



PE: Progression of Skills, Knowledge and Understanding



	R	1	2	3	4
GENERIC	<ul style="list-style-type: none"> To use climbing equipment safely and competently. To know how good practice with regard to exercise, eating, sleeping and hygiene can contribute to good health. To know getting out of breath when exercising is good and to explain why our heart beats faster. To know that reducing screen time can help with wellbeing. To know how to cross a road safely with an adult. 	<ul style="list-style-type: none"> Describe how their body works when being physically active (recognise when heart rate, temperature and breathing rate have changed). Show good level of fitness to be able to engage fully in PE lessons and in every day actions around school. Be physically active in contexts beyond the PE lesson. Describe how the body is moving and the quality of movement Explore simple movements and begin to choose which movements can be successfully applied in different context Find and use space safely Be aware of others using the same space Move with confidence showing basic control and coordination when travelling Cooperate with other children when using equipment, sharing space, solving problems and performing in pairs Compete against personal best score, the success criteria, a time limit or others 	<ul style="list-style-type: none"> recognise and describe how they feel during and after exercise describe how the different activities affect their body know why it is important to be active and demonstrate this in PE lessons and around the school show the ability to sustain their movements over an extended period of time participate in a number of physical activities beyond their PE lessons describe what they and others have done say why they think their actions are being performed well and suggest ways they could improve their work work cooperatively with a partner and in a small group to improve their skills compete against personal best score, the success criteria, a time limit or others - know how to behave when successful and when you don't win 	<ul style="list-style-type: none"> explain how strength, speed, stamina and suppleness affect performance suggest and carry out warm-up activities -knowing which muscles they are exercising demonstrate that they can lead a healthy active life - show stamina when participating choose to engage in different types of physical activity outside of the PE lesson (e.g. play time, lunch time, breakfast club, after school clubs and out of school clubs) compare and contrast movements (using appropriate language), commenting on similarities, differences and effectiveness suggest improvements to their own and other people's performances - suggest what needs practising - discuss how they went about tackling tasks work cooperatively with others when the challenge gets harder compete against personal best, success criteria and others in a variety of contexts 	<ul style="list-style-type: none"> understand that strength, stamina, speed and suppleness can be improved to develop all-round health and fitness lead a partner through short warm-up routines engage in regular physical activity outside of the PE lesson (play time, lunch time, breakfast club, after school clubs and out of school clubs) recognise criteria that lead to improvement - watch, describe and suggest possible improvements to others' performances compare and contrast movements (using appropriate language), commenting on similarities, differences and effectiveness suggest improvements to their own and other people's performances - suggest what needs practising - evaluate how they went about tackling tasks work increasingly cooperatively with others when the challenge gets harder compete against personal best and against others in a variety of challenging contexts

GYMNASTICS	<ul style="list-style-type: none"> To negotiate space effectively and find their own space when asked. To move safely in different ways. To safely go over, under, in-between and through. To balance on one foot for five seconds. To combine/link a series of movements. 	<ul style="list-style-type: none"> Remember and repeat actions showing accuracy and consistency when performing Show a variety of rolling actions showing definition of body shape eg. Pencil roll, one leg leading, hedgehogs, dish and hollow. Show a variety of jumping actions eg. Leap, hop, hopscotch, two footed jump Travel eg. On feet, on hands and feet, sliding on various body parts. Show a variety of balances eg. On large and small body parts, showing stillness and control Climb/hang/swing eg. Using various pieces of apparatus and show increasing control and coordination Demonstrate the basic body shapes (wide, curled, long and twisted) Choose and link actions (from a small range) Carry, use and place apparatus safely, with guidance 	<ul style="list-style-type: none"> plan and repeat simple sequences of actions show contrasts in shape perform the basic gymnastic actions with coordination, control and variety use different speeds, levels, directions and pathways. 	<ul style="list-style-type: none"> use a greater number of their own ideas for movements in response to a task choose and plan sequences of contrasting actions and compositional principles adapt their own movements to include a partner in a sequence 	<ul style="list-style-type: none"> perform actions, balances, body shapes and agilities with control plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement adapt sequences to suit different types of apparatus and their partner's ability
DANCE	<ul style="list-style-type: none"> To negotiate space effectively and find their own space when asked. To move safely in different ways. To combine/link a series of movements. 	<ul style="list-style-type: none"> Show some sense of dynamic, expressive and rhythmic qualities Choose appropriate movements to communicate a mood, idea or feeling Remember and repeat short dance phrases and simple dances Vary the way space is used 	<ul style="list-style-type: none"> perform body actions with control and coordination choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling; link actions remember and repeat dance phrases perform short dances, showing an understanding of expressive qualities describe the mood, feelings and expressive qualities of dance 	<ul style="list-style-type: none"> improvise freely, translating ideas from a stimulus into movement create dance phrases that communicate ideas share and create dance phrases with a partner and in a small group repeat, remember and perform these phrases in a dance use dynamic, rhythmic and expressive qualities clearly and with control 	<ul style="list-style-type: none"> respond imaginatively to a range of stimuli related to character and narrative use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group refine, repeat and remember dance phrases and dances perform dances clearly and fluently show sensitivity to the dance idea and the accompaniment

Athletics	<ul style="list-style-type: none"> To move safely in different ways. To begin to dance, roll, crawl, walk, jump, run, hop, skip and climb confidently. 	<ul style="list-style-type: none"> Run fast, medium and show speeds, changing speed and direction Link running and jumping activities with some fluency, control and consistency Throw a variety of objects - changing action for accuracy and distance 	<ul style="list-style-type: none"> run at fast, medium and show speeds (show change of pace), changing speed and direction with precision link running and jumping activities with fluency, control and consistency throw a variety of objects - choosing appropriate action for accuracy and distance 	<ul style="list-style-type: none"> understand and demonstrate the difference between sprinting and running for sustained periods be able to run for a sustained period of time know and demonstrate a range of throwing techniques throw with some accuracy and power into a target area perform a range of jumps, showing consistent technique (sometimes using a short run-up) 	<ul style="list-style-type: none"> demonstrate the ability to choose the appropriate pace of running to perform maximum output for the distance to be covered to demonstrate the stamina to run over long distances know and demonstrate a range of throwing techniques, throwing with accuracy and power into a target area perform a range of jumps, showing consistent technique and co-ordination
Games	<ul style="list-style-type: none"> To negotiate space effectively and find their own space when asked. To move safely in different ways. To be able to catch and throw with different sized balls. To use a bat to hit a large ball. To play games that involve teams and rules. To know how to move/place their body for different skills - catching a ball etc. 	<ul style="list-style-type: none"> use basic underarm, rolling and hitting skills sometimes use overarm skills intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency sometimes catch a beanbag and a medium-sized ball track balls and other equipment sent to them, moving in line with the ball to collect it throw, hit and kick a ball in a variety of ways, depending on the needs of the game choose different ways of hitting, throwing, striking or kicking the ball decide where to stand to make it difficult for their opponent 	<ul style="list-style-type: none"> show awareness of opponents and team-mates when playing games; perform basic skills of rolling, throwing, striking, kicking and receiving with more confidence apply these skills in a variety of simple games make choices about appropriate targets, space and equipment use a variety of simple tactics (when to pass or outwit an opponent, which type of pass to use and when, when to move into space to receive a pass, when to send, where to stand to mark an opponent, how to receive 	<ul style="list-style-type: none"> throw and catch with control to keep possession and advance up the pitch/court be aware of space and use it to support team-mates and cause problems for the opposition choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent know and use rules fairly to keep games going use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy choose and vary skills and tactics to suit the situation in a game set up small games through knowing the rules, using them fairly to keep games going; use a small range of basic racket skills 	<ul style="list-style-type: none"> throw and catch with control, accuracy and speed to keep possession and advance up the pitch/court be aware of space and use it to support team-mates and cause problems for the opposition - make the right decisions choose and use a range of tactics for sending the ball in different ways to make it difficult for their opponent to intercept use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with control and accuracy; choose and vary skills and tactics to suit the situation in a game - increasingly complex situations set up games through knowing the rules, using them fairly to keep games going use a range of basic racket skills - forehand and backhand (short and long & left and right to move opponent)

OAA	<ul style="list-style-type: none"> To negotiate space effectively and find their own space when asked. To use a scooter safely. To ride a bike with two wheels. (home) To dig and use larger gardening tools at Woodland Work. To know how to use the trim trail safely. 			<ul style="list-style-type: none"> identify where they are by using simple plans and diagrams of familiar environments use simple plans and diagrams to help them follow a short trail and go from one place to another respond to a challenge or problem they are set 	<ul style="list-style-type: none"> identify where they are by using plans and diagrams of familiar and unfamiliar environments; use plans and diagrams to help them follow a trail and go from one place to another; respond readily to a challenge or problem they are set
Swimming	Not applicable to Year R	Not applicable to Year 1	Not applicable to Year 2	<ul style="list-style-type: none"> Describe good practise when at a swimming pool and explain how to stay safe when near water Show how to enter and exit the water safely without using the steps (slide) Move in water using swimming aids and support (eg. Jump, walk, hop and spin) Float and move with swimming aids. Show awareness of buoyancy and support of the water and water aids Begin to remember and repeat simple actions with and without swimming aids and support with increasing control and coordination. use recognised arm and leg actions to swim increasing distances eg. Front crawl, back crawl submerge in water and demonstrate breathing control choose most effective stroke for challenges related to speed, distance and personal survival 	<ul style="list-style-type: none"> swim unaided for a sustained period of time over a distance of at least 25m use a variety of ways to enter and exit the water (slide, jump, etc) use a range of recognised strokes and personal survival skills eg. Front crawl, back crawl, breaststroke, sculling, floating and surface diving