

PROGRESSION OF DISCIPLINARY KNOWLEDGE – PE

Gymnastics

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To move energetically in a range of ways.</p> <p>To revise and refine the movements they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Work towards a fluent style of moving.</p> <p>Develop body strength, coordination and balance.</p> <p>Work safely.</p>	<p>To create and perform a movement sequence with some coordination.</p> <p>To copy actions and movement sequences with a beginning, middle and end.</p> <p>To link 2 actions to make a sequence.</p> <p>To travel in different ways, changing direction and speed.</p> <p>To hold still shapes and simple balances.</p> <p>To carry out simple stretches.</p> <p>To carry out a range of simple jumps, landing safely.</p> <p>To begin to move and perform with control and care.</p>	<p>To copy, explore and remember actions and movements to create their own sequence.</p> <p>To link actions to make a sequence.</p> <p>To travel in a variety of ways, including rolling.</p> <p>To hold a still shape whilst balancing on different parts of the body.</p> <p>To jump in a variety of ways and land with increasing control and balance.</p> <p>To move and perform with increasing control and care.</p>	<p>To choose ideas to compose a movement sequence independently and with others.</p> <p>To link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>To develop the quality of their actions, shapes and balances, including in performances.</p> <p>To use turns whilst traveling in a variety of ways.</p> <p>To begin to use equipment to vault.</p> <p>To use a range of jumps in their sequences.</p> <p>To create interesting body shapes while holding balances with control.</p> <p>To move and perform with coordination, control and confidence.</p>	<p>To create a sequence of actions that fit a theme.</p> <p>To use an increasing range of actions, directions and levels in their sequences.</p> <p>To move with clarity, fluency and expression.</p> <p>To show changes of direction, speed and level during a performance.</p> <p>To travel in different ways, including using flight.</p> <p>To use equipment to vault in a variety of ways.</p> <p>To carry out balances, using their knowledge of the centre of gravity.</p>	<p>To select ideas to compose specific sequences of movements, shapes and balances.</p> <p>To perform jumps, shapes and balances fluently and with control.</p> <p>To confidently develop the placement of body parts in balances.</p> <p>To confidently use equipment to vault in a variety of ways.</p> <p>To combine equipment with movement to create sequences</p>	<p>To link actions to create their own complex sequences involving the full range of actions and movements.</p> <p>To demonstrate precise and controlled placements of body parts in their actions, shapes and balances.</p> <p>To confidently use equipment to vault and incorporate this into sequences.</p> <p>To perform and apply a variety of skills and techniques confidently, showing precision and consistency.</p> <p>To develop strength, techniques and flexibility throughout performances.</p>

Dance

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To develop body strength, co-ordination and balance.</p> <p>To combine movements with ease and fluency.</p> <p>To work with increasing confidence and in safety.</p> <p>Create individually and collaboratively.</p> <p>To move to music using imagination.</p> <p>To watch and talk about dance.</p> <p>To develop a dance vocabulary.</p> <p>To negotiate space.</p>	<p>To begin to use counts.</p> <p>To copy, remember and repeat actions.</p> <p>To move confidently and safely.</p> <p>To use different parts of the body in isolation and together.</p> <p>To work with others to share ideas and select actions.</p> <p>To choose appropriate movements for different dance ideas.</p> <p>To show some sense of dynamic and expressive qualities in my dance.</p>	<p>To begin to use counts to stay in time with the music</p> <p>To copy, remember and repeat dance phrases.</p> <p>To show a character and idea through the actions and dynamics they choose.</p> <p>To work with a partner using mirroring and unison in their actions.</p> <p>To show confidence to perform.</p>	<p>To use counts to keep in time with a partner and group.</p> <p>To repeat, remember and perform a dance phrase.</p> <p>To create short dances with a partner or small group to communicate an idea.</p> <p>To use dynamic and expressive qualities in relation to an idea.</p>	<p>To use counts to keep in time with others and the music.</p> <p>To copy and remember set choreography.</p> <p>To use simple movement patterns to structure dances on their own, with a partner or in a group.</p> <p>To respond imaginatively to a range of stimuli relating to character and narrative.</p> <p>To use changes in timing and spacing to develop a dance.</p> <p>To choose actions and dynamics to convey a character or idea.</p>	<p>To begin to choreograph own dances using counts.</p> <p>To accurately copy and repeat set choreography.</p> <p>To confidently perform different styles of dance.</p> <p>To use actions in their dance in response to a stimulus.</p> <p>To develop timing and emotion when performing.</p>	<p>To choreograph a dance using counts for timing.</p> <p>To work safely using a prop where appropriate.</p> <p>To perform dances confidently and fluently with accuracy and good timing.</p> <p>To use actions to represent ideas, emotions, feelings and characters.</p>

Invasion games

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To confidently and safely use a range of apparatus indoors and outside, alone and in a group.</p> <p>To combine movements with ease and fluency.</p> <p>To work safely.</p> <p>To develop overall body strength, balance, coordination and agility.</p> <p>To develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.</p> <p>To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>To begin to dribble a ball with hands and feet.</p> <p>To send and receive a ball with hands and feet.</p> <p>To change direction to move away from a defender.</p> <p>To recognise space when playing games.</p> <p>To use simple rules to play fairly.</p> <p>To understand when they are attacking/defending and how they change their movements/actions.</p>	<p>To dribble ball with hand and feet with increasing control.</p> <p>To send and receive a ball with increasing consistency.</p> <p>To move feet to stay with another player when defending.</p> <p>To find space away from others.</p> <p>To move with a ball towards a goal.</p> <p>To understand when attacking or defending.</p>	<p>To dribble, pass, receive and shoot the ball with some control.</p> <p>To move the ball towards the goal with increasing control.</p> <p>To begin to throw and catch with accuracy and consistency.</p> <p>To develop movement and footwork to improve blocking and dodging.</p> <p>To track and defend an opponent to slow them down and win the ball/tag them.</p> <p>To find space away from others and near to their goal.</p> <p>To communicate with a team and move to space to support them.</p> <p>To start to understand and apply rules and tactics when attacking/defending.</p> <p>To understand the roles of attackers and defenders.</p>	<p>To dribble, pass, receive and shoot the ball with increasing control.</p> <p>To move into space to keep possession and score.</p> <p>To learn to pass the ball in different ways, with increasing power and accuracy.</p> <p>To start to shoot with increasing power and accuracy.</p> <p>To learn how to mark players without making contact.</p> <p>To delay an opponent to defend effectively.</p> <p>To know the rules and play fairly, with the ability to keep score.</p> <p>To use simple tactics to score and defend.</p>	<p>To dribble, pass, receive and shoot the ball under pressure and with increasing accuracy.</p> <p>To move into space to keep possession and score.</p> <p>To develop foot speed and directional changes for attacking and dodging.</p> <p>To make quick decisions.</p> <p>To decide on passes and develop power and accuracy.</p> <p>To tackle, track and intercept in defence.</p> <p>To close down opponent's space.</p> <p>To know the rules and positions and play appropriately.</p>	<p>To dribble, pass, receive and shoot with power and accuracy.</p> <p>To quickly select skills for any situation.</p> <p>To create and use space.</p> <p>To use a range of passes, deciding on which is best.</p> <p>To vary shots, including the use of jump shots.</p> <p>To use marking, tackling and interception effectively when defending.</p> <p>To know the rules of the game and play honestly and fairly.</p> <p>To create tactics with their team.</p>

Striking and fielding games

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To confidently and safely use a range of apparatus indoors and outside, alone and in a group.</p> <p>To combine movements with ease and fluency.</p> <p style="text-align: center;">To work safely.</p> <p>To develop overall body strength, balance, coordination and agility.</p> <p>To develop and refine a range of beanbag/ ball skills including throwing, catching, kicking, passing, batting and aiming.</p> <p>To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>To catch a beanbag and medium-sized ball.</p> <p>To strike a ball using hand.</p> <p style="text-align: center;">To move towards/track a ball or bean bag to catch it.</p> <p>To strike a stationary ball from a ball tee or a ball rolled.</p> <p>To know how to score points.</p>	<p>To roll or throw a ball at a target using an underarm action.</p> <p style="text-align: center;">To use a simple overarm throwing technique.</p> <p>To intercept a ball and collect using one or both hands.</p> <p style="text-align: center;">To hold a bat appropriately (one or two hands) in a ready position.</p> <p style="text-align: center;">To choose a good place to stand to catch, collect or hit a ball.</p> <p>To hit a ball into space within an area to make it difficult for an opponent.</p> <p>To play a basic game with simple instructions, applying some simple tactics.</p>	<p>To use underarm and overarm throws over an increasing distance up to 10m.</p> <p>To bowl a ball towards a target.</p> <p>To move into position to catch a ball.</p> <p style="text-align: center;">To stand and prepare correctly to strike a ball.</p> <p>To strike a bowled ball after a bounce.</p> <p>To use rules fairly with simple scoring system.</p>	<p>To use overarm and underarm throwing and catching skills with increasing accuracy.</p> <p>To begin to develop an underarm and overarm throw to bowl a ball.</p> <p>To choose a good place to stand/move to when bowling/throwing or fielding.</p> <p>To understand the need for tactics and begin to use some.</p> <p>To strike a ball bowled sympathetically.</p> <p style="text-align: center;">To use appropriate techniques to stop, collect and intercept a ball at different heights and speeds.</p>	<p>To strike a bowled ball with increasing consistency.</p> <p style="text-align: center;">To stand and prepare correctly to strike a ball and move my feet and body to angle the direction of the strike.</p> <p>To react quickly and use different techniques to catch a ball at different heights and speeds.</p> <p style="text-align: center;">To use an appropriate and accurate throwing technique for different fielding situations, including throwing over 10m.</p> <p style="text-align: center;">To attack and defend using different fielding techniques.</p> <p>To identify spaces in the field and attempt to hit towards them.</p> <p style="text-align: center;">To choose and use different tactics and strategies for different games.</p>	<p>To bowl accurately and appropriately across a range of sports eg. overarm for cricket, underarm for rounders.</p> <p>To strike a ball bowled with intent in a competitive game into space and sometimes with distance (more than 10m) to attack and defend.</p> <p style="text-align: center;">To organise themselves with a partner and within a team allowing for different levels of ability.</p> <p style="text-align: center;">To choose good positions and have good movement on the pitch and position feet/body correctly for the type of shot being played.</p> <p>To apply rules fairly and consistently, adapting and refining, using an appropriate system for the game.</p>

Net and Wall games

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To confidently and safely use a range of apparatus indoors and outside, alone and in a group.</p> <p>To combine movements with ease and fluency.</p> <p>To work safely.</p> <p>To develop overall body strength, balance, coordination and agility.</p> <p>To develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.</p> <p>To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>To place a ball/shuttle on a bat/racquet and hold steady using one hand.</p> <p>To throw ball to each other in pairs over a net, with one or two bounces between shots.</p> <p>To throw ball to each other in pairs over a net with no bounce between shots.</p> <p>To hit a ball using a racquet.</p> <p>To hit a stationary ball from a ball tee or a ball rolled</p> <p>To use a ready position to move to the ball.</p> <p>To choose a good place to stand to throw over a net without touching the net.</p> <p>To know how to score points.</p> <p>To work co-operatively with a partner.</p>	<p>To move whilst balancing a ball/shuttle on a bat/racquet using one hand.</p> <p>To send/throw a ball/shuttle underarm, overarm, high and low to a partner/target.</p> <p>To underarm serve over a net into space.</p> <p>To have a simple rally using a racquet over a net or against a wall.</p> <p>To throw a ball into space within an area to make it difficult for an opponent.</p> <p>To play a basic game with simple instructions, applying some simple tactics (e.g. using space).</p> <p>To know how to score points and remember the score.</p> <p>To use the ready position to defend space on court.</p>	<p>To bounce a ball off a racquet using a forehand varying height.</p> <p>To underarm serve over a net to a partner/target.</p> <p>To hit a ball/shuttle from both sides of the body.</p> <p>To choose a good place to stand/move to when sending/receiving.</p> <p>To explore rallying with a forehand.</p> <p>To explore returning a ball using focus shots such as forearm and backhand.</p> <p>To consistently use and return to the ready position between shots.</p>	<p>To bounce a ball off a racquet using forehand and backhand and to floor.</p> <p>To underarm serve over a net with increased consistency.</p> <p>To use forehand and/backhand serve with and without ball bounce over a net.</p> <p>To maintain a cooperative rally using a variety of strokes (forehand and backhand)</p> <p>To try to make it difficult for the opponent by directing the ball/shuttle into space at different height and speeds</p> <p>To demonstrate increased technique when using shots competitively.</p> <p>To use appropriate footwork patterns to move around court.</p>	<p>To bounce a ball off a racquet using a variety of skills – alternate forehand/backhand, catching ball /shuttle.</p> <p>To use forehand/backhand and overhead serve over a net into a target from a specified serving position.</p> <p>To maintain a continuous rally with a partner using a variety of shots.</p> <p>To hit a ball/shuttle with purpose varying the speed height and direction.</p> <p>To demonstrate effective footwork patterns to move around court.</p> <p>To identify spaces in the opponent's court and attempt to hit towards them.</p>	<p>To use a forehand/backhand and overhead serve over a net into a target from correct serving position.</p> <p>To serve accurately and consistently, applying tactics to their serves.</p> <p>To maintain a rally that is not cooperative.</p> <p>To choose good positions and have good movement on the court and position feet/body correctly for the type of shot being played.</p> <p>To demonstrate a variety of footwork patterns relevant to the game.</p> <p>To select and apply the appropriate shot for the situation.</p>

Multi-skills and Athletics

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To confidently and safely use a range of apparatus indoors and outside, alone and in a group.</p> <p>To move energetically in a range of ways.</p> <p>To revise and refine the movements they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>To develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.</p> <p>To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>To throw and roll towards a target with some accuracy.</p> <p>To catch with 2 hands.</p> <p>To catch and bounce a ball.</p> <p>To throw and catch with a partner.</p> <p>To develop overarm and underarm throwing.</p> <p>To show balance and co-ordination when changing direction.</p> <p>To run at different speeds.</p> <p>To run and jump with control.</p> <p>To understand the difference between a jump, a leap, and a hop and choose which allows me to jump the furthest.</p> <p>To work with others and make safe choices.</p>	<p>To send and receive a ball using throwing and catching skills.</p> <p>To pass a ball accurately to a partner over a variety of distances.</p> <p>To roll and throw a ball to hit a target.</p> <p>To throw a ball in different ways (e.g. high, low, fast, slow)</p> <p>To use an overarm throw to throw for distance.</p> <p>To show balance and coordination when running at different speeds.</p> <p>To jump and land with control.</p> <p>To identify good technique.</p> <p>To work with others, taking turns and sharing ideas.</p>	<p>To develop jumping for distance.</p> <p>To take part in a relay activity, remembering when to run and what to do.</p> <p>To throw a variety of objects, changing accuracy for action and distance.</p> <p>To use different take off and landings when jumping.</p> <p>To use key points to help improve sprinting technique.</p> <p>To work towards achieving their personal best.</p> <p>To work with a partner and small group to share ideas.</p>	<p>To demonstrate the difference in sprinting and jogging techniques.</p> <p>To jump for distance with balance and control.</p> <p>To throw/roll with some accuracy and power to a target area.</p> <p>To show determination towards achieving their personal best.</p> <p>To support and encourage others to work to their best.</p>	<p>To perform a range of jumps showing some technique.</p> <p>To show control at take-off and landing in jumping activities.</p> <p>To use feedback to improve my sprinting technique.</p> <p>To show accuracy, power, and good technique when throwing for distance.</p> <p>To run over hurdles.</p> <p>To pass a baton effectively.</p> <p>To persevere to achieve their personal best.</p> <p>To take on the role of coach, official and timer when working in a group.</p>	<p>To perform jumps for distance using a good technique.</p> <p>To select and apply the best pace for a running event.</p> <p>To show accuracy, power and good technique when throwing for distance.</p> <p>To learn the race walking technique.</p> <p>To use a good sprint starting technique.</p> <p>To use different strategies to achieve their personal best.</p> <p>To use key teaching points to help others improve their technique.</p>

Outdoor adventurous

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To listen attentively and respond to what they hear.</p> <p>To ask questions to clarify understanding.</p> <p>To make comments about what they have heard.</p> <p>To work towards simple goals.</p> <p>To be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</p> <p>To work cooperatively and take turns.</p>	<p>To communicate simple instructions.</p> <p>To follow instructions.</p> <p>To follow path and lead others.</p> <p>To suggest ideas to solve tasks.</p> <p>To listen to other's ideas.</p> <p>To work with a partner and small group.</p>	<p>To follow instructions carefully.</p> <p>To understand how to use, follow and create a simple diagram/map.</p> <p>To say when they were successful at solving challenges.</p> <p>To share ideas and help to solve tasks.</p> <p>To show honesty and play fairly</p> <p>To work cooperatively with a partner and small group.</p>	<p>To follow and give instructions.</p> <p>To develop map reading skills.</p> <p>To listen to and be accepting of others' ideas.</p> <p>To plan and attempt to apply strategies to solve problems.</p> <p>To reflect on when and why they were successful at solving challenges.</p> <p>To work collaboratively with a partner and small group.</p>	<p>To accurately follow and give instructions.</p> <p>To confidently communicate ideas and listen to others.</p> <p>To identify key symbols on a map and use a key to help navigate around a grid.</p> <p>To plan and apply strategies to solve problems.</p> <p>To reflect on when and why they were successful at solving challenges and begin to understand why.</p> <p>To work collaboratively and effectively with a partner and small group.</p>	<p>To be inclusive of others and to share job roles.</p> <p>To navigate around a course using a map.</p> <p>To orientate a map confidently.</p> <p>To reflect on successful challenges and alter methods in order to improve.</p> <p>To use critical thinking to approach a task.</p> <p>To work effectively with a partner and small group, sharing ideas and agreeing on a team strategy.</p>	<p>To be inclusive of others, share job role and to lead where necessary.</p> <p>To orientate a map efficiently to navigate around a course.</p> <p>To pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p>To use critical thinking skills to form ideas and strategies to solve challenges.</p> <p>To reflect on when and how they were successful at solving challenges, altering their methods in order to improve.</p>

Health and self-care

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>To know and talk about other factors that support overall health and well-being like regular physical activity and having a good sleep routine.</p>	<p>To recognise that their bodies feel different during exercise.</p> <p>To know that it's important to warm up and cool down.</p> <p>To know how to lift and place basic equipment safely.</p>	<p>To recognise and describe what their bodies feel like during and after different types of activity.</p> <p>To know why it's important to warm up and cool down.</p> <p>To explain what they need to stay healthy.</p> <p>To lift, move and place basic equipment safely.</p>	<p>To recognise and describe the effects of exercise on their body.</p> <p>To know and understand the basic principles of warming up/cooling down.</p> <p>To know and explain why physical activity is good for their health.</p>	<p>To describe how the body reacts during different types of activity and that there are short and long term effects.</p> <p>To know the importance of flexibility and strength and these are incorporated into warm ups/cool downs.</p> <p>To explain why exercise is good for your health.</p>	<p>To recognise and describe the short and long term effects of exercise on the body during/after different activities.</p> <p>To understand the need for a varied warm up and cool down that includes static and dynamic activities.</p> <p>To explain how to lift, move and place a variety of equipment safely.</p> <p>To explain why exercise is good for health, fitness and wellbeing.</p>	<p>To understand why exercise is good for health, fitness and wellbeing and that different exercises can have different benefits.</p> <p>To understand that warming up and cooling down are important because they affect performance of the body during and after exercise.</p> <p>To carry out warm up and cool downs safely and effectively.</p> <p>To explain why it's important to lift, move and place a variety of equipment safely.</p> <p>To know ways they can become healthier.</p>

Self-reflection and evaluation

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To talk positively about what they have done.</p> <p>To talk positively about what others have done (consider the feelings of others).</p> <p>To show perseverance and resilience in the face of a challenge.</p> <p>To work towards simple goals.</p>	<p>To watch and describe what they like about their own performance and others'.</p> <p>To begin to say how they could improve.</p>	<p>To suggest simple improvements for their own performances and others.</p> <p>To talk about the differences between their work and that of others.</p> <p>To copy ideas they like from performances.</p>	<p>To watch, describe and evaluate the effectiveness and quality of a performance.</p> <p>To recognise how their own performance has improved over time.</p>	<p>To describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved.</p> <p>To modify their use of skills or techniques to achieve a better result.</p>	<p>To evaluate their own and others' work against a basic criteria and suggest ways of making improvements.</p> <p>To explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>To thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>

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