

## PHYSICAL EDUCATION KNOWLEDGE AND SKILLS PROGRESSION

### Types of knowledge in PE

<b>Declarative:</b> The 'know-what' of PE. Refers to the facts and information taught. For example, the rules of a game, the way to position your arm when shooting in basketball.	<b>Procedural:</b> The 'know-when' of PE. Being able to apply declarative knowledge into practice. For example, following the procedure for how to serve a tennis ball or following the rules of a game.
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### Pillars of progression in PE

<b>Motor competences:</b> These are a person's ability to make a range of physical actions with include co-ordinating fine and gross motor skills. These are fundamental to being able to participate in everyday activities as well as in play and physical activity. For some pupils, PE will be the first time these competences are taught. Pupils need sufficient and well-designed opportunities to practice as well as feedback so they know how to improved. There is a positive link between confidence and competence.	<b>Rules, Strategies and Tactics:</b> Pupils need to be taught how to move intelligently as well as competently. Rules, strategies and tactics involved in different activities require explicit teaching. Tactics are decisions people make about how, when and where to move and are closely related to motor competences in being successful. Some physical activities don't have rules or tactics, but do have strategies for success. These are less time-dependent than tactics and can have broader relevance beyond playing games.	<b>Healthy Participation:</b> Pupils need to learn how to participate in physical activity in a healthy way. This can involve having their understanding from outside of school challenged and corrected. Eg public healthy messages can sometimes be unclear and unhelpful unless pupils understand them in the correct context. Pupils need to understand how their knowledge of health applies to physical activity so they can participate fully and safely.
<b>Fundamental Movement Skills (FMS):</b> In early years, pupils need to develop a good level of fundamental movement skills which are the basic motor patterns that are not learned naturally. They include locomotor skills (eg running, jumping), stability skills (eg twisting, balancing) and manipulation skills (eg throwing, catching). These are best developed between the ages of 3 and 8. There should be progression from these simple movements to more complex as the child gets older.		

	T1	T2	T3	T4	T5	T6
EYFS	Dance	Gymnastics	Games Dance	Gymnastics	Dance	Games
KS1	Multi skills	Dance	Gymnastics	Multi skills	Dance	Athletics
	Games	OAA		Games	May Dance	
KS2	Year 3 & 5 Tag Rugby and Basketball	Year 3 & 5 Dance and OAA	Gymnastics  Dodgeball	Year 3 & 5 Hockey and Rounders	Year 3 & 5 Tennis and May Dance	Athletics
	Year 4 & 6 Football and Netball	Year 4 & 6 Dance and Badminton		Year 4 & 6 Tennis and Cricket	Year 4 & 6 OAA and May Dance	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Dance</b>						
Core outcomes	<p>Copy and explore basic movements and body patterns.</p> <p>Remember simple dance steps and perform them in controlled manner.</p> <p>Choose actions and link them with music.</p> <p>Describe and discuss other people's work.</p>	<p>Copies and explores basic movements with clear control and co-ordination.</p> <p>Varies levels and speed in sequence.</p> <p>Can vary the dynamics, levels, speed and direction of phrase/motif.</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p>	<p>Begin to improvise independently or with a partner to create part / all of a dance.</p> <p>Translates ideas from stimuli into a movement with support.</p> <p>Begin to compare and adapt movements/motifs to create a longer sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p>	<p>Confidently improvises with a partner or on their own to create part / all of a dance.</p> <p>Begin to create longer dance sequences in a larger group.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Demonstrates precision and some control in response to stimuli.</p> <p>Uses simple dance vocabulary to compare and improve work.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p>	<p>Begin to exaggerate dance movements and motifs (using expression when moving).</p> <p>Moves appropriately and with the required style in relation to the stimulus. E.g using various levels, ways of travelling and motifs.</p> <p>Develop their own actions with a partner or as part of a group, using a variety of moves and dynamics.</p> <p>Begin to link phrases and motifs together to create a performance and demonstrate rhythm and spatial awareness.</p> <p>Begin to show a change of pace and timing in their movements.</p> <p>Uses the space provided to maximum potential.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>	<p>Exaggerate dance movements and motifs (using expression when moving).</p> <p>Moves appropriately and with the required style in relation to the stimulus. E.g using various levels, ways of travelling and motifs.</p> <p>Performs with confidence, individually or with a partner by Combining flexibility, techniques and movements to create a fluent sequence. e.g using various levels, ways of travelling and motifs.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Confidently demonstrates a change of pace and timing in their movements, ensuring all movements link together and flow.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>
Vocab	Step, turn, spin, speed, space, body parts, low, medium, high, forwards, backwards, sideways	Pathway, pattern, stillness, speed, travel, creep, control	Space, action, pattern, unison, compose, create, perform, posture, repetition	Reaction, style, technique, rhythm, variation, cannon, unison, clarity, consistency, interpret, precise, posture, accompaniment, formation		
Threads of learning	<p>Revisit and consolidate previous vocabulary in new learning.</p> <p>Pupils can combine a range of movements to create different styles of dances, showing control and technique when performing.</p>					
<b>Gymnastics</b>						

Core outcomes	<p>Copy and explore basic gymnastic actions with some control and coordination.</p> <p>Select and link basic gymnastic actions together. (2/3 movements).</p> <p>Can perform different body shapes at different levels, using space safely and showing an awareness of others.</p> <p>Balances with some control.</p> <p>Can use gym equipment safely.</p>	<p>Copy and remember a variety of basic gym movements with some control and co-ordination.</p> <p>Explores and creates different pathways and patterns.</p> <p>Select and link basic gym actions into fluent short movement phrases.</p> <p>Uses equipment in a variety of ways to create a sequence.</p> <p>Handle large apparatus safely.</p>	<p>Copy, remember, explore and repeat gym actions with consistent control and co-ordination.</p> <p>Select and link gym actions fluently into longer movement phrases and apply basic compositional ideas.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Begin to show flexibility in movements.</p> <p>Begin to notice similarities and differences between other people's sequences and their own.</p>	<p>Copy, remember, explore and repeat increasingly complex gym actions with consistent control and co-ordination.</p> <p>Links skills with control, technique, coordination and fluency.</p> <p>Understands composition by performing more Complex gym sequences.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various movements at different levels, including the use of equipment.</p> <p>Begin to use gym vocabulary to describe how to improve and refine performances.</p>	<p>Copy, remember, explore and repeat gym actions with consistent control, co-ordination and clarity.</p> <p>Select and link increasingly complex gymnastics actions fluently, into individual, pair and group sequences and can apply a variety of compositional ideas.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, coordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Identify and act upon criteria to refine, improve and modify gymnastic actions and sequences.</p> <p>Analyse skills and techniques in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p>	<p>Copy, remember, explore and repeat gym actions with consistent control, co-ordination and clarity.</p> <p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction individually or with a partner.</p> <p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, apparatus, showing consistency, fluency and clarity of movement.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p>
Vocab	Slow, roll, body parts, jump, land, shape, stretch, control, space, forwards, backwards, sideways, balance	Tension, extension, tuck, straddle, pike, travel, wide, narrow	Stretch, push, pull, step, spring, crawl, still, slowly tall, long, forwards, high, low, roll, copy, jump, land, balance. Tuck, straddle, pike.	Muscles, joints, symmetrical, asymmetrical, rotation, turn, shape, landing, performance, evaluation. Tuck, straddle, pike. Combine, audience, consistency, link, vault, spring.		
Threads of learning	<p>Revisit and consolidate previous vocabulary in new learning.</p> <p>Pupils can show control and technique in a range of movements both on floor and apparatus.</p> <p>Pupils can create sequence and perform, focusing on coordination and fluency.</p>					
Games						

Core outcomes	<p>Stop a ball with basic control.</p> <p>Send a ball in the direction of another person and collect a ball.</p> <p>Take part in sending and receiving activities with a partner.</p> <p>Can travel in a variety of ways including running and jumping.</p> <p>Beginning to develop hand-eye coordination.</p> <p>Participates in simple games.</p>	<p>Stop/catch/strike a ball with control and accuracy.</p> <p>Pass a ball to someone else and receive a ball when moving.</p> <p>Begin to apply and combine a variety of skills (to a game situation).</p> <p>Develop spatial awareness.</p> <p>Understand the importance of rules in games and begin to develop an understanding of attacking/ defending.</p> <p>Develop simple tactics and use them appropriately.</p>	<p>Begin to control, strike, catch a ball whilst moving and keep possession with some accuracy.</p> <p>Accurately pass to someone else, while being aware of space and how to use it.</p> <p>Select and use simple tactics for sending and defending. E.g. vary how they respond to situations.</p> <p>Begin to communicate with others during game situations.</p> <p>Delivers skills with co-ordination and control.</p> <p>Works well in a group to develop own rules for new games.</p> <p>Begins to understand how to compete with each other in a controlled manner. E.g. demonstrating sportsmanship.</p>	<p>Confidently control, strike, catch a ball whilst moving and keep possession with some accuracy.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Uses skills with coordination, control and fluency.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills and works well in a group to support the creation of new games.</p>	<p>Control, catch, send and receive a ball accurately whilst moving and keeping to the rules of a game.</p> <p>Move with a ball in opposed situations (quick sticks/football) and attack and defend in a small sided game.</p> <p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Keeps possession of balls during games situations.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition while demonstrating good sportsmanship.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p>	<p>Control, catch, send and receive a ball accurately whilst moving and keeping to the rules of a game.</p> <p>Confidently uses running, jumping, throwing and catching in isolation and in combination.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Keeps possession of balls during games situations and can pass a ball with accuracy.</p> <p>Consistently uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Modifies competitive games.</p> <p>Can create their own games using knowledge and skills.</p> <p>Compares and comments on skills to support the creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending, whilst demonstrating sportsmanship.</p>
Vocab	Hop, gallop, throwing, catching, rolling, sidestep, aiming, stopping, dribbling	Front pivot, reverse pivot, sending, receiving, fielding, striking, defending, marking	Possession, scoring, making space, pass, send and receive. Travel, use of space, points, goals, rules, tactics, batting, fielding, defending and hitting. Dribbling, throw, catch, opposition, strike, field, accuracy, adapting, awareness	Keep possession, passing, shooting defending, dribbling, support, marking, attacking, team play batting, fielding, bowling, defending, hitting, offside, pitch, forehand, backhand, evaluate, analyse. Feedback. Implement, umpire, strategy, tactics.		
Thread of learning	<p>Revisit and consolidate previous vocabulary in new learning.</p> <p>Pupils can use attacking and defending tactics in competitive games, demonstrating sportsmanship.</p> <p>Pupils can use sport-specific skills with control (eg dribbling, bouncing, shooting).</p> <p>Pupils know how to use control to ensure they are playing safely and work well in a team.</p>					
Athletics						

Core outcomes	<p>Can run at different speeds.</p> <p>Can jump from a standing position.</p> <p>Performs a variety of throws with basic control.</p>	<p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and coordination.</p> <p><i>Preparation for shot put and javelin</i></p> <p>Can use equipment safely.</p>	<p>Begin to run at speeds appropriate for the distance.</p> <p><i>e.g. sprinting and cross country</i></p> <p>Can perform a running and standing jump with some accuracy.</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Begin to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Begin to improve and sustain different running techniques at different speeds in a variety of athletic events.</p> <p>Starts to demonstrate accuracy and technique in a range of throwing and jumping actions.</p> <p>Begin to perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Begin to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Confidently improves and sustain different running techniques at different speeds in a variety of athletic events.</p> <p>Confidently demonstrates accuracy and technique in a range of throwing and jumping actions.</p> <p>Confidently performs a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Confidently records peers performances, and evaluate these.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>
Vocab	Running, jumping, skipping, throwing, stepping, sprinting, strength	Pushing, pulling, travelling, technique, accuracy, distance, power, stretch, muscles, fitness, skills	Measuring, timing, estimating		Endurance, resistance, stamina	
Threads of learning	<p>Revisit and consolidate previous vocabulary in new learning.</p> <p>Pupils can use techniques to improve performance in different athletic sports.</p> <p>Pupils demonstrate accuracy in their technique (eg throwing, jumping).</p> <p>Pupils show resilience in their performances.</p>					
<b>Outdoor Adventurous Activities (OAA)</b>						
Core outcomes	<p>Take part in simple orienteering.</p> <p>Begin to work with a partner to complete problem solving tasks.</p> <p>Begin to work as a team to negotiate, rule follow and celebrate success.</p> <p>Be introduced to the concept of accepting failure.</p>	<p>Take part in simple orienteering.</p> <p>Begin to work with a partner to complete problem solving tasks.</p> <p>Begin to work as a team to negotiate, rule follow and celebrate success.</p> <p>Be introduced to the concept of accepting failure.</p>	<p>Develops listening skills.</p> <p>Creates simple body shapes.</p> <p>Listens to instructions from a partner/ adult.</p> <p>Beginning to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Uses simple maps.</p> <p>Confidently thinks activities through and problem solve.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Uses and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Uses and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>
Vocab	Around, over, under, through, team, instructions, follow, challenge, space		Problem solving, trust, communication, resilience, memory, map, location, compass, safety, danger, North, East, South, West		Discovery, overcome, routes, leadership, risks, boundary	

Threads of learning	<p>Revisit and consolidate previous vocabulary in new learning.  Pupils can use teamwork, map reading and previous skills to solve problems.  Pupils can build resilience and know how to stay safe.</p>					
Swimming						
Core outcomes	<p>Blow bubbles in the water.</p> <p>Independently submerge my whole head under water.</p> <p>Jump into the water.</p> <p>Float with aids.</p> <p>Travel 10 metres on my front / back with aids.</p> <p>Know about how to behave near water and enter it safely.</p>	<p>I can push and glide.</p> <p>I understand how to achieve a streamlined body position.</p> <p>I can swim one stroke with good technique over at least 10 metres.</p> <p>I am able to jump into deep water.</p> <p>I am able to combine different floating shapes.</p> <p>Understand water safety, by being able to assess risk, to protect myself and others.</p>	<p>Understand how to achieve a streamlined body position.</p> <p>Jump into deep water.</p> <p>Perform a sculling action.</p> <p>Swim two strokes with good technique over at least 10 metres.</p> <p>Submerge to pick an object off the bottom of the pool.</p> <p>Start to assess and manage risk, to protect themselves and others, and to reduce the potential for harm when possible.</p>	<p>Understand how to achieve and maintain a streamlined body position.</p> <p>Swim 2/3 strokes with controlled and efficient technique, over 10metres.</p> <p>Jump into deep water.</p> <p>Perform a sculling action.</p> <p>Submerge to pick an object off the bottom of the pool.</p> <p>Start to assess and manage risk, to protect themselves and others, and to reduce the potential for harm when possible.</p>	<p>Swim at least 25metres using front crawl, back stroke and breast stroke.</p> <p>Start to identify areas of good technique and areas of improvement.</p> <p>Demonstrate a range of safe entry techniques.</p> <p>Able to tread water.</p> <p>Confidently assess and manage risk, to protect themselves and others, and to reduce the potential for harm when possible.</p> <p>Performs safe self-rescue in different water-based situations.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres – using front crawl, back stroke and breast stroke.</p> <p>Identify areas of good technique and areas of improvement. Use this to improve their own swimming.</p> <p>Able to tread water confidently.</p> <p>Demonstrate how to keep myself and others safe in the water and how to respond in a range of emergency situations.</p> <p>Confidently performs safe self-rescue in different water-based situations.</p>
Vocab	<p>Splash, water, swim, kick, jump, bubbles, safety</p>		<p>Stroke, front crawl, backstroke, breast stroke, length, width, metre, sink, float, deep, shallow, tuck, breath, surface</p>		<p>Butterfly, dive, rhythm, glide, rotate, tumble turn, tread water, submerge</p>	
Threads of learning	<p>Revisit and consolidate previous vocabulary in new learning.  Pupils are confident in water and can get to safety if needed.  Pupils can swim at least 25m in a range of strokes, showing control and technique.</p>					
Evaluation						
Core outcomes	<p>Can comment on their own and others performance</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback</p>		<p>Watches and describes performances accurately.</p> <p>Beginning to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>		<p>Watches and describes performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	
Threads of learning	<p>Pupils see evaluation as an opportunity to develop and refine their skills.  Pupils can give constructive feedback and suggestions which focus on technique and tactics.</p>					
Healthy lifestyles						

Core outcomes	Can describe the effect of exercise has on the body. Can explain the importance of exercise and a healthy lifestyle.		Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.	Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down. Can describe the basic fitness components and explain how often and how long I should exercise to be healthy. Can record and monitor how hard they are working. Can identify possible dangers when planning an activity.
Vocab	Exercise, sweat, energy, strengthens, temperature, heart, lungs, increased heart rate, increased breathing rate	Changes to body, fitness, muscles, joints, bones, positive mood, oxygen, posture, good technique	Warm up, cool down, sweat, heart rate, oxygen, fitness, posture, sleep quality, bones, temperature, breath, muscle groups, strength, stamina, flexibility	Warm up, cool down, maximum heart rate, breath, muscle groups. strength, stamina (aerobic/anaerobic), speed, flexibility, intensity, dynamic, appropriate, increasing, decreasing, components, impact. stability, posture, bones
Threads of learning	<p style="text-align: center;">Revisit and consolidate previous vocabulary in new learning. Pupils understand the benefits of exercise and the how it changes and impacts on our body both physically and emotionally. Pupils can exercise safely and can identify how they have progressed in a sport or activity.</p>			