KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – PE

Strands

- At EYFS, the knowledge progression takes full account of the Early Learning Goals of:
  - Gross motor
  - Fine motor

- At key stage 1, the knowledge progression takes full account of the national curriculum's strands of:
  - Gymnastics
  - Dance
  - Basic Movement and Team Games

- At key stage 2, the knowledge progression takes full account of the national curriculum's strands of:
  - Athletics
  - Gymnastics
  - Competitive Games
  - Outdoor Adventure
  - Dance
  - Swimming
  - Evaluating

- Skills are dependent on specific knowledge. A skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained.

- There are relatively few assessment statements as these knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained.

- When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for PE for their age group.

EYFS and National Curriculum Subject Content – End of Key Stage expectations

Strand	Gross motor	Fine motor
EYFS	• 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	• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing

Strand	**Gymnastic**	**Basic movements and Team Games**	**Dance**

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Key Stage 1	• *Develop balance, agility and coordination and begin to apply these in a range of activities*		• Participate in team games, developing simple tactics for attacking and defending • *Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities*		• *Perform dances using simple movement patterns*	
Strand	**Gymnastics**	**Competitive Games**	**Dance**		**Outdoor and Adventurous Activity**	**Evaluate**
Key Stage 2	• *Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastic]*	• *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.*	• *Perform dances using a range of movement patterns.*	• *Use running, jumping, throwing and catching in isolation and in combination*	• *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. Revisit areas of improvement when able and appropriate.*
Strand	**Nursery**		**Vocabulary**	**Reception**		**Vocabulary**
Gross motor	To know how to walk confidently. To know how to climb onto furniture. To know how to walk upstairs with my hand held. To know how to run but sometimes fall. To know how to squat to pick up toys. To know how to climb into a large chair and turn to sit. To know how to carry large toys. To know how to attempt to kick a ball. To know how to stand on one foot with support. To know how to use my feet to scoot along on a trike. To know how to control my whole body and am able to negotiate space and objects. To know how to run safely on my whole foot. To know how to stop confidently when moving around the environment and can now run safely. To know how to squat with steadiness to rest or play with objects on the ground and rise to my feet without using my hands. To know how to kick a large ball. To know how to walk upstairs or downstairs holding onto a rail, two feet on a step. To know how to respond and move to rhythm and music. To know how to move spontaneously within available space. To know how to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. To know how to go up steps and stairs, or climb up apparatus, using alternate feet. To know how to skip, hop, stand on one leg and hold a pose for a game like musical statues. To know how to use large-muscle movements to wave flags and streamers, paint and make marks.		Round, under, over, move, space Music, dance, move Ball, beanbag, run, walk, stop, space, safe	To know how to stand momentarily on one foot when shown To know how to catch a large, soft ball To know how to move freely and with pleasure and confidence in a range of ways, such as rolling, crawling, walking, running and jumping To know how to run skilfully and negotiate space successfully To know how to able to stand momentarily on one foot when asked To know how to move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, skipping, sliding and hopping To know how to skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles To know how to show increasing control over an object in rolling, stopping, pushing, patting, throwing, catching or kicking it To know how to negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles To know how to travel with confidence and skill around, under, over and through balancing and climbing equipment Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing To 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 To progress towards a more fluent style of moving, with developing control and grace To know how to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor To progress towards a more fluent style of moving, with developing control and grace To know how to combine different movements with ease and fluency	Round, under, over, move, space, jump, land, shape, star, tuck, straight, shake, sway, ball, beanbag, run, walk, stop, safe, roll, crawl, throw, partner, slow, fast, direction, forward, backwards, music, dance, move, wiggle, soft, slither, skip, slide, hop, catch

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	To know how to start taking part in some group activities which they make up for themselves, or in teams. To know how to increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. To know how to 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. To know how to 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. To know how to collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. **To know how to stand momentarily on one foot when shown.** **To know how to catch a large ball.** **To know how to move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.** **To know how to run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.**		To know how to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group To know how to develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming .To know how to consider others when taking part in physical activity .To start to know the meaning of strength, balance and coordination To develop overall body-strength, balance, co-ordination and agility To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball **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**	

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Fine motor	To know how to use a fisted grasp or fist grip. To know how to use a palmer grasp and four-finger grip. To know how to use a five finger grasp and pincer grip. To know how to make connections between my movement and the marks I make, eg drawing, rolling, kneading and squashing. To know how to choose the right resources to carry out their own plan, eg brush thickness. To know how to pick up tiny objects using a fine pincer grasp. To know how to use one-handed tools and equipment, for example, scissors, crayons, pencils, pens and chalk. To know how to use a comfortable grip with good control when holding pens and pencils. To know how to how a preference for a dominant hand. **To know how to use one-handed tools and equipment, e.g. make snips in paper with child scissors.** **To know how to hold a pencil between thumb and two fingers, no longer using whole-hand grasp.** **To know how to hold a pencil near the point between first two fingers and thumb and use it with good control.**	Mark Lines Picture Pencil Crayon Chalk Pen Brush Roll Knead Squash Thick Thin	To be able to use one-handed tools and equipment, e.g. make snips in paper with child scissors. To be able to hold a pencil between thumb and two fingers, no longer using whole-hand grasp. To be able to hold a pencil near the point between first two fingers and thumb and use it with good control. To be able to show a preference for a dominant hand To be able to use a pincer grasp To be able to rotate, move and turn objects To be able to use a tripod grasp To be able to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons To be able to use a purposeful grip to manipulate objects To be able to develop the foundations of a handwriting style which is fast, accurate and efficient **Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases** **Use a range of small tools, including scissors, paint brushes and cutlery** **Begin to show accuracy and care when drawing**	Snip Control Describe Pincer Tripod Rotate Size Real Playdough Plasticine Salt dough

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Strand	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6
Gymnastic movements	• make body curled, tense, stretched and relaxed. • Perform basic Gymnastics shapes; stretch, star, tuck, pike, straddle • control body when travelling and balancing • copy sequences and repeat them • roll, curl, travel and balance in different ways **Know that there are ways to move confidently and safely in their own and general space, using change of speed and direction.** **Know that movement phrases have with beginnings, middles and ends.** **Know that there are a variety of gymnastic actions to explore and perform**	• Plan and perform a sequence of movements; rolling, curling, travelling, jumping and balancing in different ways • Perform basic Gymnastic shapes and use these in a sequence; stretch, star, tuck, pike, straddle, front support, back support • Improve sequence based on feedback • Think of more than one way to create a sequence which follows some 'rules' **Know that a simple sequence can be made with a partner by sharing ideas.** **Know that there are ways to create routines which have a clear beginning and ending.** **Know that a combination of gymnastic actions can be remembered, repeated and link body shapes and balances under control and with precisions.**	**Gymnastics**	• adapt sequences to suit different types of apparatus and criteria • perform sequences with a partner **Know that contrasting actions can be used to plan a sequence.** **Know that own ideas for movements can be used as a response to a task.** **Know that actions can be completed with increasing balance and control.** **Know that there are ways to move in unison with a partner and adapt sequences to suit different types**	• move in a controlled way • include change of speed and direction in a sequence • explain how strength and suppleness affect performance • work with a partner to create, repeat and improve a sequence with at least three phases • explore a variety of individual and partner balances **Know that a sequence can be planned and performed with a partner that includes a change of level and shape.** **Know that balances can be performed safely individually and with a partner.** **Know that body tension can improve the control and quality of their movements.** **Know that a performance can be improved by watching, describing and suggest possible improvements.**	• make complex extended sequences • perform consistently to different audiences • use equipment to increase difficulty of different skills **Know that apparatus can be used to create and perform sequences individually and with a partner.** **Know that a set criteria can be used to make simple judgments about performances and suggest ways they could be improved.** **Know that a canon and synchronisation, and matching and mirroring can be used when performing with a partner and a group.**	• combine own work with that of others • sequences to specific timings • combine action, balance and shape **Know that gymnastics can develop flexibility, strength, technique, control and balance.** **Know that gymnastic actions, shapes and balances can be combined and performed with control and fluency.** **Know that a performance can be improved by watching, describing and suggest possible improvements.**
Basic movements and Team games	• throw a large, soft ball underarm towards a target • Begin to show confidence in ball handling skills; throw and kick a large ball in different ways **Know that choices can be made to confidently keep safe in the space during a game.** **Know that different parts of the body can retrieve**	• Show confidence in ball handling skills; use hitting, kicking and/or rolling in a game situation (large ball). • decide the best space to be in during a game; make simple decisions about when and where to run • show spatial awareness and awareness of others in running chasing and avoiding games	**Competitive Games**	• be aware of space and use it to support team-mates and to cause problems for the opposition • know and use rules fairly • use control and accuracy when aiming for a target **Know that a ball can move towards a goal with increasing control.** **Know that players can move into space to help support a team.**	• throw and catch accurately with one hand • hit/throw/kick a ball accurately with control • vary tactics and adapt skills depending on what is happening in a game • communicate with other during team games **Know that a ball can be passed, received and shoot the ball with increasing control.**	• Gain possession by working as a team and pass in different ways during a game of basketball/netball. • Choose a specific tactic for defending and attacking in a game of hockey. • use a number of techniques to pass, dribble and shoot using a basketball **Know that there are different skills for different situations.**	• agree and explain rules to others • work as a team and communicate a plan, selecting appropriate strategies • lead others in a game situation when the need arises **Know that a ball can be passed, received and shot with increasing control under pressure.**

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	and stop a ball.	• use tactics in a game • listen carefully and follow the rules to play a game **Know that there are simple tactics for attacking and defending.** **Know that simple tactics can be used while participating in team games.** **Know that a ball can be caught and controlled in movement.**			**Know that team work can be used to keep possession and score goals when attacking.** **Know that simple tactics can be used to help a team score or gain possession.**	**Know that there are strategies to pass, receive and shoot the ball with some control under pressure.** **Know that there are ways to contribute when attacking and defending in a range of positions.**	**Know that a variety of strategies are used to play competitive games and these can be applied in different ways.**
			Athletics	• run at fast, medium and slow speeds; changing speed and direction • perform different take off techniques for jumping distance and height **Know that there are different ways to take off and land when jumping.** **Know that there are ways to develop jumping for distance and height.** **Know that actions and approaches can be changed to impact on jumping accuracy and distance.**	• sprint over a short distance and show jog at a steady pace when running over a long distance • demonstrate a variety of techniques when jumping in different ways, • throw in different ways and hit a target, when needed **Know that there is a difference between sprinting and jogging and the skills involved in each.** **Know that there are a variety of different throwing techniques.** **Know that there are strategies to jump for distance and height with control and balance.** **Know that there are strategies that can be used to throw with some accuracy and power into a target area.**	• Show control when taking off and landing • Throw a javelin with increasing accuracy • Combine running and jumping, for example; triple jump. • sprint over a short distance and show stamina when running over a long distance **Know that different paces can be used at different points in a running event.** **Know that there are a range of jumps with different techniques.** **Know that there are good techniques when throwing for distance and accuracy.** **Know that stamina and power help people to perform well in different athletic activities.**	• demonstrate stamina and increase strength • use an effective starting position to improve throwing technique • explore how to alter the direction of a jump (focusing on distance and height) **Know that there are a range of jumps with varying levels of power, control and consistency at both take off and landing.** **Know that there is a way to throw with accuracy and good technique when throwing for distance.** **Know that some athletic activities can improve strength, power or stamina.**
Dance	• perform own dance moves linked to a stimulus • copy or make up a short dance • move safely in a space **Know that by using a range of body actions and body**	• change rhythm, speed, level and direction in dance • Plan short dances linked to a stimulus • make a dance sequence by linking sections together	**Dance**	• improvise freely and translate ideas from a stimulus into movement • share and create phrases with a partner and small group • remember and repeat dance perform phrases	• take the lead when working with a partner or group • use dance to communicate an idea • use dance to show a mood or feeling • explore different ways of performing with a partner or small group	• Compose own dances in a creative way linked to a stimulus • Perform dance to an accompaniment of music • Know dance shows clarity, fluency, accuracy and consistency • Perform to others and provide others with	• develop sequences in a specific style • choose own music and style • use props to enhance performance **Know that dances can be performed using a range of movement patterns**

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	parts a performance of movement can be created. **Know that the body can be explored and movement ideas can be responded to imaginatively in a range of stimuli.** **Know that movements can be composed and linked to have simple beginnings, middles and ends.**	**Know that dances can be performed using simple movement of patterns.** **Know that dancers can explore the change of rhythm, speed, level and direction.**		**Know that dance phrases can be created to communicate ideas.** **Know that dance phases can be created with a partner and in a small group and in unison.** **Know that dynamic and expressive qualities can be used to express an idea.** **Know that counts can be used to keep in time with a group and the music.**	**Know that simple motifs and movement patterns can be used to structure dance phrases on their own, with a partner and in a group.** **Know that a range of stimuli related to character and narrative will allow the dancer to respond imaginatively to the music.** **Know that formation, canon and unison can be used to develop a dance.** **Know that dances can be performed clearly and fluently.**	feedback on their performance **Know that actions can be adapted and refined, dynamics and relationships in a dance.** **Know that different styles of dance can be performed clearly and fluently.** **Know that are different ways to suggest improvements to their own and other people's work**	**Know that individuals, pairs and groups can choreograph motifs and structure simple dances how to work creatively and imaginatively.** **Know that props can be used to choreograph a dance.** **Know that appropriate language can be used to evaluate and refine their own and others' work.**
			Outdoor Adventurous Activity	• follow a map in a familiar context • use clues to follow a route • follow a route safely working in a small group **Know that there are effective ways to communicate ideas and listen to others.** **Know that there are best ways to work with a partner and a small group to plan and attempt to apply strategies to solve problems.** **Know that there are a range of skills to map reading skills.**	• follow a map in a (more demanding) familiar context • working with a partner, lead the route by giving accurate instructions • 'Capture the flag' team building invasion game **Know that there are ways to accurately follow and give instructions.** **Know that there are key symbols on a map and a key to help navigate around a grid.** **Know that reflections can be made upon solving challenges.**	• Follow a map into an unknown location – orienteering activities. • Use clues and a compass to navigate a route • Change route to overcome a problem • Use new information to change route **Know that there are ways to work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.** **Know that critical thinking is beneficial when approaching a task.** **Know how to navigate around a course using a map.** **Know that there are strategies to solving challenges and ways to alter methods in order to improve.**	• plan a route and a series of clues for someone else • plan with others, taking account of safety and danger **Know that critical thinking allows you to form good ideas.** **Know that group thinking and reflection are a best method to solve problems and overcome challenges.** **Know that there are a variety of strategies to orientate and use a map efficiently to navigate around a course.**

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Evaluate	• say what they like about a performance (dance and gymnastics)	• improve dance and gymnastics sequences based on feedback • say why they have chosen to move in a particular way (dance)	**Evaluate**	• compare and contrast gymnastic sequences • recognise own improvement in ball games	• provide support and advice to others in gymnastics and dance • be prepared to listen to the ideas of others	• Pick up on something a partner does well and also on something that can be improved. • Know why own performance was better or not as good as their last • I can listen to detailed feedback about specific aspects of a performance and use it to improve.	• know which sports they are good at and find out how to improve further
			Swimming	• swim competently and confidently to 25 metres. • begin to use a range of strokes effectively such as front crawl, backstroke and breaststroke • know and demonstrate how to stay safe in the water.	• swim competently, confidently and proficiently to 25 metres • use a range of strokes effectively such as front crawl, backstroke and breaststroke. • know, demonstrate and understand the importance of staying safe in the water.	• Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively such as front crawl, backstroke and breaststroke. • Begin to 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 such as front crawl, backstroke and breaststroke • perform safe self-rescue in different water-based situations.