or concept</li> </ul>	<p>the techniques and skills being used.</p> <ul style="list-style-type: none"> <li>adapt performances to suit the audience</li> <li>suggest parts of game play that need improving and begin to suggest practices in which to do this</li> <li>be able to select movements based on their aesthetic quality and creativity</li> <li>choose and imaginatively explore different actions in response to a stimulus</li> </ul>	<p>ideas connect</p> <ul style="list-style-type: none"> <li>show a variation of mood, gesture and expression in. movement</li> <li>refine their work and others using criteria they have created</li> </ul>
<b>Health and Fitness</b>	<ul style="list-style-type: none"> <li>know that changes happen to their body when they move</li> <li>describe parts of the body that are moving when active</li> <li>maintain personal space when travelling</li> <li>recognise that activity is good for the body</li> <li>land and stop safely</li> <li>take part in activities suitable to their skill level and progression</li> <li>follow rules to keep safe</li> </ul>	<ul style="list-style-type: none"> <li>get changed independently</li> <li>take part in sustained activity</li> <li>identify what happens to their body when they take part in physical activity</li> <li>show awareness of others when working in a practical space</li> <li>use equipment sensibly and with correct intent</li> <li>make judgements about what they can and cannot do safely</li> <li>show enjoyment in and through movement</li> </ul>	<ul style="list-style-type: none"> <li>get changed quickly and independently (up to 5 minutes)</li> <li>recognise and describe what their body feels like in different types of activities</li> <li>know why warming up and cooling down is important for the body.</li> <li>lift/move/place equipment safely.</li> <li>hold balances for at least 5 seconds to show strength in different parts of the body</li> <li>take part and maintain sustained physical activity</li> </ul>	<ul style="list-style-type: none"> <li>respond to the different demands of an activity (speed, stamina, suppleness, strength and skill)</li> <li>know that different activities will affect the body in different ways and give examples</li> <li>know and describe the short term effects of different exercise activities on the body</li> <li>know why we warm up and cool down and respond to warm up tasks independently.</li> <li>can organise their own kit, equipment in a timely way</li> <li>work safely and with due consideration to others</li> </ul>	<ul style="list-style-type: none"> <li>know and describe what an effective warm up and cool down is, and how to do this safely.</li> <li>recognise what activities help to build speed, strength, stamina and why they are important</li> <li>recognise how specific activities can affect the body and discuss how they feel before, during and after activity</li> <li>know how health and fitness can affect performance</li> <li>show awareness and respect of others and the environment they are working in</li> <li>work independently and safely in a range of activity contexts</li> </ul>	<ul style="list-style-type: none"> <li>organise warm up and cool down activities to suit the demands of the activity</li> <li>identify different aspects of fitness required to take part in physical activity</li> <li>show flexibility, strength, stamina, technique, control and balance</li> <li>understand why physical activity is important for physical and mental health and that there are many ways in which to achieve this</li> <li>sustain participation in physically demanding activity</li> <li>demonstrate water confidence</li> <li>work safely and with due consideration to others (including aquatic environments)</li> </ul>	<ul style="list-style-type: none"> <li>understand why exercise is good for fitness, health and wellbeing and make informed decisions that supports their daily and long-term health</li> <li>know that there are different ways to ben physically active</li> <li>regularly take part in activities they enjoy and/or want to improve in</li> <li>plan, implement and lead activity, warm-ups and cool downs and know that these vary from one activity to another</li> <li>consider safe practice and the welfare of others in all activity contexts</li> <li>can organise equipment and space safely and independently</li> </ul>