

# Physical Education (PE) Progression Document

## Physical Education (PE) Progression in Knowledge and Skills

### Curriculum Intent

We want our children to become **physically literate**, developing the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

Our high-quality physical education curriculum:

- ✓ inspires all pupils to succeed and excel in competitive sport and other physically demanding activities.
- ✓ provides opportunities for our children to become physically confident in a way which supports their health and fitness.
- ✓ provides opportunities for our children to compete in sport and other activities to build character and to help embed values such as fairness and respect.

We believe physical activity is essential to the overall development of children, not only does exercise improve a child's overall health and fitness it helps to improve their mental health and cognitive development, by doing physical exercise, children are more likely to concentrate and maintain focus when learning.

### Curriculum Implementation

Our National Curriculum planning ensures that all children are prepared well for the next stage of their education, and we use the Sport Premium to achieve self-sustaining improvement in the quality of PE and sport.

- ✓ We do this through:
- ✓ High quality professional development of all staff so they gain the necessary subject knowledge to teach Physical Education to a high standard.
- ✓ Long Term and Medium-Term planning which builds in a progressive way and includes clear end points, so children gain the necessary knowledge and skills to be successful.
- ✓ Lessons with clear objectives which provide all our children with stimulating, enjoyable and appropriately challenging learning experiences.
- ✓ Promoting physical activity as an important contributor to a healthy lifestyle, thus encouraging our children to see the importance of lifelong physical activity.
- ✓ Providing a balance of individual, paired and group activities so that children have opportunities to work independently, co-operatively, collaboratively and in competitive situations.
- ✓ Providing opportunities for children so they can take part in activities outside of their normal physical education lessons including sports festivals within the community.
- ✓ Ensuring all children have access to at least 2.5 hours of physical activity each week, consisting of two PE curriculum sessions and includes active playtimes and lunchtimes where fundamental movement skills are also developed.

All PE lessons are carefully planned, the teaching objectives cover the four aspects of PE outlined in the National Curriculum:

- ✓ Acquiring and developing skills.
- ✓ Selecting and applying skills, tactics and compositional ideas.
- ✓ Evaluating and improving performance.
- ✓ Knowledge and understanding of health and fitness.

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### **Substantive and disciplinary knowledge in PE**

**Substantive knowledge** in PE is based on deliberate practice and development of specific skills that can be used in a variety of disciplines, sports and games e.g.:

- Running, jumping, throwing and catching
- Tactics within a team game e.g., strategies for attacking and defending
- Being able to perform specific actions, balances and movements in line with year group expectations

**Disciplinary knowledge** in PE comes through opportunities for the children to choose and apply their own actions, balances, movements and skills. Once they have mastered the specific skills, they have opportunities to apply these within sports and games and therefore have to choose different strategies and the best way to approach different challenges. As they move through school, their skills and knowledge around tactics become more complex and they have to work collaboratively to make decisions. There are lots of opportunities for the children to evaluate their performances and reflect on how they will improve next time.

National Curriculum Outcomes	End of Early Years Foundation Stage	End of Key Stage 1
	<p><b>PHYSICAL DEVELOPMENT</b></p> <p><b>ELG – Gross Motor Skills</b>                      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.</p> <p><b>ELG – Fine Motor Skills</b>                      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.</p>	<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.</p> <p>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"> <li>♣ 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</li> <li>♣ participate in team games, developing simple tactics for attacking and defending</li> <li>♣ perform dances using simple movement patterns.</li> </ul>

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Substantive Knowledge	Key concept	Nursery		Reception	Y1	Y2
		Birth-3	3–4-year-olds	5-year-olds	6-year-olds	7-year-olds
<b>FUNDAMENTAL MOVEMENT SKILLS</b>	To develop practical skills in order to participate, compete and lead healthy lifestyles.	<ul style="list-style-type: none"> <li>• Eat finger food and develop likes and dislikes.</li> <li>• Explores different materials</li> <li>• Show an increasing desire to be independent, such as wanting to feed themselves</li> <li>• Sit without support.</li> <li>• Begin to crawl in different ways and directions.</li> <li>• Pull themselves upright and bouncing in preparation for walking.</li> <li>• Lift their head while lying on their front.</li> <li>• Push their chest up with straight arms.</li> <li>• Roll over: from front to back, then back to front.</li> <li>• Begin to walk independently – choosing appropriate props to support at first.</li> <li>• Show an increasing desire to be independent, such as wanting to dress or undress.</li> <li>• Reach out for objects as coordination develops.</li> <li>• Lift objects up to suck them.</li> </ul>	<ul style="list-style-type: none"> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Start eating independently and learning how to use a knife and fork.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Explore a variety of movements.</li> </ul> <p><b>Stability</b></p> <ul style="list-style-type: none"> <li>• Balancing on one leg.</li> <li>• Walking the beam</li> <li>• Rolling</li> </ul> <p><b>Locomotion</b></p> <ul style="list-style-type: none"> <li>• Running</li> <li>• Jumping for height</li> <li>• Jumping for distance</li> <li>• Hopping</li> <li>• Skipping</li> <li>• Galloping and skipping</li> <li>• Dodging</li> </ul> <p><b>Object control</b></p> <ul style="list-style-type: none"> <li>• Rolling a ball</li> <li>• Underarm throwing</li> <li>• Overarm throwing</li> <li>• Catching</li> <li>• Kicking</li> <li>• Bouncing a ball (dribbling)</li> <li>• Dribbling with feet</li> <li>• Striking a ball</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a variety of different locomotion skills.</li> </ul> <p><b>Stability</b></p> <ul style="list-style-type: none"> <li>• Balancing on one leg.</li> <li>• Walking the beam</li> <li>• Rolling</li> </ul> <p><b>Locomotion</b></p> <ul style="list-style-type: none"> <li>• Running</li> <li>• Jumping for height</li> <li>• Jumping for distance</li> <li>• Hopping</li> <li>• Skipping</li> <li>• Galloping and skipping</li> <li>• Dodging</li> </ul> <p><b>Object control</b></p> <ul style="list-style-type: none"> <li>• Rolling a ball</li> <li>• Underarm throwing</li> <li>• Overarm throwing</li> <li>• Catching</li> <li>• Kicking</li> <li>• Bouncing a ball (dribbling)</li> <li>• Dribbling with feet</li> <li>• Striking a ball</li> </ul>	<ul style="list-style-type: none"> <li>▪ Combine different types of locomotion skills.</li> <li>▪ Perform locomotion skills in combination, moving from one type of movement to another.</li> </ul> <p><b>Stability</b></p> <ul style="list-style-type: none"> <li>• Balancing on one leg.</li> <li>• Walking the beam</li> <li>• Rolling</li> </ul> <p><b>Locomotion</b></p> <ul style="list-style-type: none"> <li>• Running</li> <li>• Jumping for height</li> <li>• Jumping for distance</li> <li>• Hopping</li> <li>• Skipping</li> <li>• Galloping and skipping</li> <li>• Dodging</li> </ul> <p><b>Object control</b></p> <ul style="list-style-type: none"> <li>• Rolling a ball</li> <li>• Underarm throwing</li> <li>• Overarm throwing</li> <li>• Catching</li> <li>• Kicking</li> <li>• Bouncing a ball (dribbling)</li> <li>• Dribbling with feet</li> <li>• Striking a ball</li> </ul>

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		<ul style="list-style-type: none"> <li>• Pass things from one hand to the other.</li> <li>• Let go of things and hand them to another person, or drop them.</li> </ul>				
<b>Vocabulary</b>		<p><i>Run, jump, skip, forward backward, freeze, hop, round, up, down, slow, roll, slowly fast, creep, bend, balance, catch, throw, push, kick,</i></p>		<p><i>Run, walk, hop, gallop, jump, bump, tiptoe, Space- in and out, small steps, giant strides, balance, wide, narrow, shapes, long, thin, tall, statue, hold, strong, tight, travel, stop, still, carry space, control,</i></p> <p><i>Tall, thin, bend, small, big,</i></p> <p><i>Bending, carrying, picking up, moving, knee, shoulder, head, back, tummy, hand, foot, elbows, kick, steer, zigzag pathway, straight pathway, hit, score, between, in and out, aiming, throwing, bouncing, catching</i></p> <p><i>Passing, nearer, further, higher, lower</i></p>	<p><i>Striking, catching, own space, team, speed, direction, passing, controlling, shooting, scoring, forwards, backwards, sideways, dodge, spring, jump, freeze, slow, quick, swish, crawl, kick, speed and pathway, stretch, tuck, star, balance, stillness, creative, transition, jump, stretch, star, tuck, control, swing and match.</i></p>	<p><i>Striking, catching, fielding, team, direction, passing, controlling, shooting, shoot, scoring, score, co-operate, dribble, control, send, receive, points, goals, rules, tactics, batting, dodge, under arm, over arm, sending, accuracy, encourage</i></p>
<b>GYMNASTICS</b>	To develop practical skills in order to participate, compete and lead healthy lifestyles.	<ul style="list-style-type: none"> <li>• Walk, run, jump and climb – and start to use the stairs independently.</li> <li>• Spin, roll and independently use ropes and swings (for example, tyre swings).</li> <li>• Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</li> </ul>	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing.</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate 3 ways of travelling.</li> <li>• Demonstrate balances using large and small body parts.</li> <li>• Demonstrate the ability to rock backwards and forwards in a small shape, keeping bent legs in tight to the body.</li> <li>• Demonstrate a log roll.</li> <li>• Choose and demonstrate 4 different types of jump.</li> <li>• Perform bunny jumps.</li> <li>• Perform a straight jump.</li> <li>• Perform a balance on apparatus.</li> <li>• Perform a jump using apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>• Copy and remember actions.</li> <li>• Move with some control and awareness of space.</li> <li>• Link two or more actions to make a sequence.</li> <li>• Show contrasts (such as small/tall, straight/curved, wide/narrow).</li> <li>• Travel by rolling forwards, backwards and sideways.</li> <li>• Hold a position whilst balancing on different points of the body.</li> <li>• Climb safely on equipment.</li> <li>• Stretch and curl to develop flexibility.</li> <li>• Jump in a variety of ways and land with increasing control and balance.</li> </ul>

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		<ul style="list-style-type: none"> <li>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them</li> </ul>		<p>sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <ul style="list-style-type: none"> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Develop overall body-strength, balance, co-ordination and agility.</li> </ul>		<ul style="list-style-type: none"> <li>Use movement adaptations to vary the ways of travelling.</li> <li>Perform a star jump off a low piece of apparatus onto a mat.</li> <li>Perform 3 balances on different pieces of apparatus using a variety of body parts.</li> <li>Perform 3 jumps using different pieces of apparatus, on, off or along.</li> </ul>
<b>Vocabulary</b>		<i>Stand, run, jump, walk, hop, forward, crawl, roll</i>	<i>Walk, direction, backwards, forwards, sideways, straight, line, space, travelling, run, hop, jump, over, between, turn, underneath, roll</i>	<i>Straight, pike, tuck, straddle, star, shape, curl, roll, position, body parts, travel balance jump</i>	<i>Stretch, balance, tension, zig-zag, travelling, jumping, climbing, repeat, sequence, space, perform, adapt, direction, speed, levels, shapes, pike, star, straddle, straight, tuck, landing, health and fitness</i>	<i>Speed, compose, movements, position, extend, travel, combinations, demonstrate, repeat, create, stretch, point, balance, level, tension, smooth, sequence, shapes – pike, star, straddle, top to toe, tuck health and fitness – warm up/ cool down</i>
<b>GAMES</b>	To develop practical skills in order to participate, compete and lead healthy lifestyles.	<ul style="list-style-type: none"> <li>Enjoy starting to kick, throw and catch balls.</li> <li>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> <li>Enjoy moving when outdoors and inside.</li> <li>Build independently with a range of appropriate resources.</li> <li>Develop manipulation and control.</li> <li>Explores different tools.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Match their developing physical skills to</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Further develop and refine a range of ball skills including: throwing,</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate effective technique when rolling the ball.</li> <li>Aim at a variety of targets.</li> <li>Aim at a target different distances away.</li> <li>Roll a ball straight.</li> <li>Develop throwing technique (stepping with opposite foot)</li> <li>Run at speed</li> <li>Demonstrate a variety of different locomotion skills.</li> <li>Demonstrate effective technique when kicking a ball.</li> <li>Run at a controlled pace.</li> <li>Strike a ball off a safety tee.</li> </ul>	<ul style="list-style-type: none"> <li>Use the terms 'opponent' and 'team-mate'.</li> <li>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>Develop tactics.</li> <li>Lead others when appropriate.</li> <li>Hit a target consistently from different distances, adjusting technique to suit.</li> <li>Roll a ball accurately for different distances.</li> <li>Develop throwing technique (stepping with opposite foot and long arm follow through)</li> <li>Accelerate quickly from stationary to running at speed.</li> </ul>

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		<ul style="list-style-type: none"> <li>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>Choose the right resources to carry out their own plan.</li> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>Show a preference for a dominant hand.</li> </ul>	<p>catching, kicking, passing, batting, and aiming.</p> <ul style="list-style-type: none"> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>	<ul style="list-style-type: none"> <li>Catch a ball thrown from a partner (1 metre)</li> <li>Change direction quickly when running.</li> <li>Strike a ball with hand.</li> <li>Drop a medium sized ball and catch after one bounce.</li> <li>Throw underarm.</li> <li>Throw and catch a large ball while stationary.</li> <li>Dribble a ball with both feet.</li> <li>Kick a stationary ball towards a goal.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate dodging to evade a chasing player.</li> <li>Combine different types of locomotion skills.</li> <li>Kick a ball in different directions with varying amounts of force.</li> <li>Run at a controlled pace, maintaining distance between you and person in front.</li> <li>Strike a ball off a safety tee at different levels.</li> <li>Catch a ball thrown by a partner to either side of the body.</li> <li>Use effective technique while dodging through cones.</li> <li>Strike a ball with a bat.</li> <li>Drop a small ball and catch after one bounce.</li> <li>Throw a ball over a net.</li> <li>Throw and catch a large ball while stationary and on the move.</li> <li>Perform two handed overhead throws with a partner.</li> <li>Stop a moving ball with feet and dribble it.</li> </ul>
<b>Vocabulary</b>		<i>Kick, throw, catch, push, slide, pull, up, down</i>	<i>Jump, spring, pass, balance, pat, bounce, steer, roll, receive, trap, roll, spin, throw, catch, push</i>	<i>Walking, running, throwing, fast, slow catching, rolling, space, pushing, patting, kicking, bounce, control, co-ordination, bounce body parts</i>	<i>Running, jumping, rolling, striking, throwing, bouncing, catching, space, opposite team, speed direction, passing controlling shooting scoring co-ordination participate0 health and fitness – warm up/ cool down</i>	<i>Avoiding, accuracy, tracking a ball, rolling, striking, overarm throw, chest pass, bounce pass, bouncing, catching, free space, own space, opposite team rebound, follow, aiming, speed, direction, passing, controlling, shooting, scoring, participate, co-ordination, technique, combinations, rules, tactics health and fitness – warm up/ cool down.</i>
<b>DANCE</b>	To develop practical skills in order to participate, compete and lead healthy lifestyles.	<ul style="list-style-type: none"> <li>Clap and stamp to music.</li> <li>Enjoy moving when outdoors and inside.</li> </ul>	<ul style="list-style-type: none"> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Increasingly be able to use and remember sequences and</li> </ul>	<ul style="list-style-type: none"> <li>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,</li> </ul>	<ul style="list-style-type: none"> <li>Perform a variety of travelling skills.</li> <li>Demonstrate a range of jumps.</li> <li>Perform a range of turning movements.</li> <li>Demonstrate stillness in a variety of body shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Copy and remember moves and positions.</li> <li>Move with careful control and coordination.</li> <li>Link two or more actions to perform a sequence.</li> <li>Choose movements to communicate a mood, feeling or idea.</li> </ul>

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			<p>patterns of movements which are related to music and rhythm.</p>	<p>gymnastics, sport and swimming.</p> <ul style="list-style-type: none"> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate movements using speed and force.</li> <li>• Combine actions to make a short dance phrase.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell a story without words using gestures to represent ideas.</li> <li>• Adjust the order of movement phrases for fluency and effect.</li> <li>• Perform contrasting movements</li> </ul>
<p><b>Vocabulary</b></p>		<p><i>Music, clap, stamp, tap, hit, time, loud, quiet, soft, beat</i></p>	<p><i>Rise, fall, curved, thin, wide, pathway, pattern, turn, move, freeze</i></p>	<p><i>Travelling - slither, gallop, shuffle, roll, crawl Actions - lead, follow, copy. Body parts Co-operation - share, wait, before, after. Direction – forwards, backwards Feeling - happy, excited, sad Body actions e.g. stretching, curling, reaching, twisting, turning Movement - strong, gentle, heavy, floppy Space - between, through, above.</i></p>	<p><i>Travel and stillness - gallop, skip, jump, hop, turn, spin, freeze, statue. Direction - forwards, backwards, sideways. Space- in and out, on the spot, own, beginning, middle, end. Mood and feelings - happy, angry, calm, excited, sad, lonely. Body Actions Levels- high, medium, low. Speed - fast, slow Pathways - curved, zigzag. Health and fitness – warm up/ cool down</i></p>	<p><i>Movement Control Speed Level Sequence Unison Cannon Travel and stillness - gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue Direction - forwards, backwards, sideways. Space - near, far, in and out, on the spot, own, beginning, middle, end Mood and feelings - happy, angry, calm, excited, sad, lonely. Body Actions Levels- high, medium, low. Speed - fast, slow Pathways - curved, zigzag. Health and fitness – warm up/ cool down</i></p>