

# Knowledge, Skills and Understanding Progression maps

## PE

<b>EYFS</b>			
	<b>3 and 4 year olds</b>	<b>Reception</b>	<b>Reception ELG</b>
<b>Physical Development</b>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and group.</p> <p>Develop overall body-strength, balance, coordination and agility</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Know and talk about the different factors that support</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>

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		<p>their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p>	
<b>Expressive Arts and Design</b>		<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>
<b>Personal Social and Emotional Development</b>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p>	<p>Manage their own needs. -personal hygiene</p> <p>Know and talk about the different factors that support overall health and wellbeing: -regular physical activity</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing.</p> <p>Work and play cooperatively and take turns with others.</p>

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KS1			
<b>Year 1</b>	Acquiring and developing skills	Evaluating and improving	Health and fitness
	Copy actions Repeat actions and skills Move with control and care	Talk about what they have done Describe what other people did	Describe how their body feels before, during and after an activity
	Dance	Games	Gymnastics
Move to music Copy dance moves Perform some dance moves Make up a short dance Move around the space safely Remember and repeat short dance phrases and simple dances Move with control	Throw underarm Roll a piece of equipment Hit a ball with a bat Move and stop safely Catch with both hands Throw in different ways Kick in different ways	Make their body tense, relaxed, curled and stretched Control their body when travelling Control their body when balancing Copy sequences and repeat them Roll in different ways Travel in different ways Balance in different ways Climb safely Stretch in different ways Curl in different ways	

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Year 2	Acquiring and developing skills	Evaluating and improving	Health and fitness
	<p>Copy and remember actions</p> <p>Repeat and explore actions with control and coordination</p>	<p>Talk about what is different between what they did and what someone else did</p> <p>Explain how they could improve</p>	<p>Demonstrate how to exercise safely</p> <p>Describe how their body feels during different activities</p> <p>Explain what their body needs to keep healthy</p>
	Dance	Games	Gymnastics
	<p>Dance imaginatively</p> <p>Change rhythm, speed, level and direction</p> <p>Dance with control and coordination</p> <p>Make a sequence by linking sections together</p> <p>Link some movements to show a mood or feeling</p> <p>Remember and repeat dance phrases</p> <p>Perform short dances, showing an understanding of expressive qualities</p>	<p>Use hitting, kicking and/or rolling in a game</p> <p>Stay in a 'zone' during a game</p> <p>Decide where the best place to be is during a game</p> <p>Use one tactic in a game</p> <p>Follow rules</p>	<p>Plan and show a sequence of movements</p> <p>Use contrast in their sequences</p> <p>Control their movements</p> <p>Think of more than one way to create a sequence which follows a set of 'rules'</p> <p>Work on their own and with a partner to create a sequence</p>

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KS2				
<b>Year 3</b>	<b>Acquiring and developing skills</b>	<b>Evaluating and improving</b>	<b>Health and fitness</b>	<b>Dance</b>
	<p>Select and use the most appropriate skills, actions or ideas</p> <p>Move and use actions with coordination and control</p>	<p>Explain how their work is similar and different from that of others</p> <p>With help, recognise how performances could be improved</p>	<p>Explain why it is important to warm-up</p> <p>Identify some muscle groups used in gymnastic activities</p>	<p>Improvise freely, translating ideas from a stimulus into movement</p> <p>Share and create phrases with a partner and in small groups</p> <p>Repeat, remember and perform these phrases in a dance</p> <p>Create dance phrases that communicate ideas</p> <p>Use dynamic, rhythmic and expressive qualities clearly and with control</p>
	<b>Games</b>	<b>Gymnastics</b>	<b>Athletics</b>	<b>Outdoor / Adventurous</b>
<p>Throw and catch with control when under limited pressure</p> <p>Aware of space and use it to support team-mates and cause problems for the opposition</p> <p>Know and use rules fairly to keep games going</p> <p>Keep possession with some success when using equipment that is not used for throwing and catching skills</p>	<p>Use a greater number of their own ideas for movement in response to a task</p> <p>Adapt sequences to suit different types of apparatus and their partner's ability</p> <p>Explain how strength and suppleness affect performances</p> <p>Compare and contrast gymnastic sequences, commenting on similarities and differences</p>	<p>Run at fast, medium and slow speeds, changing speed and direction</p> <p>Link running and jumping activities with some fluency, control and consistency</p> <p>Make up and repeat a short sequence of linked jumps</p> <p>Take part in a relay activity, remembering when to run and what to do</p> <p>Throw a variety of objects, changing their action for accuracy and distance</p>	<p>Follow a map in a familiar context</p> <p>Move from one location to another following a map</p> <p>Use clues to follow a route</p> <p>Follow a route safely</p>	

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<b>Year 4</b>	<b>Acquiring and developing skills</b>	<b>Evaluating and improving</b>	<b>Health and fitness</b>	<b>Dance</b>
	<p>Select and use the most appropriate skills, actions or ideas</p> <p>Move and use actions with coordination and control</p> <p>Make up their own small-sided game</p>	<p>Explain how their work is similar and different from that of others</p> <p>Use their comparison to improve their work</p>	<p>Explain why warming up and cooling down is important</p> <p>Explain why keeping fit is good for their health</p>	<p>Take the lead when working with a partner or group</p> <p>Use dance to communicate an idea</p> <p>Work on their movements and refine them</p> <p>Dance is clear and fluent</p> <p>Respond imaginatively to a range of stimuli related to character and narrative</p> <p>Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group</p>
	<b>Games</b>	<b>Gymnastics</b>	<b>Athletics</b>	<b>Swimming</b>
<p>Catch with one hand</p> <p>Throw and catch accurately</p> <p>Hit a ball accurately and with control</p> <p>Keep possession of the ball</p> <p>Move to find a space when they are not in possession during a game</p> <p>Vary tactics and adapt skills according to what is happening</p>	<p>Work in a controlled way</p> <p>Include change of speed</p> <p>Include change of direction</p> <p>Include range of shapes</p> <p>Follow a set of 'rules' to produce a sequence</p> <p>Work with a partner to create, repeat and improve a sequence with at least three phases</p>	<p>Run over a long distance</p> <p>Spring over a short distance</p> <p>Throw in different ways</p> <p>Hit a target</p> <p>Jump in different ways</p>	<p>Swim confidently for at least 25 metres</p> <p>Use 3 different strokes; front crawl, breaststroke and backstroke</p> <p>Perform safe self rescue in different water based situations</p>	

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Year 5	Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance
	<p>Link skills, techniques and ideas and apply them accurately and appropriately</p> <p>Show good control in their movements</p>	<p>Compare and comment on skills, techniques and ideas that they and others have used</p> <p>Use their observations to improve their work</p>	<p>Explain some important safety principles when preparing for exercise</p> <p>Explain what effect exercise has on their body</p> <p>Explain why exercise is important</p>	<p>Compose their own dances in a creative and imaginative way</p> <p>Perform to an accompaniment, expressively and sensitively</p> <p>Control movements</p> <p>Show clarity, fluency, accuracy and consistency in dance</p> <p>Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use</p> <p>Recognise and comment on dances, showing an understanding of style</p>
	Games	Gymnastics	Athletics	Outdoor / Adventurous
	<p>Gain possession by working as a team</p> <p>Pass in different ways</p> <p>Use forehand and backhand with a racquet</p> <p>Able to field</p> <p>Choose the best tactics for attacking and defending</p> <p>Use a number of techniques to pass, dribble and shoot</p>	<p>Make complex or extended sequences</p> <p>Combine action, balance and shape</p> <p>Perform consistently to different audiences</p> <p>Accurate, clear and consistent movements</p>	<p>Controlled when taking off and landing in a jump</p> <p>Throw with accuracy</p> <p>Combine running and jumping</p> <p>Follow specific rules</p>	<p>Follow a map in an unknown location</p> <p>Use clues and compass directions to navigate a route</p> <p>Change their route if there is a problem</p> <p>Change their plan if they get new information</p>

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Year 6	Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance
	<p>Apply their skills, techniques and ideas consistently</p> <p>Show precision, control and fluency</p>	<p>Analyse and explain why they have used specific skills or techniques</p> <p>Modify use of skills or techniques to improve their work</p> <p>Create their own success criteria for evaluating</p>	<p>Explain how the body reacts to different kinds of exercise</p> <p>Choose appropriate warm ups and cool downs</p> <p>Explain why we need regular and safe exercise</p>	<p>Develop imaginative dances in a specific style</p> <p>Choose their own music, style and dance</p> <p>Work creatively and imaginatively on their own and/or with a partner to compose motifs and structure simple dances</p> <p>Talk about dance with understanding, using appropriate language and terminology</p>
	Games	Gymnastics	Athletics	Outdoor / Adventurous
	<p>Explain complicated rules</p> <p>Make a team plan and communicate it to others</p> <p>Lead others in a game situation</p>	<p>Combine their own work with that of others</p> <p>Link their sequences to specific timings</p>	<p>Demonstrate stamina</p> <p>Use their skills in different situations</p>	<p>Plan a route and series of clues for someone else</p> <p>Plan with others taking account of safety and danger</p>