



Physical Education Progression of Knowledge

National Curriculum Statements

| EYFS | Key Stage One | Lower Key Stage Two | Upper Key Stage Two |
|---|---|--|---------------------|
| <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.⁷ Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> | <p>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:</p> <ul style="list-style-type: none">♣ 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. | <p>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:</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 All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</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. | |



Physical Education Progression of Knowledge

Running and Jumping Skills

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|--|--|--|---|
| Acquiring and Developing Running and Jumping skills | | | | | | |
| To run at different speeds. | To vary their pace and speed when running. | To run at different paces, speeds and distances. | To use a variety of stride lengths when running. | To improve the correct arm and leg technique when running and sprinting. | To change pace, speed and direction within a relay race smoothly. | To know when to change pace, speed and direction in a race. |
| To run for varying distances. | To demonstrate good posture and balance when running. | To be able to describe the different paces and the effect that they have on our bodies. | To focus on the correct arm and leg technique when running. | To carry out an effective sprint start and finish. | Confidently demonstrate how to use the baton in a relay, using the correct changeover technique. | To recap, practise and refine an effective running and sprinting technique, including starting and finishing. |
| To run for a variety of purposes. | To be able to change direction when jogging and running. | To begin to choose the most suitable pace and speed to run at, for different distances. | To begin to combine running with jumping over small hurdles. | To perform a relay, confidently using the correct baton changeover technique. | To accelerate from a variety of starting positions. | To confidently and independently select the most appropriate pace when running different distances. |
| To jump in a variety of ways, landing safely. | To run with a basic technique over a variety of distances | To complete an obstacle course by jogging or running. | To focus on trial leg and lead leg action when running over small hurdles or obstacles. | To develop an effective take-off for the standing long jump. | To perform a variety of jumps with control and accuracy, landing safely. | Demonstrate endurance and stamina over long distance running in order to maintain a sustained run. |
| To jump and land using the correct technique, with both feet. | To perform different types of jumps, such as, one foot to one foot, two feet to two feet, one foot to two feet or two feet to one foot. | To perform a variety of jumps safely, with control and confidence. | To identify and demonstrate how different running techniques and paces can affect their performance. | To perform a variety of jumps with control and accuracy, landing safely. | To measure the distance and height achieved with a partner when jumping. | Run over hurdles with fluency, confidence and control. |
| Experiment with different ways of moving such as skipping, running, crawling etc. | To perform a short jumping sequence. | To combine different jumps together to make a sequence. | To understand the importance of adjusting pace to | To begin to measure the distance when jumping with a partner, further developing the | | |
| Tiptoe Step Jump Hop Galloping Bunny hop | To jump at a variety of heights and distances. | | | | | |



Physical Education Progression of Knowledge

| | | | | | | |
|--|--|---|--|--|---|---|
| | <p>To jump as far as possible and as high as possible.</p> <p>To work with a partner to develop the control and length of their jumps.</p> <p>To demonstrate a variety of movements including running, jumping, hopping, leaping, side stepping and dodging.</p> | <p>confidence and fluency.</p> <p>To jump as far as possible from a standing position, with control.</p> <p>To choose the most appropriate jump for varying distances.</p> <p>To perform and compare different types of jumps, such as, one foot to one foot, two feet to two feet, one foot to two feet or two feet to one foot.</p> | <p>suit the distance being ran.</p> <p>To use one foot to take off and land with.</p> <p>To confidently use two feet to take off and land with.</p> <p>To combine a variety of jumps together with confidence and control.</p> | <p>control and length of their jump.</p> <p>To practise jumping over hurdles with a lead and trail foot.</p> | <p>Continue to develop techniques used to throw for increased distance.</p> | <p>To perform a variety of jumps with control, confidence and accuracy, landing safely.</p> <p>To measure different jumps with confidence and accuracy.</p> <p>To understand and develop the lead and trail foot technique when performing hurdles.</p> |
|--|--|---|--|--|---|---|

Knowledge needed to achieve these skills.

| | | | | | | |
|--|--|--|--|--|--|---|
| I know that I use big steps to run and small steps to stop. | I know that if I swing my arms it will help me to run faster. | I know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. | I know that leaning slightly forwards helps to increase speed. | I know that I need to pace myself when running further or for a long period of time. | I know that taking big consistent strides will help to create a rhythm that allows me to run faster. | I know that I need to prepare my body for running. |
| I know that moving into space away from others helps keep me safe. | I know that landing on the balls of my feet helps me to land with control. | I know that swinging my arms forwards will help me to jump further. | I know that leaning my body in the opposite direction helps me to slow down. | I know that a high knee drive, pumping my arms and running on the balls of my feet gives me power. | I know that keeping a steady breath will help me when running longer distances. | I know the muscle groups I need to use. |
| I know that bending my knees will help me land safely. | I know that bending my knees can help me jump further. | | I know that if I jump and land quickly it | | | I know that run up builds speed and power and enables me to jump further. |



Physical Education Progression of Knowledge

| | | | | | | |
|--|---|--|-----------------------------|--|---|---|
| | | | will help me jump further. | I know that transferring weight will help me to jump further. | I know that if I drive my knees high and fast I can build power and therefore distance in my jumps. | |
| Vocabulary | | | | | | |
| Run, jump, skip, crawl, gallop, bunny hop, tip toe | Posture, balance, distance, jumping, heights, leaping, stepping, dodging. | Paces, speeds, obstacle course, combine, sequence. | Stride, technique, hurdles, | Lead and trail foot, sprint, relay, baton, take-off, long jump, measure. | Changeover technique, accelerate, | Fluency, control, endurance, stamina, refine. |

Invasion Skills

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|---|--|--|---|---|
| Acquiring and Developing Invasion skills | | | | | | |
| To control a ball and move it around their body. | To begin to travel with a ball. | To keep good control of a ball whilst travelling with it. | To practise the correct technique for batting with a stick or bat. | To move in multiple directions in isolation and in a game situation. | To dribble with the ball using the correct technique, varying their speed and changing direction. | To pass and receive a ball with one hand and two hands with some confidence and success. |
| To travel confidently in a variety of ways. | To change direction whilst travelling with a ball. | To perform a variety of passes with control. | To keep good control of a ball whilst dribbling. | To dribble with the ball using different techniques. | To use the correct pass and the correct technique when passing a ball over a range of distances. | Demonstrate a chest pass, bounce pass, overhead pass and shoulder pass with success, using the correct technique. |
| To pat a large ball, making it bounce. | To pass a ball to another player whilst on the move. | To apply and demonstrate simple attacking and defending skills in a game successfully, including dodging and marking. | To pass a ball by creating a W on the ball. | To mark an opposition player with confidence and success. | To occasionally combine more than one skill, such as dribbling and pivoting in a game situation. | To be able to jump with the ball. |
| To throw a large ball to a partner over a very short distance. | To kick a ball towards a target. | To pass a ball quickly and | To use space well to pass and receive a ball. | To contribute to the success of their team in attack and defence. | To move quickly with the ball when changing direction, | |
| To catch a ball thrown by a partner with two hands. | To show control when stopping a ball. | | | To demonstrate effective teamwork | | |



Physical Education Progression of Knowledge

| | | | | | | |
|--|---|--|--|--|--|---|
| To kick a ball using the correct part of their foot. Keep a ball under control. To develop the ability to kick a ball towards a target. To stop a ball using the correct technique. To begin to travel with a ball. To throw and catch a large ball with a partner. | To demonstrate basic attacking and defending skills in a game situation such as dodging, side stepping and leaping. | accurately to another player. To change direction whilst travelling with a ball. To begin to dribble a ball around an area whilst running. To kick a ball at a target, at varying lengths and distances. To learn how to mark a player when they have the ball. Strike or hit a ball with a hockey stick, with control. Learn basic skills for playing a small hockey game. To apply and demonstrate simple attacking and defending skills in a game successfully, including dodging and marking. | To recognise and begin to apply basic defending skills such as marking and intercepting with some success. To recognise and begin to apply basic attacking skills such as dodging and marking, with some success. To identify and use tactics to help their team keep possession of the ball. To demonstrate marking in a game situation. To make quick decisions about which player to pass to in a game situation. | and communication in a game situation. To move in multiple directions with speed and confidence. To pass and receive a ball with control and accuracy. To confidently demonstrate how to intercept in a game situation. To confidently demonstrate how to mark man to man in a game situation. Use a stick or bat to strike a ball with accuracy and control. To develop tactics and apply them to basic competitive situations. To increase speed and endurance during game play. To get into the correct position to receive a pass from a teammate. | To demonstrate effective teamwork and communication in a game situation. To understand the scoring system in a variety of invasion games. To use a range of attacking and defending skills and tactics to contribute towards the success of their team. Understand and demonstrate the defensive stance when marking an opposition player. To play effectively in a variety of positions and formations in a game situation. To choose and implement a variety of ways to attack and defend in a game situation. Use a variety of techniques to hit a ball using a variety of bats and sticks. To increase power and strength of passes, moving the | showing speed, power and agility. To use more than one type of pass in a game situation. To land with one or two feet with or without the ball. To understand what being part of a team involves and demonstrate this skill in a game situation with effective communication. To execute the movement skills of dodging and marking a player in a game situation successfully. To apply a range of attacking and defending movement skills within a game situation to contribute to the success of their team. To make quick decisions of how and when to pass to |
|--|---|--|--|--|--|---|



Physical Education Progression of Knowledge

| | | | | | | |
|--|--|--|--|--|---|---|
| | | | | | <p>ball over short and long distances.</p> <p>Use the correct grip whilst holding a variety of balls to be able to pass it effectively.</p> <p>To pass the ball with accuracy, using the correct technique whilst stationary.</p> <p>To pass the ball with accuracy, using the correct technique whilst on the move.</p> <p>To confidently pass a rugby ball sideways or backwards with control and accuracy.</p> <p>To demonstrate knowledge and understanding of what a tactical decision is in a game situation.</p> | <p>someone in a game situation.</p> <p>To use a range of ways to keep a ball under control, depending on where it is coming from.</p> <p>Demonstrate effective hand-eye coordination to be able to direct a ball with control.</p> <p>Demonstrate effective hand-eye coordination when striking or hitting a ball with a bat or stick.</p> <p>Identify and apply techniques and tactics that can be used in a game situation.</p> <p>To increase speed and endurance during game play.</p> <p>To confidently and consistently use the correct grip whilst moving with the ball.</p> <p>Share tactical decisions with teammates and support each other</p> |
|--|--|--|--|--|---|---|



Physical Education Progression of Knowledge

| | | | | | | |
|--|--|--|--|---|--|--|
| | | | | | | when making these decisions. |
| Knowledge needed to achieve these skills. | | | | | | |
| I know to make simple decisions in response to a task. | I know that rules help us to play fairly. | I know how to score points and follow simple rules. | I know the rules of the game and begin to apply them. | I know and understand the rules to be able to manage our own game. | I understand and apply rules in a variety of invasion games whilst playing and officiating. | I understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating. |
| I know that there are different roles in games. | I know that tactics can help us when playing games. | I understand and apply simple tactics for attack and defence. | I know that using simple tactics will help my team to achieve an outcome e.g we will each mark a player to help us to gain possession. | I know that applying attacking tactics will help to maintain possession and score goals. | I understand the need for tactics and identify when to use them in different situations. | I know to choose the appropriate skill for the situation under pressure. |
| I know that being in a space gives me room to play. | I know that staying with a partner makes it more difficult for them to receive the ball. | I know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. I know that standing between the ball and the attacker will help me to stop them from getting the ball. | I know my role as an attacker and a defender. | I know that applying defending tactics will help to deny space, gain possession and stop goals. | I know that dribbling in different directions will help me to lose a defender. | I know how to create and apply a tactic for a specific situation or outcome. |
| I know that keeping the ball close will help with control. | I know that being able to move away from a partner helps my team to pass me the ball. | I know that when my team is in possession of the ball, I am an attacker and we can score. | I know that by spreading out as a team we move the defenders away from each other. | I know when to mark and when to attempt to win the ball. | I know that by moving to space even if not receiving the ball will create space for a team mate. | I understand that transitioning quickly between attack and defence will help my team to maintain or gain possession. |
| I know to look at the target when sending a ball and watch the ball to receive it. | I understand that being in a good space helps us to pass the ball. | I know that moving into space away from defenders | I know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders. | I recognise when to pass and when to shoot. | I know that moving into space will help my team keep | I understand and make quick decisions about when, how and who to pass to. |



Physical Education Progression of Knowledge

| | | | | | | |
|---|--|--|--|--|--|--|
| | | <p>helps me to pass and receive a ball.</p> <p>I know that keeping my head up will help me to know where defenders are.</p> <p>I know to control the ball before sending it.</p> | <p>I know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</p> | <p>possession and score goals.</p> <p>I know that cushioning a ball will help me to control it when receiving it.</p> <p>I know that protecting the ball as I dribble will help me to maintain possession.</p> | <p>and receive with better contact.</p> | |
| Vocabulary | | | | | | |
| Ball, travel, bounce, throw, catch, kick, target, travel. | Attacking and defending, dodging, sidestepping, pass, leaping, travel, | Strike, control, accuracy, marking, dribble, lengths, marking, | Decisions, tactics, possession, intercepting, receive, technique, speed. | Multiple directions, isolation, success, confidence, teamwork, communication, competitive, endurance, | Range of distances, combine skills, pivoting, scoring system, defensive stance, formations, grip, stationary, tactical decision. | Support, consistently, hand-eye co-ordination, contribute, confidence. |

Striking and Fielding

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|--|--|--|--|---|
| Acquiring and Developing Fielding and Striking skills | | | | | | |
| To roll equipment in a variety of ways. | Throw a ball underarm and overarm control. | To learn skills for playing small striking and fielding games. | To understand basic rules of a striking and fielding game. | Use the correct technique for a push throw when throwing a shotput. | Continue to develop techniques used to throw for increased distance. | To develop the correct technique when performing a heave throw. |
| To roll a ball at a target with control. | | Strike a ball with a tennis racket with control. | To throw a shotput with control and accuracy. | To pass a variety of balls in a variety of ways with control and accuracy. | To develop the correct technique when performing a fling throw. | Measure and record the distances of their throws with a |
| To throw a beanbag or ball at a target. | To throw a ball at a target with accuracy. | | | | | |



Physical Education Progression of Knowledge

| | | | | | | |
|--|---|---|--|--|--|---|
| To roll a ball at a target with control. Perform an underarm throw at a target. Hit a ball with a racket or bat. | To use power when throwing a ball in an open space, improving the distance that they can throw. | Use the correct technique when striking a ball with a tennis racket. | To throw a javelin with control and accuracy. | To develop the correct technique when performing a pull throw. | To use the correct technique when throwing a discus with control. | partner or independently. Support others in improving their throwing techniques. |
| | To practise basic striking with a tennis racket. | To position the body correctly to strike a ball | To perform a push throw with a ball. Show increasing control in their overarm and underarm throws. | To catch a variety of balls accurately. Continue to develop techniques used to throw for increased distance. | Throw a shotput, discus and javelin with control and accuracy. | To develop and refine throwing techniques to throw for accuracy. |
| | To throw and catch a ball with control and accuracy. | To throw a beanbag, ball or quoit in a variety of ways. | To develop and investigate different ways of throwing. | Measure the distances of their throws with a partner or in a small group | Measure and record the distances of their throws with a partner or in a small group. | To choose the most effective batting and fielding techniques and tactics in a game situation. |
| | To hit a target with a ball when either rolling or throwing a ball. | To throw a ball underarm and overarm at a target. | To aim at a target. | To practise the correct technique for batting with a variety of equipment. | Develop batting and fielding skills. | To throw and catch with confidence and control, under pressure. |
| | To strike a ball with a racket or bat. | To throw a ball or beanbag at targets of different heights. | To practice scoring a ball into a hoop from a spot, from a variety of distances. | To strike a ball with confidence, using a variety of bats. | Demonstrate effective teamwork and communication when working as fielders. | To work on reaction times when fielding and batting. |
| | Use fielding skills to play a game. | Investigate ways to change their throwing technique when throwing for distance. | To throw a ball underarm and overarm with control and accuracy. | To throw a ball at a target underarm and overarm with control and accuracy. | To run, throw and catch with control. | To fully understand the rules of a striking and fielding game in order to help others. |
| | To catch a ball thrown by a partner with two hands. | To use fielding skills to play a game. | To consolidate and develop a range of fielding and striking skills. | To perform a chest pass, bounce pass and shoulder pass with control. | Use the correct grip and technique when striking a ball using a variety of bats. | To bowl and throw a ball overarm at a target with control and accuracy. |
| | To identify useful spaces for throwing and catching a ball. | To develop catching skills. | To dribble with their dominant and non-dominant foot, with control. | To use and demonstrate agility, balance and coordination when batting and fielding. | To throw a ball at a target, underarm and overarm, with control and accuracy. | To develop batting skills. |
| | | To throw a ball over a variety of distances. | To throw and catch a ball with a partner with control. | To use hand eye coordination to | To develop control when striking a ball using a variety of bats. | To develop control when batting a ball for distance. |



Physical Education Progression of Knowledge

| | | | | | | |
|--|--|--|--|---|--|---|
| | Practice basic striking, sending and receiving skills. | To perform a chest pass and bounce pass with control. To stop a ball with two hands. To bounce a ball whilst on the spot and whilst moving. To get into a position to catch a ball. To throw and bounce a ball into a hoop. To throw and catch a ball with a partner sideways or backwards. | To move in different directions whilst dribbling a ball. To understand the difference between attacking and defending. Demonstrate successful striking skills. Practice striking the ball at varying lengths and distances. Direct a ball using a stick or bat, with control. To throw a rugby ball sideways, using the correct technique, whilst stationary. To catch a rugby ball with control | strike a ball whilst on the move and whilst stationary. To play in a competitive situation, demonstrating effective teamwork and communication. To understand and demonstrate the role of a wicket keeper and backstop. Develop fielding skills and understand the importance of fielders in a game situation. | To understand when to run, when to catch and when to throw. To be able to choose the most effective fielding techniques and tactics in a game situation. To understand and demonstrate the role of a wicket keeper and backstop. | To strike a ball for distance. To use a variety of fielding techniques to stop the ball quickly and effectively. To understand and demonstrate the role of a backstop. To demonstrate effective teamwork and communication when playing in a tournament. To use a variety of tactics in order to beat another team. |
|--|--|--|--|---|--|---|

Knowledge needed to achieve these skills.

| | | | | | | |
|--|---|---|--|--|--|---|
| I know to point my hand/object at my target when hitting a ball. | I know to use the centre of the racket for control. | I know to watch the ball as it comes towards me to help me to help me to prepare to hit it. | I know that pointing the racket and my face to where I want the ball to go and turning my body will help me to hit accurately. | I understand when to play a forehand and backhand. | I know which skill to choose for the situation. | I know how to create and apply a tactic for a specific situation or outcome. |
| I know that rules help to keep us safe. | I know that tactics can help us when playing games. | I know how to score points and follow simple rules. | I know that pointing my hand/foot/stick | I know when to mark and when to attempt to win the ball. | I know that by moving to space even if not receiving the ball will create space for a team mate. | I understand that transitioning quickly between attack and defence will help my |



Physical Education Progression of Knowledge

| | | | | | | |
|--|---|--|---|--|--|--|
| I know to make simple decisions in response to a task. I know to point my hand my target when throwing. I know to have hands out ready to catch. | I know when to watch the ball as it comes towards me. I know which type of throw to use over longer distances. I know that throwing the ball back is quicker than running with it I understand that the harder I strike, the further the ball will travel. | I understand and apply simple tactics for attack and defence. I know to use wide fingers and pull the ball to my chest to help me to securely catch. I know that stepping with opposite foot to throwing arm will help me to balance. I understand that there are different roles within a fielding team. | to my target on release will help me to send a ball accurately. I know the rules of the game and begin to apply them. I know that using simple tactics will help my team to achieve an outcome. I know to move my feet to the ball. I know that overarm throwing is used for long distances and underarm throwing for shorter distances. I know to look at where a batter is before deciding what to do I know to communicate with teammates before throwing them a ball. | I recognise when to pass and when to shoot. I know that moving into space will help my team keep possession and score goals. I know that cushioning a ball will help me to control it when receiving it. I know and understand the rules to be able to manage our own game. I know that applying attacking tactics will help to score points and avoid out. I know to track the ball as it is thrown to help to improve the consistency of catching. I understand that being balanced before throwing will | I know that not having a defender between myself and a ball carrier enables me to send and receive with better contact. I understand and apply rules in a variety of striking and fielding games whilst playing and officiating. I understand then need for tactics and identify when to use them in different situations. I understand that stance is important to allow me to be balanced as I hit. | team to maintain or gain possession. I understand and make quick decisions about when, how and who to pass to. I understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating. I understand and apply some tactics in the game. I know to consistently make good decisions on who to throw to and when to throw. I know which fielding action to apply for the situation. I understand that the momentum and power for striking a |
|--|---|--|---|--|--|--|



Physical Education Progression of Knowledge

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | <p>I know that striking to space away from fielders will help me to score.</p> | <p>help me to improve the accuracy of the throw.</p> <p>I know that it is easier to find a ball that is coming towards me rather than away so set up accordingly.</p> <p>I know that using the centre of the bat will provide the most control and accuracy.</p> | | <p>ball from legs as well as arms.</p> |
| Vocabulary | | | | | | |
| Roll, target, ball, beanbag, throw, underarm, racket, hit. | Overarm, power, striking, fielding, catch. | Sideways, backwards, bounce, chest pass, bounce pass, investigate, technique, fielding, distances. | Striking, fielding, javelin, push throw, aim, range of fielding and striking, shoulder pass, dominant, non-dominant, direct. | Pass, control, accuracy, grip, distance, measure, batting, strike, target, co-ordination, balance, agility, | Competitive, communication, teamwork, backstop, tactics, accuracy, | Independently, refine, support, effective, pressure, reaction. |

Gymnastics

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|--|---|---|--|--|
| Acquiring and Developing Gymnastic skills | | | | | | |
| Explores different ways of travelling with confidence. | Experimenting with different ways of travelling confidently, using different body parts. | Demonstrate different ways of travelling confidently, on the floor and on apparatus. | Link a series of different movements together to form a short sequence. | Link a series of movements and rolls, jumps together to form a longer sequence. | Select and combine ideas to form a specific sequence based on a theme. | Combine a series of movements together to create a routine with a theme or style showing a good understanding of control and form. |
| Explores different ways of travelling with confidence | | Practice and refine their own movements | | | Select ideas to compose specific | |



Physical Education Progression of Knowledge

| | | | | | | |
|--|---|---|---|---|---|---|
| around, under and over balancing equipment. | Travel at different speeds, heights and in different directions. | Create new ways of travelling confidently, showing varying heights and speeds. | independently, showing awareness of others around them. | Practice and refine different ways of travelling confidently using different body parts both on the floor and on apparatus. | sequences of movements, rolls, jumps, balances and shapes. | Describe what they have done or changed to better their performance during a lesson. |
| Explores different ways of moving onto and off climbing equipment. | Exploring different ways of moving onto and off equipment safely. | Perform a pencil jump, tuck jump and star jump with confidence and control. | Demonstrate different ways of travelling confidently using different body parts, on the floor and on apparatus. | Use an increasing range of movements, actions, directions, levels and heights within sequences. | Adapt their sequences to fit new criteria or suggestions from peer and teacher feedback. | Adapt their routines to fit new criteria or suggestions from peer and teacher feedback. |
| Copy a variety of balances using both hands and feet. | Performing a pencil jump, star jump and tuck jump with control. | Jump off apparatus safely, using the 'magic chair' position. | Begin to perform movements to a higher standard, linking multiple movements together to make a sequence. | Move with clarity, fluency and expression. | Perform a variety of ways to travel with confidence and control. | Demonstrate a variety of ways to travel with confidence and control within their routine, using different body parts each time. |
| Hold simple shapes and balances for at least 5 seconds. | Jump onto a mat and down from equipment safely, using the 'magic chair' position. | Move from one roll into another roll and finish by standing. | Demonstrate basic shapes and balances on the floor and apparatus, holding them for approx. 8- 10 seconds. | Create longer and more complex sequences with a partner or group, showing changes of direction, speed and levels. | Add multiple travelling movements into a sequence to represent a theme. | Add multiple travelling movements into a sequence to represent a theme. |
| Hop using alternate feet at least 3 times. | Perform a variety of shapes (tall, small and wide) and be able to hold each shape for at least 5 seconds. | Perform a variety of balances with control for at least 5-8 seconds. | Create longer and more complex sequences with a partner, demonstrating control and consistency. | Perform a variety of point, patch and counter balances with control and confidence. | Use an increasing range of movements, actions, directions, levels and heights within sequences. | Use an increasing range of movements, actions, directions, levels and heights to represent a theme or style within a routine. |
| Perform a pencil roll and tuck roll with control. | Perform a variety of balances with control for at least 5-8 seconds. | Copy, remember and repeat movement sequences with a clear start and clear finish. | Perform a variety of point balances and counter balances | Perform a variety of point, patch and counter balances on | Move with clarity, fluency, expression and control. | Perform a variety of point, patch and counter balances |
| Wide shape – star Small shape – tuck Tall shape – pencil Standing balances – one point balancing (one foot) | | Performing a pencil roll, log roll, teddy bear roll and tuck roll | | | Create longer and more complex | |
| Pencil jump Star jump Pencil roll Tuck roll (egg roll) | | | | | | |



Physical Education Progression of Knowledge

| | | | | | | |
|--|--|--|---|---|---|---|
| | <p>Copy, remember and repeat movement patterns.</p> <p>Performing a pencil roll, log roll and tuck roll (egg roll) with control.</p> <p>Perform rocking forwards and backwards with control in preparation for forwards and backwards rolls.</p> <p>Use space well, thinking of the safety of themselves and others.</p> <p>Hop confidently using alternate feet for at least 5 seconds.</p> | <p>(egg roll) with control.</p> <p>Perform a forwards roll from a crouched position.</p> <p>Use space well, thinking of the safety of themselves and others.</p> <p>Begin to repeat and copy counter balances with a partner.</p> <p>Create a movement sequence that reflects a theme.</p> | <p>with control and confidence.</p> <p>Perform a variety of point balances on apparatus with control and confidence.</p> <p>Know what mirroring and symmetry mean, identifying this when making shapes with a partner or group.</p> <p>Perform a teddy bear roll, pencil roll, tuck roll and forwards roll with confidence.</p> <p>Perform a pencil jump, star jump and tuck jump off apparatus, clearly demonstrating the shapes in the air.</p> | <p>apparatus control with and confidence.</p> <p>Demonstrate mirroring and matching within sequences. Use the correct gymnastics terms when performing and evaluating.</p> <p>Perform a variety of rolls with confidence and control.</p> <p>Perform a variety of jumps with confidence and control.</p> <p>Demonstrate a variety of shapes of different heights, depth and levels within a sequence.</p> | <p>sequences with a partner or group, showing changes of direction, speed and levels.</p> <p>Perform a variety of point, patch and counter balances on apparatus and without, with control and confidence</p> | <p>with control and confidence.</p> <p>Perform a variety of point, patch and counter balances on apparatus with control and confidence.</p> <p>Apply skills and techniques consistently, showing precision and control.</p> <p>Develop strength, technique and flexibility throughout performances.</p> |
|--|--|--|---|---|---|---|

Knowledge needed to achieve these skills.

| | | | | | | |
|---|--|---|---|--|---|--|
| I know that I can make different shapes with my body. | I know that I can improve my shapes by extending parts of my body. | I know that some shapes link well together. | I know that using body tension makes my shapes look better. | I know that shapes can be used to improve my sequence. | I know that shapes underpin all other skills. | I know which shapes to use for each skill. |
|---|--|---|---|--|---|--|



Physical Education Progression of Knowledge

| | | | | | | |
|---|--|--|--|---|---|---|
| I know that I should be still when holding a balance. | I know that balances should be held for 5 seconds. | muscles helps me to balance. | look interesting by using different levels. | safe when performing partner balances. | sequence look interesting. | to maintain control and balance. |
| I know that I can change my body shape to help me to roll. | I know that I can use different shapes to roll. | I know that there are different teaching points for different rolls. | I know the safety considerations when performing more difficult rolls. | I know that I can keep the shape of my roll using body tension. | I know that I need to work within my own capabilities and this may be different to others. | I know that I can use momentum to help me to roll and where that momentum comes from. |
| I know that bending my knees will help me to land safely. | I know that landing on the balls of my feet helps me to land with control. | I know that looking forward will help me to land with control. | I know that I can change the take off and shape of my jumps to make them look interesting. | I know that I can control my landing by landing toes first, looking forwards and bending my knee. | I know that I can use jumps to link actions and changing the shape of these will make my sequence look interesting. | I know that taking off from two feet will give me more height and therefore more time in the air. |
| I know that if I hold a shape and count to five people will see it clearly. | I know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended. | I know that if I use shapes that link well together it will help my sequences to flow. | I know that if I use different levels it will help my sequence to look interesting. | I know that if I use different directions it will help to make my sequence look interesting. | I know that if I use a different pathway it will help to make my sequence look interesting. | I know that if I use changes in formation it will help to make my sequence look interesting. |

Vocabulary

| | | | | | | |
|--|--|---|--|--|---|--|
| Explore, travel, balance, hop, pencil roll, tuck roll, Wide shape – star Small shape – tuck Tall shape – pencil Standing balances – one point balancing (one foot) | Experiment, equipment, pencil jump, star jump, tuck jump, magic chair, copy, remember, repeat, rocking, movement, Floor balances – two point balancing (two feet, one foot and one hand etc) | Demonstrate, apparatus, heights, speed, clear start, clear finish, crouched, teddy bear roll, Straddle shape Floor balances Counter balances (with a partner) | Link, sequence, practise, refine, awareness, mirroring, symmetry, forwards roll, pencil, jump, tuck jump, Pike shape Patch balances, balances on apparatus Mirroring and matching balances | Sequence, gymnastics, performing, evaluating, clarity, expression, confidence, Front and back support, | Select and Combine, adapt, feedback, increasing range, fluency, | Routine, consistently, style, describe, Group formation balances |
|--|--|---|--|--|---|--|



Physical Education Progression of Knowledge

Dance

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|---|--|--|--|---|
| Acquiring and Developing Dance skills | | | | | | |
| <p>Combine a range of different movements together.</p> <p>Change the speed of their actions.</p> <p>Copy dance moves. Create movements to music.</p> <p>Remember a small dance routine.</p> | <p>Combine a range of different movements together, creating a sequence of actions.</p> <p>Vary the speed of their actions. Create a short movement phrase, which demonstrates their own ideas.</p> <p>Move in time to music.</p> | <p>Combine a range of different movements together, creating a sequence of actions.</p> <p>Vary the speed, level and height of their actions. Create a short motif inspired by a given stimulus.</p> <p>Copy, remember and repeat actions.</p> <p>Understand and demonstrate unison, canon and mirroring.</p> <p>Move in time to music, counting in beats of four.</p> <p>Use space well when combining different movements together.</p> | <p>Improvise with a partner or group to create a simple dance by combining a range of different movements together.</p> <p>Vary the speed, level and height of their actions within a routine.</p> <p>Create motifs from different stimuli. Compare and adapt movements and motifs to create a larger sequence.</p> <p>Understand and demonstrate unison, canon, mirroring and formation.</p> <p>Move in time to the music, counting in beats of four.</p> <p>Perform with some rhythm, expression and repetition.</p> <p>Demonstrate spatial awareness.</p> | <p>Compose a dance with a partner or group that reflects the chosen dance style.</p> <p>Identify and repeat movement patterns and actions of a chosen dance style.</p> <p>Vary the speed, level, height and directions of their actions within a routine.</p> <p>Change parts of a dance after self-evaluation.</p> <p>Demonstrate the use of unison, canon, mirroring and a variety of formations within a dance routine.</p> <p>Move in time to the music, dancing and counting in beats of eight.</p> | <p>Perform partner and/or group dances that reflect the chosen dance style.</p> <p>Improvise movements with confidence, fluency, creativity and imagination in response to a stimulus.</p> <p>Identify, repeat and choreograph movement patterns and actions of a chosen dance style.</p> <p>Show a change of pace, timing, height and direction within their movements.</p> <p>Modify parts of a sequence as a result of peer evaluation and self-evaluation.</p> | <p>Combine and link an increasing number of movement phrases and patterns, both individually and within a pair or group.</p> <p>Improvise movements with confidence, fluency, creativity and imagination in response to a stimulus. Identify, repeat, choreograph and add to movement patterns and actions of a chosen dance style.</p> <p>Demonstrate multiple changes of pace, timing, height and direction within their movements.</p> <p>Modify parts of a sequence as a result of peer evaluation and self-evaluation.</p> |



Physical Education Progression of Knowledge

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | Demonstrate spatial awareness when creating motifs from different stimuli. | Demonstrate the use of unison, canon, mirroring and formations a variety of times within a sequence. Move in time to the music, dancing in beats of eight and ensuring that their actions fit the rhythm of the music. Develop an awareness of their use of space when changing formations within a routine. Use transitions to link movements together smoothly. | Demonstrate the use of unison, canon and formations multiple times within a movement phrase. Demonstrate a range of dance techniques such as isolation, tempo and repetition. Use various transition movements to link movement phrases together smoothly. |
|--|--|--|--|--|--|--|

Knowledge needed to achieve these skills.

| | | | | | | |
|---|--|---|--|---|--|--|
| I know that I can move my body in different ways to create interesting actions. | I know that actions can be sequenced to create a dance. I know that I can create fast slow and actions to show an idea. | I know that sequencing actions in a particular order will help me to tell the story of my dance. I know that I can change the way I perform actions to show an idea. | I know that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions. I know that I can change the way I perform actions to show an idea. | I know that some actions are better suited to a certain character, mood or idea than others. I know that some dynamics are better suited to a certain character, mood or idea than others. | I know that different dance styles utilise selected actions to develop sequences in a specific style. I know that different dance styles utilise selected dynamics to express mood. | I know that actions can be improved with consideration to extension, shape and recognition of intent. I know that selecting a variety of dynamics in my performance can |
|---|--|---|--|---|--|--|



Physical Education Progression of Knowledge

| | | | | | | |
|--|--|---|--|--|--|--|
| I know that if I move into space it will help to keep me and others safe. | and pathways within space. I know that when dancing with a partner it is important to be aware of each other and keep in time. | I know that I can use different directions, pathways and levels in my dance. I know that using counts of 8 will help me to stay in time with my partner and the music. | differently to help us to show effect. I know that I can use space to help my dance flow. | I know that space can be used to express a certain character mood or idea. I know that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics. | I know that space relates to where my body moves both on the floor and in the air. I know that different dance styles utilise selected relationships to express mood. | help to take the audience on a journey through my dance idea. I know that combining space and relationships with a prop can help me to express my dance idea. |
| I know that when watching others I sit quietly and clap at the end. | I know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished. | I know that using facial expressions helps to show the mood of my dance. I know that if I practice my dance my performance will improve. | I know that I use timing techniques such as canon and unison to create effect. I know that if I show sensitivity to the music, my performance look more complete. | I know that being aware of other performers in my groups helps us to move in time. I know that I can select from a range of dance techniques to translate my ideas. | I know what makes a performance effective and know how to apply these principles to mine and others work. I know that if I use dance principles it will help me to express an atmosphere or mood that can be interpreted by the audience. | I know that a leader can ensure a dance group performs together. I know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience. |
| I know that If I use lots of space it helps to make my dance look interesting. | I know that if I use exaggerated actions it helps the audience to see them clearly. | | | | | |

Vocabulary

| | | | | | | |
|--------------------|---------------------------|---|--|---|--|---|
| Dance, copy, speed | Combine, sequence, music. | Actions, level and height, remember, repeat | Motif, Stimulus, compare, adapt, unison, canon, mirroring, formation, spatial awareness. | Compose, style, identify, repeat, routine, self-evaluation. | Improvise, confidence, fluency, creativity, imagination, choreograph, pace, timing, rhythm, transitions. | Movement phases, demonstrate, isolation, tempo. |
|--------------------|---------------------------|---|--|---|--|---|



Physical Education Progression of Knowledge

OAA

| Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|---|---|
| <p>To take part in outdoor and adventurous activities individually and within a pair.</p> <p>To navigate in pairs or individuals to an orienteering control marker location.</p> <p>To be able to identify and follow a key.</p> <p>To recognise, orientate and follow the school orienteering map.</p> <p>To understand what a 'birds eye view' diagram is.</p> <p>To record information.</p> <p>To travel safely to and from orienteering control marker locations.</p> <p>Orienteate themselves with increasing confidence and accuracy around a short trail.</p> <p>Identify symbols used on a key.</p> <p>To demonstrate effective teamwork and communication.</p> <p>To communicate as a team, deciding which marker locations each</p> | <p>To take part in outdoor and adventurous activity challenges both individually and within a pair.</p> <p>To navigate as a team to an orienteering control marker location.</p> <p>To navigate in pairs to an orienteering control marker location.</p> <p>To recognise the orienteering map is a 'birds eye view' diagram of the ground.</p> <p>To recognise, orientate and follow the school orienteering map.</p> <p>To record information accurately.</p> <p>To set up a course based on a given key.</p> <p>To travel safely to and from control marker locations. Orienteate themselves with accuracy around a short trail.</p> <p>Create a short trail for others to complete, with a physical challenge.</p> <p>To recognise symbols used on a key.</p> | <p>To take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>To know the 8 points on a compass.</p> <p>To navigate as a team to an orienteering control marker location.</p> <p>To navigate in pairs to an orienteering control marker location.</p> <p>To recognise the orienteering map is a 'birds eye view' diagram of the ground.</p> <p>To recognise, orientate and follow the school orienteering map.</p> <p>To record information accurately.</p> <p>To review performance in order to improve next time.</p> <p>To set up an orienteering course in pairs, groups and individually.</p> <p>To travel safely to and from control marker locations.</p> <p>To use the key to recognise the relevant symbols and features on the orienteering map.</p> | <p>To take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>To know the 8 points on a compass.</p> <p>To use a compass for navigation.</p> <p>To navigate as a team to an orienteering control marker location.</p> <p>To navigate in pairs to an orienteering control marker location.</p> <p>To navigate individually to an orienteering control marker location.</p> <p>To recognise the orienteering map is a 'birds eye view' diagram of the ground.</p> <p>To recognise, orientate and follow the school orienteering map.</p> <p>To record information accurately.</p> <p>To review performance in order to improve next time.</p> <p>To set up an orienteering course in pairs, groups and individually.</p> |



Physical Education Progression of Knowledge

| | | | |
|--|---|--|--|
| <p>member is going to or, if relay style, which order they are going in.</p> <p>To take responsibility for themselves and others. Increase confidence to make decisions.</p> | <p>To effectively allocate roles in the team, for example, a map-reader, a runner and a recorder.</p> <p>To demonstrate effective teamwork and communication.</p> <p>To communicate as a team, deciding which marker locations each member is going to or, if relay style, which order they are going in.</p> <p>To take responsibility for themselves and others. Increase ability and confidence to make decisions.</p> | <p>Start to orientate themselves with increasing confidence and accuracy around an orienteering course.</p> <p>Design an orienteering course that can be followed by another team, with some physical challenges.</p> <p>Identify a key on a map and begin to use the information in activities.</p> <p>To effectively allocate roles in the team, for example, a map-reader, a runner and a recorder.</p> <p>To demonstrate effective teamwork and communication.</p> <p>To communicate as a team, deciding which marker locations each member is going to or, if relay style, which order they are going in.</p> <p>To guide a blindfolded team member effectively to a control marker location with or without physical contact. Improving the ability to work with and trust others.</p> <p>To take responsibility for themselves and others.</p> <p>To communicate and collaborate with teammates in order to travel around the course effectively.</p> | <p>To travel safely to and from control marker locations. To use the key to recognise the relevant symbols and features on the orienteering map.</p> <p>Orienteate themselves with confidence and accuracy around an orienteering course when under a time limit.</p> <p>Design an orienteering course for other children that is clear to follow and offers challenge to others.</p> <p>Identify a key on any given map.</p> <p>Use a range of map styles and make an informed decision on the most effective.</p> <p>To effectively allocate roles in the team, for example, a map-reader, a runner and a recorder.</p> <p>To demonstrate effective teamwork and communication.</p> <p>To communicate as a team, deciding which marker locations each member is going to or, if relay style, which order they are going in.</p> <p>To guide a blindfolded team member effectively to a control marker location with or without physical contact.</p> |
|--|---|--|--|



Physical Education Progression of Knowledge

| | | <p>Increase ability and confidence to make decisions.</p> <p>Improving the ability to work with and trust others.</p> <p>To take responsibility for themselves and others.</p> <p>To communicate and collaborate with teammates in order to travel around the course effectively.</p> <p>Increase ability and confidence to make decisions.</p> | |
|---|--|--|--|
| Developing and Acquiring Thinking/ Tactical Skills | | | |
| To plan effectively the quickest route to take. To allocate marker locations as per the strengths of individuals in the group. To organise and determine the rules of an orienteering competition | To plan effectively the quickest route to take. To allocate marker locations as per the strengths of individuals in the group. To organise and determine the rules of an orienteering relay / competition. Begin to complete activities in a set period. | To plan effectively the quickest route to take. To allocate marker locations as per the strengths of individuals in the group. To guide a blindfolded teammate safely and efficiently around the course. To organise and determine the rules of an orienteering competition. Begin to complete activities against a stopwatch. Start to improve trails to increase the challenge of the course. | To effectively plan the quickest route to take. To allocate marker locations as per the strengths of individuals in the group. To guide a blindfolded teammate safely and efficiently around the course. To organise and determine the rules of an orienteering competition. Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. |
| Developing and Acquiring Physical Skills | | | |



Physical Education Progression of Knowledge

| | | | |
|---|---|---|--|
| To plan physically how they will get around the course quickly. To breathe effectively to preserve energy. To alter the way of travelling to support a teammate who is slower/faster. To maintain balance in all areas of the orienteering course. Develop flexibility, strength, technique, control and balance. | To plan physically how they will get around the course quickly. To breathe effectively to preserve energy. To alter the way of travelling to support a teammate who is slower/faster. To maintain balance in all areas of the orienteering course. Develop flexibility, strength, technique, control and balance. | To plan physically how they will get around the course quickly. To breathe effectively to preserve energy. To alter the way of travelling to support a teammate who is slower/faster. To maintain balance in all areas of the orienteering course. Develop flexibility, strength, technique, control and balance. | Plan how they will physically get around the course quickly and efficiently . To adopt an efficient running technique to preserve energy. To alter the way of travelling to support a teammate who is slower/faster. To maintain balance in all areas of the orienteering course. Develop flexibility, strength, technique, control and balance. |
|---|---|---|--|

Knowledge needed to achieve these skills.

| | | | |
|---|--|---|---|
| I know that trying ideas before deciding on a solution will help us to come up with the best idea. I know to hold the map so that the items on the map match up to the items that have been placed out. I know to take turns when giving ideas and not to interrupt each other. I know to reflect on when and why I am successful at solving challenges, I know that using the rules honestly will help to keep myself and others safe. | I know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use. I understand how to use a key and use the cardinal points on a map to orientate it. I understand that there are different types of communication and that I can communicate without talking. With increased accuracy, I know to critically reflect on when and why I am successful at solving challenges. | I know that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution. I know to use a key to identify objects and locations. I know to be descriptive but concise when giving instructions e.g. 'two steps to the left.' I know to reflect on when I am successful at solving challenges and alter my methods in order to improve. | I understand that being able to solve problems is an important life skill. I understand why having good navigational skills are important. I know that good communication skills are key to solving problems and working effectively as a team. With increasing accuracy, I know to reflect on when and how I am successful at solving challenges and alter my methods in order to improve. I understand the rules and think creatively to solve the challenge whilst abiding by the rules. |
|---|--|---|---|



Physical Education Progression of Knowledge

| | | | |
|--|--|---|---|
| | I understand the importance of working with integrity. | I know that abiding by rules will enable my classmates to complete the course e.g. not moving controls. | |
| Vocabulary | | | |
| Navigate, location, key, orientate, birds eye view, confidence | Marker, navigate, birds eye view, key, accuracy, trail, map-reader, orientate, communication | Compass, marker, navigate, birds eye view, orientate, record, review, safety, teamwork | Navigation, marker, birds eye view, orientate, improve, record, review, performance, runner, recorder |

Health and Fitness In Every Unit Of Work

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|--|---|---|--|--|
| Describe how the body feels when standing still and when exercising. | <p>Describe how the body feels when still and when exercising.</p> <p>Describe how the body feels before, during and after exercise.</p> <p>Carry and place equipment safely.</p> | <p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Recognise and explain what our bodies need to stay healthy.</p> <p>Carry and place equipment safely.</p> | <p>Recognise and describe the effects of exercise on the body and mind.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Carry and place equipment safely.</p> <p>Explain why it is important to warm up and cool down.</p> | <p>Describe how the body reacts at different times of the day and how this might affect performance.</p> <p>Know the importance of controlling the body in physical activity.</p> <p>Explain why exercise is good for your health.</p> <p>Recognise and understand benefits of warming up and cooling down.</p> <p>Carry and set up equipment safely.</p> | <p>Understand and describe how different exercises affect performance in different ways.</p> <p>Recognise and understand benefits on the body, from warming up and cooling down.</p> <p>To be able to understand and explain safety principles when preparing for and during exercise.</p> <p>Understand why exercise is important for our</p> | <p>Understand and describe the importance of warming up and cooling down, alongside effects that they have on our bodies.</p> <p>Carry out warm-ups and cool downs safely and effectively.</p> <p>Understand why exercise is good for our physical and mental health and well-being.</p> <p>Understand and describe different lifestyles that we</p> |



Physical Education Progression of Knowledge

| | | | | | | |
|--|--|--|--|--|--|---|
| | | | | | health, fitness and wellbeing. Set up and carry equipment safely. | can maintain to keep ourselves healthier and fit. Set up and carry equipment safely. |
|--|--|--|--|--|--|---|

Evaluation In Every Unit of Work

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|---|---|--|---|---|
| Talk about what they have done. Talk about what others have done. | Watch and describe. Begin to say how they could improve. | Watch and describe. Begin to say how they could improve, Talk about the differences between their technique and the techniques of others. | Watch, describe and evaluate the effectiveness of a technique. Identify what aspects worked well and what aspects could be improved next time. | Watch, describe and evaluate the effectiveness of a technique giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. | Choose and use criteria to evaluate their own and other's techniques Explain why they have used particular skills or techniques. | Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate ideas for improvements. Explain why they have used particular skills or techniques. Explain the effect that particular skills or techniques have. |
| | | | | | | |