PHYSICAL EDUCATION

Progression of conceptual knowledge:

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| **Physical Education:** |
| **EYFS** |
| The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.  This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for PE within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for PE.  The most relevant statements for PE are taken from the following areas of learning:   * Personal, Social and Emotional Development * Physical Development * Expressive Arts and Design  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **PE** | | | | | | | Three and Four-Year-Olds | Personal, Social and Emotional Development | | | Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.  Increasingly follow rules, understanding why they are important.  Do not always need an adult to remind them of a rule. | | | Physical Development  Gross motor skills | | | Showing some control over the body  Showing increasing development of control over trickier tools (eg: flag, spade)  Starting to control the body to work with others  Good control in large movements like changing direction when running.  Beginning to control smaller tools.  Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  Go up steps and stairs, or climb up apparatus, using alternate feet.  Skip, hop, stand on one leg and hold a pose for a game like musical statues.  Use large-muscle movements to wave flags and streamers,  paint and make marks.  Start taking part in some group activities which they make up for themselves, or in teams.  Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.  Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.  Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. | | |  | Physical development  Fine motor skills | | | Will use a range of tools and equipment  I’ll use a range of tools and equipment with some control.  Starts to recognise the changes they can make using tools and equipment.  Showing more fine motor control with tools  howing finer  Control with smaller tools whilst still needing some help with tricky things like buttons  Show a preference for a dominant hand.  Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. | | | Three and Four-Year-Olds Continued | Expressive Arts and Design  Being imaginative and expressive | | Respond to what they have heard, expressing their thoughts and feelings.  Shows a preference for types and methods of expression and shows more control when expressing themselves | | | Reception | Personal, Social and Emotional Development | | Begins to develop confidence with pupils and sustained interest in play.  Manages coat, toilet with help, and cutlery  Manage their own needs. | | | Physical Development | | Revise and refine the fundamental movement skills they have  already acquired:  rolling - running  crawling - hopping  walking - skipping  jumping - climbing  Progress towards a more fluent style of moving, with  developing control and grace.  Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.  Use their core muscle strength to achieve a good posture  when sitting at a table or sitting on the floor.  Combine different movements with ease and fluency.  Confidently and safely use a range of large and small  apparatus indoors and outdoors, alone and in a group.  Develop overall body strength, balance, coordination and agility.  Know and talk about the different factors that support overall health and wellbeing:  regular physical activity | | | Physical development – Fine motor skills | | Shows an increasing awareness of what their own body can do engages with physical play  Becoming increasingly aware of the space around them and what they can do in the space.  Can identify when they require support or help. Can start to play in a group more effectively.  Refining the way they move in the space around them  More confident and proficient in their movements and in using objects and equipment. | | | Expressive Arts and Design | | Explore, use and refine a variety of artistic effects to express  their ideas and feelings.  Return to and build on their previous learning, refining ideas  and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills.  Listen attentively, move to and talk about music, expressing their feelings and responses.  Watch and talk about dance and performance art, expressing their feelings and responses.  Explore and engage in music making and dance, performing solo or in groups. | | | ELG | Personal, Social and Emotional Development | Managing Self | Be confident to try new activities and show independence,  resilience and perseverance in the face of a challenge.  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Manage their own basic hygiene and personal needs, including dressing. | | | Building Relationships | Work and play cooperatively and take turns with others. | | | ELG  Continued | Physical Development | Gross Motor Skills | 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. | | | Expressive  Arts and Design | Being Imaginative and Expressive | Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | | |

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| **Physical Education:** **Games** | | | | |
| **Key Stage 1** | | | | |
| * *Master basic movements including running, jumping, throwing and catching.* * *Participate in team games, developing simple tactics for attacking and defending* | | | | |
| **Year group** | | **Knowledge progression** | **Success criteria** | **Vocabulary** | |
| **Year 1** | | •Throw underarm  •Throw and kick in different ways | * Can they throw underarm? * Can they roll a piece of equipment? * Can they hit a ball with a bat? * Can they move and stop safely? * Can they catch a ball with both hands? * Can they throw in different ways? * Can they kick in different ways? | * Throw * Roll * Hit * Move * Stop * Catch * Kick * Equipment | |
| **Year 2** | | •Use hitting, kicking and/or rolling in a game  •Decide the best space to be in during a game  •Use a tactic in a game  •Follow a rule | * Can they use hitting, kicking and/or rolling in a game? * Can they stay in a ‘zone’ during a game? * Can they decide where the best place to be is during a game? * Can they use one tactic in a game? * Can they follow rules? | * Space * Tactic * Rule * Zone | |
| **Physical Education: Games** | | | | |
| **Key Stage 2** | | | | |
| * *Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis],* * *Apply basic principles suitable for attacking and defending* | | | | |
|  | **Knowledge progression** | | **Success Criteria** | **Vocabulary** | |
| **Year 3** | •Be aware of space and use it to support team-mates and to cause problems for the opposition  •Know and use rules fairly | | * Can they throw and catch with control when under limited pressure? * Are they aware of space and use it to support team-mates and cause problems for the opposition? * Do they know and use rules fairly to keep games going? * Can they keep possession with some success when using equipment that is not used for throwing and catching skills? | * Support * Team-mates * Opposition * Problems * Fair * Pressure * Possession * Skills | |
| **Year 4** | •Throw and catch accurately with one hand  •Hit a ball accurately with control  •Vary tactics and adapt skills depending on what is happening in a game | | * Can they catch with one hand? * Can they throw and catch accurately? * Can they hit a ball accurately and with control? * Can they keep possession of the ball? * Can they move to find a space when they are not in possession during a game? * Can they very tactics and adapt skills according to what is happening? | * Accurately * Adapt * Control | |
| **Year 5** | •Gain possession by working as a team and pass in different ways  •Choose a specific tactic for defending and attacking  •Use a number of techniques to pass, dribble and shoot | | * Can they gain possession by working as a team? * Can they pass in different ways? * Cam they use forehand and backhand with a racquet? * Can they field? * Can they choose the best tactics for attacking and defending? * Can they use a number of techniques to pass, dribble and shoot? | * Defend * Attack * Pass * Dribble * Shoot * Forehand * Backhand * Field * Technique | |
| **Year 6** | •Agree and explain rules to others  •Work as a team and communicate a plan  •Lead others in a game situation when the need arises | | * Can they explain complicated rules? * Can they make a team plan and communicate it to others? * Can they lead others in a game situation? | * Agree * Explain * Communicate * Lead * Complicated | |

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| **Physical Education:** **Gymnastics** | | | | |
| **Key Stage 1** | | | | |
| * *Developing balance, agility and co-ordination* * *Begin to apply these in a range of activities* | | | | |
| **Year group** | | **Knowledge progression** | **Success criteria** | **Vocabulary** | |
| **Year 1** | | •Make body curled, tense, stretched and relaxed  •Control body when travelling and balancing  •Copy sequences and repeat them  •Roll, curl, travel and balance in different ways | * Can they make their body tense, relaxed, curled and stretched? * Can they control their body when travelling? * Can they control their body when balancing? * Can they copy a sequence and repeat them? * Can they travel in different ways? * Can they climb safely? * Can they stretch in different ways? * Can they curl in different ways? | * Curl * Tense * Stretch * Relax * Travel * Balance * Sequence * Repeat * Roll * Climb | |
| **Year 2** | | •Plan and perform a sequence of movements  •Improve sequence based on feedback  •Think of more than one way to create a sequence which follows some ‘rules’ | * Can they plan and show a sequence of movements? * Can they use contrast in their sequences? * Are their movements controlled? * Can they think of more than one way to create a sequence which follows a set of rules? * Can they work on their own and with a partner to create a sequence? | * Improve * Feedback * Plan * Control * Contrast * Rules | |
| **Physical Education:** **Gymnastics** | | | | |
| **Key Stage 2** | | | | |
| * *Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]* | | | | |
|  |  | |  | **Vocabulary** | |
| **Year 3** | •Adapt sequences to suit different types of apparatus and criteria  •Explain how strength and suppleness affect performance | | * Can they use a greater number of their own ideas for movement in response to a task? * Can they adapt sequences to suit different types of apparatus and their partner’s ability? * Can they explain how strength and suppleness affect performance? * Can they compare and contrast gymnastic sequences, commenting on similarities and differences? | * Adapt * Apparatus * Criteria * Strength * Suppleness * Performance * Task * Similarities * Differences | |
| **Year 4** | •Move in a controlled way  •Include change of speed and direction in a sequence  •Work with a partner to create, repeat and improve a sequence with at least three phases | | * Can they work in a controlled way? * Can they include a change of speed? * Can they include a change of direction? * Can they include a range of shapes? * Can they follow a set of rules to produce a sequence? * Can they work with a partner to create, repeat and improve a sequence with at least three phases? | * Speed * Direction * Phase * Shapes * Improve | |
| **Year 5** | •Make complex extended sequences  •Combine action, balance and shape  •Perform consistently to different audiences | | * Can they make complex or extended sequences? * Can they combine balance, action and shape? * Can they perform consistently to different audiences? * Are their movements accurate, clear and consistent? | * Complex * Extended * Action * Consistency * Accurate * Clear | |
| **Year 6** | •Combine own work with that of others  •Sequences to specific timings | | * Do they combine their own work with that of others? * Can they link their sequences to specific timings? | * Combine * Timings | |

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| **Physical Education:** **Dance** | | | | |
| **Key Stage 1** | | | | |
| * *Perform dances using simple movement patterns* | | | | |
| **Year group** | | **Knowledge progression** | **Success criteria** | **Vocabulary** | |
| **Year 1** | | •Perform own dance moves  •Copy or make up a short dance  •Move safely in a space | * Can they move to music? * Can they copy dance moves? * Can they perform some dance moves? * Can they make up a short dance? * Can they move around the space safely? | * Dance * Copy * Move | |
| **Year 2** | | •Change rhythm, speed, level and direction in dance  •Make a sequence by linking sections together  •Use dance to show a mood or feeling | * Can they dance imaginatively? * Can they change rhythm, speed, level and direction? * Can they dance with control and co-ordination? * Can they make a sequence by linking sections together? * Can they link some movements to show mood or feeling? | * Rhythm * Speed * Level * Direction * Sequence * Mood * Feeling * Imaginatively * Control * Co-ordination * Linking * Section | |
| **Physical Education:** **Dance** | | | | |
| **Key Stage 2** | | | | |
| * *Perform dances using a range of movement patterns* | | | | |
|  |  | |  | **Vocabulary** | |
| **Year 3** | •Improvise freely and translate ideas from a stimulus into movement  •Share and create phrases with a partner and small group  •Remember and repeat dance perform phrases | | * Can they improvise freely, translating ideas from a stimulus into a movement? * Can they share and create phrases with a partner and in small groups? * Can they repeat, remember and perform these phrases in a dance? | * Improvise * Translate * Stimulus * Create | |
| **Year 4** | •Take the lead when working with a partner or group  •Use dance to communicate an idea | | * Can they take the lead when working with a partner or group? * Can they use dance to communicate an idea? * Can they work on their movements and refine them? * Is their dance clear and fluent? | * Lead * Communicate * Refine * Clear * Fluent | |
| **Year 5** | •Compose own dances in a creative way  •Perform dance to an accompaniment  •Dance shows clarity, fluency, accuracy and consistency | | * Can they compose their own dances in a creative and imaginative way? * Can they perform to an accompaniment, expressively and sensitively? * Are their movements controlled? * Does their dance show clarity, fluency, accuracy and consistency? | * Compose * Creative * Accompaniment * Clarity * Accurate * Consistent * Expressive * Sensitive | |
| **Year 6** | •Develop sequences in a specific style  •Choose own music and style | | * Can they develop imaginative dances in a specific style? * Can they choose their own music, style and dance? | * Specific * Individuality | |

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| **Physical Education:** **Athletics** | | | |
| **Key Stage 2** | | | |
| * *Use running, jumping, throwing and catching in isolation and in combination* | | | |
|  |  |  | **Vocabulary** | |
| **Year 3** | •Run at fast, medium and slow speeds; changing speed and direction  •Take part in a relay, remembering when to run and what to do | * Can they run at fast, medium and slow speeds, changing speed and direction? * Can they link running and jumping activities with some fluency, control and consistency? * Can they make up and repeat a shop sequence of linked jumps? * Can they take part in a relay activity, remembering when to run and what to do? * Do they throw a variety of objects, changing their action for accuracy and distance? | * Speed * Direction * Relay * Control * Fluency * Consistency * Accuracy * Action * Throw | |
| **Year 4** | •Sprint over a short distance and show stamina when running over a long distance  •Jump in different ways  •Throw in different ways and hit a target, when needed | * Can they run over a long distance? * Can they sprint over a short distance? * Can they throw in different ways? * Can they hit a target? * Can they jump in different ways? | * Sprint * Stamina * Target | |
| **Year 5** | •Controlled when taking off and landing  •Throw with increasing accuracy  •Combine running and jumping | * Are they controlled when taking off and landing in a jump? * Can they throw with accuracy? * Can they combine running and jumping? * Can they follow specific rules? | * Control * Take off * Landing * Combine | |
| **Year 6** | •Demonstrate stamina and increase strength | * Can they demonstrate stamina? * Can they use their skills in different situations? | * Strength | |

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| **Physical Education:** **Outdoor/adventurous** | | | |
| **Key Stage 2** | | | |
| * *Take part in outdoor and adventurous activity challenges both individually and within a team* | | | |
|  |  |  | **Vocabulary** | |
| **Year 3** | •Follow a map in a familiar context  •Use clues to follow a route  •Follow a route safely | * Can they follow a map in a familiar context? * Can they move from one location to another following a map? * Can they use clues to follow a route? * Can they follow a route safely? | * Follow * Map * Route * Location * Clues | |
| **Year 4** | •Follow a map in a (more demanding) familiar context  •Follow a route within a time limit | * Can they follow a map in a more demanding familiar context? * Can they move from one location to another following a map? * Can they use clues to follow a route? * Can they follow a route accurately and within a time limit? | * Time limit * Demanding | |
| **Year 5** | •Follow a map into an unknown location  •Use clues and a compass to navigate a route  •Change route to overcome a problem  •Use new information to change route | * Can they follow a map in an unknown location? * Can they use clues and compass directions to navigate a route? * Can they change their route if there is a problem? * Can they change their plan if they get new information? | * Compass * Navigate | |
| **Year 6** | •Plan a route and a series of clues for someone else  •Plan with others, taking account of safety and danger | * Can they plan a route and series of clues for someone else? * Can they plan with others taking account of safety and danger? | * Safety * Danger | |

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| **Physical Education:** **Acquiring and developing skills** | | | | |
| **Key Stage 1** | | | | |
| * Copy, remember, repeat and explore actions with control, care and coordination | | | | |
| **Year group** | | **Knowledge progression** | **Success criteria** | **Vocabulary** | |
| **Year 1** | | * Copy actions * Repeat actions and skills * Move with control and care | * Can they copy actions? * Can they repeat actions and skills? * Can they move with control and care? | * Copy * Repeat * Actions * Skills * Control * Care | |
| **Year 2** | | * Copy and remember actions * Repeat and explore actions with control and coordination | * Can they copy and remember actions? * Can they repeat and explore actions with control and coordination? | * Explore * Coordination | |
| **Physical Education: Acquiring and developing skills** | | | | |
| **Key Stage 2** | | | | |
| * *Select and apply skills actions, techniques and ideas.* * *Make up own games* * *Show good control and co-ordination in movements* | | | | |
|  | **Knowledge progression** | | **Success Criteria** | **Vocabulary** | |
| **Year 3** | * Select and use the most appropriate skills, actions and ideas * Move and use actions with co-ordination and control | | * Can they select and use the most appropriate skills, actions or ideas? * Can they move and use actions with co-ordination and control? | * Appropriate * Ideas | |
| **Year 4** | * Make up their own small sided game | | * Can they select and use the most appropriate skills and actions? * Can they move and use actions within co-ordination and control? * Can they make up their own small-sided game? | * Small-sided game | |
| **Year 5** | * Link skills, techniques and ideas and apply these * Show good control in their movements | | * Can they link skills, techniques and ideas and apply them accurately and appropriately? * Do they show good control in their movements? | * Accurate * Movement | |
| **Year 6** | * Apply skills, techniques and ideas * Show precision, control and flucency | | * Do they apply their skills, techniques and ideas consistently? * Do they show precision, control and fluency? | * Precision * Consistent | |

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| **Physical Education:** **Evaluating and improving** | | | | |
| **Key Stage 1** | | | | |
| * Talk about and describe what they and others have done * Suggest improvements for themselves | | | | |
| **Year group** | | **Knowledge progression** | **Success criteria** | **Vocabulary** | |
| **Year 1** | | * Talk about what they have done * Describe what others have done | * Can they talk about what they have done? * Can they describe what other people did? | * Describe | |
| **Year 2** | | * Talk about what differences in what they and others have done * Speak about improvements | * Can they talk about what is different between what they did and what someone else did? * Can they say how they could improve? | * Different * Improve | |
| **Physical Education: Evaluating and improving** | | | | |
| **Key Stage 2** | | | | |
| * *Compare their performances with previous ones* * *Demonstrate improvement to achieve their personal best* | | | | |
|  | **Knowledge progression** | | **Success Criteria** | **Vocabulary** | |
| **Year 3** | •Compare and contrast gymnastic sequences  •Recognise own improvement in ball games | | * Can they explain how their work is similar and different from that of others? * With help, do they recognise how performances could be improved? | * Similar * Different * Recognise | |
| **Year 4** | •Provide support and advice to others in gymnastics and dance  •Be prepared to listen to the ideas of others | | * Can they explain how their work is similar and different from that of others? * Can they use their comparison to improve their work? | * Comparison | |
| **Year 5** | •Pick up on something a partner does well and also on something that can be improved  •Know why own performance was better or not as good as their last | | * Can they compare and comment on skills, techniques and ideas that they and others have used? * Can they use their observations to improve their work? | * Observe | |
| **Year 6** | •Know which sports they are good at and find out how to improve further | | * Can they analyse and explain why they have used specific skills or techniques? * Can they modify use of skills or techniques to improve their work? * Can they create their own success criteria for evaluating? | * Analyse * Technique * Evaluate | |

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| **Physical Education:** **Health and Fitness** | | | | |
| **Key Stage 1** | | | | |
| * Know how their body feels when exercising * Know ways to keep their body healthy | | | | |
| **Year group** | | **Knowledge progression** | **Success criteria** | **Vocabulary** | |
| **Year 1** | | * Describe how their body feels related to an activity | * Can they describe how their body feels before, during and after an activity? | * Feel * Breath * Heartbeat | |
| **Year 2** | | * Show how to exercise safely in dance, gymnastics and games * Explain what their body needs to keep them healthy | * Can they show how to exercise safely? * Can they describe how the body feels during different activities? * Can they explain what their body needs to keep them healthy? | * Healthy * Diet * Exercise * Safety | |
| **Physical Education: Health and Fitness** | | | | |
| **Key Stage 2** | | | | |
| * Understand the importance of warming up and cooling down * Know the effect of exercise on health and the body * Know the importance of exercising safely | | | | |
|  | **Knowledge progression** | | **Success Criteria** | **Vocabulary** | |
| **Year 3** | * Explain the importance of warming up and cooling down * Identify some muscles used during gymnastics | | * Can they explain why it is important to warm up and cool down? * Can they identify some muscle groups used in gymnastic activities? | * Warm up * Cool down * Muscles * Torso * Hip flexors * Core | |
| **Year 4** | * Explain why keeping fit is good for them | | * Can they explain why warming up is so important? * Can they explain why keeping fit is good for their health? | * Heart * Stronger * Body weight * Bones * Endorphins * Hormone | |
| **Year 5** | * Explain important safety principles for preparing for exercise. * Explain effect of exercise on body * Explain why exercise is important | | * Can they explain some important safety principles when preparing for exercise? * Can they explain what effect exercise has on their body? * Can they explain why exercise is important? | * Safety principles | |
| **Year 6** | * Explain how body reacts to different exercises * Choose own appropriate warm ups and cool downs * Explain why we need to exercise regularly and safely | | * Can they explain how the body reacts to different kinds of exercise? * Can they choose appropriate warm ups and cool downs? * Can they explain why we need regular and safe exercise? | * Reaction * Variety | |