

## PE - Progression of Knowledge and Skills

### **Early Years Foundation Stage (Early Learning Goals)**

#### Gross Motor Skills ELG

Children at the expected level of development will:

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

### **Key Stage 1**

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

### **Key Stage 2**

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Dance</b>	<p>Copy basic body actions and rhythms.</p> <p>Choose and use travelling actions, shapes and balances.</p> <p>Travel in different pathways using the space around them.</p> <p>Begin to use dynamics and expression with guidance.</p> <p>Begin to count to music.</p>	<p>Copy, remember and repeat actions.</p> <p>Choose actions for an idea.</p> <p>Use changes of direction, speed and levels with guidance.</p> <p>Show some sense of dynamic and expressive qualities.</p> <p>Begin to use counts.</p>	<p>Copy, remember and repeat a series of actions.</p> <p>Select from a wider range of actions in relation to a stimulus.</p> <p>Use pathways, levels, shapes, directions, speeds and timing with guidance.</p> <p>Use mirroring and unison when completing actions with a partner.</p> <p>Show a character through actions, dynamics and expression.</p> <p>Use counts with help to stay in time with the music.</p>	<p>Copy remember and perform a dance phrase.</p> <p>Create short dance phrases that communicate an idea and some fluidity.</p> <p>Match dynamic and expressive qualities to a range of ideas.</p> <p>Use counts to keep in time with a partner and group.</p>	<p>Copy, remember and adapt set choreography.</p> <p>Choreograph considering structure individually, with a partner and in a group.</p> <p>Change dynamics to express changes in character or narrative.</p> <p>Use counts when choreographing short phrases.</p>	<p>Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.</p> <p>Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.</p> <p>Confidently perform choosing appropriate dynamics to represent an idea.</p> <p>Use counts accurately when choreographing to perform in time with others and the music.</p>	<p>Perform dances confidently and fluently with accuracy and good timing.</p> <p>Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.</p> <p>Improvise and combine dynamics demonstrating an awareness of the impact on performance.</p> <p>Use counts when choreographing and performing to improve the quality of work.</p>

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<b>Fundamental Movement Skills</b>	Run and stop with some control.	Attempt to run at different speeds showing an awareness of technique.	Show balance and co-ordination when running at different speeds.	Show balance, coordination and technique when running at different speeds, stopping with control.	Demonstrate how and when to speed up and down when running.	Run at the appropriate speed over longer distance or for longer periods of time.	Demonstrate a controlled running technique using the appropriate speed over longer distance or for longer periods of time.
	Explore skipping as a travelling action.	Begin to link running and jumping movements with some control.	Link running and jumping movements with some balance and control.	Link running, hopping and jumping actions using different take offs and landing.	Link hopping and jumping actions with some control.	Show control at takeoff and landing in more complex jumping activities.	Link running, jumping and hopping actions with greater control and coordination.
	Jump and hop with bent knees.	Jump, leap and hop and choosing which allows them to jump the furthest.	Show hopping and jumping movements with some balance and control.	Jump for distance and height with an awareness of technique.	Jump for distance and height showing balance and control.	Perform a range of more complex jumps showing some technique.	Perform jumps for height and distance using good technique.
	Throwing larger balls and beanbags into space with some technique.	Throw towards a target.	Change technique to throw for distance.	Throw a variety of objects, changing actions for accuracy and distance.	Throw with some accuracy and power towards a target area.	Throw with accuracy at close targets and continue to improve distance of throwing.	Show accuracy and good technique when throwing for distance.
	Balance whilst stationary and on the move.	Show some control and balance when travelling at different speeds.	Show control and balance when travelling at different speeds.	Demonstrate balance when performing other fundamental skills.	Demonstrate good balance when performing either fundamental skills.	Demonstrate good balance and control when performing other fundamental skills.	Show fluency and control when travelling, landing, stopping and changing direction.
	Change direction at a slow pace.	Begin to show balance and co-ordination when changing direction.	Demonstrates balance and co-ordination when changing direction.	Can show some consistent balance when moving at speed.	Show balance when changing direction at speed in combination with other skills.	Demonstrate improved body posture and speed when changing direction.	Change direction with a fluent action and can transition smoothly between varying speeds.
	Explore moving different body parts together.	Use co-ordination with and without equipment.	Perform actions with increased control when coordinating their body with and without equipment.	Perform actions with increased control when coordinating their body with and without equipment.	Begin to coordinate their body at speed in response to a task.	Can coordinate a range of body parts at increased speed.	Can coordinate a range of body parts with a fluent action at a speed appropriate to the challenge.

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Games	Drop and catch with two hands.	Drop and catch a ball after one bounce on the move.	Dribble a ball two hands on the move.	Dribble the ball with one hand with some control in game situations.	Link dribbling the ball with other actions with increasing control.	Use dribbling to change the direction of play with some control under pressure.	Use dribbling to change the direction of play with control under pressure.
	Move a ball with feet.	Move a ball using different parts of the foot.	Dribble a ball with some success, stopping it when required.	Dribble a ball with feet with some control in game situations.	Change direction with dribbling with feet with some control under increasing pressure.	Dribble with feet with some control under increasing pressure.	Use a variety of dribbling techniques to maintain possession under pressure.
	Throw and roll a variety of beanbags and larger balls to space.	Throw and roll towards a target with some varying techniques.	Throw and roll towards a target using varying techniques with some success.	Use a variety of throwing techniques in game situations.	Use a variety of throwing techniques with increasing success in game situations.	Use a variety of throwing techniques with some control under increasing pressure.	Use a variety of throwing techniques including fake passes to outwit an opponent.
	Kick larger balls to space.	Kick towards a stationary target.	Show balance when kicking towards a target.	Kick towards a partner in game situations.	Kick with increasing success in game situations.	Can start to kick with different techniques in a variety of situations.	Select and apply the appropriate kicking technique with control.
	Stop a beanbag or large ball sent to them, using feet.	Catch a beanbag and a medium sized ball.	Catch an object passed to them, with and without bounce.	Catch a ball passed to them using one and two hands with some success.	Catch a ball passed to them using one and two hands with increasing success.	Catch and intercept a ball using one and two hands with some success in game situations.	Catch and intercept a ball using one and two hands with increasing success in game situations.
	Hit a ball with hands.	Attempts to track balls and other equipment sent to them.	Move to track a ball and stop it using feet with limited success.	Receive a ball sent to them using different parts of the foot.	Receive a ball using different parts of the foot under pressure.	Receive a ball using different parts of the foot under pressure with increasing control.	Receive a ball using different parts of the foot under pressure with increasing control.
	Can start to move the ball with dominant foot.	Strike a stationary ball using a racket.	Strike a ball using a racket.	Strike a ball with varying techniques.	Strike a ball using varying techniques with increasing accuracy.	Strike a ball using a wider range of skills. Apply these with some success under pressure.	Strike a ball using a wider range of skills. Apply these with some success under pressure.
	Run and stop when instructed.	Run, stop and change direction with balance and control.	Run, stop and change direction with balance and control.	Change direction with increasing speed in game situations.	Change direction to lose an opponent with some success.	Use a variety of techniques to change direction to lose an opponent.	Confidently change direction to successfully outwit an opponent.
	Move around showing limited awareness of others.	Recognise space in relation to others.	Move to space to help score goals or limit others scoring.	Use space with some success in game situations.	Create and use space with some success in game situations.	Create and use space for self and others with some success.	Effectively create and use space for self and others to outwit an opponent.
	Make simple decisions in response to a situation.	Begin to use simple tactics with guidance.	Use simple tactics.	Use simple tactics individually and within a team.	Use simple tactics to help their team score or gain possession.	Understand the need for tactics and can identify with to use them in different situations.	Work collaboratively to create tactics with their team and evaluate the effectiveness of these.

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<b>Body Management</b>	Create shapes showing basic level of stillness using different parts of their bodies.	Perform balances making their body tense, stretched and curled.	Perform balances on different body parts with some control and balance.	Complete balances with increasing stability, control and technique.	Use body tension to perform balances both individually and with a partner.	Show increasing control and balance when moving from one balance to another.	Combine and perform more complex balances with control, technique and fluency.
	Begin to take weight on different body parts.	Take body weight on hands for short periods of time	Take body weight on different body parts, with and without apparatus.	Demonstrate some strength and control when taking weight on different body parts for longer periods of time	Demonstrate increasing strength, control and technique when taking own and others weight	Use strength to improve the quality of an action and the range of actions	Demonstrate more complex actions with a good level of strength and technique
	Show shapes and actions that stretch their bodies.	Demonstrate poses and movements that challenge their flexibility and stability.	Show increased awareness of extension and flexibility in actions.	Demonstrate increased flexibility and extension in their actions.	Demonstrate increased flexibility and extensions in more challenging actions.	Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.	Confidently transition from one action to another showing appropriate control and extension for the complexity of actions.
	Copy and link simple actions together.	Remember, repeat and link simple actions together.	Copy, remember, repeat and plan linking simple actions with some control and technique.	Choose actions that flow well into one another both on and off apparatus.	Plan and perform sequences showing control and technique with and without a partner.	Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.	Plan and perform with precision, control and fluency, a sequence of actions of including a wide range of skills.

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Swimming						<p>Confidently and consistently retrieve an object from the floor with the same breath.</p> <p>Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.</p> <p>Demonstrate a fair level of technique, consistently coordinating the correct body parts in a range of strokes.</p> <p>Combine gliding and floating on front and back over an increased distance.</p> <p>Float on front and back using different shapes with increased control.</p> <p>Comfortably demonstrate sculling headfirst, feet first and treading water.</p>	<p>Confidently combine skills to retrieve an object from greater depth.</p> <p>Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.</p> <p>Confidently demonstrate good technique in a wider range of strokes over increased distances.</p> <p>Combine gliding and transitioning into an appropriate stroke with good control.</p> <p>Confidently link a variety of floating actions together demonstrating good technique and control.</p> <p>Select and apply the appropriate survival technique to the situation.</p>