



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Take part in outdoor and adventurous activity challenges both individually and within a team.							
Knowledge	<p>There are different ways of travelling to get from one place to another, such as walking or jumping.</p> <p>It is important to maintain space from others when moving around.</p>	<p>Position, direction and movement can be described using the words top, middle, bottom, in front of, above, between, around, near, close, far, up, down, turn, forwards, backwards, inside, outside, left and right. There are different ways of travelling to get from one place to another, such as walking, jogging, skipping or jumping.</p>	<p>Obstacles can be overcome by moving into spaces around, over, under or through them.</p>	<p>Working effectively as a team means working within a group to complete an activity well or achieve a shared goal. It involves following instructions, listening to others, taking turns and using people's strengths to achieve the goal.</p>	<p>A challenge is an activity that tests a person's abilities. Challenges can be met using different strategies, such as applying learnt skills or tactics, asking for help, working well with others and listening to and acting upon helpful feedback.</p>	<p>Orientating a map is positioning it so that it corresponds to the correct position of north and the land that it represents.</p>	<p>When engaged in outdoor and adventurous activities, a range of problem-solving and resilience skills can be employed to help complete a task effectively, such as sharing ideas with others and asking questions. Being a good team player means working well with others to achieve a shared goal. It involves various skills, such as valuing the ideas and opinions of others, recognising others' strengths and involving everyone.</p>
Skills	<p>Negotiate space and obstacles safely, with consideration for</p>	<p>Follow a simple route around the school grounds or a given outdoor space.</p>	<p>Move over, under and through spaces and obstacles outdoors.</p>	<p>Work outdoors effectively as part of a team to safely navigate familiar</p>	<p>Respond positively to challenges and other team members, showing the ability to</p>	<p>Plan routes and orientate maps, responding positively to increasing</p>	<p>Use and apply strategies for solving problems, listening to others and being a good</p>



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	<p>themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>			places and solve problems.	listen to and act on feedback.	challenges, problems and working as a team.	team player when engaged in outdoor or adventurous activities.
Athletics- Use running, jumping, throwing and catching in isolation and in combination.							
Knowledge	Running involves lifting your knees.	Running involves keeping your head up, pumping your	Techniques in running, jumping, throwing and catching can be	A range of techniques can be used to throw, run and jump with	Running long distances requires endurance (the ability to keep	Power is the amount of force a muscle creates against a	Control, speed, strength and stamina are skills that can be



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<p>Jumping involves taking off on both feet and landing with bent knees. Throwing involves sending a ball through the air using the hands Kicking involves striking a ball with a foot.</p>	<p>arms and lifting your knees. Jumping involves starting in a crouch, swinging your arms behind your body, taking off on both feet and landing with bent knees.</p> <p>Patting involves tapping a ball with open hands. Throwing involves sending a ball through the air using the hands and arms. Kicking involves sending a ball along the ground by striking it with a foot. Stopping a ball involves using a part of the body to prevent the ball from moving. Catching involves grasping a ball in two hands after it</p>	<p>developed and modified to improve performance.</p>	<p>increasing accuracy and competence. For example, overarm throwing is useful for throwing over long distances and can be improved using a range of techniques, such as standing sideways to the target and pulling the throwing arm back behind the head.</p>	<p>doing something difficult for a long time), stamina (a good level of fitness) and pace-setting (not running too fast too soon).</p>	<p>resistance. It helps athletes to hit, tackle and throw. Stamina is the physical and mental ability to do something difficult for a long period of time. Power and stamina are developed over time by carrying out regular exercise, which strengthens muscles, increases fitness and can improve skills and techniques.</p>	<p>developed over time through practice and training. By working on these skills, performance in running, jumping and throwing should improve.</p>



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		<p>has been thrown or kicked.</p> <p>Throwing involves looking where you want the ball to go, stepping forward on one foot, pulling the ball back with the other hand and then pushing the ball forwards, letting go in front of you. Catching involves watching the ball and grasping it tightly with both hands.</p>					
Skills	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and Climbing.</p> <p>Throw, catch and kick a large ball.</p>	<p>Practice basic running, jumping, throwing and catching techniques.</p> <p>Pat, throw, kick, stop and catch a ball.</p>	<p>Develop and modify running, jumping, throwing and catching techniques to make outcomes more successful, with increasing balance, agility and coordination.</p>	<p>Demonstrate a broader range of throwing, running and jumping techniques, in isolation or combination, with improving accuracy and competence.</p>	<p>Run a range of distances, varying pace and for extended periods. Sprinting requires muscle power, speed and short bursts of energy.</p>	<p>Understand how power and stamina are developed and how this improves performance.</p>	<p>Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing, in isolation and combination, and suggest ways to improve performance.</p>



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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics- Develop flexibility, strength, technique, control and balance							
Knowledge	<p>Learning to balance means trying to hold the body steady without wobbling or falling.</p> <p>It is important to maintain space from others when moving around.</p>	<p>Balancing means holding the body steady without wobbling or falling. Using space safely means showing awareness of other people and obstacles in the setting.</p>	<p>Two or more different body shapes, performed and held in a steady position one after the other, are called a sequence of linked balances. Different body parts can support a balance. Body shapes can include a star, straight line, bridge, arch, tuck and crab.</p>	<p>A gymnastic sequence can include a number of balances or ways of travelling, performed at different speeds and levels. Different levels can be created using the body or apparatus, such as benches, climbing frames or trestles.</p>	<p>A fluid gymnastic routine means having smooth links between the movements, actions and balances in a sequence.</p>	<p>A complex gymnastic sequence should include a range of balances and levels, with movements that involve changing speed and direction.</p>	<p>A polished gymnastic routine has been planned and practised. It involves a range of balances and ways to travel, with an emphasis on precision, stability, smooth transitions and clear extensions.</p>
Skills	<p>Demonstrate strength, balance and coordination when playing</p>	<p>Demonstrate agility, balance, control and coordination when moving or balancing, performing basic sequences that use space safely.</p>	<p>Demonstrate a sequence of linked balances, creating a variety of body shapes.</p>	<p>Copy, explore and create a gymnastic sequence beginning to use flexibility, strength, technique and balance.</p>	<p>Combine movements, actions and balances and equipment, individually or collaboratively, to create a fluid routine.</p>	<p>Create increasingly complex sequences, including changes of direction, travelling and varying speeds and levels, showing good precision, stability, flexibility, technique and strength.</p>	<p>Plan and perform gymnastic sequences, using a wide range of movements and balances to create a polished routine.</p>



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Dance- Perform dances using a range of movement patterns.							
Knowledge	Two movements can be ordered to create a movement pattern.	Different parts of the body can be used to create movements, such as stepping, stretching, skipping or crouching. Two or more movements can be ordered to create a movement pattern.	Movements can be performed along different pathways (straight, curved or zigzag), levels, speeds and directions. This can help performers to express different ideas, emotions or feelings. For example, if creating a dance about a storm, movements may be fast, with lots of changes of direction.	Improvising means making up movements while listening and performing to music. Different pieces of music have different rhythms and create a range of feelings that can be shown through movement.	Movement patterns can represent an important or recurring idea called a motif. They can be inspired by stimuli, such as music, a story, theme or topic.	Improvisation is a creative and unplanned movement or set of movements that are performed in response to a stimulus. Precision means the movement is accurate and carefully performed. Control involves balance and awareness of the space. Fluency means movements flow smoothly.	In dance, dynamics means how the body moves, in terms of the speed, energy and flow of the movement. For example, the dynamics of a dance could be described as explosive or jerky.
Skills	Combine different movements with ease and fluency Increasingly able to use & remember sequences & patterns of movements which are related to music & rhythm.	Copy, create and remember simple movement patterns, showing awareness of rhythm.	Perform movements to express ideas, emotions or feelings, varying level, speed and direction.	Move in time to music, beginning to improvise movements and motifs that express the meaning and mood of the piece.	Compare, develop and adapt movements and motifs to create movement patterns in response to stimuli.	Improvise and move with precision, control and fluency in response to a range of stimuli.	Vary dynamics of movements or dance, developing actions in time to music with a partner or as a part of a group.



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	<p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>						
<p>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. Sending and striking processes.</p>							
Knowledge	<p>Begin to know that rules are instructions that guide how a game should be played. Everyone playing the game must follow the rules.</p>	<p>Rules are instructions that guide how a game should be played. Everyone playing the game must follow the rules to make it fair.</p>	<p>A tactic is an action, such as passing the ball to a team member who is closer to the net, that helps the team to achieve something. Team members work together towards a shared goal, such as scoring points.</p>	<p>Competing means trying to win or achieve something that others are also trying to achieve, such as scoring a goal. Competing effectively as a team involves listening to others, sharing personal ideas, encouraging each other and using appropriate tactics.</p>	<p>Competitive games, such as badminton, basketball and football, involve two players or teams playing against one another, where one player or team wins and the other loses. Competitive games require the use of different attack and defence tactics.</p>	<p>A range of rules and tactics are used in competitive games. Competitive games have rules for conduct, scoring, positioning, the number of players and equipment. Competitive games have tactics specific to the sport. Coordination is when the parts of the body work</p>	<p>Attack and defence tactics can be developed and refined in several ways, such as through practice and coaching, watching competitive games being played by others, asking questions and listening to feedback. When engaged in a competitive game that involves</p>



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				Different techniques are used when passing, batting, dribbling, travelling with or striking a ball and are specific to an activity or a sport, such as hockey, football or rounders.	Striking and fielding games are activities in which players strike an object and run to a particular area to score points. Fielders try to stop the other team from scoring by retrieving and returning the ball. Specific throwing, catching, striking and fielding skills are required in particular sports, such as bowling a ball overarm in cricket.	together effectively. Control is being able to direct the body to perform precise movements. Striking, fielding and racket skills are used when playing different sports, such as tennis, rounders and cricket. All of these are required to enable a player to score points.	sending and receiving a ball, there are some fundamental ball skills and some that are specific to the game. Precision can be demonstrated when sending the ball if it reaches the intended player or target. Precision can be demonstrated when receiving a ball by a player moving position or changing height to catch a ball that is intended for them.
Skills	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision & accuracy when	Participate in simple playground games, following the rules.	Play simple team games, understanding the rules and developing basic tactics to score points.	Compete in a team game, communicating with others and using tactics. Use different techniques to pass, bat, dribble, travel with and strike a ball with some control,	Play a well-known or invented competitive game, communicating with others, and developing and using team tactics. Throw, catch, strike and field with control and accuracy.	Apply a variety of rules and tactics to play competitive team games with some skill, coordination and control. Use striking, fielding and racket skills confidently and consistently.	Develop and refine strategies and tactics for attacking and defending during competitive team games. Use ball skills confidently and with some precision in a wide



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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	engaging in activities that involve a ball.			coordination and accuracy.			variety of competitive games.
Develop competence to excel in a broad range of physical activities.							
Knowledge	Blocks can be used to measure how tall or long something is. Counting can tell us how long it has taken to do something	Blocks, measuring sticks and trundle wheels can be used to measure how far something has travelled in metres and centimetres. Counting aloud or using a timer can tell us how fast something has travelled in minutes and seconds.	Skills are learned in PE and then improved by practising (doing something over and over again to become better). Information can be collected over time to show how practice improves performance.	Competing means trying to win or achieve something that others are also trying to achieve, such as scoring a goal. Competing effectively as a team involves listening to others, sharing personal ideas, encouraging each other and using appropriate tactics.	Competitive games, such as badminton, basketball and football, involve two players or teams playing against one another, where one player or team wins and the other loses. Competitive games require the use of different attack and defence tactics.	Power is the amount of force a muscle creates against a resistance. It helps athletes to hit, tackle and throw. Stamina is the physical and mental ability to do something difficult for a long period of time. Power and stamina are developed over time by carrying out regular exercise, which strengthens muscles, increases fitness and can improve skills and techniques.	Control, speed, strength and stamina are skills that can be developed over time through practice and training. By working on these skills, performance in running, jumping and throwing should improve.
Skills	Demonstrate strength, balance and coordination when playing	Record achievement in running, jumping and throwing	Collect data over time to show how repetition	Compete in a team game, communicating	Play a well-known or invented competitive game, communicating	Understand how power and stamina are developed and	Demonstrate a high level of control, speed, strength and



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		activities by measuring how fast or far something has travelled.	improves overall performance.	with others and using tactics.	with others, and developing and using team tactics.	how this improves performance.	stamina when running, jumping and throwing, in isolation and combination, and suggest ways to improve performance.
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.							
Knowledge	Words such as brilliant and excellent can be used to describe a movement or position	Words, such as exciting, brilliant, bouncy and fast can be used to describe feelings, movements and actions.	Improve means to get better at doing something. Performance in PE can be described using different vocabulary, such as tried hard, found it a challenge, listened carefully and could improve.	Spending time practising a technique can lead to improvements. Improving a performance can be described using different vocabulary, such as challenge, technique, power and speed. A 'personal best' is the fastest time or highest score achieved by an individual in a particular sporting activity. A personal best can be improved over time by practising skills and techniques.	A skill is a special ability to do something well and is gained through practise and training. There are skills and techniques specific to particular activities or sports. It is important to identify areas of skill that require development to improve performance. Skills can be advanced during training and practise time by changing different variables, such as	There are a range of tactics, skills and techniques specific to different areas of PE. Strategies that improve performance include working with a coach, watching adults, peer modelling, listening to comments from others and acting upon feedback. Performance can be improved over time by practising skills, techniques or tactics and when training by working on endurance,	Performance can be improved by developing observation skills. For example, watching good practice and then noticing and discussing similarities and differences between people's performances is a tool to support improvement. PE data should show improvement over time. Training improves endurance, strength and stamina. Practice refines skills, techniques and



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					the equipment, distance, height or technique used.	stamina and strength. Many improvements can be recorded using different units, such as time (minutes and seconds) or distance (metres and centimetres) and analysed after each repetition of the activity.	tactics. Sometimes, data may indicate no improvement and this can be due to specific factors, such as illness or injury, which have affected the outcome.
Skills	With support comment on others' performance, routine or game.	Comment on their own or others' performance, routine or game.	Use appropriate vocabulary to comment on performance and opportunities for improvement.	Identify areas for improvement and make suggestions about how to improve performance, using appropriate vocabulary. Explain how a 'personal best' can improve over time.	Reflect on their own and others' skills, identifying and working on areas for improvement. Examine how changing variables can refine skills.	Comment on tactics, techniques and skills, and learn from others to help improve performance. Estimate and investigate improvements in performance over time.	Accurately analyse their own and others' performance, commenting on similarities and differences and learning from them to make improvements. Analyse the outcomes of a range of collected PE data and suggest factors that have influenced the results.



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