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**Physical Education Knowledge and Skills Progression**

Nursery	Reception	Key Stage 1	Key Stage 2
<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Personal, Social and Emotional Development - Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Physical Development - 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. Increasingly be able to use and remember sequences and patterns of movements which 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</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Physical Development ELG: 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. Personal, Social and Emotional Development ELG: Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Know and talk about the different factors that support their overall health and wellbeing: regular physical activity and healthy eating</p> <p>Expressive Arts and Design ELG: Being Imaginative and Expressive - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. - Explore and engage in music making and dance, performing solo or in groups.</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.</p> <p>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</p> <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: - 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.</p>	<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.</p> <p>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</p>



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Dance	Nursery/Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	<p>Begin to use dynamics and expression with guidance.</p> <p>Begin to count to music. Combine different movements with ease and fluency.</p>	<p>Explore movement ideas and respond imaginatively to a range of stimuli</p> <p>Move confidently and safely in their own and general space, using changes of speed, level and direction</p>	<p>Explore, remember, repeat and link a range of actions with co-ordination, control and an awareness of the expressive qualities of dance</p>	<p>Improvise freely on their own and with a partner, translating ideas from a stimulus into movement</p>	<p>Explore and create characters and narratives in response to a range of stimuli</p>	<p>Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group</p>	<p>Explore, improvise and combine movement ideas fluently an</p>
Selecting and applying skills, tactics and compositional ideas	<p>Travel in different pathways using the space around them.</p> <p>Choose and use travelling actions, shapes and balances</p> <p>Copy basic body actions and rhythms.</p>	<p>Compose and link movement to make simple dances with clear beginnings, middles and ends</p> <p>Perform movement phrases using a range of body actions and body parts</p> <p>Copy, watch and describe dance movement</p>	<p>Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas</p>	<p>Create and link dance phrases using a simple dance structure or motif</p> <p>Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups</p>	<p>Use simple choreographic principles to create motifs and narrative</p> <p>Perform complex dance phrases and dances that communicate character and narrative</p>	<p>Compose dances by using adapting and developing steps, formations and patterning from different dance styles</p> <p>Perform dances expressively, using a range of performance skills</p>	<p>Create and structure motifs, phrases, sections and whole dances</p> <p>Begin to use basic compositional principles when creating their dances</p>
Knowledge and understanding of fitness and health	<p>Recognise how their body feels when still and exercising</p>	<p>Recognise how their body feels when still and exercising</p>	<p>Recognise and describe how different dance activities make them feel</p> <p>Understand the importance of warming up and cooling down</p>	<p>Keep up activity over a period of time and know they need to warm up and cool down for dance</p>	<p>Know and describe what you need to do to warm up and cool down for dance</p>	<p>Organise their own warm-up and cool-down activities to suit the dance</p> <p>Show an understanding of why it is important to warm up and cool down</p>	<p>Understand why dance is good for their fitness, health and wellbeing</p> <p>Prepare effectively for dancing</p>
Evaluating and improving performance	<p>Talk about their movements</p>	<p>Talk about dance ideas inspired by different stimuli</p>	<p>Watch and describe dance phrases and dances and use what they learn to improve their own work</p>	<p>Describe and evaluate some of the compositional features of dances performed with a partner and in a group</p> <p>Talk about how they might improve their dances</p>	<p>Describe, interpret and evaluate their own and others' dances, taking account of character and narrative</p>	<p>Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context</p>	<p>Understand how a dance is formed and performed</p> <p>Evaluate, refine and develop their own and others work</p>



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Games	Nursery/Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	Drop and catch with two hands. Run and stop when instructed. Hit a ball with hands. Move a ball with feet. Throw and roll a variety of beanbags and larger balls to space.	Be confident and safe in the spaces used to play games  Explore and use skills, actions and ideas individually and in combination to suit the game they are playing	Improve the way they coordinate and control their bodies and a range of equipment  Remember, repeat and link combinations of skills	Consolidate and improve the quality of their techniques and their ability to link movements  Develop the range and consistency of their skills in all games	Develop the range and consistency of their skills in all games	Develop a broader range of techniques and skills for attacking and defending ☑ develop consistency in their skills	Choose, combine and perform skills more fluently and effectively in invasion, striking and net games
Selecting and applying skills, tactics and compositional ideas	Run and stop when instructed.  Attempt to stop a large ball sent to them using feet  Stop a beanbag or large ball sent to them using hands.	Choose and use skills effectively for particular games	Choose, use and vary simple tactics	Improve their ability to choose and use simple tactics and strategies  Keep, adapt and make rules for striking and fielding and net games	Devise and use rules Keep, adapt and make rules for striking and fielding and net games  Use and adapt tactics in different situations	Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations Use and apply skills more consistently in all activities	Understand, choose and apply a range of tactics and strategies for defence and attack Use these tactics and strategies more consistently in similar games
Knowledge and understanding of fitness and health	Recognise how their body feels when still and exercising	Recognise how their body feels when still and exercising	Recognise and describe what their bodies feel like during different types of activity	Know and describe the short-term effects of different exercise activities on the body  Know how to improve stamina  Begin to understand the importance of warming up	Recognise which activities help their speed, strength and stamina and know when they are important in games  Recognise how specific activities affect their bodies	Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance  Understand why exercise is good for their fitness, health and wellbeing	Understand why exercise is good for their fitness, health and wellbeing  Understand the need to prepare properly for games
Evaluating and improving performance	Talk about what they are doing	Watch, copy and describe what others are doing  Describe what they are doing	Recognise good quality in performance  Use information to improve their work	Recognise good performance and identify the parts of a performance that need improving  Use what they have learned to improve their work	Explain their ideas and plans  Recognise aspects of their work that need improving  Suggest practices to improve their play	Choose and use information to evaluate their own and others' work  Suggest improvements in own and others' performances	Develop their ability to evaluate their own and others' work, and to suggest ways to improve it  Know why warming up and cooling down are important



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Gymnastics /Yoga	Nursery/Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	<p>Create shapes showing a basic level of stillness using different parts of their bodies</p> <p>Show shapes and actions that stretch their bodies.</p> <p>Begin to take weight on different body parts.</p>	<p>Explore gymnastics actions and still shapes</p> <p>Move confidently and safely in their own and general space, using change of speed and direction</p>	<p>Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision</p>	<p>Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements</p>	<p>Develop the range of actions, body shapes and balances they include in a performance</p> <p>Perform skills and actions more accurately and consistently</p>	<p>Perform actions, shapes and balances consistently and fluently in specific activities</p>	<p>Combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas</p>
Selecting and applying skills, tactics and compositional ideas	<p>Copy and link simple actions together</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Copy or create and link movement phrases with beginnings, middles and ends</p> <p>Perform movement phrases using a range of body actions and body parts</p> <p>Know how to carry and place apparatus</p>	<p>Choose, use and vary simple compositional ideas in the sequences they create and perform.</p> <p>Lift, move and place equipment safely</p>	<p>Improve their ability to select appropriate actions and use simple compositional ideas</p>	<p>Create gymnastic sequences that meet a theme or set of conditions</p> <p>Use compositional devices when creating their sequences, such as changes in speed, level and direction</p>	<p>Choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations</p>	<p>Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional\ principles</p>
Knowledge and understanding of fitness and health	<p>Recognise how their body feels when still and exercising</p>	<p>Recognise how their body feels when still and when exercising</p>	<p>Recognise and describe what their bodies feel like during different types of activity</p>	<p>Recognise and describe the short term effects of exercise on the body during different activities</p> <p>☑ know the importance of suppleness and strength</p>	<p>Describe how the body reacts during different types of activity and how this affects the way they perform</p>	<p>Know and understand the basic principles of warming up and why it is important for good quality performance</p> <p>Understand why physical activity is good for their health</p>	<p>Understand why warming-up and cooling-down are important</p> <p>Understand why exercise is good for health, fitness and wellbeing, and how to become healthier themselves</p> <p>Carry out warm ups safely and effectively</p>
Evaluating and improving performance	<p>Talk about what they are doing</p>	<p>Watch copy and describe what they and others have done</p>	<p>Improve their work using information they have gained by watching, listening and investigating</p>	<p>Describe and evaluate the effectiveness and quality of a performance</p> <p>Recognise how their own performance has improved</p>	<p>Describe their own and others’ work, making simple judgements about the quality of performances and suggesting ways they could be improved</p>	<p>Choose and use information and basic criteria to evaluate their own and others’ work</p>	<p>Evaluate their own and others’ work</p> <p>Suggest ways of making improvements</p>



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<b>Athletics</b>	<b>Nursery/Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Acquiring and developing skills	Run and stop with some control.  Jump and hop with bent knees.  Throwing larger balls and beanbags into space.  Explore skipping as a travelling action.  Change direction at a slow pace	Throw towards a target.  Begin to show balance and co-ordination when changing direction.  Develop overarm throwing.  Run at different speeds	Show balance and co-ordination when running at different speeds.  Use an overarm throw to help me to throw for distance.	Consolidate and improve the quality, range and consistency of the techniques they use for particular activities  Throw a variety of objects, changing my action for accuracy and distance.	Demonstrate the difference in sprinting and jogging techniques.  Throw with some accuracy and power to a target area.	Develop the consistency of their actions in a number of events  Increase the number of techniques they use	Perform jumps for distance using good technique.  Select and apply the best pace for a running event.  Show accuracy and good technique when throwing for distance
Selecting and applying skills, tactics and compositional ideas	Explore moving different body parts together  Balance whilst stationary and on the move.	Use their bodies and a variety of equipment with greater control and coordination	Use their bodies and a variety of equipment with greater control and coordination	Develop their ability to choose and use simple tactics and strategies in different situations	Choose and use simple tactics and strategies in different situations	Choose appropriate techniques for specific events	Choose and use appropriate techniques for specific events
Knowledge and understanding of fitness and health	Recognise how their body feels when still and exercising	Describe how my body feels during exercise.	Recognise and describe what their bodies feel like during different types of activity	Know, measure and describe the short-term effects of exercise on the body  Describe how the body reacts to different types of activity	Know, measure and describe the short-term effects of exercise on the body	Understand the basic principles of warming up  Understand why exercise is good for fitness, health and wellbeing	Understand that there are different areas of fitness and how this helps me in different activities. Use different strategies to persevere to achieve my personal best.
Evaluating and improving performance	Talk about what they are doing	Watch copy and describe what they and others have done	Improve their work using information they have gained by watching, listening and investigating	Describe and evaluate the effectiveness and quality of a performance  Recognise how their own performance has improved	Explain what happens in my body when I warm up.  Describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved	Choose and use information and basic criteria to evaluate their own and others' work	Identify my own and others' strengths and areas for development and can suggest ways to improve.



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OAA	Nursery/Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum 2014				Pupils should be taught to: - take part in outdoor and adventurous activity challenges both individually and within a team			
Acquiring and developing skills				Recognise their own space  Explore finding different places  Develop the range and consistency of their skills and work with others to solve challenges		Develop and refine orienteering and problem-solving skills when working in groups and on their own	
Selecting and applying skills, tactics and compositional ideas				Follow simple routes and trails, orientating themselves successfully  Solve simple challenges and problems successfully  Choose and apply strategies and skills to meet the requirements of a task or challenge		Decide what approach to use to meet the challenge set  Adapt their skills and understanding as they move from familiar to unfamiliar environments	
Knowledge and understanding of fitness and health				Recognise the effect of different activities on the body and to prepare for them physically  Work safely		Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing	
Evaluating and improving performance				Describe and evaluate their own and others' performances, and identify areas that need improving		See the importance of a group or team plan, and the value of pooling ideas Improve their performance by changing  or adapting their approaches as needed	



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<b>Swimming</b>	<b>Year 1 and Year 2</b>	<b>Year 3- Year 6</b>
Acquiring and developing skills	Work with confidence in the water  Explore and use skills, actions and ideas individually and in combination e.g. use arms to pull and push the water; use legs in kicking actions; hold their breath under water  Remember, repeat and link skills	Consolidate and develop the quality of their skills e.g front crawl, back crawl, breaststroke, floating, survival skills  Improve linking movements and actions
Selecting and applying skills, tactics and compositional ideas	Know how to choose and use skills for different swimming tasks e.g. using arms to stay balanced, knowing what to push against the water to move in a particular direction  Improve the control and co-ordination of their bodies in water	Choose and use a variety of strokes and skills, according to the task .and the challenge e.g. swimming without aids, distance and time challenges
Knowledge and understanding of fitness and health	Know that being active is fun and good for them Recognise what their bodies feel like during different activities	Know and describe the short-term effects of exercise on the body and how it reacts to different types of activity
Evaluating and improving performance	Recognise how to improve	Describe and evaluate the quality of swimming and recognise what needs improving