P.E Knowledge Progression

	Reception	ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fundamentals **Fundamental skills could be taught in the lead up to team games as a separate skill.**	Travel on hands Travel on feet. Jumping Underarm throw Climbing Running fast Balancing on small and large body parts Balancing on one leg Rolling		To assess the fundamental movement skills of hopping, jumping and underhand throwing.	To assess the fundamental movement skills of hopping, jumping and underhand throwing.				
	Rock and roll Rolling		To develop fundamental movement skills.	To develop fundamental movement skills.				
	Overarm throw Travel on hands and feet		To assess the fundamental movement skills of running fast, skipping and overhand throwing.	To assess the fundamental movement skills of running fast, skipping and overhand throwing.				
			To assess the fundamental movement skills of catching and bouncing a ball.	To assess the fundamental movement skills of catching and bouncing a ball.	.			
			To develop fundamental movement skills.	To develop fundamental movement skills.				
Dance			To explore movement including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination	Explore a range of actions related to topic	To explore movement, communicating characters feelings. .	To explore movement, communicating character. Use simple choreographic principles and perform a more complex dance phrases to communicate narrative with a partner.	To be able to create gestures using a stimulus	To be able to create gestures using a stimulus .

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		To watch, copy and discuss the ideas.	To compose and perform a dance phrase showing the movements.	Use simple choreographic principles and perform a more complex dance phrases to communicate narrative with a partner.	Describe interpret and evaluate their own and others dance.	To be able select effective movements	To be able select effective movements
		To explore movement ideas based around a theme.	To respond to a stimulus.	Describe interpret and evaluate their own and others dance.	Use simple choreographic principles and perform a more complex dance phrases to communicate narrative with a partner	To be able to develop and improve their work .	To be able to develop and improve their work and areas for improvement
		To watch, copy and discuss movement id eas.	To select appropriate movements and body shapes to communicate ideas in relation to the topic.	Create a sequence conveying more than one character.			
					Create a sequence conveying more than one character. Convey a narrative involving two characters. .	To be able to create travelling patterns using a stimulus and areas for improvement	To be able to create travelling patterns using a stimulus
Creative Development To explore high and low movements To develop an awareness of weight e.g light & delicate movements		To create friendship circle dances. Respond imaginatively to stimuli and create movement phrases with a clear start and finish.	To explore body shapes and movements which communicate with characters from the topic.	Convey a narrative involving two characters.	Describe what you need to do to warm up/cool down for dance. Work as a group to combine movements to create a sequence.	To be able to contribute to a canon sequence	To be able to contribute to a canon sequence
To use curved pathways To explore a variety of big shapes To travel slowly		To create a sequence with a travel, turn and jump	To explore movements to depict life in a seaside village.	Describe what you need to do to warm up/cool down for dance.	To combine sequences to create a final performance	To be able to learn a piece of group choreography	To be able to learn a piece of group choreography

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	To recognise the difference between big & small shapes				Work as a group to combine movements to create a sequence.	To develop key movements skills using a stimulus	To be able to create a solo sequence using a stimulus	To be able to create a solo sequence using a stimulus
	To express feelings & emotions through movement				To combine sequences to create a final performance	To use a stimulus for creating a dance	To be able to develop and improve their work.	To be able to develop and improve their work.
	To demonstrate changes in speed					To develop choreography skills to create a dance		To be able to recall the group choreography and identifying strengths
	To assist children to communicate feelings through movement					To create and perform a dance with a partner		To be able to create a sequence using development techniques
	To develop a variety of different levels							To be able to participate in a whole class performance with accuracy, control and timing
	To develop body control & coordination through stillness							To be able to show a contrast of emotions in the three different sections
								To be able to respond to own work using Dance words
								To be able to make comparisons against previous work whilst
			Can develop the basic skills of travelling, rolling, jumping and creating shapes.	Can develop the basic skills of travelling, rolling, jumping and creating shapes.	Can perform some balancing on small body parts, travelling, rolling and jumping with limited control and accuracy	Can perform some balancing on small body parts, travelling, rolling and jumping with limited control and accuracy	Can develop the basic skills of travelling, rolling, jumping and creating shapes.	
Gymnastics			Can develop the basic skills of travelling creating tuck shapes.	Can develop the basic skills of travelling creating tuck shapes.	Can create a short sequences of movement that include travelling, balancing, jumping and rolling with help	Can create a short sequence of movements that include travelling, balancing, jumping and rolling with help	Can develop the basic skills of travelling creating tuck shapes.	Can develop the basic skills of travelling, rolling, jumping and creating shapes.
			Can create wide shapes	Can create wide shapes	Can perform balances on one foot and 2,3 and 4 small body parts with stillness.	Can perform balances on one foot and 2,3 and 4 small body parts with stillness.	To link travelling, jumping and rolling movements together into a sequence	Can develop the basic skills of travelling creating tuck shapes.

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		To link travelling, jumping and rolling movements together into a sequence.	To link travelling, jumping and rolling movements together into a sequence	Travel on hands and feet, jump and land 2 feet to 2 feet with control and perform rolling actions	Travel on hands and feet, jump and land 2 feet to 2 feet with control and perform rolling actions	Can perform balances on one foot and 2,3 and 4 small body parts with stillness.	Can create wide shapes
		Can revise and apply the basic skills of travelling with different shapes.	Can revise and apply the basic skills of travelling with different shapes	Can create and perform a gymnastic sequence of six actions, showing a clear beginning, middle and end which includes a change of speed and direction	Can create and perform a gymnastic sequence of six actions, showing a clear beginning, middle and end which includes a change of speed and direction	Travel on hands and feet, jump and land 2 feet to 2 feet with control and perform rolling actions	To link travelling, jumping and rolling movements together into a sequence.
		To link travelling, jumping, balancing and rolling movements together into a sequence.	To link travelling, jumping, balancing and rolling movements together into a sequence.	Can perform balances on one foot and 2,3 and 4 small body parts with stillness.	Can perform balances on one foot and 2,3 and 4 small body parts with stillness. Travel on hands and feet, jump and land 2 feet to 2 feet, and accuracy of movement	Can create and perform a gymnastic sequence of six actions, showing a clear beginning, middle and end which includes a change of speed and direction	Can revise and apply the basic skills of travelling with different shapes.
		To link travelling, and balancing movements together into a sequence	To link travelling, and balancing movements together into a sequence	Can create and perform a gymnastic sequence of more than six actions showing a clear beginning, middle and end and includes different levels, speeds and directions where the changes between the actions are smooth and flow. Evaluate and recognise their own success	Can create and perform a gymnastic sequence of more than six actions showing a clear beginning, middle and end and includes different levels, speeds and directions where the changes between the actions are smooth and flow.	Evaluate and recognise their own success	To link travelling, jumping, balancing and rolling movements together into a sequence.
		To link travelling, jumping and balancing movements together into a sequence.	To link travelling, jumping and balancing movements together into a sequence.		Evaluate and recognise their own success		To link travelling, and balancing movements together into a sequence
					What do you need to change or practise to improve your balance or jumping and landing?		To link travelling, jumping and balancing movements together into a sequence
					Can you name the actions you saw? How was each action performed?		
					How many body parts were used in balances		

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			To explore throwing equipment underarm	To explore throwing equipment underarm	To send and receive a ball	To send and receive a ball	To develop the skill of passing and catching a netball.	To develop the skill of passing and catching a netball.
			To develop the skill of the side gallop	To develop the skill of the side gallop	To send a ball and move into space to receive a pass	To send a ball and move into space to receive a pass	To develop the skill of passing a netball using a shoulder pass.	To develop the skill of passing a netball using a shoulder pass.
				. To develop the skill of running	To send and receive a ball in a simple game	To send and receive a ball in a simple game	To develop the skill of shooting in netball	To develop the skill of shooting in netball
Games			To develop the skill of running	To apply throwing an object underarm in different ways	To use simple tactics in a game	To use simple tactics in a game	To select appropriate strategies for attack	To select appropriate strategies for attack
			To apply throwing an object underarm in different ways	To develop the skill of dodging To apply simple tactics in a team game	To send and receive a ball in a invasion game	To send and receive a ball in a invasion game	To develop their ability to evaluate their own and others work and suggest ways to improve it.	To develop their ability to evaluate their own and others work and suggest ways to improve it.
			To develop the skill of dodging		To revise simple tactics in a invasion game	To revise simple tactics in a invasion game	To choose and apply skills and tactics consistently in netball type competitive games.	To choose and apply skills and tactics consistently in netball type competitive games.
			To apply simple tactics in a team game		To evaluate their own and others success	To evaluate their own and others success	To develop their ability to evaluate their teams work and suggest ways to improve it.	To develop their ability to evaluate their teams work and suggest ways to improve it.
					To ‘play three touch ball’	To ‘play three touch ball’		
Athletics			To develop the skill of running fast	To assess the fundamental movement skills of hopping, jumping and underhand throwing.				
			To explore different ways of throwing	To develop fundamental movement skills.				

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		To throw under arm accurately	To assess the fundamental movement skills of running fast, skipping and overhand throwing.				
		To throw over arm at distance.	To assess the fundamental movement skills of catching and bouncing a ball.				
		To throw overarm with accuracy	To develop fundamental movement skills.		To develop running and throwing skills in a n athletic type activity	To develop	To develop running skills in isolation To develop throwing skills
		To explore jumping for distance			To perform different techniques for throwing		To explore combining jumping actions
		To explore push throws			To run, jump and throw in an athletic event		To develop jumping actions To develop running and throwing skills
		To complete an obstacle courser					To develop jumping actions in combination
Net and wall games				To be able to get ready to receive a ball/ shuttlecock.	To be able to get ready to receive a ball/ shuttlecock. To be able to anticipate where a ball/ shuttlecock will arrive.	To be able to get ready to receive a ball/ shuttlecock.	To be able to get ready to receive a ball/ shuttlecock.

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				To be able to anticipate where a ball/ shuttlecock will arrive.	To be able to use the correct racket grip.	To be able to anticipate where a ball/ shuttlecock will arrive.	To be able to anticipate where a ball/ shuttlecock will arrive.
				To be able to use the correct racket grip. .	To be able to control a ball using a racket. .	To be able to use the correct racket grip.	To be able to use the correct racket grip.
				To be able to control a ball using a racket.	To be able to drop/throw a ball/ shuttlecock into a good position so that it can be hit by a racket.	To be able to control a ball using a racket.	To be able to control a ball using a racket.
				To be able to serve a ball/ shuttlecock into the part of the court aimed for.			
				To be able to keep a ball/shuttlecock in play by concentrating on its placement within the court	To be able to keep a ball/shuttlecock in play by concentrating on its placement within the court	To be able to drop/throw a ball/ shuttlecock into a good position so that it can be hit by a racket.	To be able to drop/throw a ball/ shuttlecock into a good position so that it can be hit by a racket.
					To be able to serve a ball/ shuttlecock into the part of the court aimed for.	To be able to serve a ball/ shuttlecock into the part of the court aimed for.	To be able to serve a ball/ shuttlecock into the part of the court aimed for.
						To be able to keep a ball/shuttlecock in play by concentrating on its placement within the court	To be able to keep a ball/shuttlecock in play by concentrating on its placement within the court
				To be able to get ready to receive a ball/ shuttlecock.	To be able to get ready to receive a ball/ shuttlecock.	To send and receive a ball in a striking and fielding game	To be able to get ready to receive a ball/ shuttlecock.
Striking and fielding				To be able to anticipate where a ball/ shuttlecock will arrive.	To be able to anticipate where a ball/ shuttlecock will arrive.	To receive a ball in a striking and fielding game	To choose and apply skills and tactics consistently in an invasion type game
				To be able to use the correct racket grip. .	To be able to use the correct racket grip.	To evaluate success	To develop sending a ball To develop fielding skills

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				To be able to control a ball using a racket.	To be able to control a ball using a racket.	To strike a ball in a striking and fielding game	To develop sending and striking a ball To develop fielding skills
				To be able to drop/throw a ball/ shuttlecock into a good position so that it can be hit by a racket.	To be able to drop/throw a ball/ shuttlecock into a good position so that it can be hit by a racket.	To use simple tactics in a striking and fielding game	To develop striking a ball and apply simple tactics in a game
				To be able to serve a ball/ shuttlecock into the part of the court aimed or.	To be able to serve a ball/ shuttlecock into the part of the court aimed for.	To evaluate tactics used in a striking and fielding game	To apply basic principles of striking and fielding in a game
				To be able to keep a ball/shuttlecock in play by concentrating on its placement within the court	To be able to keep a ball/shuttlecock in play by concentrating on its placement within the court.	To apply basic principles of striking and fielding in a game	
						To evaluate and recognise their own success	To evaluate and recognise their own success
OAA					To work effectively as part of a team	To know that a map is a bird's eye view plan of the ground	To know that a map is a bird's eye view plan of the ground
					To take part in cooperation challenges as a member of a team	To know some of the symbols on a orienteering map	To know some of the symbols on a orienteering map
						To know how to keep the map set or orientated when they move around a simple course	To know how to keep the map set or orientated when they move around a simple course
						To run safely with a map around a simple orienteering course	To run safely with a map around a simple orienteering course

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							To know the 8 points of a compass	To know the 8 points of a compass
							To navigate a control marker	To navigate a control marker
							To navigate to a control marker on a simple course	To navigate to a control marker on a simple course
							To understand how OPAA can help their fitness and health	To understand how OPAA can help their fitness and health