



## Progression of knowledge - Physical Education

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	Respond to what they have hear, expressing their thoughts and feelings.	Watch and talk about dance and performance art, expressing their feelings and responses.	Copy, remember and repeat actions.	Copy, remember and repeat a series of actions.	Copy, remember and perform a dance phrase.	Copy, remember and adapt set choreography.	Accurately copy and repeat set choreography in different styles of dance showing a good send of timing.	Perform dances confidently and fluently with accuracy and good timing.
	Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Explore and engage in music making and dance, performing solo or in groups.	Choose actions for an idea.	Select from a wider range of actions in relation to a stimulus.	Create short dance phrases that communicate an idea.	Choreograph considering structure individually, with a partner and in a group.	Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space and relationships in response to a stimulus.	Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.
	Use large like movements to wave flags and streamers, paint and mark make.	Perform songs, rhymes, poems and stories, when appropriate try and move	Use changes of direction, speed and levels with guidance.	Use pathways, levels, shapes, directions, speeds and timing with guidance.	Use canon, unison and formation to represent an idea.	Use action and reaction to represent an idea.	Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.	Improvise and combine dynamics demonstrating an awareness of the

	Copy basic body actions and rhythms.	in time with music.		Use counts with help to stay in time with the music.			represent an idea.  Use counts accurately when choreographing to perform in time with others and the music.	impact on performance.  Use counts when choreographing and performing to improve the quality of work.
<b>Fundamentals</b>	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  Go up steps and stairs, or climb up apparatus using alternate feet.  Skip, hop, stand on	Revise and refine the fundamental movement skills they have already acquired – rolling – crawling – walking – jumping – running – hopping – skipping – climbing.  Progress towards a more fluent style of moving, with	Attempt to run at different speeds showing an awareness of technique.  Begin to link running and jumping movements with some control.  Throw towards a target.  Show some control and	Show balance and co-ordination when running at different speeds.  Link running and jumping movements with some control and balance.  Show hopping and jumping movements with some balance and control.  Change technique to throw for distance.	Show balance, co-ordination and technique when running at different speeds, stopping with control.  Link running, hopping and jumping actions, using different take offs and landing.  Jump for distance and height with an awareness of technique.			

	one leg and hold a pose for a game like musical statues.	developing control and grace.	balance when travelling at different speeds.	Show control and balance when travelling at different speeds.	Throw a variety of objects, changing action for accuracy and distance.			
	Use large-muscle movements to wave flags and streamers, paint and make marks.	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.	Begin to show balance and co-ordination when changing direction.	Demonstrates balance and co-ordination when changing direction.	Demonstrate balance when performing other fundamental skills.			
	Start taking part in some group activities which they make up for themselves or in teams.		Use co-ordination with and without equipment.	Perform actions with increased control when co-ordinating their body with and without equipment.	Show balance when changing direction in combination with other skills.			
	Match their developing physical skills to tasks and activities in	Negotiate space and obstacles safely, with consideration for			Can co-ordinate their bodies with increased consistency in a variety of activities.			

	<p>the setting. For example, they decide whether to crawl, walk or run across a plank depending on its length and width.</p>	<p>themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>						
<b>Orienteering OAA</b>					<p>Follow instructions from a peer and give simple instructions.</p> <p>Work collaboratively with a partner and a small group, listening to and accepting others ideas.</p>		<p>Use clear communication when working in a group and taking on different roles.</p> <p>Begin to lead others, providing clear instructions.</p> <p>Plan and apply strategies with</p>	<p>Communicate with others clearly and effectively when under pressure.</p> <p>Confident to lead others and show consideration of including all within a group.</p> <p>Use critical thinking skills to form ideas and</p>

					<p>Plan and attempt to apply strategies to solve problems.</p> <p>Orientate and follow a diagram/map.</p> <p>Reflect on when and why challenges are solved successfully and use others success to help them to improve.</p>		<p>others to more complex challenges.</p> <p>Orientate a map confidently using it to navigate around a course.</p> <p>Explain why a particular strategy worked and alter methods to improve.</p>	<p>strategies selecting and applying the best method to solve a problem.</p> <p>Confidently and efficiently orientate a map, identifying key features to navigate around a course.</p> <p>Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.</p>
<b>Games</b>	<p>Start taking part in some group activities which they make up for themselves , or in teams.</p>	<p>Drop and catch with two hands.</p> <p>Move a ball with feet.</p> <p>Throw and roll a variety of beanbags and larger</p>	<p>Drop and catch a ball after one bounce on the move.</p> <p>Move a ball using different parts of the foot.</p>	<p>Dribble a ball with two hands on the move.</p> <p>Dribble a ball with some success, stopping it when required.</p> <p>Throw and roll towards a target using varying</p>	<p>Dribble the ball with one hand with some control in game situations.</p> <p>Dribble a ball with feet with some control in game situations.</p>	<p>Link dribbling the ball with other actions with increasing control.</p> <p>Change direction when dribbling with feet with some control in game situations.</p>	<p>Catch and intercept a ball using one and two hands with some success in game situations.</p> <p>Receive a ball using different parts of the foot under</p>	<p>Use dribbling to change the direction of play with control under pressure.</p> <p>Use a variety of dribbling techniques to maintain possession under pressure.</p>

	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.	balls to space.  Kick larger balls to space.  Stop a beanbag or large ball sent to them using hands.  Attempt to stop a large ball sent to them using feet.  Hit a ball with hands.	Throw and roll towards a target with some varying techniques.  Kick towards a stationary target.  Catch a beanbag and a medium-sized ball.  Attempt to track balls and other equipment sent to them.  Strike a stationary ball using a racket.  Run, stop and change direction with some balance and control.	techniques with some success.  Show balance when kicking towards a target.  Catch an object passes to them, with and without a bounce.  Move to track a ball and stop it using feet with limited success.  Strike a ball using a racket.  Run, stop and change direction with balance and control.  Move to space to help score goals or limit others scoring.  Use simple tactics.	Use a variety of throwing techniques in game situations.  Kick towards a partner in game situations.  Catch a ball passed to them using one and two hands with some success.  Receive a ball sent to them using different parts of the foot.  Strike a ball with varying techniques.  Change direction with increasing speed in game situations.  Use space with some success in game situations.	Use a variety of throwing techniques with increasing success in game situations.  Kick with increasing success in game situations.  Catch a ball passed to them using one and two hands with increasing success.  Receive a ball using different parts of the foot under pressure.  Strike a ball using varying techniques with increasing accuracy.  Change direction to lose an	pressure with increasing control.  Strike a ball using a wider range of skills. Apply these with some success under pressure.  Use a variety of techniques to change direction to lose an opponent.  Create and use space for self and others with some success.  Understand the need for tactics and can identify when to use them in different situations.	Use a variety of throwing techniques including fake passes to outwit an opponent.  Select and apply the appropriate kicking technique with control.  Catch and intercept a ball using one and two hands with increasing success in game situations.  Receive a ball with consideration to the next move.  Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.
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<p><b>Get Body Management - gymnastics</b></p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Go up steps and stairs, or climb up</p>	<p>Create shapes showing a basic level of stillness using different part of their bodies.</p> <p>Begin to take weight on</p>	<p>Perform balances making their body tense, stretched and curled.</p> <p>Take body weight on hands for short periods of time.</p>	<p>Perform balances on different boy parts with some control and balance.</p> <p>Take body weight on different body parts, with and without apparatus.</p>	<p>Complete balances with increasing stability, control and technique.</p> <p>Demonstrate some strength and control when taking weight on different body</p>	<p>Use body tension to perform balances both individually and with a partner.</p> <p>Demonstrate increasing strength, control and technique when taking own</p>	<p>Show increasing control and balance when moving from one balance to another.</p> <p>Use strength to improve the quality of an action and the</p>	<p>Combine and perform more complex balances with control, technique and fluency.</p> <p>Demonstrate more complex actions with a good level of strength and technique.</p>

	<p>apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>different body parts.</p> <p>Show shapes and actions that stretch their bodies.</p> <p>Copy and link simple actions together.</p>	<p>Demonstrate poses and movements that challenge their flexibility.</p> <p>Remember, repeat and link simple actions together.</p>	<p>Show increased awareness of extension and flexibility in actions.</p> <p>Copy, remember, repeat and plan linking simple actions with some control and technique.</p>	<p>parts for longer periods of time.</p> <p>Demonstrate increased flexibility and extension in their actions.</p> <p>Choose actions that flow well into one another both on and off apparatus.</p>	<p>and others weight.</p> <p>Demonstrate increased flexibility and extension in more challenging actions.</p> <p>Plan and perform sequences showing control and technique with and without a partner.</p>	<p>range of actions available.</p> <p>Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.</p> <p>Create and perform more complex sequence of actions with a good level of quality, control and technique with and without a partner.</p>	<p>Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.</p> <p>Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.</p>
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