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Curriculum Progression of Knowledge and Skills – Physical Education

	National Curriculum Reference		
EYFS Early Learning Goals **Personal, Social and Emotional Development:** Children at the expected level of development will: • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing • Work and play co-operatively and take turns with others. **Physical development:** Children at the expected level of development will: • 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. **Expressive Arts and Design:** Children at the expected level of development will: • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music	**KS1 PE Curriculum End Points** Has mastered basic movements including running, jumping, throwing and catching. Has developed balance, agility and co-ordination, and is beginning to apply these in a range of activities. Can participate in team games and is developing simple tactics for attacking and defending. Can perform dances using simple movement patterns	**KS2 PE Curriculum End Points:** Can use running, jumping, throwing and catching in isolation and in combination. Can play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Has developed flexibility, strength, technique, control and balance. Can perform dances using a range of movement patterns. Can take part in outdoor and adventurous activity challenges both individually and within a team Can compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**KS3 National Curriculum Requirements:** 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

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Key concept:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Fitness	**Knowledge:** That exercise causes the heart rate to rise; cheeks might flush, the body may sweat and body temperature rises. The importance of stretching and staying hydrated. Describe how my body feels before, during and after a fitness activity. Describe how my body feels before, during and after a fitness activity. Can exercise safely and responsibly.	**Knowledge:** Describe how my body feels during different activities and can compare. Can explain what their body needs to stay healthy and fit Can explain why it is important to warm up and cool down	**Knowledge:** Can explain what their body needs to stay healthy and fit – specifically linking to food types and choices Can explain some of the main principles when preparing to exercise. Can explain why exercise is important and the effect it has on the body.	**Knowledge:** Can choose appropriate warm up and cool down exercises. Can explain how their body reacts to different kinds of exercise.	**Knowledge:** Can devise and choose appropriate warm up and cool down exercises. Can confidently explain why we need regular and safe exercise and understand the effect on the body when this doesn't happen.	**Knowledge:** Can devise and choose appropriate warm up and cool down exercises. Can confidently explain why we need regular and safe exercise and understand the effect on the body when this doesn't happen.
Gymnastic Movement	**Knowledge:** How to hold a balance (5 seconds for a strong balance) To know how to correct prepare for a gymnastics session To have a basic understanding that conditioning improves strength, flexibility and endurance. To know how to safely land and finish skills.	**Knowledge:** Know a variety of rolls, including forward, backward roll (using wedge), teddy bear rolls To know some basic jump variations. Know how to create balance with a partner. To know how to safely enter and exist partner balances and what to do if the balance becomes unsafe.	**Knowledge:** To know a variety of ways how to travel (cartwheels, tiptoe, hop and skip) To know how to create matching and contrasting balances. To develop knowledge of different jumps (star and tuck) To know how to safely move apparatus. To know the importance of warm ups.	**Knowledge:** Know counter balances and use in a sequence. To know how to change direction and speed with control. To know how to use symmetrical and asymmetrical body shapes. To know how to swing and hang from equipment safely. To know how to vault using equipment.	**Knowledge:** To know the importance of conditioning exercises to increase strength and endurance. To know how to safely enter and exist group balances. To know how to incorporate a greater variety of apparatus safely in a sequence. To know how to link movements into a more complex sequence (balance/travel/rolls/ jumps)	**Knowledge:** To know how to confidently use equipment for a range of movements eg Vault and flight. To know how to create their own complex sequences using the full range of actions and movements. To know how to apply skills and techniques consistently, showing precision and control.

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	To know basic gymnastics shapes. To know how to safely enter and exit balances and what to do if the balance becomes unsafe.	To know how to correctly stretch muscles in a warm up.		To know a variety of stretches that will prepare their bodies for the activity.	To know how to use a variety of speeds and direction under control.	
	Skills: Demonstrate control and coordination when balancing and moving. Begin to demonstrate feelings and moods through movement. Perform varied and controlled balances.	**Skills:** React to stimuli including pictures, writing and music when performing dance and gymnastics sequences. Begin to move with spatial awareness, care and consideration. Apply a range of rolls, jumps and balances into simple sequences.	**Skills** Begin to remember and perform increasingly complex sequences. Hold a variety of strong balances.	**Skills:** Travel freely, fluently and in a controlled manner when performing gymnastics sequences. Show confidence and correct technique in a performance. Reflect and evaluate own performance.	**Skills:** Move freely and with agility both on the floor and when using apparatus. Reflect and evaluate own and others' performances.	**Skills:** Compose gymnastic sequences combining balances, travelling, vaulting and use of apparatus. Record performances to improve and refine.
Games (Including basic skills in KS1)	**Knowledge:** The difference between running, jumping, skipping, hopping and walking and will be able to demonstrate these. They know they can throw, kick, roll or bounce to pass and know which movements are necessary to demonstrate this. They will know that they can use their hands or feet to pass a ball. They will know they will know that to throw/kick	**Knowledge:** Knows how to use hitting, kicking or rolling in a game. Knows and can decide the best space to be in during a game. Knows how to use tactics in simple games. Know and can follows set out for simple games. Knows how to throw different types of equipment in different ways, for accuracy and distance.	**Knowledge:** Know how to keep and win back possession of the ball in a team game. Knows how to defend and shoot in a team game. Knows how to pass in a team game. Knows how to communicate tactics with teammates. Knows how to score points in live game situations. Knows how to strike a	**Knowledge:** Know how to vary tactics and adapt skills depending on what is happening in a game. Knows how to score points within the constraints of specific games (Hockey) Knows how to regain possession in (Hockey) Knows how to pass a ball correctly in (hockey) Knows how to score points and how to prevent opponents from scoring points.	**Knowledge:** Know how to gain possession by working a team. Know when to choose a specific tactic for defending and attacking. Know a number of techniques to pass, dribble and shoot using equipment. Know when to pass and when to dribble in a game. Know how to pass and move to cause the opposition problems.	**Knowledge:** Knows which type of pass to choose depending on the distance. Knows how to transition from an attacking phase of play to a defensive phase of play. Knows their role within a team and how to adequately perform this role. Knows how and when to: set, spike, smash or dig. Knows how to strike a ball with precision in the intended direction.

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	accurately they need to look at the target and aim. Know that to catch accurately they need to make a cradle with their hands or arms and look at where the beanbag/ball is aimed.	Knows skills for playing striking and fielding games.	moving object with increasing accuracy. Knows how to use equipment correctly in specified game situations.	Knows how to bowl and ball and strike a bowled ball with increasing accuracy.	Knows their role within a team. Knows how to strike a ball on the volley and the half-volley. Knows how to use equipment to defend a specified area (bases in rounders) Knows how to use tactics to put an opponent under pressure or to alleviate pressure on one's own team.	Knows when to change equipment to meet the needs of the task.
	Skills: Take part in games individually and as part of a team. Be able to send and receive an object. Independently make decisions for a team.	**Skills:** Begin to develop simple tactics within games. Be able to compete individually and as a team. Recognise an opponent and a team mate. Move freely in game situations including when using equipment.	**Skills:** Move freely in game situations including when using equipment. Begin to retain possession when passing and moving in team games. Apply appropriate tactics to invasion game situations in order to defend/attack/regain possession. Strike a moving object using appropriate equipment. Return a shot (and serve) in a tennis game using forehand and backhand. Use tactics to get an opponent out.	**Skills:** Travel with ball and dribbling, dodging opponents in a variety of ways. Be able to retain and regain possession when passing, dribbling and dodging in team games. Discuss and apply appropriate tactics in invasion games situations. Throw and catch in a range of games situations. Strike a moving object using appropriate equipment. Use tactics to get an opponent out.	**Skills:** Be able to retain and regain possession when passing, dribbling and dodging in team games. With some guidance also recognising the similarities and differences across sports. Discuss, apply and adapt appropriate tactics in invasion games situations. Strike a bowled ball. Bowl and field in order to get an opponent out. Return a shot in a game of tennis using forehand, backhand, volley	**Skills:** Be able to retain and regain possession when passing, dribbling and dodging in team games; recognising the similarities and differences across these sports. Discuss, apply and adapt appropriate tactics in invasion games situations. Strike a stationary ball in a variety of ways. Strike a stationary ball with equipment modified for the task. Return a shot in a game of tennis using forehand, backhand, volley and half volley shots.

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Dance:	**Knowledge:** Focus and concentration is necessary when dancing. Dance can be thought of as a narrative. Understand how to vary movement (including pace) in response to music. Movements can be sequenced to create a dance. There are different levels and directions within a space. When dancing with a partner it is important to be aware of each other and keep time.	**Knowledge:** Know you can use different parts of your body for dance sequences. Know that changing rhythm and speed can enhance a dance performance and how the choreography looks. Know how to communicate mood and feeling based on stimuli Know you can change levels and directions during dance sequences. To use the correct terminology for body parts involved in dance routines. Know how to begin and end a dance routine.	**Knowledge:** Knows how to improvise freely and translate ideas from a stimulus into movement Know how to vary tempo and energy within a sequence. Share and create phrases with a partner or small group. That different parts of the body can be coordinated at the same time during performances. Use different levels effectively. Know how to identify the beat within a piece of music. Aware of their role within their group (e.g. cannon and unison). Know how to use feedback to improve the performance of themselves and others.	**Knowledge:** Perform a dance to an accompaniment devising the sequence to take account of music, including repetition. Know that dance should show consistency, fluency, accuracy and clarity of movements. Know that dance can communicate narratives. Knows what particularly aspects of their performance were strong and what could be improved. Know how to write down/record a sequence of movements to create a dance routine.	**Knowledge:** Know how to develop sequences in the style of specific dance. Knows the impact of increased poise, balance and coordination can have on a dance. Know that dance can communicate an idea, as well as feelings and narratives. Know how to choreograph a dance either individually, with a partner or small group in a creative way. Knows and can state what particularly aspects of their performance were strong and what could be improved. Know how to write down/record a sequence of movements to build on a previously learnt dance routine.	**Knowledge:** Know how to demonstrate strong and controlled movements through a dance sequence. Perform dances with confidence over a range of stimuli. Know how to create complex sequences demonstrating a full range of movements. Know a range of technical dance vocabulary to support development of dance sequences. Know how to use props for a purpose. Knows and can state what particularly aspects of their performance were strong and what could be improved. Know how to write down/record a sequence of movements to build on a previously learnt dance routine. Edit and improve when necessary.
	Skills: Begin to demonstrate feelings and moods through movement. Improvise alone linked to stimuli.	**Skills:** React to stimuli including pictures, writing and music when performing dance and gymnastics sequences.	**Skills:** Discuss relevant ideas when composing dance sequences.	**Skills:** Begin to compose and perform sequences with a number of elements. Dance with expression, changes speed and levels of	**Skills:** Compose and perform sequences with a number of elements including: call and response, unison, cannon, repetition.	**Skills:** Compose and perform sequences with a number of elements including: call and response, unison, cannon, repetition.

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	Vary movements and pace of movement. Change of direction and level Mirror the movements of another Building a sequence of movements (min 3 actions)	Begin to move with spatial awareness, care and consideration. Learn movements (lunge, shoulder roll, squats, punches) Communicate mood and feeling based on stimuli Begin to respond to the beat of the music Call and response – adult led Sequence of movements with a clear start and finish	Begin to remember and perform increasingly complex sequences. Use different levels effectively. Can use everyday movements (running, jumping etc) to create dance moves. Varying tempo and energy Recognise and begin to respond to the beat of the music Use unison and cannon within sequences Incorporate all elements within performances To remember and repeat a dance To begin to feedback and respond to peers	the body to begin to respond to the music and the beat with some accuracy Create patterns with groups – adult led Repeat moves linked to the music (chorus and verses) Children can write down their sequences/ record routine (adult led) Perform and feedback, responding to constructive criticism.	Recap all elements – poise, balance, co-ordination Children to create sequences – write down sequence Create a performance to convey a story or mood – linked to music and responding to the beat and timings with some accuracy Give and receive feedback with groups and then edit appropriately	Use dramatic expression in dance movements and motifs. Demonstrate consistent precision when performing dance sequences. Respond to the music and beat with accuracy Incorporate props into a dance routine Perform with accuracy, confidence, good posture Give, receive and respond to feedback
Athletics			**Knowledge:** Knows how to run at fast, medium and slow speeds; changing speed and direction	**Knowledge:** Knows how to sprint over a short distance and understands that a sprint style can't be sustained over a long distance.	**Knowledge:** Knows how to show control when taking off and landing. Knows how to throw with increasing accuracy	**Knowledge:** Knows how to demonstrate stamina and increase strength

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			Can take part in a relay, remembering/knowing when to run and what to do Knows how to increase the distance that a thrown object travels through effective technique	Knows how to jump in different ways. Knows how to throw in different ways and hit a target (at appropriate distance), when needed. Knows the role of a team player in a relay situation.	Knows how to combine running and jumping in the context of a triple jump.	
			Skills: **Running** Identify and demonstrate how different techniques can affect their performance. Begin to use an appropriate technique for sprinting (up to 60m) and over a longer distance (up to 1000m). Focus on their arm and leg action to improve their sprinting technique. **Jumping** Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely with some control. **Throwing**	**Skills:** **Running** Begin to combine running with jumping over hurdles. Understand the importance of adjusting running pace to suit the distance being run. Takes part in a relay. **Jumping** Learn how to combine a hop, step and jump, including a run-up where necessary. Land safely and with control. **Throwing** Use a range of techniques performing an underarm or overarm throw with greater accuracy and over a longer distance. Perform a pull throw (javelin).	**Skills:** **Running** Accelerate from a variety of starting positions and select their preferred position. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners. **Jumping** Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence.	**Skills:** **Running** Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run. **Jumping**

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			Use a range of techniques performing an underarm or overarm throw.		Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. **Throwing** Perform a fling throw (discuss). Throw a variety of implements developing accuracy and using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance.	Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy. **Throwing** Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy.
Outdoor and Adventurous Activities			**Knowledge:** Know how to read a map in a familiar context.	**Knowledge:** Know how to follow a route safely.	**Knowledge:** Know how to design a map for others to follow in a more	**Knowledge:** Know how to design a map for others to follow in a more

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			Know how to use clues to follow a route. Know how to create a route and record it as a simple map.	Know how to follow a route within a time limit. Recognise the bodies limitations. Know how to solve problems within a given context.	demanding familiar context (school site) Know the approximate amount of time that their own designed route should take and is able to follow a set route within an allocated time limit.	demanding familiar context (school site) Know the approximate amount of time that their own designed route should take and is able to follow a set route within an allocated time limit. Follow a mixed terrain route along and through a range of environments. Follow a map to an unknown location. Plan a strategy with other and navigate a route competitively.
			Skills: Create maps and courses – communicating effectively Work as a team to solve problems Use a basic map to find locations	**Skills:** Plot a course to find the most efficient route to a target. Navigating courses with constraints and limitations Create challenges for themselves – competing Find the most efficient route to a target Use compass points	**Skills:** Use maps and symbols to complete courses using orienteering skills and equipment. Map of the school site Navigate through the school Recognise symbols on a map Use compass points	**Skills:** Use maps and symbols to complete courses using orienteering skills and equipment Complete obstacle courses as part of a team and alone. Application of skills within residential trip Complete an obstacle course as part of a team and alone

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Swimming			**Knowledge:** Know how to stay safe in and around water. Know how to perform front crawl, breaststroke, butterfly and backstroke. Knows how to breath effectively when swimming.			
			Skills: Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively – e.g – front crawl, back crawl, backstroke and breaststroke Knows how to stay safe in water and can recall survival tactics Performs safe self-secure in different water based situations			