

PE Progression of Knowledge and Skills

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

National Curriculum Content	Development Matters Nursery 0-3 <ul style="list-style-type: none">• Lift their head while lying on their front.• Push their chest up with straight arms.• Roll over: from front to back, then back to front.• Enjoy moving when outdoors and inside.• Sit without support.• Begin to crawl in different ways and directions.• Pull themselves upright and bouncing in preparation for walking.• Reach out for objects as co-ordination develops.• Pass things from one hand to the other. Let go of things and hands them to another person or drops them.• Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.• Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.• Enjoy starting to kick, throw and catch balls.• Begin to walk independently – choosing appropriate props to support at first.• Walk, run, jump and climb – and start to use the stairs independently.• Spin, roll and independently use ropes and swings (for example, tyre swings).• Sit on a push-along wheeled toy, use a scooter or ride a tricycle. 3-4 Years Gross Motor Skills <ul style="list-style-type: none">• 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 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.• 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.	Development Matters Reception <ul style="list-style-type: none">• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.• Progress towards a more fluent style of moving, with developing control and grace.• 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.• 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 outside, alone and in a group.• Develop overall body-strength, balance, co-ordination and agility.• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Early Learning Goals Gross Motor Skills <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">• 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. Being Imaginative and Expressive <ul style="list-style-type: none">• Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music	Key Stage 1 <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:</p> <ul style="list-style-type: none">• 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 <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:</p> <ul style="list-style-type: none">• 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.
	Swimming and water safety <p>All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none">• 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.			

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Healthy Participation & Body Awareness	Skills	<ul style="list-style-type: none">• I can develop manipulation and control• I use large and small motor skills to do things independently, for example manage buttons and zips• I enjoy moving when outdoors and inside• I can sit without support• I am beginning to crawl in different ways and directions• I am pulling myself upright and bouncing in preparation for walking• I am gaining control of my whole body through continual practice of large movements• I can fit into spaces and move around in them• I am beginning to walk independently with a range of appropriate props and supports• I can walk, run, jump and climb and start to climb stairs independently• I can go up steps, or apparatus, using alternate feet• I can skip, hop or stand on one leg when playing games• I can use large muscle movements to perform different tasks	<ul style="list-style-type: none">• I am revising and refining my fundamental movement skills such as rolling, crawling, walking jumping, running, hopping, skipping and climbing• I am developing more fluent, controlled and graceful styles of movement• I am developing overall body strength, co-ordination, balance and agility to engage in physical education lessons• I can combine different movements with ease and fluency• I am further developing and refining a range of ball skills - throwing, catching, kicking, passing, batting and aiming• I am developing my confidence, competence, precision and accuracy when engaging in activities that involve a ball• I can demonstrate my strength, balance and co-ordination when playing• I can move energetically when I run, jump, hop and skip	<ul style="list-style-type: none">• I can perform fundamental movement skills (walking, running, hopping, skipping, side stepping) when warming up		<ul style="list-style-type: none">• I can perform fundamental movements skills (walking, running, hopping, skipping, side stepping) with increasing accuracy and control when warming up		<ul style="list-style-type: none">• I can accurately perform fundamental movements skills (walking, running, hopping, skipping, side stepping) when warming up• I can lead a partner through a short warm-up routine	<ul style="list-style-type: none">•I can accurately perform fundamental movement skills (walking, running, hopping, skipping, side stepping) with a high degree of control when warming up•I can organise warm-up and cool-down exercises for myself and others
	Knowledge	<ul style="list-style-type: none">• I can decide whether to crawl, walk or run when I am moving		<ul style="list-style-type: none">• I am aware that when I am active, changes will occur to my body• I know why I should exercise	<ul style="list-style-type: none">• I am aware of and can explain some of the changes that occur in my body when I am active• I know why I should exercise and can explain a few of the benefits	<ul style="list-style-type: none">• I understand how stamina and power help people to perform well in different sports• I know some of the benefits of being physically active	<ul style="list-style-type: none">• I recognise the way suppleness and strength affect the quality of my performance• I know some of the benefits of being physically active• I can explain ways in which I am physically active	<ul style="list-style-type: none">• I can identify activities that help to develop stamina, power and flexibility• I know most of the benefits of being physically active• I can explain ways in which I am physically active during the school day	<ul style="list-style-type: none">• I can identify and explain the main types of fitness needed for different activities and use these in warm-up routines• I know all the benefits of being physically active• I can explain how I am physically active both in and out of school
	Vocab	Crawl, walk, run, hop, skip, jump, balance	Co-ordination, warm-up, cool down, strength, still	Side-step, galloping, heart-beat, breathing	Oxygen, prevent, injury, stretch, pulse	Cardio-vascular, stamina, power	Respiration, suppleness	Flexibility	

Invasion Games	Skills	<ul style="list-style-type: none">• I reach out for objects as my co-ordination develops• I am starting to kick, throw and catch balls• I am starting to take part in group activities which I make up myself and with friends	<ul style="list-style-type: none">• I can combine different movements with ease and fluency• I am further developing and refining a range of ball skills - throwing, catching, kicking, passing, batting and aiming• I am developing my confidence, competence, precision and accuracy when engaging in activities that involve a ball	<ul style="list-style-type: none">• I can strike, kick and throw different balls• I can throw a small or medium-sized ball up to a distance of 3 metres and catch it with both hands	<ul style="list-style-type: none">• I can travel with a ball in different ways (with or without equipment)• I can send and receive a ball (with or without other equipment) in different ways• I can send a ball accurately, to a partner or a point, over a distance of 5 metres	<ul style="list-style-type: none">• I can dribble and keep a ball under close control with increasing accuracy• I can pass a ball with increasing accuracy over a distance up to 10 metres• I can begin to mark an opponent• I can begin to tackle an opponent• I can begin to intercept a ball that is passed between two players	<ul style="list-style-type: none">• I can dribble and keep a ball under close control• I can pass a ball with increasing accuracy, during games, over a distance of up to 10 metres• I can mark an opponent• I can tackle an opponent• I can intercept a ball that is passed between two players	<ul style="list-style-type: none">• I can dribble and keep a ball under close control• I can pass a ball accurately, during games, over distance of up to 10 metres• I can mark my opponent in different ways (close-up or at distance)	
	Knowledge	<ul style="list-style-type: none">• I am showing a preference for a dominant hand• I can decide whether to crawl, walk or run when I am moving	<ul style="list-style-type: none">• I confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group	<ul style="list-style-type: none">• I can work with a small group to complete a task or play a game• I know the rules of games that I play	<ul style="list-style-type: none">• I can work as part of a team to complete a task or play a game• I know the rules of the games that I play and can explain them to someone else	<ul style="list-style-type: none">• I can help my team to keep a ball a score in small-sided games• When working as part of a team, I can decide where to stand to make a game difficult for the other team• I know some of the rules, strategies and tactics for games I play	<ul style="list-style-type: none">• I am beginning to change the pace, length and direction of my throws, passes and shots to outwit opponents• I can describe simple tactics in small-game situations• I can direct my team-mates to make our team better during small-sided games• I know some of the rules, strategies and tactics for games I play	<ul style="list-style-type: none">• I can change the pace, length and direction of my throws, passes and shots to outwit opponents• I use marking, tackling and or intercepting to defend against an opponent• I work as part of a team to keep possession of the ball• I can identify and use tactics to help my team keep the ball and take it towards the opposition's goal• I know most of the rules, strategies and tactics for games I play	<ul style="list-style-type: none">• I understand and implement a range of tactics in games• I can organise my team-mates to make it harder for the opposition to regain possession of the ball or score• I understand attacking and defending positions well and can communicate my ideas through my play• I know all the rules, strategies and tactics for games I play
	Vocab				Send, receive, pass, control, space, kick, strike, hit, throw, catch	Speed, power, awareness (of space), attack, defend	Accuracy, control, mark, tackle, intercept, opponent/opposition	Pace, power, length, direction, shot, tactics	Outwit, possession, teamwork, communication
Striking and Fielding	Skills	<ul style="list-style-type: none">• I can pass things from one hand to the other	<ul style="list-style-type: none">• I can combine different movements with ease and fluency• I am further developing and refining a range of ball skills - throwing, catching, kicking, passing, batting and aiming• I am developing my confidence, competence, precision and accuracy when engaging in activities that involve a ball	<ul style="list-style-type: none">• I can strike and throw different balls• I can throw a small or medium-sized ball up to a distance of 3 metres and catch it with both hands	<ul style="list-style-type: none">• I can strike a ball (with or without other equipment) in different ways• I can send a ball accurately, to a partner or a point, over a distance of 5 metres	<ul style="list-style-type: none">• I can bowl a ball accurately with an underarm throw• I can strike a bowled ball• I can throw a ball accurately overarm and underarm over a distance of at least 10 metres• I can bowl a ball accurately		<ul style="list-style-type: none">• I can strike a ball accurately• I can consistently catch balls that are thrown or hit to me• I can accurately throw a ball over increasing distances• I can use an overarm bowling technique• I can hit a ball in a direction of my choosing	
	Knowledge	<ul style="list-style-type: none">• I am showing a preference for a dominant hand	<ul style="list-style-type: none">• I confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group	<ul style="list-style-type: none">• I know the rules of games that I play• I can work with a small group to complete a task or play a game	<ul style="list-style-type: none">• I can work as part of a team to complete a task or play a game• I know the rules of games that I play and can explain them to someone else	<ul style="list-style-type: none">• I know some of the rules for games I play• When working as part of a team, I can decide where to stand to make a game difficult for the other team• I can describe simple tactics and strategies in small-game situations		<ul style="list-style-type: none">• I know most the rules for games I play• When working as part of a team, I can suggest where my team-mates should stand to make it difficult for the other team• I use a range of tactics and strategies for attacking and defending when batting, bowling or fielding	
	Vocab				Strike, hit, throw, catch	Underarm	Bowl, overarm, accuracy, opponent/opposition		Batting, fielding, direction,

Net/Wall Games	Skills	<ul style="list-style-type: none">I can pass things from one hand to the other	<ul style="list-style-type: none">I can combine different movements with ease and fluencyI am further developing and refining a range of ball skills – throwing, catching, kicking, passing, batting and aimingI am developing my confidence, competence, precision and accuracy when engaging in activities that involve a ball	<ul style="list-style-type: none">I can strike different balls	<ul style="list-style-type: none">I can strike a ball (with or without other equipment) in different waysI can strike a ball accurately, to a partner or a point, over a distance of 5 metres		<ul style="list-style-type: none">I can start a game of mini-tennis with a bouncing serve or feedI can play a game of mini-tennis, using both forehand and backhand shotsI can hit the ball in the direction of my choosing		<ul style="list-style-type: none">I can start a game of mini-tennis with a serve of my choiceI can play a game of mini-tennis, using a range of shots with an increasing degree of consistency and accuracy
	Knowledge	<ul style="list-style-type: none">I am showing a preference for a dominant hand	<ul style="list-style-type: none">I confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group	<ul style="list-style-type: none">I know the rules of games that I play	<ul style="list-style-type: none">I know the rules of games that I play and can explain them to someone else		<ul style="list-style-type: none">I know some of the rules of games that I playI can decide where to stand or move to make a game difficult for my opponentI can describe simple tactics in game situations		<ul style="list-style-type: none">I know all the rules of games that I playI can suggest to other people where to stand or move to make the game difficult for their opponentI use a range of tactics for attacking and defending when playing games involving a net or wall
	Vocab			Strike, hit, bat	Racket, bat		Serve, forehand, backhand, lob, smash, volley, net, court, line		Overhead serve
Athletics	Skills		<ul style="list-style-type: none">I can combine different movements with ease and fluency	<ul style="list-style-type: none">I can change direction while I am runningI can keep running for long periods of time	<ul style="list-style-type: none">I can run quickly over short distancesI can continue running over longer distancesI can keep a record of my own personal bestsI can skip with a rope	<ul style="list-style-type: none">I can begin to change my stride length whilst runningI use a good technique to help me throw accurately	<ul style="list-style-type: none">I can run at a consistent pace over a sustained period of timeI can throw using an overarm techniqueI use measurements of time and length to help me assess my performance in athletics	<ul style="list-style-type: none">I am beginning to show good speed and stamina when runningI am beginning to develop different types of throwing skills for different throwing eventsI use measurements of time and length to help me set challenges for myself and assess my performance in athletics	<ul style="list-style-type: none">I show good speed and stamina when runningI am developing greater levels of proficiency in the different skills and techniques required for the different throwing events in athletics
	Knowledge	<ul style="list-style-type: none">I am showing a preference for a dominant hand			<ul style="list-style-type: none">I know that different running events require different types of running	<ul style="list-style-type: none">I know some of the rules of sports I take part inI can choose the best pace for a running event, so that my running can be sustained	<ul style="list-style-type: none">I know most of the rules for sports I take part inI can choose the length of my stride according to the type of running I am doingI show good control and strength when jumping or throwing	<ul style="list-style-type: none">I know all the rules for sports I take part inI use good technique and pace my efforts well in different athletic events	
	Vocab			Run, jump, throw, fast, slow, race	Short, long, distance, sprint, event, relay, baton, standing long-jump, triple jump	Stride, pace, stamina, power, track	Consistent, sustained, foul, false-start	Stride pattern, discuss, shot putt	Proficient, consistent
Outdoor & Adventurous	Skills				<ul style="list-style-type: none">I can change direction while I am runningI can run quickly over short distancesI can continue running over longer distances		<ul style="list-style-type: none">I am beginning to correctly orientate a map to help me locate featuresI can show someone where I am going to on a map	<ul style="list-style-type: none">I can correctly orientate a map to help me locate features	<ul style="list-style-type: none">In outdoor and adventurous activities, I can use a diagram or plan to help me go from one place to another
	Knowledge				<ul style="list-style-type: none">I know what the symbols on a map represent in real-lifeIn outdoor and adventurous activities, I can work as part of a team to complete a task		<ul style="list-style-type: none">I can explain what I expect to find when I get to a locationI know some of the rules of sports I take part in	<ul style="list-style-type: none">I am beginning to use a diagram or plan to choose an efficient routeI know most of the rules of sports I take part in	<ul style="list-style-type: none">I can use a diagram or plan to choose the most efficient routeI know all of the rules of sports I take part in
	Vocab				Orienteering, map, key, symbol		Orientate, locate, north, south, east, west, north-east, south-east, south-west, south-west	Route, plot, plan	Most efficient

Gymnastics	Skills	<ul style="list-style-type: none">I can spin, roll and independently use ropes and swingsI can go up steps, or apparatus, using alternate feetI can skip, hop or stand on one leg when playing gamesI can use large muscle movements to perform different tasks	<ul style="list-style-type: none">I can combine different movements with ease and fluencyI can negotiate space and obstacles safelyI can demonstrate my strength, balance and co-ordination when playingI can move energetically when I run, jump, hop and skip	<ul style="list-style-type: none">I am beginning to perform a range of gymnastic moves (balances, jumps, rolls)I can remember a short sequence of actions or movementsI can walk along a straight line	<ul style="list-style-type: none">I can perform different types of gymnastic moves with increasing control and accuracy (balances, jumps, rolls)My gymnastic movements had a beginning, middle and endI can perform a sequence of moves to create a gymnastics routine	<ul style="list-style-type: none">I can perform different types of gymnastic moves with control and accuracy (balances, jumps, rolls)I can perform a sequence of moves to create a gymnastic routine	<ul style="list-style-type: none">I can create, practise and refine longer and more complex sequences in gymnastics	<ul style="list-style-type: none">I can combine and perform gymnastic actions, shapes and balances with a high degree of control and accuracy	<ul style="list-style-type: none">I can create extended sequences of gymnastic movements that work well together in a sequenceI can perform my gymnastic sequences with a high degree of control and accuracy
	Knowledge	<ul style="list-style-type: none">I can decide whether to crawl, walk or run when I am moving			<ul style="list-style-type: none">I can tell when I have performed a gymnastic action well, showing control	<ul style="list-style-type: none">I know when I have completed a gymnastic move wellI can identify what is and is not working well with my movement and suggest modifications	<ul style="list-style-type: none">I can identify what is a is not working well with my own and others' movements and suggest ways to improve them	<ul style="list-style-type: none">I can identify strengths and weaknesses in my gymnasticsIn gymnastics, I show an awareness of factors influencing the quality of my performance	
	Vocab		Co-ordination, jump, roll, balance, hop, skip	Sequence, back support, front support	Control, perform, routine, evaluate, $\frac{3}{4}$ forward roll, teddy-bear roll	Arabesque, backward roll, travelling, vault, springboard	Patch, point, refine, improve, shape, height, transitions	Apparatus	Wall bars
Swimming	Skills				<ul style="list-style-type: none">I can push and glide in a horizontal position to and from the poolsideI can travel 5 metres on my front and backI can blow bubbles with my nose and mouth submerged		<ul style="list-style-type: none">I can travel 10 metres on my frontI can travel 10 metres on my backI can fully submerge my body to pick up a sunken object at a depth of 1.2 metres		<ul style="list-style-type: none">I can swim 10 metres using 2 of the following strokes: front crawl, breaststroke or backstrokeI can swim 25 metres using a recognisable strokeI can retrieve a sunken object from the bottom of the pool (full reach depth)
	Knowledge				<ul style="list-style-type: none">I understand the dangers linked with swimming		<ul style="list-style-type: none">I can identify the different types of flags used on beaches that indicate dangerous and safe swimming areas		<ul style="list-style-type: none">I know how to keep myself safe around and in waterI know what to do in an emergency when someone else is in trouble in water
	Vocab				Glide, push, back, front, breaststroke, crawl		Butterfly, submerge		Retrieve, self-rescue
Dance	Skills	<ul style="list-style-type: none">I can clap and stamp to musicI am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	<ul style="list-style-type: none">I can combine different movements with ease and fluencyI can move energetically when I danceI try to move in time with music	<ul style="list-style-type: none">I choose movements in dance that show I am listening to the music	<ul style="list-style-type: none">I can express myself through a sequence of dance movementsI can link actions with increasing control in dance	<ul style="list-style-type: none">I can make move my body in time to a rhythm or piece of musicI can create different shapes with my body	<ul style="list-style-type: none">I am beginning to use dynamic, rhythmic and expressive movements and shapes to express my dance ideas	<ul style="list-style-type: none">I use dynamic, rhythmic and expressive movements and shapes effectively to express my dance ideas	
	Knowledge					<ul style="list-style-type: none">I use different actions, body shapes and movements that match the music	<ul style="list-style-type: none">I compose motifs and plan dances creatively on my own and collaboratively	<ul style="list-style-type: none">I include a wide range of actions, shapes and balances in my performance, some of which are originalIn dance, I create, refine and structure movements and patterns with artistic understanding to express my ideasI perform a dance movement to an accompaniment, expressively and sensitively	
	Vocab	Beat, rhythm, music, dance, movement			Listen, solo, pair, mirror, canon, group		Motif, dynamics, expression, heights, levels, speed, strength, control		Accompaniment, structure, sensitive