



EYFS

<p>Physical Development- <i>building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.</i></p>	<p>Nursery</p>	<p>Reception</p>
<p>ELG: Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others</p> <ul style="list-style-type: none"> - Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • 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. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 	<p>Children in Reception</p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes
<p>ELG: Fine Motor Skills- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p>	<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. 	<ul style="list-style-type: none"> • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools:



PE PROGRESSION OF KNOWLEDGE AND SKILLS



<p>Physical Development- <i>building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.</i></p>	<p>Nursery</p>	<p>Reception</p>
<ul style="list-style-type: none"> - Use a range of small tools, including scissors, paint brushes and cutlery - Begin to show accuracy and care when drawing. 	<ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	<p>pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>

Key Stage 1

Curriculum Statement	Year 1 Knowledge and Skills	Year 2 Knowledge and skills
<p>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.</p>	<p>Knowledge 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>Skill Follow a simple route around the school grounds or a given outdoor space.</p> <p><input type="checkbox"/></p> <p>Athletics Processes</p> <p>Knowledge Running involves keeping your head up, pumping your 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. 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> <p>Skill Practice basic running, jumping, throwing and catching techniques.</p> <p><input type="checkbox"/></p> <p>Gymnastics Processes</p>	<p>Knowledge Obstacles can be overcome by moving into spaces around, over, under or through them.</p> <p>Skill Move over, under and through spaces and obstacles outdoors.</p> <p><input type="checkbox"/></p> <p>Athletics Processes</p> <p>Knowledge Techniques in running, jumping, throwing and catching can be developed and modified to improve performance.</p> <p>Skill Develop and modify running, jumping, throwing and catching techniques to make outcomes more successful, with increasing balance, agility and coordination.</p> <p><input type="checkbox"/></p> <p>Gymnastics Processes</p> <p>Knowledge 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>Skill Demonstrate a sequence of linked balances, creating a variety of body shapes.</p> <p><input type="checkbox"/></p> <p>Sending and striking Processes</p> <p>Knowledge There are different ways to send an object from one place to another, such as patting, throwing, rolling and kicking.</p> <p>Skill Confidently send or receive an object, such as a beanbag or ball.</p>



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	<p>Knowledge 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>Skill Demonstrate agility, balance, control and coordination when moving or balancing, performing basic sequences that use space safely.</p> <p><input type="checkbox"/></p> <p>Sending and striking Processes</p> <p>Knowledge 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 has been thrown or kicked.</p> <p>Skill Pat, throw, kick, stop and catch a ball.</p>	
Participate in team games, developing simple tactics for attacking and defending.	<p>Knowledge 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>Skill Participate in simple playground games, following the rules.</p>	<p>Knowledge 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>Skill Play simple team games, understanding the rules and developing basic tactics to score points.</p>
Perform dances using simple movement patterns.	<p>Knowledge 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.</p> <p>Skill Copy, create and remember simple movement patterns, showing awareness of rhythm.</p>	<p>Knowledge 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.</p> <p>Skill Perform movements to express ideas, emotions or feelings, varying level, speed and direction.</p>
Develop competence to excel in a broad range of physical activities.	<p>Knowledge Words, such as exciting, brilliant, bouncy and fast can be used to describe feelings, movements and actions.</p> <p>Skill Comment on their own or others' performance, routine or game.</p>	<p>Knowledge 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.</p> <p>Skill Use appropriate vocabulary to comment on performance and opportunities for improvement.</p>



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<p>Engage in competitive sports and activities.</p>	<p>Knowledge 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.</p> <p>Skill Record achievement in running, jumping and throwing activities by measuring how fast or far something has travelled.</p>	<p>Knowledge 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.</p> <p>Skill Collect data over time to show how repetition improves overall performance.</p>
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Key Stage 2

Curriculum Statement	Year 3 Knowledge and Skills	Year 4 Knowledge and Skills	Year 5 Knowledge and Skills	Year 6 Knowledge and Skills
Use running, jumping, throwing and catching in isolation and in combination.	<p>Knowledge 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>Skill Compete in a team game, communicating with others and using tactics.</p> <p><input type="checkbox"/></p> <p>Athletics Processes</p> <p>Knowledge A range of techniques can be used to throw, run and jump with 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</p>	<p>Knowledge 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>Skill Play a well-known or invented competitive game, communicating with others, and developing and using team tactics.</p> <p><input type="checkbox"/></p> <p>Athletics Processes</p> <p>Knowledge Running long distances requires endurance (the ability to keep doing something difficult for a long time), stamina (a good level of fitness) and pace-setting (not running too fast too soon). Sprinting requires muscle power,</p>	<p>Knowledge 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.</p> <p>Skill Understand how power and stamina are developed and how this improves performance.</p> <p><input type="checkbox"/></p> <p>Sending and striking Processes</p> <p>Knowledge Striking, fielding and racket skills are used when playing different sports, such as tennis, rounders and cricket. All</p>	<p>Knowledge 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.</p> <p>Skill 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> <p><input type="checkbox"/></p> <p>Sending and striking Processes</p> <p>Knowledge When engaged in a competitive game that involves 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</p>



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Curriculum Statement	Year 3 Knowledge and Skills	Year 4 Knowledge and Skills	Year 5 Knowledge and Skills	Year 6 Knowledge and Skills
	<p>and pulling the throwing arm back behind the head.</p> <p>Skill Demonstrate a broader range of throwing, running and jumping techniques, in isolation or combination, with improving accuracy and competence.</p> <p><input type="checkbox"/></p> <p>Sending and striking Processes Knowledge 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.</p> <p>Skill Use different techniques to pass, bat, dribble, travel with and strike a ball with some control, coordination and accuracy.</p>	<p>speed and short bursts of energy.</p> <p>Skill Run a range of distances, varying pace and for extended periods.</p> <p><input type="checkbox"/></p> <p>Sending and striking Processes Knowledge 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.</p> <p>Skill Throw, catch, strike and field with control and accuracy.</p>	<p>of these are required to enable a player to score points.</p> <p>Skill Use striking, fielding and racket skills confidently and consistently.</p>	<p>demonstrated when receiving a ball by a player moving position or changing height to catch a ball that is intended for them.</p> <p>Skill Use ball skills confidently and with some precision in a wide variety of competitive games.</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.</p>	<p>Knowledge 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>Skill Compete in a team game, communicating with others and using tactics.</p>	<p>Knowledge 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>Skill Play a well-known or invented competitive game, communicating with others, and developing and using team tactics.</p>	<p>Knowledge 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 together effectively. Control is being able to direct the body to perform precise movements.</p>	<p>Knowledge 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.</p> <p>Skill Develop and refine strategies and tactics for attacking and defending during competitive team games.</p> <p><input type="checkbox"/></p> <p>Sending and striking Processes</p>



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Curriculum Statement	Year 3 Knowledge and Skills	Year 4 Knowledge and Skills	Year 5 Knowledge and Skills	Year 6 Knowledge and Skills
			<p>Skill Apply a variety of rules and tactics to play competitive team games with some skill, coordination and control.</p>	<p>Knowledge When engaged in a competitive game that involves 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.</p> <p>Skill Use ball skills confidently and with some precision in a wide variety of competitive games.</p>
<p>Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).</p>	<p>Knowledge A range of techniques can be used to throw, run and jump with 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>Skill Demonstrate a broader range of throwing, running and jumping techniques, in isolation or combination, with improving accuracy and competence.</p> <p><input type="checkbox"/></p> <p>Gymnastics Processes</p>	<p>Knowledge Running long distances requires endurance (the ability to keep doing something difficult for a long time), stamina (a good level of fitness) and pace-setting (not running too fast too soon). Sprinting requires muscle power, speed and short bursts of energy.</p> <p>Skill Run a range of distances, varying pace and for extended periods.</p> <p><input type="checkbox"/></p> <p>Gymnastics Processes</p> <p>Knowledge A fluid gymnastic routine means having smooth links between the movements, actions and balances in a sequence.</p>	<p>Knowledge 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.</p> <p>Skill Understand how power and stamina are developed and how this improves performance.</p> <p><input type="checkbox"/></p> <p>Gymnastics Processes</p>	<p>Knowledge 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.</p> <p>Skill 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> <p>Knowledge 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,</p>



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	<p>Knowledge 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>Skill Copy, explore and create a gymnastic sequence beginning to use flexibility, strength, technique and balance.</p> <p><input type="checkbox"/></p> <p>Sending and striking Processes</p> <p>Knowledge 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.</p> <p>Skill Use different techniques to pass, bat, dribble, travel with and strike a ball with some control, coordination and accuracy.</p>	<p>Skill Combine movements, actions and balances and equipment, individually or collaboratively, to create a fluid routine.</p> <p><input type="checkbox"/></p> <p>Sending and striking Processes</p> <p>Knowledge 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.</p> <p>Skill Throw, catch, strike and field with control and accuracy.</p>	<p>Knowledge A complex gymnastic sequence should include a range of balances and levels, with movements that involve changing speed and direction.</p> <p>Skill Create increasingly complex sequences, including changes of direction, travelling and varying speeds and levels, showing good precision, stability, flexibility, technique and strength.</p> <p><input type="checkbox"/></p> <p>Sending and striking Processes</p> <p>Knowledge 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.</p> <p>Skill Use striking, fielding and racket skills confidently and consistently.</p>	<p>smooth transitions and clear extensions.</p> <p>Skill Plan and perform gymnastic sequences, using a wide range of movements and balances to create a polished routine.</p>
<p>Perform dances using a range of movement patterns.</p>	<p>Knowledge 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.</p> <p>Skill Move in time to music, beginning to improvise movements and motifs that</p>	<p>Knowledge 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.</p> <p>Skill Compare, develop and adapt movements and motifs to create movement patterns in response to stimuli.</p>	<p>Knowledge 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.</p>	<p>Knowledge 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.</p> <p>Skill Vary dynamics of movements or dance, developing actions in time to music with a partner or as a part of a group.</p>



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	express the meaning and mood of the piece.		Skill Improvise and move with precision, control and fluency in response to a range of stimuli.	
Take part in outdoor and adventurous activity challenges both individually and within a team.	<p>Knowledge 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>Skill Work outdoors effectively as part of a team to safely navigate familiar places and solve problems.</p>	<p>Knowledge 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>Skill Respond positively to challenges and other team members, showing the ability to listen to and act on feedback.</p>	<p>Knowledge Orientating a map is positioning it so that it corresponds to the correct position of north and the land that it represents.</p> <p>Skill Plan routes and orientate maps, responding positively to increasing challenges, problems and working as a team.</p>	<p>Knowledge 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> <p>Skill Use and apply strategies for solving problems, listening to others and being a good team player when engaged in outdoor or adventurous activities.</p>
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<p>Knowledge 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.</p> <p>Skill Identify areas for improvement and make suggestions about how to improve performance, using appropriate vocabulary.</p> <p><input type="checkbox"/></p> <p>Data analysis Investigation</p>	<p>Knowledge 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.</p> <p>Skill Reflect on their own and others' skills, identifying and working on areas for improvement.</p>	<p>Knowledge 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.</p> <p>Skill Comment on tactics, techniques and skills, and learn from others to help improve performance.</p>	<p>Knowledge 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.</p> <p>Skill Accurately analyse their own and others' performance, commenting on similarities and differences and learning from them to make improvements.</p>



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	<p>Knowledge 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.</p> <p>Skill Explain how a 'personal best' can improve over time.</p>	<p><input type="checkbox"/></p> <p>Data analysis Investigation Knowledge Skills can be advanced during training and practise time by changing different variables, such as the equipment, distance, height or technique used.</p> <p>Skill Examine how changing variables can refine skills.</p>	<p><input type="checkbox"/></p> <p>Data analysis Investigation Knowledge Performance can be improved over time by practising skills, techniques or tactics and when training by working on endurance, 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.</p> <p>Skill Estimate and investigate improvements in performance over time.</p>	<p><input type="checkbox"/></p> <p>Data analysis Investigation Knowledge PE data should show improvement over time. Training improves endurance, strength and stamina. Practice refines skills, techniques and 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.</p> <p>Skill Analyse the outcomes of a range of collected PE data and suggest factors that have influenced the results.</p>



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