



PE: Progression in Knowledge and Skills

EYFS Framework Objectives:

Physical Development

ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Year Group	Key Knowledge	Key Skills
EYFS	<ul style="list-style-type: none"> • Explain why turn taking is needed within a PE session (e.g. sharing equipment). • Understand basic instructions within a PE context. • Explain some basic changes in their body when they exercise. • 	<ul style="list-style-type: none"> • Develop FMS in isolation (such as throwing and catching a large ball; running to avoid obstacles) • Improve speed, agility, balance and coordination in isolation and begin to combine these skills. • Within dance, copy basic rhythms with body actions. •

Key Stage 1 National Curriculum Objectives

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. They 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.

Pupils should be taught to:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Year 1	<ul style="list-style-type: none">• Explain some differences in technique between sprinting and running longer distances.• Describe what dance phrases are and how they become sequences.• Describe the basic rules of invasion, net/wall and striking/fielding games.• Explain that there are attackers and defenders in an invasion game.• Identify who has won a point in a net/wall game.• Identify basic changes in their body when they exercise.	<ul style="list-style-type: none">•Begin to develop Fundamental Movement Skills (FMS) and motor competence with a particular focus on running, balancing and throwing.•Practise different jumping techniques, showing control, coordination, and consistency throughout.•Run, jump, balance, hop, leap, and skip.•Perform movement phrases using a range of different body actions and body parts – with control and accuracy.•Compose short dances.•Move with control to music.•Use FMS within a game context with increasing confidence.•Hold pieces of equipment in the correct way (e.g. tennis racquet)
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Year 2	<ul style="list-style-type: none"> • Explain the terms control and coordination in relation to running. • Identify the beginning, middle and end of a gymnastic action. • Identify simple tactics that will increase the chance of success in a game (e.g. moving to block the goal/target when defending). • Identify and explain what a 'rally' is. • Begin to explain the positive and negatives of their own and others performance (e.g. I played well in that game because I could pass to my teammate). • Identify and explain changes in their body when they exercise. 	<ul style="list-style-type: none"> •Further develop FMS taught in Y1 with a particular emphasis on jumping, twisting and catching. •Apply FMS to a variety of athletic contexts (e.g. a relay race, ball throw) • Perform basic gymnastic actions including travelling, rolling and jumping. •Begin to combine movements into simple sequences (e.g. a roll followed by a jump). •Show basic ball control when sending and receiving an object within a game context. •Combine FMS in the context of different game types (e.g. twisting and throwing; balancing and kicking).
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Key Stage 2 National Curriculum Objectives

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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

<p>Year 3</p>	<ul style="list-style-type: none"> • Begin to identify an appropriate running speed for a specific event. • Identify the phrases repetition, action/reaction and question/answer in a dance context. • Explain how to incorporate others within a pair or group. • Identify the different ways of using a shape, balance or travel. • Explain a bigger range of simple tactics within invasion games (e.g. finding space or challenging a player in possession). • Identify reasons why specific passes would be chosen in certain situations. • Begin to explain basic tactics within striking and fielding games (e.g. hitting the ball into space, covering the field). 	<ul style="list-style-type: none"> • Combine basic jump actions to form a jump combination. • Begin to show control, coordination and consistency when running, jumping or throwing. • Combine actions and maintain the same quality of performance individually and with a partner. • Perform dances with an increased combination of movements and types of movement. • Create, perform and repeat a series of actions that form a gymnastic sequence including changing speed, direction and clarity of shape. • Receive a ball and perform an action with that ball whilst under control. • Challenge a player with a ball within the rules of a game. • Pass the ball in different ways and directions accurately (high, low, with/without a bounce). • In net/wall games, hit both forehand and backhand shots with accuracy. • Perform underarm serves in various scenarios. • Begin to use shots to move opponents around the court. • Catch and throw for a purpose (e.g. towards a target or to get someone out).
<p>Year 4</p>	<ul style="list-style-type: none"> • Explain more complex changes in their body when they exercise (e.g. increase in breathing rate). • Begin to link nutrition with performance in physical activity sessions. <p>N.B – Buglawton pupils go swimming for a full year in Y4. Therefore, this progression and skills document combines Y3 and Y4 together.</p>	<p>N.B – Buglawton pupils go swimming for a full year in Y4. Therefore, this progression and skills document combines Y3 and Y4 together.</p>

<p>Year 5</p>	<ul style="list-style-type: none"> • Identify the different paces required for different events in athletics. • Explain how dance can be inspired by a stimulus. • Identify what a basic compositional principle is for the dance being performed. • Identify some more complex tactics such as formations or positions. • Simply explain the skills that are needed to succeed in an invasion game. • Further explain the rules in net/wall games (e.g. the difference between points and games in Tennis). • Identify several ways of losing your wicket in cricket (e.g. caught, bowled). • Explain some of the reasons for changes in their body during exercise and the benefits of these. • Further link nutrition with athletic performance. • Begin to understand long term benefits of exercise and the risks attached to a sedentary lifestyle. 	<ul style="list-style-type: none"> • Combine athletic skills in one event or movement (e.g. triple jump; run and throw a javelin). • Run with a higher rate of success in a team (e.g. passing the baton in a relay). • Perform dance sequences to an audience. • Use an increasing range of passing in different forms of invasion games (e.g. outside of foot in football; overhead pass in basketball) • Dribble with the ball in a game situation with increasing confidence and control. • Further refine forehand and backhand skills, beginning to create different movements on the ball. • In striking and fielding games, begin to hit the ball at different speeds and heights based on what the game requires.
<p>Year 6</p>	<ul style="list-style-type: none"> • Explain why different paces are needed in different running events. • Identify the formations and positions in a variety of invasion games (e.g. Goal Shooter in Netball). • Explain skills that are needed to succeed within an invasion game (e.g. counter-attack, possession) • Refine knowledge of tactics within net/wall games (e.g. cross-court, down the line, drop shot, lob) • Identify some basic positions within striking and fielding games (e.g. off and leg side; wicket-keeper; back stop). • Link learning in Science around the circulatory system to the benefits of exercise, changes within exercise and the risks associated with more strenuous exercise. • Describe why certain elements of a PE lesson are required and the benefit they have for performance. 	<ul style="list-style-type: none"> • Perform more complex athletic skills (e.g. a sprint start, combination throws and jumps). • Further refine a relay skill to be able to run and transition. • Combine gymnastic movements and routines fluently. • Use height, speed, and direction independently (e.g. without having to be directed). • Adjust dribbling style and technique depending on the game situation (e.g. using closer touches when closer to opponents). • Perform basic set piece routines in invasion games. • Begin to be able to create intended spin on shots within net/wall games. • Play an increasing range of shots including an overhead serve in closed conditions. • During striking and fielding games, begin to be able to bowl overarm (using a straight arm) alongside developing the ability to hit the ball at different speeds, heights and spaces based on what the game requires.

KS3

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Pupils should be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- perform dances using advanced dance techniques within a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs.