

PE Whole School Knowledge and Skills Progression Grid

Physical Education in EYFS is broken down into 6 key areas of learning: Introduction to PE, Fundamentals, Gymnastics, Dance, Games and Balls Skills.

Children at Marshgate in EYFS are assessed against the Early Learning Goals. Physical Education lessons play a role in helping children reach these goals.

<u>Physical Education – Early Years Foundation Stage (EYFS)</u>						
Curriculum Area/PE Unit	Introduction to PE	Fundamentals	Gymnastics	Dance	Games	Ball Skills
Early Learning Goals References	Negotiate space and obstacles safely, with consideration for themselves and others. Move Energetically, such as running, jumping, dancing, hopping, skipping and climbing	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.	Demonstrate strength, balance and coordination when playing. Move Energetically, such as running, jumping, dancing, hopping, skipping and climbing	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	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.
Skill related to ELG Goals	To move safely and sensibly in a space To develop moving safely and stopping with control To use equipment safely and responsibly	Run and stop with some control Explore skipping as a travelling action Jump and hop with bent knees Throwing larger balls and beanbags into	Create shapes showing a basic level of stillness using different parts of their bodies Begin to take weight on different body parts Show shapes and	Copy basic body actions and rhythms Choose and use travelling actions, shapes and balances Travel in different pathways using the space around them	To work safely and develop running and stopping To develop throwing and learn how to keep score To be able to play games showing an understanding of	To develop rolling a ball to a target To develop stopping a rolling ball To develop accuracy when throwing to a target. To develop bouncing

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	To use different travelling actions whilst following a path. To work with others co-operatively and play as a group To follow, copy and lead a partner	space. Balance whilst stationary and on the move. Change direction at a slow pace. Explore moving different body parts together	actions that stretch their bodies Copy and link simple actions together To be able to create shapes whilst on apparatus	Begin to use dynamics and expression with guidance Begin to count to music.	the different roles within it To follow instructions and move safely when playing tagging games To work co-operatively and learn to take turns. To work with others to play team games	and catching a ball. To develop dribbling a ball with your feet. To develop kicking a ball.
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Physical Education in KS1 is broken down into 5 key areas of learning: Gymnastic Movements/Body Management, Fundamental Movement Skills, Dance, Team Building/OAA and Games. For assessment purposes these are grouped into 3 key areas: Movement and Body Management, Dance and Games.

	Physical Education KS1				
Assessment Point	Movement and Body Management		Dance	Games	
Curriculum Area	Gymnastic Movements/Body Management	Fundamental Movement Skills	Dance	Team Building and Cooperation	Games
NC reference	As well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Master basic movements including running, jumping, throwing and catching	Perform dances using simple movement patterns	Co-operative in physical activities, in a range of increasingly challenging situations	Participate in team games, developing simple tactics for attacking and defending
Year 1	Perform balances making their body tense, stretched and curled. Take body weight on hands for short periods of time. Demonstrate poses and movements that challenge their flexibility. Remember, repeat and link simple actions together.	Attempt to run at different speeds showing an awareness of technique and change direction. Begin to show balance and co-ordination when changing direction. Begin to link running and jumping movements with some control. Jump, leap and hop and choosing which allows them to jump the furthest Throw towards a target.	Copy, remember and repeat actions Choose actions for an idea Use changes of direction, speed and levels with guidance Show some sense of dynamic and expressive qualities. Begin to use counts	Follow instructions Begin to work with a partner and a small group Understand the rules of the game and suggest ideas to solve simple tasks Copy a simple diagram/map Identify own and others' success	Drop and catch a ball after one bounce on the move Move a ball using different parts of the foot. Throw and roll towards a target with some varying techniques Kick towards a stationary target Catch a beanbag and a medium-sized ball Attempt to track balls and other equipment sent to them Strike a stationary ball using a racket Run, stop and change direction

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					with some balance and control Recognise space in relation to others Begin to use simple tactics with guidance
Year 2	Perform balances on different body parts with some control and balance Take body weight on different body parts, with and without apparatus Show increased awareness of extension and flexibility in actions Copy, remember, repeat and plan linking simple actions with some control and technique	Show balance and coordination when running at different speeds Link running and jumping movements with some control and balance Show hopping and jumping movements with some balance and control Change technique to throw for distance Show control and balance when travelling at different speeds Demonstrates balance and co-ordination when changing direction Perform actions with increased control when co-ordinating their body with and without equipment	Copy, remember and repeat a series of actions Select from a wider range of actions in relation to a stimulus Use pathways, levels, shapes, directions, speeds and timing with guidance Use mirroring and unison when completing actions with a partner. Show a character through actions, dynamics and expression Use counts with help to stay in time with the music	Follow instructions accurately Work co-operatively with a partner and a small group, taking turns and listening to each other Try different ideas to solve a task Follow and create a simple diagram/map Understand when a challenge is solved successfully and begin to suggest simple ways to improve	Dribble a ball with two hands on the move Dribble a ball with some success, stopping it when required Throw and roll towards a target using varying techniques with some success Show balance when kicking towards a target Catch an object passed to them, with and without a bounce Move to track a ball and stop it using feet with limited success Strike a ball using a racket Run, stop and change direction with balance and control. Move to space to help score goals or limit others scoring. Use simple tactics.

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Physical Education in KS2 is broken in 6 key areas of learning: Athletics, Gymnastics, OAA, Dance, Games and Evaluation. For assessment purposes these are grouped into 3 key areas: Movement and Body Management, Dance and Games.

<u>Physical Education KS2</u>						
Assessment Point	Movement and Body Management		Dance	Games	N/A	
Additional Coverage	N/A		N/A	N/A	Collaboration and Evaluation	
Curriculum Area	Athletics/Fitness/Fundamentals	Gymnastics/Yoga	Dance	Games	Outdoor Adventurous Activity	Evaluation
NC reference	Use running, jumping, throwing and catching in isolation and in combination	Develop flexibility, strength, technique, control and balance	Perform dances using a range of movement patterns	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending	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
Year 3	Identify key points to help me to improve my sprinting technique. Take part in a relay activity, remembering when to run and what to do Developing jumping for distance and height	Complete balances with increasing stability, control and technique Demonstrate some strength and control when taking weight on different body parts for longer periods of time	Copy remember and perform a dance phrase Create short dance phrases that communicate an idea Use canon, unison and formation to represent an idea Match dynamic and expressive qualities to a range of ideas	Dribble the ball with one hand with some control in game situations Use a variety of throwing techniques in game situations Kick towards a partner in game situations Catch a ball passed to them using one and two hands with some		Collect and record personal fitness data and I can recognise my strengths I can provide feedback using key words I can use key points to help me to improve my

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	Use different take off and landings when jumping Throw a variety of objects, changing my action for accuracy and distance Work with a partner and in a small group, sharing ideas Identify when I was successful Understand why it is important to warm up	Demonstrate increased flexibility and extension in their actions Choose actions that flow well into one another both on and off apparatus	Use counts to keep in time with a partner and group	success Receive a ball sent to them using different parts of the foot Change direction with increasing speed in game situations Use space with some success in game situations Use simple tactics individually and within a team		sprinting technique To re test scores and recognise improvement
Year 4	Demonstrate the difference in sprinting and jogging techniques Jump for distance and height with balance and control Throw with some accuracy and power towards a target area Support and	Use body tension to perform balances both individually and with a partner Demonstrate increasing strength, control and technique when taking own and others weight Demonstrate increased	Copy, remember and adapt set choreography Choreograph considering structure individually, with a partner and in a group Use action and reaction to represent an idea Change dynamics to express changes in character or narrative	Link dribbling the ball with other actions with increasing control Change direction when dribbling with feet with some control in game situations Use a variety of throwing techniques with increasing success in game situations Catch a ball passed to	Accurately follow instructions given by a peer and give clear and usable instructions to a peer Confidently communicate ideas and listen to others before deciding on the best approach Plan and apply strategies to solve problems	Can collect and record personal fitness data and identify areas I need to improve Use key points to help me to improve my sprinting technique To re test scores and recognise improvement

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	encourage others to work to their best Identify when I was successful and what I need to do to improve Explain what happens in my body when I warm up Show determination to improve my personal best Demonstrate the difference in sprinting and jogging techniques	flexibility and extension in more challenging actions Plan and perform sequences showing control and technique with and without a partner	Use counts when choreographing short phrases	them using one and two hands with increasing success Strike a ball using varying techniques with increasing accuracy Change direction to lose an opponent with some success Create and use space with some success in game situations Use simple tactics to help their team score or gain possession	Identify key symbols on a map and use a key to help navigate around a grid Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements	Show determination to continue working at over a period of time To re test scores and recognise improvement
Year 5	Choose the best pace for a running event Can perform a range of jumps showing some technique Can show control at take-off and landing in jumping activities Show accuracy and power when throwing for distance	Show increasing control and balance when moving from one balance to another Use strength to improve the quality of an action and the range of actions available Use flexibility to improve the	Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus Confidently perform	Use dribbling to change the direction of play with some control under pressure Use a variety of throwing techniques with some control under increasing pressure Catch and intercept a ball using one and two hands with some success in game situations	Use clear communication when working in a group and taking on different roles Begin to lead others, providing clear instructions Plan and apply strategies with others to more complex challenges Orientate a map	

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		quality of the actions they perform as well as the actions they choose to link them Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner	choosing appropriate dynamics to represent an idea Use counts accurately when choreographing to perform in time with others and the music	Strike a ball using a wider range of skills. Apply these with some success under pressure Use a variety of techniques to change direction to lose an opponent Create and use space for self and others with some success Understand the need for tactics and can identify when to use them in different situations	confidently using it to navigate around a course Explain why a particular strategy worked and alter methods to improve	
Year 6	Can select and apply the best pace for a running event Can perform jumps for height and distance using good technique Show accuracy and good technique when throwing for distance Can help others to improve their technique using key teaching points	Combine and perform more complex balances with control, technique and fluency Demonstrate more complex actions with a good level of strength and technique Confidently transition from one action to another showing	Perform dances confidently and fluently with accuracy and good timing Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme Improvise and combine dynamics	Use dribbling to change the direction of play with control under pressure Use a variety of dribbling techniques to maintain possession under pressure Use a variety of throwing techniques including fake passes to outwit an opponent Select and apply the appropriate kicking technique with control		Work collaboratively to create tactics within their team and evaluate the effectiveness of these

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	Can identify my own and others' strengths and areas for development and can suggest ways to improve 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 Can compete within the rules showing fair play and honesty	appropriate control and extension for the complexity of the action Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills	demonstrating an awareness of the impact on performance Use counts when choreographing and performing to improve the quality of work	Catch and intercept a ball using one and two hands with increasing success in game situations Receive a ball with consideration to the next move. Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure Confidently change direction to successfully outwit an opponent Effectively create and use space for self and others to outwit an opponent Work collaboratively to create tactics within their team and evaluate the effectiveness of these		
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<u>Swimming</u>			
NC reference	Each pupil is required to be able to do the following: -Perform safe self-rescue in different water based situations -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.		
Level	Beginners	Developers	Intermediate
Year 3/4/5	Submerge and regain feet in the water. Breathe in sync with an isolated kicking action from poolside Use arms and legs together to move effectively across a short distance in the water Glide on front and back over short distances Float on front and back for short periods of time Confidently roll from front to back and then regain a standing position	Confidently and consistently retrieve an object from the floor with the same breath Begin to co-ordinate breath in time with basic strokes showing some consistency in timing Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes Combine gliding and floating on front and back over an increased distance Float on front and back using different shapes with increased control Comfortably demonstrate sculling head first, feet first and treading water	Confidently combine skills to retrieve an object from greater depth Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes Confidently demonstrate good technique in a wider range of strokes over increased distances Combine gliding and transitioning into an appropriate stroke with good control Confidently link a variety of floating actions together demonstrating good technique and control Select and apply the appropriate survival technique to the situation

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<u>Physical Education – Whole Child</u>			
NC Reference	Pupils 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.	Pupils should enjoy communicating, collaborating and competing with each other. Pupils should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success	
	KS1	LKS2	UKS2
Social Skill	Encourage others to keep trying Talk to a partner about their ideas and take turns to listen to each other Work with a partner and small group to play games and solve challenges	Encourage and motivate others to work to their personal best Work with others to achieve a shared goal Work with others to self-manage games	Share ideas with others and work together to decide on the best approach to a task Lead others and show consideration of including all within a group Communicate with others clearly and effectively
Emotional	Show determination to continue working over a longer period of time Determined to complete the challenges and tasks set Explore skills independently before asking for help Confident to share ideas, contribute to class discussion and perform in front of others	Persevere when finding a challenge difficult Understand what their best looks like and they work hard to achieve it Begin to use rules showing awareness of fairness and honesty Show an awareness of how other people feel	Understand what maximum effort looks and feels like and show determination to achieve it Use different strategies to persevere to achieve personal best Compete within the rules showing fair play and honesty when playing independently Confident to attempt tasks and challenges outside of their comfort zone

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Thinking	Make decisions when presented with a simple challenge. E.g. move to an open space towards goal Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus Provide feedback beginning to use key words from the lesson	Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move. Select and apply from a wider range of skills and actions in response to a task. Provide feedback using key terminology	Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement Recognise and explain their thought process when playing games or completing tasks. E.g I moved here because my teammate was over there Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve Select and apply appropriate skills for the situation when under pressure
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