

PE Progression of Knowledge, Skills and Vocabulary Overview

EYFS 40-60 months and Early Learning Goals

Physical Development: Moving and Handling

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.

Early Learning Goal:

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Physical Development: Health and Self-Care

- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.

Early Learning Goal:

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

FS2

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<p><u>Team Building & Problem Solving</u></p> <p>Knowledge Be able to participate in a game with an opposing side</p> <p>Share ideas</p> <p>Listen to instructions and ideas of others</p> <p>Be able to control a ball within a game setting</p> <p><u>PL – Object Manipulation (Sending and Receiving)</u></p> <p>Knowledge</p>	<p><u>Invasion Games – Sending and Receiving Focus</u></p> <p><u>Knowledge</u> PL – FMS</p>	<p><u>Gymnastics</u> PL – FMS/Dance Copy a dance sequence</p> <p>Develop control of movement using: Actions (WHAT) – travel, jump,</p> <p>Space (WHERE) – forwards, backwards, sideways</p> <p>Relationships (WHO) – on own and with a whole class group.</p> <p>Move with some spatial awareness</p> <p>Suggest own dance move or travelling action</p> <p>Follow a short dance sequence copying moves</p> <p>Move with increasing confidence when travelling</p> <p>Show some understanding if rhythm and clap a simple beat as a group.</p> <p>Begin to coordinate arm and leg movements (e.g. march and clap).</p>	<p><u>FMS – Athletics focus</u> Move in a variety of ways in and out cones and obstacles.</p> <p>Jump with both feet leaving the ground.</p> <p>Hop (on one leg – changing legs)</p> <p>Show differences in running at speed and jogging</p> <p>Perform 2 basic jumps (2-2. 2-1)</p> <p>Show increasing control at take-off and landing</p> <p>Practise specific events related to School Sports Day PL – Object Manipulation (Sending and Receiving) Be able to throw and catch a large ball – under arm (2 handed)</p> <p>Develop throwing overhead with 2 hands</p> <p>Roll a ball to an end target</p> <p>Kick a ball</p> <p>Use hands to control a ball</p>	<p><u>Invasion games</u> Participate in a game with an opposing side</p> <p>Work cooperatively in teams</p> <p>Listen to and follow simple instructions within a game</p>
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KS1 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

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PE Progression of Knowledge, Skills and Vocabulary Overview

<u>Autum1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Team Building & Problem Solving Begin to work co-operatively with others</p> <p>Plan and share ideas</p> <p>Use simple maps and diagrams to follow a trail.</p> <p>Discuss how to solve problems.</p> <p>Select appropriate equipment for the task. PL – Object Manipulation (Sending and Receiving) Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</p> <p>Throw into targets</p> <p>Perform a range of throwing actions e.g. rolling, underarm, overarm</p> <p>Describe different ways of throwing</p> <p>Explain what is successful or how to improve</p> <p>Kick a ball with increasing accuracy to an end target</p> <p>Rolling the ball/dribbling around simple obstacles/cones</p> <p>Roll a ball to an end target</p> <p>Participate in a game with an opposing side</p> <p>Use hands to control a ball with increasing accuracy</p> <p>Play a game following a set of rules.</p> <p>Fundamentals I can change direction when moving at speed.</p> <p>I can recognise changes in my body when I do exercise.</p>	<p>Ball Skills</p> <p>I am beginning to catch with two hands.</p> <p>I am beginning to dribble a ball with my hands and feet.</p> <p>I am beginning to understand simple tactics.</p> <p>I can roll and throw with some accuracy towards a target.</p> <p>I can say when someone was successful.</p> <p>I can track a ball that is coming towards me.</p> <p>I can work co-operatively with a partner.</p> <p>Stretch and Flex</p> <p>I can recognise how yoga makes me both feel physically and mentally.</p> <p>I can remember and repeat actions, linking poses together.</p> <p>I can say what I liked about someone else's flow.</p> <p>I can show an awareness of space when travelling.</p> <p>I can work with others to create poses.</p>	<p>Gymnastics</p> <p>Perform gymnastic sequence with a balance, a travelling action, a jump and a roll</p> <p>Demonstrate in groups or pairs to the larger group</p> <p>Stand and sit “like a gymnast”</p> <p>Explore 3 basic shapes: straight/tucked/star</p> <p>Balance in the 3 basic shapes on large body parts: back, front</p> <p>Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position)NB: ensure hands are always flat on floor and fingers point the same way as toes</p> <p>Travel on hands and feet (hands flat on floor and fully extend arms)</p> <p>Monkey walk (bent legs and extended arms)</p> <p>Bunny hop (transfer weight to hands)</p> <p>Explore shape in the air when jumping and landing with control (e.g. star shape)</p> <p>Develop control in different rolls: Pencil roll – from back to front keeping body and limbs in straight shape Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength</p> <p>Fitness</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can share my ideas with other people in the class.</p> <p>I can talk about what exercise does to my body.</p> <p>I recognise how exercise makes me feel.</p> <p>I try my best in the challenges I am set. I understand why it is important to warm up.</p>	<p>PL – FMS/Dance</p> <p>Develop control of movement using: Actions (WHAT) – travel, turn, jump, balance</p> <p>Space (WHERE) – forwards, backwards, sideways, safely showing an awareness of others</p> <p>Relationships (WHO) – on own and with a small group (4-6) each sharing their action to create a dance sequence with 4-6 moves.</p> <p>Follow a short dance sequence copying moves</p> <p>Move with confidence when walking, jumping, landing</p> <p>Demonstrate good balance</p> <p>Move in time with music</p> <p>Co-ordinate arm and leg actions (e.g. march and clap)</p> <p>I am beginning to use counts.</p> <p>I can copy, remember and repeat actions.</p> <p>I can move confidently and safely.</p> <p>I can use different parts of the body in isolation and together.</p> <p>I can work with others to share ideas and select actions.</p> <p>I choose appropriate movements for different dance ideas.</p> <p>I say what I liked about someone else's performance.</p> <p>I show some sense of dynamic and expressive qualities in my dance.</p>	<p>Athletics</p> <p>Run for 1 minute</p> <p>Show differences in running at speed and jogging</p> <p>Use different techniques to meet challenges</p> <p>Perform 3 basic jumps (2-2, 2-1, 1-2)</p> <p>Show control at take-off and landing</p> <p>Explain what is successful or how to improve</p> <p>Practise specific events related to School Sports Day</p>	<p>Striking and fielding – Cricket focus</p> <p>I can catch a beanbag and a medium-sized ball.</p> <p>I can roll a ball towards a target.</p> <p>I can strike a ball using my hand.</p> <p>I can track a ball that is coming towards me.</p> <p>I know how to score points. I understand the rules and I am beginning to use these to play honestly and fairly.</p> <p>I understand when I am successful.</p> <p>Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</p> <p>Work cooperatively in teams.</p> <p>Throw into targets</p> <p>Perform a range of throwing actions e.g. rolling, underarm, overarm</p> <p>Describe different ways of throwing</p> <p>Explain what is successful or how to improve</p> <p>Introduce batting with plastic bats (may wish to use tennis rackets to begin with)</p>

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<p>I can run at different speeds.</p> <p>I can select my own actions in response to a task.</p> <p>I can show hopping and jumping movements.</p> <p>I can work co-operatively with others to complete tasks.</p> <p>I show balance and co-ordination when static and moving at a slow speed.</p> <p>Move in a variety of ways in and out of cones and obstacles.</p> <p>Jump with both feet leaving the group</p> <p>Hop Stop on command Sprint Run Skip without a rope Jump for height</p>			<p><u>Invasion: Sending and receiving focus</u></p> <p>I am beginning to dribble a ball with my hands and feet.</p> <p>I can change direction to move away from a defender.</p> <p>I can recognise space when playing games.</p> <p>I can send and receive a ball with hands and feet.</p> <p>I can use simple rules to play fairly.</p> <p>I move to stay with another player when defending.</p> <p>I recognise changes in my body when I do exercise.</p> <p>I understand when I am a defender and when I am an attacker.</p>		<p><u>Sending and receiving - Rounders games</u></p> <p>I am beginning to send and receive a ball with my feet.</p> <p>I can catch a ball with some success. I can recognise changes in my body when I do exercise.</p> <p>I can roll a ball towards a target. I can throw a ball to a partner.</p> <p>I can track a ball that is coming towards me.</p> <p>I can work co-operatively with a partner.</p> <p>Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</p> <p>Work cooperatively in teams.</p> <p>Introduce batting different equipment.</p>
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Y2

<u>Autum1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p><u>Team Building & Problem Solving</u> Work cooperatively with others</p> <p>Use simple maps and diagrams to follow a trail.</p> <p>Discuss how to solve problems.</p> <p>Select appropriate equipment for the task.</p>	<p><u>Stretch and Flex</u> I am beginning to provide feedback using key words.</p> <p>I can copy, remember and repeat yoga flows.</p> <p>I can describe how my body feels during exercise.</p> <p>I can move from one pose to another thinking about my breath. I can use clear shapes when performing poses.</p>	<p><u>Fitness</u> I can describe how my body feels during exercise.</p> <p>I can show hopping and jumping movements with some balance and control.</p> <p>I persevere with new challenges.</p>	<p><u>Dance</u> Develop control of movement using: Actions (WHAT) – travel, stretch, twist, turn, jump, balance</p> <p>Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others</p>	<p><u>Athletics</u> Throw a beanbag into a given target</p> <p>Run for 1 minute</p> <p>Show differences in sprinting and jogging</p>	<p><u>Striking and fielding - Cricket games focus</u> Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</p> <p>Participate in a game with an opposing side</p>

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<p>Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom</p> <p>Ball Skills/Invasion Games – Football Focus</p> <p>I am beginning to provide feedback using key words.</p> <p>I am beginning to understand and use simple tactics.</p> <p>I can dribble a ball with my hands and feet with some control.</p> <p>I can roll and throw a ball to hit a target.</p> <p>I can send and receive a ball using both kicking and throwing and catching skills.</p> <p>I can track a ball and collect it.</p> <p>I can work co-operatively with a partner and a small group</p> <p>Explore controlling different sized balls – stopping them with different parts of the body</p> <p>Participate in a game with an opposing side</p> <p>Play a game with a set of rules</p> <p>Play as part of a team</p> <p>Cooperate with team mates</p> <p>Work as a team in order to score goals</p> <p>Use hands and feet in order to control a ball (both feet).</p> <p>Kick a ball</p> <p>Dribble a ball in and out of a set of obstacles.</p>	<p>I can work with others to create simple flows showing some control.</p> <p>Fundamentals</p> <p>I am beginning to provide feedback using key words.</p> <p>I am beginning to turn and jump in an individual skipping rope.</p> <p>I can describe how my body feels during exercise.</p> <p>I can show balance when changing direction.</p> <p>I can show hopping, skipping and jumping movements with some balance and control.</p> <p>I can work co-operatively with a partner and a small group.</p> <p>I show balance and co-ordination when running at different speeds.</p>	<p>I show determination to continue working over a longer period of time.</p> <p>I understand that running at a slower speed will allow me to run for a longer period of time.</p> <p>I work with others to turn a rope and encourage others to jump at the right time.</p> <p>Gymnastics</p> <p>Perform gymnastic sequence with a balance, a travelling action, and a roll.</p> <p>Teach sequence to a partner and perform together</p> <p>Stand and sit “like a gymnast”</p> <p>Explore the 5 basic shapes: straight/tucked/star/straddle/pike</p> <p>Balance in the 5 basic shapes on large body parts: back, front, side and bottom</p> <p>Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</p> <p>Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet</p> <p>Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes</p>	<p>Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions</p> <p>Dynamics (HOW) – slowly, quickly, with appropriate expression</p> <p>Use own ideas to sequence dance</p> <p>Move with confidence when walking, hopping, jumping, landing</p> <p>Move with rhythm in the above actions and in time with music</p> <p>Co-ordinate arm and leg actions (e.g. march and clap)</p> <p>Interact with a partner (e.g. holding hands, swapping places, meeting and parting)</p> <p>Ball Skills/Invasion Games – Netball Focus</p> <p>I can describe how my body feels during exercise.</p> <p>I can dodge and find space away from the other team.</p> <p>I can move with a ball towards goal.</p> <p>I can sometimes dribble a ball with my hands and feet.</p> <p>I can stay with another player to try and win the ball.</p> <p>I know how to score points and can remember the score.</p> <p>I know who is on my team and I can attempt to send the ball to them.</p>	<p>Describe different ways of running</p> <p>Use different techniques to meet challenges</p> <p>Perform the 5 basic jumps; (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) and perform combinations of the above</p> <p>Show control at take-off and landing</p> <p>Describe different ways of jumping</p> <p>Practise specific events related to School Sports Day</p>	<p>Play a game with a set of rules</p> <p>Play as part of a team</p> <p>Work cooperatively in teams.</p> <p>Balance a ball on a bat</p> <p>Hit a ball with some accuracy using a racket or a bat</p> <p>Two-handed strike using a racket or bat</p> <p>I am beginning to provide feedback using key words.</p> <p>I am developing underarm and overarm throwing skills.</p> <p>I can hit a ball using equipment with some consistency.</p> <p>I can track a ball and collect it. I can use simple tactics.</p> <p>I know how to score points and can remember the score.</p> <p>I understand the rules of the game and can use these to play fairly in a small group.</p> <p>Sending and receiving - Rounders focus</p> <p>I am beginning to provide feedback using key words.</p> <p>I am beginning to trap and cushion a ball that is coming towards me.</p> <p>I can accurately throw and kick a ball to a partner.</p> <p>I can catch a ball passed to me, with and without a bounce. I can roll a ball to hit a target.</p> <p>I can track a ball and stop it using my hands and feet.</p> <p>I can work co-operatively with a partner and a small group.</p>
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		<p>Travel confidently on hands and feet (hands flat on floor and fully extend arms)</p> <p>Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)</p> <p>Bunny hop (transfer weight to hands)</p> <p>Explore shape in the air when jumping and landing with control (e.g. star, tucked, straight)</p> <p>Develop control in different rolls: Pencil roll – from back to front keeping body and limbs in straight shape Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control</p> <p>Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position)</p>			<p>I can work safely to send a ball towards a partner using a piece of equipment.</p> <p>Hit a ball with some accuracy using a racket or a bat</p> <p>Begin to practise to throw and catch tennis balls</p> <p>Perform a range of throwing actions e.g. overarm, underarm Practise a range of throwing actions over different distances</p> <p>Participate in a game with an opposing side</p> <p>Play a game with a set of rules</p> <p>Play as part of a team</p>
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<p>KS2 pupils should be taught to . . .</p>	<ul style="list-style-type: none"> • 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>Swimming and Water Safety</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations.
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PE Progression of Knowledge, Skills and Vocabulary Overview

Y3

<u>Autum1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Team Building & Problem Solving Orientate simple maps and plans</p> <p>Mark control points in correct position on map or plan</p> <p>Find way back to a base point</p> <p>Co-operate and share roles within a group</p> <p>Listen to each other’s ideas when planning a task and adapt</p> <p>Take responsibility for a role within the group</p> <p>Recognise that some outdoor adventurous activities can be dangerous</p> <p>Follow rules to keep self and others safe</p> <p>Select appropriate equipment/route/people to solve a problem successfully</p> <p>Choose effective strategies and change ideas if not working</p> <p>Football Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy)</p> <p>Work well as a team in competitive games</p>	<p>Netball Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy)</p> <p>Practise different styles of throwing e.g. chest pass, shoulder pass</p> <p>Throw with greater control</p> <p>Consistently hit a target with a range of implements</p> <p>Watch and describe specific aspects of throwing (e.g. what arms and legs are doing)</p> <p>Work well as a team in competitive games</p> <p>Apply basic principles of attacking and defending</p> <p>Develop an understanding of fair play (respect team-mates and opponents)</p> <p>Stretch and Flex I can copy and link yoga poses together to create a short flow. I can describe how yoga makes me feel.</p> <p>I can move from one pose to another in time with my breath. I can provide feedback using key words.</p> <p>I can work with others to create a flow including a number of poses.</p> <p>I show some stability when holding my yoga poses.</p>	<p>Gymnastics Watch and describe specific aspects of jumping e.g. what arms and legs are doing</p> <p>Perform a gymnastic sequence with clear changes of speed, 2 different balances with 2 different ways of travelling</p> <p>Work with a partner to create a sequence.</p> <p>Explore use of upper body strength taking weight on hands and feet – front support (press up position) NB: ensure hands are always flat on floor and fingers point the same way as toes</p> <p>Explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand</p> <p>Balance on floor and apparatus exploring which body parts are the safest to use</p> <p>Explore balancing with a partner: facing, beside, behind and on different levels</p> <p>Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping</p>	<p>Hockey Use correct grip of the hockey stick to ensure good control when passing or moving with the ball</p> <p>Develop more control over moving/passing and stopping the ball with a hockey stick.</p> <p>Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy)</p> <p>Work well as a team in competitive games</p> <p>Apply basic principles of attacking and defending</p> <p>Develop an understanding of fair play (respect team -mates and opponents)</p> <p>Carry out stretching and warm-up safely</p> <p>Dance Develop movement using; Actions (WHAT); travel, turn, jump,</p> <p>Space (WHERE); formation, direction</p> <p>Relationships (WHO); whole group/solo, unison</p> <p>Structure a dance phrase, connecting different ideas</p>	<p>Athletics Run at different speeds</p> <p>Explore why different styles of running for different distances may/may not be suitable</p> <p>Sustain their effort over longer distances</p> <p>Watch and describe specific aspects of running (e.g. what arms and legs are doing)</p> <p>Carry out stretching and warm-up safely</p> <p>Set targets when jumping for distance for or height (with guidance)</p> <p>Perform combinations of jumps e.g. hop, step, jump showing increasing control</p> <p>Explore different styles of throwing</p>	<p>Cricket Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy)</p> <p>Work well as a team in competitive games</p> <p>Apply basic principles of attacking and defending</p> <p>Develop an understanding of fair play (respect team -mates and opponents)</p> <p>Throw with greater control</p> <p>Watch and describe specific aspects of throwing (e.g. what arms and legs are doing)</p> <p>Develop accuracy hitting the ball with a racket then bat</p> <p>Two-handed grip on bat</p> <p>Follow rules to keep self and others safe</p> <p>Rounders Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy)</p>

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<p>Apply basic principles of attacking and defending</p> <p>Develop an understanding of fair play (respect team-mates and opponents)</p> <p>Carry out stretching and warm-up safely</p>		<p>Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus</p> <p>Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor controlling take-off and landing)</p> <p>Add a quarter into a jump before landing</p> <p>Continue to develop control in rolling actions on the floor</p> <p>Combine the phases of earlier rolling actions to perform the full forward roll</p>	<p>Link phrases to music</p> <p>Perform dance to an audience (class) showing confidence</p> <p>Show co-ordination, control and strength</p> <p>Demonstrate dynamic qualities – speed and energy</p> <p>Demonstrate different relationships – mirroring, unison</p> <p>Show an awareness of different dance styles and traditions</p> <p>Understand why safety is important</p> <p>Compare and comment on their own and other’s work -strengths and areas for improvement</p>	<p>(to prepare for javelin, and discus)</p>	<p>Work well as a team in competitive games</p> <p>Apply basic principles of attacking and defending</p> <p>Develop an understanding of fair play (respect team -mates and opponents)</p> <p>Throw with greater control</p> <p>Explore different styles of throwing (under arm and over arm one-handed)</p> <p>Watch and describe specific aspects of throwing (e.g. what arms and legs are doing)</p> <p>Develop accuracy hitting the ball with a racket then rounders bat</p> <p>One-handed grip on racket/ rounders bat</p> <p>Follow rules to keep self and others safe</p>
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Y4

<u>Autum1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Football</p> <p>Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy)</p> <p>Work well as a team in competitive games</p> <p>Apply basic principles of attacking and defending</p>	<p><u>Netball</u></p> <p>Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy)</p> <p>Practise different styles of throwing e.g. chest pass, shoulder pass, bounce pass</p> <p>Throw with greater control</p>	<p><u>Gymnastics</u></p> <p>Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling</p> <p>Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish</p>	<p><u>Swimming</u></p> <p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)</p> <p>perform safe self-rescue in different water-based situations</p>	<p><u>Swimming</u></p> <p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)</p> <p>perform safe self-rescue in different water-based</p>	<p><u>Swimming/Sports Day practice</u></p> <p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)</p> <p>perform safe self-rescue in different water-based</p> <p><u>Cricket</u></p> <p>Practise skills in isolation and combination (e.g. throwing and catching with control and accuracy)</p>

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<p>Develop an understanding of fair play (respect team -mates and opponents)</p> <p>Pace and sustain their effort over longer distances e.g. duration of a match</p> <p>Carry out stretching and warm-up safely</p> <p>Develop control over the ball with feet – stopping with both feet, changing direction whilst dribbling</p> <p><u>Basketball</u> I can delay an opponent and help to prevent the other team from scoring.</p> <p>I can dribble, pass, receive and shoot the ball with increasing control.</p> <p>I can move to space to help my team to keep possession and score goals.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can use simple tactics to help my team score or gain possession.</p> <p>I share ideas and work with others to manage our game.</p> <p>I understand the rules of the game and I can use them often and honestly.</p>	<p>Watch and describe specific aspects of throwing (e.g. what arms and legs are doing)</p> <p>Develop shooting skills – grip of ball for shooting</p> <p>Work well as a team in competitive games</p> <p>Apply basic principles of attacking and defending</p> <p><u>Dance</u> Create dance phrases/dances to communicate an idea</p> <p>Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness</p> <p>Space (WHERE); formation, direction and levels</p> <p>Relationships (WHO); whole group/duo/solo, unison/canon</p> <p>Dynamics (HOW); explore speed and repetition</p> <p>Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end</p> <p>Link phrases to music</p> <p>Perform dance to an audience showing confidence</p> <p>Show co-ordination, control and strength (Technical Skills)</p> <p>Show focus and musicality (Expressive Skills)</p> <p>Demonstrate different dance actions – travel, turn, gesture, jump and stillness</p>	<p>Develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes</p> <p>Explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand</p> <p>Balance on floor and apparatus exploring which body parts are the safest to use</p> <p>Explore balancing with a partner: facing, beside, behind and on different levels</p> <p>Move in and out of balance fluently</p> <p>Use a variety of rolling actions to travel on the floor and along apparatus</p> <p>Travel with a partner; move away from and together on the floor and on apparatus</p> <p>Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping</p> <p>Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus</p> <p>Explore leaping forward in stag jump, taking off from one foot and landing on the other along bench controlling take-off and landing</p> <p>Add a half turn into a jump before landing</p> <p>Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner.</p> <p>Combine the phases of earlier rolling actions to develop the full forward roll</p> <p>Begin the backward roll</p>	<p>and areas for improvement</p> <p><u>Tag Rugby</u></p> <p>I understand the rules of the game and I can use them often and honestly.</p> <p>I can delay an opponent and help prevent the other team from scoring.</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can help my team keep possession and score tries when I play in attack. I can pass and receive the ball with increasing control.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game.</p>	<p><u>Athletics/Sports day practice</u> Run smoothly at different speeds</p> <p>Choose different styles of running of different distances</p> <p>Pace and sustain their effort over longer distances</p> <p>Watch and describe specific aspects of running (e.g. what arms and legs are doing)</p> <p>Carry out stretching and warm-up safely</p> <p>Set realistic targets when jumping for distance for or height (with guidance)</p> <p>Perform combinations of jumps e.g. hop, step, jump showing control and consistency</p> <p>Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus)</p> <p>Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance)</p> <p>Develop positive competitive attitude and encouragement of peers</p>	<p>Work well as a team in competitive games</p> <p>Apply basic principles of attacking and defending</p> <p>Develop an understanding of fair play (respect team -mates and opponents)</p> <p>Watch and describe specific aspects of throwing (e.g. what arms and legs are doing)</p> <p>Develop accuracy hitting the ball with a bat</p> <p>Two-handed grip on bat</p> <p>Follow rules to keep self and others safe</p> <p>Follow basic game rules</p>
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PE Progression of Knowledge, Skills and Vocabulary Overview

	<p>Demonstrate dynamic qualities – speed, energy</p> <p>Demonstrate different relationships – mirroring, unison, canon</p> <p>Show an awareness of different dance styles and traditions</p> <p>Understand and use simple dance vocabulary</p> <p>Understand why safety is important</p> <p>Compare and comment on their own and other’s work - strengths</p>	<p><u>Hockey</u> Use correct grip of the hockey stick to ensure good control when passing or moving with the ball</p> <p>Demonstrate confidence with moving/changing direction/passing and stopping the ball with a hockey stick.</p> <p>Work well as a team in competitive games</p> <p>Apply principles of attacking and defending</p> <p>Develop an understanding of fair play (respect team -mates and opponents)</p> <p>Carry out stretching and warm-up safely</p> <p>Follow rules to keep self and others safe</p>				
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<u>Autum1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Simmer 1</u>	<u>Summer 2</u>
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Y5

<p>Team Building & Problem Solving Draw maps and plans and set trails for others to follow</p> <p>Use the four points of the compass to orientate (N,E,S,W)</p> <p>Plan and share roles within the group</p> <p>Understand individuals’ roles and responsibilities</p> <p>Adapt roles or ideas if they are not working</p> <p>Recognise and talk about the dangers of tasks</p> <p>Plan strategies to solve problems</p>	<p><u>Netball</u> Practise skills in isolation and combination (e.g. throwing and catching with accuracy)</p> <p>Practise different styles of throwing e.g. chest pass, shoulder pass, bounce pass</p> <p>Watch and describe specific aspects of throwing (e.g. what arms and legs are doing)</p> <p>Develop shooting skills from various positions in the D – grip of ball for shooting</p> <p>Follow basic rules of the game</p> <p>Begin to explore the role of each position</p> <p>Work well as a team in competitive games</p> <p>Apply basic principles of attacking and defending</p>	<p><u>Hockey</u> Develop techniques of a variety of skills to maximise team effectiveness</p> <p>Use ball control skills with a hockey stick e.g. of passing, changing direction, dribbling and shooting to gain points in competitive games</p> <p>Use tactics when attacking or defending</p> <p>Apply rules of fair play to competitive games</p> <p>Recognise and talk about the dangers of tasks</p> <p><u>Gymnastics</u> Create a sequence of up to 5 elements: (e.g. a combination of balances, rolling and jumping actions; changes of direction and level</p>	<p>Tag Rugby I can communicate with my team and move into space to keep possession and score.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can pass and receive the ball with some control under pressure.</p> <p>I can tag opponents and close down space. I know what position I am playing in and how to contribute when attacking and defending.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p>	<p><u>Athletics/Sports Day practice</u> Sustain pace over longer distance – 1and1/2 minutes</p> <p>Practice relay change-overs</p> <p>Identify parts of the performance that need to be improved</p> <p>Explain how warming up affects performance</p> <p>With guidance set realistic targets for self, of times to achieve over a short and longer distance</p> <p>Demonstrate a range of jumps with increasing control and consistency at both take-off and landing</p>	<p><u>Rounder’s</u> Develop techniques of a variety of skills to maximise team effectiveness</p> <p>Use different styles of throwing e.g. over arm, under arm, bounce pass – all one-handed, with increasing control</p> <p>Use the skills e.g. of throwing and catching/batting to gain points in competitive games (fielding/batting)</p> <p>One-handed grip on bat</p> <p>Use tactics when attacking or defending</p>
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PE Progression of Knowledge, Skills and Vocabulary Overview

<p>Football</p> <p>Develop techniques of a variety of skills to maximise team effectiveness</p> <p>Use ball control skills e.g. of passing, shooting to gain points in competitive games</p> <p>Discuss tactics (with guidance) when attacking or defending</p> <p>Develop attitude of fair play to competitive games</p>	<p><u>Dance</u></p> <p>Create longer dance phrases/dances</p> <p>Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness</p> <p>Space (WHERE); formation, direction,</p> <p>Relationships (WHO); solo/duo/unison/canon/mirroring</p> <p>Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden)</p> <p>Link phrases to music</p> <p>Perform dance to an audience showing confidence</p> <p>Show focus and musicality</p> <p>Show an awareness of different dance styles, traditions</p> <p>Understand and use dance vocabulary</p> <p>Understand why safety is important</p> <p>Compare and evaluate others' work</p>	<p>Create a longer more complex sequence of up to 8 elements e.g. a combination of counter balance/counter tension/twisting/turning, travelling on hands and feet, as well as jumping and rolling</p> <p>Perform balances with increasing control, showing good body tension</p> <p>Mirror and match partner's balance i.e. making same shape</p> <p>Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from)</p> <p>Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus</p> <p>Consider how to move in and out of these balances</p> <p>Begin to take more weight on hands when progressing bunny hop (first step towards hand stand)</p> <p>Travel sideways in a bunny hop (first step towards cartwheels) keeping knees tucked in and by placing one hand then the other on the floor</p> <p>Increase the variety of pathways, levels and speeds at which you travel</p>	<p>I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this.</p> <p>Yoga (Stretch and Flex)</p> <p>I am confident to lead others, demonstrating poses and teaching them my flow.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can use my breath to transition from one pose to another with control.</p> <p>I can use yoga poses to improve my flexibility, strength and balance. I choose poses which link easily from one to the other to help my sequence flow.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p>	<p>Set realistic targets for self, when jumping for distance or height</p> <p>Throw with increasing accuracy, using pulling, and slinging action with foam javelin, and discus</p> <p>Organise small groups to SAFELY take turns when throwing and retrieving equipment</p> <p>Set realistic targets for self, when throwing over an increasing distance and understand that some pieces of equipment will travel further than others</p>	<p>Apply rules of fair play to competitive games</p> <p>Recognise and talk about the dangers of tasks</p> <p><u>Cricket</u></p> <p>Develop techniques of a variety of skills to maximise team effectiveness</p> <p>Use different styles of throwing e.g. over arm, under arm, bounce pass – all one-handed, with increasing control</p> <p>Use the skills e.g. of throwing and catching/batting to gain points in competitive games (fielding/batting)</p> <p>Use two-handed grip on bat</p> <p>Use tactics when attacking or defending</p> <p>Apply rules of fair play to competitive games</p> <p>Recognise and talk about the dangers of tasks</p>
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PE Progression of Knowledge, Skills and Vocabulary Overview

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Y6

<u>Autum1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p><u>Basketball</u></p> <p>Develop awareness to create and use space to help my team.</p> <p>Develop ability to dribble, pass, receive and shoot the ball with increasing control under pressure.</p> <p>Develop tactical awareness in order to select the appropriate action for the situation and make this decision quickly.</p> <p>Understand and use the rules of the game honestly and consistently.</p> <p>Work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p>	<p><u>Netball</u></p> <p>Practise skills in isolation and combination (e.g. throwing and catching with accuracy)</p> <p>Practise different styles of throwing e.g. chest pass, shoulder pass, bounce pass</p> <p>Watch and describe specific aspects of throwing (e.g. what arms and legs are doing)</p> <p>Develop shooting skills from various positions in the D with a defender – grip of ball for shooting</p> <p>Follow basic rules of the game</p> <p>Understand the role of each position and their boundaries within the court</p> <p>Follow footwork rule consistently</p> <p>Work well as a team in competitive games</p>	<p><u>Gymnastics</u></p> <p>Create a sequence of up to 8 elements: (e.g. a combination of shapes and balances and symmetrical rolling and jumping actions; changes of direction and level)</p> <p>Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/counter tension/twisting/turning, travelling on hands and feet, as well as jumping and rolling</p> <p>Perform balances with control, showing good body tension</p> <p>Mirror and match partner’s balance i.e. making same shape on a different level or in a different place</p> <p>Explore symmetrical and asymmetrical balances on own and with a partner</p> <p>Explore and develop control in taking some/all of a partner’s weight using counter balance (pushing against) and counter tension (pulling away from)</p> <p>Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus</p>	<p><u>Dance</u></p> <p>Create longer, more challenging dance phrases/dances</p> <p>Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness</p> <p>Space (WHERE); formation, direction, level</p> <p>Relationships (WHO); solo/duo/trio, unison/canon/mirroring Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden)</p> <p>Link phrases to music</p> <p>Perform dance to an audience showing confidence and clarity of actions</p> <p>Show focus, rhythm and musicality</p> <p>Show an awareness of different dance styles, traditions and aspects of their historical/social context</p>	<p><u>Athletics</u></p> <p>Sustain pace over longer distance – 2 minutes</p> <p>Perform relay change-overs</p> <p>Identify the main strengths of a performance of self and others</p> <p>Identify parts of the performance that need to be improved</p> <p>Perform a range of warm-up exercises specific to running for short and longer distances</p> <p>Explain how warming up affects performance</p> <p>Explain why athletics can help stamina and strength</p>	<p><u>Rounders</u></p> <p>Develop techniques of a variety of skills to maximise team effectiveness</p> <p>Use the skills e.g. of throwing and catching/batting to gain points in competitive games (fielding/batting)</p> <p>One-handed grip on bat</p> <p>Use tactics when attacking or defending</p> <p>Apply rules of fair play to competitive games</p> <p>Recognise and talk about the dangers of tasks</p>

PE Progression of Knowledge, Skills and Vocabulary Overview

<p>Work in collaboration with others so that games run smoothly.</p> <p>Recognise my own and others strengths and areas for development and can suggest ways to improve. I understand when to use different styles of defence in game</p> <p>situations Football Develop techniques of a variety of skills to maximise team effectiveness</p> <p>Use the skills e.g. of passing, shooting and tackling to gain points in competitive games</p> <p>Use tactics when attacking or defending</p> <p>Apply rules of fair play to competitive games</p> <p>Recognise how to keep themselves and others safe</p>	<p>Apply basic principles of attacking and defending</p> <p>Volleyball I am confident to make decisions when refereeing.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can use a wider range of skills with increasing control under pressure.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p>Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control</p> <p>Begin to take more weight on hands when progressing bunny hop into hand stand</p> <p>Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor</p> <p>Make symmetrical and asymmetrical shapes in the air</p> <p>Jump along, over and off apparatus of varying height with control in the air and on landing</p> <p>Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet</p> <p>Fitness</p> <p>I can change my running technique to adapt to different distances.</p> <p>I can collect, record and analyse scores to identify areas where I have made the most improvement.</p> <p>I can work with others to organise, manage and record information at a station.</p> <p>I encourage and motivate others to work to their best. I understand that there are different areas of fitness and how this helps me in different activities.</p> <p>I understand the different components of fitness and ways to test and develop them.</p> <p>I work to my maximum consistently when presented with challenges</p>	<p>Understand and use dance vocabulary</p> <p>Understand why safety is important</p> <p>Compare and evaluate their own and others' work</p> <p>Hockey Develop techniques of a variety of skills to maximise team effectiveness</p> <p>Use ball control skills with a hockey stick e.g. of passing, changing direction, dribbling, shooting and tackling to gain points in competitive games</p> <p>Use tactics when attacking or defending</p> <p>Apply rules of fair play to competitive games</p> <p>Recognise and talk about the dangers of tasks</p> <p>Recognise how to keep themselves and others safe</p>	<p>Set realistic targets for self, of times to achieve over a short and longer distance</p> <p>Demonstrate a range of jumps showing power and control and consistency at both take-off and landing</p> <p>Set realistic targets for self, when jumping for distance or height</p> <p>Throw with greater accuracy using pulling, pushing and slinging action with foam javelin, shot put and discus</p> <p>Organise small groups to SAFELY take turns when throwing and retrieving equipment</p> <p>Set realistic targets for self, when throwing over an increasing distance and understand that some equipment pieces will travel further than others</p>	<p>Recognise how to keep themselves and others safe</p> <p>Cricket Develop techniques of a variety of skills to maximise team effectiveness</p> <p>Use different styles of throwing e.g. over arm, under arm, bounce pass – all one-handed, with control and an understanding of when each style is most appropriate within a game situation</p> <p>Use the skills e.g. of throwing and catching/batting to gain points in competitive games (fielding/batting)</p> <p>Use two-handed grip on bat</p> <p>Use tactics when attacking or defending</p> <p>Apply rules of fair play to competitive games</p> <p>Recognise and talk about the dangers of tasks</p> <p>Recognise how to keep themselves and others safe</p>				
<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u> <u>Skills</u>