









# Whole School

## Progression of Knowledge and Skills

PE -Learning how to be fit and healthy by moving our bodies in lots of different ways.

Concepts						
	Movements	Skills	Performing	Teamwork	Competing	Healthy Lives

Gymnastics					
	Rolls	Jumps	Travelling	Shapes/Balances	General
Nursery		To know how to hop, skip, stand on one leg.	<b>Match their developing physical skills to tasks and activities in the setting e.g. deciding whether to crawl or walk across a plank</b> To walk on tip toes. To know how to crawl, walk and run across a plank.	<b>Continue to develop their balance</b> To balance on one foot or in a squat momentarily, shifting body weight to improve stability. To hold a pose for a game e.g. musical statues. To be able to imitate bilateral movements of arms and legs, such as putting arms up in the air together.	<b>Go up steps and stairs or climb up apparatus, using alternate feet</b> To walk down steps, using alternate feet, or slopes whilst carrying a small object, maintaining balance & stability.
Reception		<b>Move energetically such as hopping and skipping</b> To jump off an object and land appropriately.	<b>Move energetically such as climbing</b> <b>Progress towards a more fluent style of moving, with developing control and grace.</b> To travel with confidence and skill around, under and over balancing and climbing equipment.	<b>Develop overall co-ordination and balance needed to successfully engage with future physical education sessions</b> To squat with steadiness to rest or play with an object on the ground. To rise to feet without using hands. To stand on one foot.	<b>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</b> To mount stairs, steps or climbing equipment using alternate feet. To use core muscle strength to achieve good posture when sitting. To climb confidently and begin to pull themselves up on equipment.
EYFS vocab		Jump Hop Skip	Climb Crawl	Balance	
Year 1	To complete a log roll (controlled) To complete a curved side roll (egg roll controlled) To complete a teddy bear roll (controlled)	To complete a straight jump To complete a tuck jump To complete a half turn jump	To be able to skip around the room To be able to side gallop	To perform standing balances To perform kneeling balances To demonstrate tuck, star, pike, straight and straddle shapes	To link 2 actions to make a sequence To create and perform a movement sequence To hold still shapes and simple balances To recognise and copy contrasting actions (small/tall, narrow, wide) To carry out simple stretches
Year 2	To rock for a forward roll To perform a crouched forward roll	To perform a straight jump and land controlled To perform a tuck jump and land	To be able to hopscotch To perform a straight jump with a half turn	To perform balances on apparatus To perform balances with a partner To perform a tuck, star, pike,	To link 3 or more actions to make a sequence To hold a still shape whilst balancing on

		controlled To perform a half turn jump and land controlled		straight and straddle shapes controlled	different points of the body To climb onto and jump off the equipment safely To carry out simple stretches
Vocabulary	Log roll Side roll/egg roll Curved Forward roll Crouched	Straight Tuck jump Half turn Control	Side gallop Hopscotch	Tuck, star, pike, straddle shape Apparatus	Sequence Narrow Wide Small Tall Stretch

Dance			
	Skills	Compete/Perform	Evaluate
Nursery	<b>Continue to develop their movement.</b> To use large muscle movements to wave flags & streamers To move sideways and backwards, as well as forwards. To match movements to music	To be able to use & remember sequences & patterns of movements which are related to music & rhythm	
Reception	<b>Develop overall co-ordination needed to engage successfully with future physical education sessions.</b> <b>Move energetically such as dancing</b> To be able to move freely with pleasure and confidence in a range of ways. E.g. slithering, shuffling, rolling, crawling, walking, running, jumping, sliding, hopping. To be able to experiment with different ways of moving.	<b>Progress to a more fluent style of moving, with developing control and grace.</b> To combine different movements with ease and fluency.	
EYFS vocab	Forwards Backwards Move Dance		
Year 1	To keep a beat by clapping, tapping or stomping To copy and repeat actions To improvise independently to create a simple dance To put a sequence of actions together to create a motif To use simple choreographic devices – mirroring/unison	To begin to perform learnt skills with some control To perform in front of others (class/small group) To dance through a story or poem	To watch and describe performances
Year 2	To copy, remember and repeat actions To change the speed and level of actions To move into time to music To put a sequence of actions together to create a motif inspired by a stimulus To use simple choreographic devices – cannon	To begin to perform learnt skills with increasing control To perform learnt skills with increasing control in front of others	To watch other performances – use what they see or feedback they get to improve own performance To talk about differences in their own and others work
Vocabulary	Improvise Chorography Mirroring Unison Motif Cannon	Perform	

Athletics				
	Running	Jumping	Throwing	Compete
Nursery	<b>Continue to develop their movement</b> To run with spatial awareness & negotiates space		<b>Continue to develop their movement and ball skills</b> To grasp & release with two hands to throw & catch a large ball, beanbag or object To know how to catch a large ball	
Reception	<b>Develop overall agility needed to engage successfully with future physical education sessions.</b> <b>Move energetically such as running</b> To run safely on whole foot. To vary pace depending on distance.	<b>Move energetically such as jumping</b> To show basic jumping and hopping	<b>Further develop and refine a range of ball skills</b> <b>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</b> To catch a large ball.	
EYFS vocab	Run Walk Slow Fast Space			
Year 1	To vary speed when running To show good posture and balance when running To jog in a straight line To change direction when jogging To sprint in a straight line	To jump from 2 feet together and land on two feet To jump as high as possible To jump as far as possible	To use an underarm throw To use an overarm throw To throw a ball at a target using an underarm or overarm throw To improve the distance the ball can go by using more power	
Year 2	To run at different paces and describe these To run using a basic technique and follow a curved line To complete a simple obstacle course To maintain and control a run over different distances e.g. running a lap around the astroturf at the same speed as running a lap around the playground	To jump on one foot and land on the same foot To jump from 1 foot and land on the other foot To combine different jumps together with some control To jump for distance from a standing position with control To know that the leg muscles are used when performing jumps	To throw different sized balls in different ways (underarm and overarm - e.g. tennis balls/large balls etc) To throw with accuracy at targets of different heights To investigate ways to alter my throwing technique to achieve a greater distance	To compete against myself and others
Vocabulary	Posture Jog Sprint Pace Obstacle Distance	Far Muscle	Underarm Overarm Target Power Accuracy/accurate Height Technique	

Games									
	Health	Throwing/Catching	Hitting	Travelling	Passing	Space	Attacking and Defending	Compete	Rules
Nursery	<b>Make healthy choices about food, drink and activity.</b>	<b>To continue to develop their ball skills.</b> To grasp & release with two hands to throw & catch a large ball, beanbag or object To know how to catch a large ball		<b>To develop their movement, balancing, riding (scooters, trikes &amp; bikes)</b>	<b>To continue to develop their movements and ball skills.</b> To know how to kick a large ball To know how to push, roll and bounce a large ball				

Reception	<b>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating</b>	<b>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</b> <b>Further develop and refine a range of ball skills: throwing and catching.</b> To catch a large ball. To show increasing control of an object when throwing and catching.	<b>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</b> <b>Further develop a range of ball skills: batting and aiming.</b> To show increasing control of an object when hitting a ball/bean bag	<b>Revise and define fundamental movement skills: walking, running, hopping, jumping and skipping.</b>	<b>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</b> <b>Further develop and refine a range of ball skills: kicking and passing.</b> To kick a large ball. To show increasing control of an object when pushing, rolling, bouncing and kicking a large ball.	To negotiate space successfully in racing and chasing games with others. To run skillfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.			
EYFS vocab	Healthy	Catch Throw Ball Beanbag			Kick Roll Push				
Year 1	To describe how the body feels before, during and after exercise	To roll a ball to a partner To bounce and catch a large ball independently To throw and catch a ball consistently with a partner	To use a tennis racket to hit a bean bag into the air and receive again To pass a bean bag from a tennis racket to my partners racket and receive from my partner To use a hockey stick to strike a stationary ball into a target	To travel with a ball in different directions - side to side, forwards and backwards - without bumping into others	To kick a ball to a partner To pass a ball to another player in a simple game - e.g. piggy in the middle/time bomb etc (throwing/kicking)	To move freely when playing a game	To start to use the words attacking and defending To use simple attacking skills e.g. dodge, to get past a defender To use simple defending skills e.g. marking or defending a space		To follow simple rules to play games, including team games
Year 2	To describe how the body feels before, during and after exercise and after different physical activities	To throw different types of equipment - large balls, tennis balls, air balls, bean bags etc in a variety of ways To throw a ball for distance To bounce and catch a ball with a partner To use throwing and catching skills in a game	To strike a moving ball using a tennis racket or cricket bat To strike a moving ball that pitches just in front of me To strike a moving ball using a hockey stick to a partner or within a small group To dribble a ball using my foot or a stick around cones To position my body to strike a ball	To bounce a ball whilst travelling To kick a ball whilst travelling	To pass a ball by throwing whilst playing a team game To pass a ball by kicking whilst playing a team game	To begin to choose and use the best space in a game To change speed and direction whilst running in a team game	To start to use and understand the words attacking and defending To use at least one technique to attack or defend successfully	To use dribbling skills during a team game To use kicking skills during a team game	To play a team game and follow the rules To understand the importance of rules in games
Vocabulary	Heartbeat Hot/cool Sweat	Roll Bounce Throw/Catch Equipment Air ball Tennis ball	Racket Receive Hockey stick Stationary Cricket Pitch Dribble	Forwards Backwards Travelling	Pass	Best Space Speed Direction	Attack/ing Defend/ing Dodge		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	Football Netball/ High fives	Hockey Handball	Dance Cricket	Athletics Field Running	Gymnastics Tennis	Rounders Golf
	<b>Enquiry / links other subjects</b>					
	Simple tactics in game situations. Basic passing techniques PHSE-working together/teamwork Science-how the body reacts Maths counting/keeping score during exercise PHSE-Awareness of others	Basic passing Basic dribbling Using skills in game situations  Maths-keeping score, counting Science-how the body reacts when exercising	Dance-explore and create narratives Cricket-Basic batting, throwing, fielding and bowling techniques  Maths counting beat Maths counting, keeping score PHSE Cooperation	Improve consistency in jumping, running and throwing  Maths counting, timing Measuring ICT links to performances	Linking basic skills in sequence and movements  Maths counting, keeping score ICT-links to performance	Rounders- basic skills in throwing, fielding, bowling and batting. Using skills in basic games Golf-how to hold the club Basic chipping and putting skills Use during target games  Maths, counting keeping score Measuring
<b>Vocabulary (tier 3)</b>						
	Football Control Passing Accuracy Receiving simple tactics Passing ball control Netball Shooting catching Passing/receiving/control increase accuracy Working together Teamwork Work together, Get in line, Explore the game, Ball control, Aiming, Passing, Tackle, Shoot, Goal, Dribble, defend, attack  Netball Passing; Score; Space; Possession; Teamwork	Hockey Score, Keep score, Work together, Teamwork, Rules, Explore, Decision Making, Shoot, Opposition, Goal, Dribble, Defend, Control, Attack, Tactics  Handball Ball; Control; Pass; Explore; Rules	Street dance Street Dance; Tutting; Beat of 8; Canon  Cricket Long barrier, Wicket keeper, Batting, Fielding, Keep score, Teamwork, Explore the game, Experiment	Athletics Run, Explore the activity, Jump, Throw	Gymnastics Travelling, Key Shapes, Technique, Balance, Explore, Experiment  Tennis Catching, Success, Court position, Aim, Explore the game, Experiment, Decision Making, Tactics	Rounders Score, Teamwork, Rules, Explore the game, Experiment, Space  Golf Course, Technique, Accuracy, Control, Instructions