



# Physical Education Progression Document

Substantive Knowledge for all ages - building blocks for all Physical Activities	Motor Competence		Rules, Strategies and Tactics			Healthy Participation	
	To know what safe and successful movement looks like in specific sports and activities. To know how 'to perform' safe and effective movement.		To know what the rules, regulations and tactics are in a specific sport or activity. To know how 'to perform' the rules, strategies and tactics in a specific sport or activity.			To know what health and fitness mean and how to improve factors affecting participation in an activity or sport To know how to participate in a sport or an activity.	
	EYFS	KS1		KS2			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge Procedural Declarative	Negotiate space and obstacles carefully-consider themselves and others.  Talk about a partner's work  Safely warm up and cool down by following the teacher  Climb on apparatus and equipment safely	Understand why a warm-up is important  Notice how the body changes during exercise  Safely perform teacher led warm-ups  Describe and discuss others' work  Follow the basic rules of a game  Complete a problem solving task with a partner	Recognise changes in temperature and heart rate during exercise  Understand why I warm up and cool down and why warm ups are important  Take part in small sided games  Be part of a team and understand how to score  Begin to identify the difference between own performance and that of others	Describe the changes in the body when running, jumping and throwing  Compete in a mini competition, recording scores  Understand the need for warm up and cool down  Discuss my own and others performance with simple vocabulary  Work with others and offer suggestions to improve their work  Understand working safely  Understand why speed, stamina and strength are	Identify what makes a good athlete  Utilise all the skills learned in a competitive situation  Works safely.  Explain changes in body after warm-up and cool down  Work with others and offer suggestions to improve their work by idea sharing and coaching  Work in a small group and help them with ideas  Know some rules and how to score points  Know what to do if you are a defender or an attacker	Identify and explain good athletic performance  Recognise a change in heart rate, breathing and temperature  Demonstrate good techniques in a competitive situation  Understand the importance of exercise for a healthy lifestyle  Develop idea and know what kind of activities to put in a warm up  Take part in a game and show you understand some rules or tactics	Understand how to apply athletic skills and tactics to the competitive situation with power and accuracy  Explain how to improve technique in a variety of events  Understand and explain the short and long term effects of exercise, and understand the need for specific warm up and cool down  Lead own warm up and demonstrate all round safe practice  Analyse skills and can suggest ways to improve quality of performance

			<p><b>important</b></p> <p><b>Understand some basic rules in specific sports</b></p> <p>Work well with others when solving group tasks</p> <p><b>Recognise changes in my heart rate, temperature and breathing rate when exercising</b></p> <p>Use basic water safety skills</p>	<p><b>Explain why we need a warm up</b></p> <p>Make some contributions to the planning when tackling problem solving tasks</p>	<p>Work well as part of a team when tackling challenges</p>	<p><b>showing sound knowledge and understanding</b></p> <p>Adapt skills to differing situations at all times</p> <p>Plan activities and use teamwork to meet challenges</p>
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Our skills Journey

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	EYFS	KS1		KS2			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Social and Emotional	<p>Take turns.</p> <p>Learn to share equipment with others.</p> <p>Share their ideas with others.</p> <p>Try again if they do not succeed.</p> <p>Practise skills independently.</p> <p>Confident to try new tasks and challenges</p>	<p>Encourage others to keep trying.</p> <p>Talk to a partner about their ideas and take turns to listen to each other.</p> <p>Work with a partner and small group to play games and solve challenges.</p> <p>Show determination to continue working over a long period of time.</p> <p>Determined to complete the challenges and tasks set.</p> <p>Confident to share ideas, contribute to class discussion and perform in front of others.</p> <p>Explore skills independently before asking for help.</p>	<p>Encourage and motivate others to work to their personal best.</p> <p>Work with others to achieve a shared goal.</p> <p>Work with others to self manage games.</p> <p>Persevere when finding a challenge difficult.</p> <p>Understand what their best looks like and they work hard to achieve it.</p> <p>Begin to use rules showing awareness of fairness and honesty.</p> <p>Show an awareness of how other people feel.</p>	<p>Share ideas with others and work together to decide on the best approach to the task.</p> <p>Lead others and show consideration of including all within a group.</p> <p>Communicate with others clearly and effectively.</p> <p>Understand what maximum effort looks and feels like and show determination to achieve it.</p> <p>Use different strategies to persevere to achieve personal best.</p> <p>Compete within the rules showing fair play and honesty when playing independently.</p> <p>Confident to attempt tasks and challenges outside of their comfort zone.</p>			

Thinking	<p>Begin to identify personal success.</p> <p>Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.</p> <p>Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.</p>	<p>Make decisions when presented with a simple challenge ( move to an open space towards a goal).</p> <p>Begin to select and apply skills to use in a variety of different situations ( choose to use a balance on their bottom on a wider piece of apparatus).</p> <p>Provide feedback beginning to use key words from the lesson.</p>	<p>Pupils make quicker decisions when selecting and applying skills to a situation ( who to pass to and where to move to).</p> <p>Select and apply from a wider range of skills and actions in response to a task.</p> <p>Provide feedback using key terminology.</p>	<p>Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.</p> <p>Recognise and explain their thought process when playing games or completing tasks (I moved here because my teammate was over there).</p> <p>Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.</p> <p>Select and apply appropriate skills for the situation when under pressure.</p>
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	EYFS	KS1		KS2			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	<p>Run at different speeds</p> <p>Jump from standing position</p>	<p>Run at different speeds, lengths and in different directions.</p> <p>Use a standing start to jump for distance and for height.</p> <p>Throw an object with one hand</p>	<p>Change speed and direction whilst running with agility and confidence</p> <p>Jump accurately from a standing position. know the best jumping</p>	<p>Run at a pace appropriate to the distance</p> <p>Take a running jump Demonstrate a range of throwing actions using a variety of objects</p>	<p>Improve and investigate running techniques at different speeds</p> <p>Develop a range of techniques in jumping and throwing showing power, accuracy and safety</p>	<p>Improve technique and sustain running technique at different speeds</p> <p>Demonstrate accuracy and technique in a range of throwing and jumping actions</p>	<p>Demonstrate good control, strength, speed and stamina in a variety of athletic events</p> <p>Throw and jump safely and with understanding</p>

		<p>Explore footwork patterns Throw a variety of objects with one hand in different ways</p>	<p>techniques for distance</p> <p>To throw different objects in a variety of ways</p> <p>To hurdle an obstacle and maintain effective running style</p> <p>To complete an obstacle course with control and agility</p>	<p>To understand the relay and passing the baton</p>	<p>Demonstrate good running technique in a competitive situation</p>	<p>Identify and apply techniques in relay running</p>	
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Dance	<p>Copy body shapes</p> <p>Move in different ways- including skipping and hopping</p> <p>Remember movements</p> <p>Move to music</p> <p>Copy and explore basic body patterns and movements</p> <p>Remembers simple dance steps</p> <p>Choose actions and link them with sounds and music</p>	<p>Move in a controlled way</p> <p>Use your imagination to move in different ways</p> <p>Move using different levels, directions and speeds.</p> <p>Talk about your performance and a partner's using special Dance words</p>	<p>Perform with control and co-ordination</p> <p>Vary dynamics, levels, speed and direction</p> <p>Respond imaginatively to different stimuli</p>	<p>Improvise freely on own and with a partner</p> <p>Translate ideas from a variety of stimuli into movement</p> <p>Develop and adapt movement to create longer dances</p> <p>Uses dance vocabulary to compare and improve work</p>	<p>Demonstrates precision, control and fluency in response to stimuli</p> <p>Develop actions with a partner or as part of a group</p> <p>Demonstrate rhythm and spatial awareness</p>	<p>Can perform in a variety of dance styles with accuracy and consistency</p> <p>Plan and perform sequences showing good special awareness and timing</p> <p>Select and use a range of compositional skills to demonstrate ideas</p>
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Gymnastics	<p>Copy and explore balances and moving with control</p> <p>Link two basic movements</p>	<p>Copy and explore basic actions with some control and coordination</p> <p>Choose and link basic actions</p>	<p>Copy, remember, explore and repeat simple actions varying speed and levels</p> <p>Select simple actions to construct basic</p>	<p>Plan and perform sequence of 3-4 moves with some control</p> <p>Apply compositional ideas to sequences</p>	<p>Plan and perform sequence of 3-4 moves with some control</p> <p>Apply compositional ideas to sequences and use appropriate</p>	<p>Link ideas, skills and techniques with control, precision and fluency when performing basic skills</p>	<p>Perform and create movement sequences with some complex skills and displaying accuracy and consistency</p>
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		Move in different directions and use space appropriately	sequences with clear start and finish		vocabulary <b>Understand working safely and the importance of stretching before gymnastics</b>	Shows understanding of composition by including different compositional skills in sequences  <b>Identify strengths and areas to improve using gymnastics vocabulary</b>  Include basic moves to link actions	Select and use a wide range of compositional skills in complex sequences alone and in groups  Shows an ability to innovate
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Games (Invasion)	Kick or push a ball  Send and receive balls or object by throwing	Sometimes stop a ball using a feet or stick  Catch a ball using two hands  Send a ball in a the direction of another person by kicking striking or throwing  Work with a partner to pass and receive a ball  <b>Begin to use simple tactics with guidance.</b>	Stop or catch a ball with control  Be able to pass to someone else  Use simple tactics.	Stop or catch a ball with control  Be able to pass to someone else by kicking striking or throwing  Mark opponents and use space effectively.  Use simple tactics individually and within a team.	Catch or pass a ball whilst moving  Pass accurately to another player by kicking, throwing or striking  <b>Use simple tactics to help their team score or gain possession.</b>	Catch or control a ball, accurately whilst moving  Use dodging movements to avoid a defender  Perform the basic passing skills consistently and accurately.  <b>Be aware of which skills to play in different parts of the game.</b>  Maintain possession of the ball and create space for others  Play effectively as part of a team. Understand the need for tactics and can identify when to use them in different situations.	Use the skills of passing marking and dodging receiving successfully in a game  <b>Change what skills or tactics you use according to the opposition</b>  <b>Advise and help others to improve their techniques in a game</b>  Lead your own warm up ad show an awareness of safety Use a variety of defensive/attacking techniques in games  Work collaboratively to create tactics within their team and evaluate the effectiveness of these.
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<p>Games (Striking/ Fielding)</p>		<p>Stop and send a variety of objects</p> <p>Copy basic actions with control</p> <p>Begin to use simple tactics.</p>	<p>Send and receive objects to a partner/target</p> <p>To use simple tactics.</p>	<p>Throw and catch a ball underarm</p> <p>Throw a ball towards a target</p> <p>Stand in the correct place for batting and hit a ball sometimes</p> <p>Know the difference between bowling and throwing</p> <p>Use simple tactics individually and within a team.</p>	<p>Throw and catch a ball underarm and overarm</p> <p>Throw a ball towards a target and the receiver tries to stop it</p> <p>Stand in the correct place for batting and hit a ball sometimes</p> <p>Bowl accurately most of the time</p> <p>Understand the basic rules e.g. In rounders</p> <p>Use simple tactics to help their team score or gain possession.</p>	<p>Stop a moving ball and throw it back overarm</p> <p>Use correct batting technique and hit it at least half the time</p> <p>Show stepping in when bowling Have an effect on the game e.g. good fielding, bowling or scoring when batting</p> <p>Explain some basic tactics such as which base to return the ball to and why</p> <p>Start to choose the correct shot to play.</p> <p>Throw accurately to a target whilst under pressure.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p>	<p>Throw the ball accurately and with speed into a base</p> <p>Field at distance and be able to pick up a moving ball</p> <p>Hit the ball most of the time and start to hit into a space</p> <p>Bowl accurately showing a stepping action</p> <p>Be able to explain different tactics which can be used by a fielding team .</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>
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<p>Games (net and wall)</p>	<p>Bat a ball</p>			<p>Vary the speed and direction of the ball</p> <p>Get my body into the correct position to send and receive</p> <p>Use simple tactics individually and within a team.</p>		<p>Move to strike a ball/shuttle consistently and accurately enough to sustain a 10 stroke rally</p> <p>Perform the basic ready position at all times</p> <p>Hit the ball where I want most of the time.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p>	<p>Serve with the correct technique within the rules</p> <p>Play a range of shots on both sides of the body</p> <p>Maintain both a competitive and a co-operative rally</p> <p>Have a sound back swing, contact and follow through</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>
<p>Outdoor Adventure Activities</p>	<p>Ride a balance bike</p> <p>Forest Fridays</p>	<p>Explore different places and recognise simple features on a map</p> <p>Follow simple routes and trails to complete a course</p>		<p>Explore different places and know where I am on a simple map of the school</p>	<p>Use simple maps, on my own and with a partner, at my school to complete an orienteering course</p>	<p>Use skills such as map reading and problem solving to completing challenges</p>	<p>Use OAA skills such as navigation and problem solving with consistency and quality</p>



<b>Swimming</b>					<b>Explore different ways of moving in water</b>  <b>Feel confident in the water</b>  <b>Use at least 1 stroke with and without a float and swim between 5 and 20 metres</b>  <b>Move on the surface and below the water</b>	<b>Swim at least 2 different strokes</b>  <b>Swim 25 metres</b>  <b>Work well in groups to solve problems in water safety</b>  <b>Lead a warm up</b>	<b>Swim at least 3 different strokes with consistency, control, accuracy and fluency</b>  <b>Swim over 25 metres</b>  <b>Describe good swimming technique</b>
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