








PE- Progression of Knowledge

<p>CONCEPT DOMAIN</p>	<p>EYFS</p> 	<p>YEAR 1</p> 	<p>YEAR 2</p> 	<p>YEAR 3</p> 	<p>YEAR 4</p> 	<p>YEAR 5</p> 	<p>YEAR 6</p> 
<p>Fitness The condition of being physically fit and healthy</p>	<p>F1 Know and talk about the importance of taking part in physical exercise.</p> <p>F2 Know and discuss at least three ways in which we keep healthy.</p>	<p>F1 Know and can describe how their body feels different, before, during and after exercise.</p> <p>F2 Know how nutrition and healthy lifestyles improve physical fitness.</p> <p>F3 Know that they can engage in a range of sports with an improving level of endurance.</p> <p>F4 Know how to have a go at taking part in strenuous activity.</p>	<p>F1 Know and can talk about how their body feels during different activities. Know how to demonstrate exercise in a safe manner.</p> <p>F2 Know and can explain what their body needs to keep healthy.</p> <p>F3 Know that they can engage in a range of sports with an improving level of endurance and stamina.</p>	<p>F1 Know why it is important to warm up and know which muscle groups are used in different activities. Know why their heart beats faster during aerobic exercise.</p> <p>F3 Know that they can make personal challenges with endurance activities.</p> <p>F4 Know how to challenge themselves to take part in sustained strenuous activity.</p>	<p>F1 Know why and can explain why warming up and cooling down is important.</p> <p>F2 Know how keeping fit can keep them healthy in a range of ways.</p> <p>F3 Know how to act on personal challenges given through endurance activities.</p> <p>F5 Know and can use sport specific vocabulary when explaining PE related information.</p>	<p>F1 Know and explain a range of safety principles when preparing for exercise.</p> <p>F2 Know that exercise is important for their well-being and that exercise and mental well-being are linked.</p> <p>F3 Know how exercise has an effect and impact on their body and can set their own personal challenges to do during endurance activities.</p> <p>F4 Know how nutrition, exercise and healthy lifestyles will impact on their body and link this to athlete's training.</p> <p>F5 Know and can use an increasing range of sport specific vocabulary during discussions.</p>	<p>F1 Know that they can choose appropriate warm ups and cool downs to suit different activities and exercises.</p> <p>F2 Know why and can explain why we benefit from regular and safe exercise to improve our physical and mental well-being.</p> <p>F3 Know that the body (including muscles and circulatory system) reacts to different kinds of exercise.</p> <p>F4 Know that they can continue to develop their fitness to an increasing stamina with sustained practice and activity.</p>

<p><u>Sportsmanship</u> Striving to achieve with dignity</p>	<p>S1 Know how to use a range of physical skills when playing games with other children.</p> <p>S2 Know how to listen to and follow the rules of simple games.</p>	<p>S1 Know how to work as part of a team.</p> <p>S2 Know how to listen to and follow the rules of simple team games.</p> <p>S3 Know how to use basic rules and point systems.</p>	<p>S1 Know that they can have different roles within a team.</p> <p>S2 Know how to take part in small group competitions that are incorporated into main sessions.</p> <p>S3 Know how to use simple tactics.</p>	<p>S2 Know how to take part in whole class competitions effectively.</p> <p>S3 Know how to develop tactics and their role within a team.</p>	<p>S3 Know a wider range of progressive rules and scoring systems within a range of games.</p>	<p>S3 Know how to develop and analyse tactics in order to impact a team's and individuals' performance.</p>	<p>S3 Know how to strategically deploy individual talents within a team.</p>
<p><u>Resilience</u> The capacity to recover quickly from difficulties and face the unfamiliar</p>	<p>R1 Know that they will have the opportunity to try a range of new sports.</p> <p>R2 Know how to show confidence, independence and perseverance in the face of a challenge.</p> <p>R3 Know that there is an expectation of them to be willing to try new activities and ask for help when they need it during these times.</p>	<p>R1 Know that there will be increasing challenges through new skills introduced throughout the year.</p> <p>R4 Know one way to adapt their work based on adult feedback and support</p>	<p>R1 Know that there will be increasing expectations and challenges both in learning new skills and developing old.</p> <p>R4 Know one way to adapt work independently after adult feedback.</p>	<p>R1 Know how to approach a new sport or skill with a positive mindset.</p> <p>R4 Know how to give at least one piece of peer assessment during activities using adult guidance</p>	<p>R4 Know how to peer assess a skill or performance independently using knowledge of sport.</p> <p>R5 Know that they can respond to feedback positively and apply it to skills taught.</p>	<p>R4 Know that self – assessment can be used to supplement peer assessment to improve their performance.</p> <p>R5 Know how to respond and develop personal skills further from feedback.</p>	<p>R5 Know how to challenge and constantly seek improvement in skills taught through personal motivation.</p>
<p><u>Skill</u> The ability to do something well- expertise</p>	<p>Multi Skills: Know how to throw underarm and catch with hand eye coordination. Know how to work individually or with a partner or in small groups using a range of equipment.</p> <p>Movement: Know how to use space safely and how to balance.</p> <p>Athletics: Know how to run at different pace and jump using one and two feet.</p>	<p>Dance: Compose: Know how to copy and explore basic movements and body patterns, developing control moving in unison or canon. Know how to develop and use own ideas to sequence dance, remembering a short dance to present another time. Perform: Know how to move spontaneously showing some control and co-ordination. Know how to move with confidence and rhythm when walking, hopping, jumping, landing. Know how to demonstrate good balance and how to move in time with music. Know that they can co-ordinate arm and leg actions (e.g. march and clap). Know that they can interact with a partner (e.g. holding hands, swapping places, meeting and parting). Appreciate: Know how to respond to own work and that of others when exploring ideas, feelings and preferences. Know that there are a range of changes in the body when dancing and how this can contribute to keeping healthy.</p> <p>Gymnastics: Sequencing: Know how to perform a gymnastic sequence with a balance, a travelling action, a jump and a roll, teaching sequences to a partner and</p>	<p>Dance: Compose: Know how to beginning to improvise dance phrases to communicate an idea. Know how to development movement using Actions (WHAT), Space (WHERE), Relationships (WHO), Dynamics (HOW), Choreographic devices, motif, motif development and repetition. Know how to structure a dance phrase, connecting ideas, showing a clear beginning, middle and end and link phrases to music. Perform: Know how to participate in a dance to an audience showing confidence and beginning to include longer sequences. Know how to show and combine co-ordination, control and strength as well as show focus, projection and musicality. Know how to demonstrate different dance actions with precision and some control. Know that they can demonstrate dynamic qualities, use of space and different relationships. Appreciate: Know how to present and show awareness of different dance styles and traditions. Know how to compare and comment on their own and other's work using specific vocabulary- strengths and areas for improvement and make modifications on parts of sequences as a result of</p>	<p>Dance: Compose: know how to create longer, challenging dance phrases and how to select appropriate movement material to express ideas/thoughts/feelings. Know how to begin to exaggerate dance movements and motifs. Know how to develop movement using choreographic devices and by linking phrases to music. Perform: Know how to perform a dance to an audience showing confidence and clarity of actions. Know that they can show co-ordination, control, alignment, flow of energy and strength as well as show focus, projection, sense of style and musicality. Know how to demonstrate a wide range of dance actions, dynamic qualities and use space. Know that they can demonstrate different relationships- mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact. Appreciate: Know that they can show awareness of different dance styles, traditions and aspects of their historical/social context. Know how to compare and evaluate their own and other's work. Know</p>			

<p>Ball Skills: Know how to throw with one hand and catch with two with hands in correct position.</p> <p>Gymnastics: Know how to create shapes and positions tuck, pike, straddle, star and stretch. Know how to demonstrate travelling in different ways. Know how to show jumps on mats and stretch jumps- focussing on technique and landing. Know how to perform rolls tuck, pencil, log rolls.</p> <p>Dance: Know how to show the four basic movements – turn, jump, freeze and balance.</p> <p>Striking and Fielding: Know how to hold a bat or racket having an introduction to targets and aiming. Know how to throw at different targets and hit a ball.</p>	<p>performing together. Balance: Know how to stand and sit “like a gymnast” Know that they can explore the 5 basic shapes: straight/tucked/star/straddle/pike and balance in these shapes on large body parts. Know that they can explore and develop balance on front and back so that extended arms and legs are held off the floor, showing good tension in the core and tension and extension in the arms and legs, hands and feet.</p> <p>Travel: know how to begin to travel on hands and feet (hands flat on floor and fully extend arms) by using the monkey walk, the caterpillar walk and bunny hops.</p> <p>Jump: Know how to explore shape in the air when jumping and landing with control (e.g. star shape). Roll: Know that they can continue to develop control in different rolls. Know how to complete a pencil roll, an egg roll, a dish roll and begin to form a forward roll.</p> <p>Games: Know that they can practise skills associated with simple games (e.g. co-ordinating throwing and catching). Know how to use basic underarm (sometimes overarm), rolling and hitting skills. Know how to intercept, retrieve and stop a beanbag and a medium sized ball with some consistency. Know how to catch a beanbag and a medium sized ball. Know that they can track balls and other equipment sent to them, moving in line with the ball to collect it. Know how to throw, hit and kick a ball in a variety of ways, depending on the needs of the game. Know how to use strategies for choosing different ways of hitting, throwing, striking or kicking the ball and decide where to stand to make it difficult for their opponent. Know how to work cooperatively in teams and show good control and safe handling of PE equipment.</p> <p>Athletics: Running: Know what skills are needed to run for 1 minute, describing and showing the difference between running at speed and jogging. Know how to use different techniques to meet challenges. Jumping: Know how to perform the 5 basic jumps with and without combinations (2-2, 2-1, 1-2, 1-1 same foot, 1-1 landing on other foot). Know how to describe the different ways of jumping and show control at take-off and landing. Know how to evaluate actions and make references to what they can improve in the future. Throwing: Know how to perform a range of throwing actions e.g. rolling, underarm and overarm and describe how these are executed. Know how to aim and throw at different targets, evaluating the successes and what can be improved.</p> <p>Outdoors Adventure: Orientation: Know how to identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom and use these in order to follow a trail. Communication: Know how to begin to communicate effectively and share ideas. Problem-solving: Know how to follow trails and solve problems, selecting appropriate equipment effectively.</p>	<p>self-evaluation. Gymnastics: Sequencing: Know how to perform a sequence showing clear changes of speed, 3 different balances with 3 different ways of travelling. Know how to work with a partner from a starting shape, moving together by travelling on hands and feet, rolling, jumping and moving apart to finish. Balance: Know how to explore and develop use of upper body strength taking weight on hands and feet- front support and back support. Know how to explore balancing on their own and with partners, working on a combinations of 1 / 2 / 3 / 4 “points”, exploring which body parts are safest to use and which balances work fluently. Travel: Know how to use a variety of rolling actions to travel on the floor and along apparatus; moving away from and together on the floor and on apparatus. Know how to travel at different speeds. Know how to travel in different pathways on the floor and using apparatus and explore different entry and exit points. Jump: Know how to explore leaping forward in stag jump. Know that they can experiment with jumps and add a quarter or half term into a jump before landing as well as making a twisted shape in the air and controlling their landing by keeping body upright throughout the twisting action. Roll: Know how to build on and develop control in rolling actions on the floor, off and along apparatus or in time with a partner, developing the forwards roll and beginning to experiment with a backwards roll. Games: Know that they can practise skills in isolation and in a combination. Know how to throw and catch with a control to keep possession and score goal. Know how to keep possession with some success when using equipment that is not used for throwing and catching skills. Know the advantages of working as a team and work well in competitive games. Know how to apply the basic principles of fair play and begin to apply basic principles suitable for attacking and defending. Know how to use equipment safely and with good control. Athletics: Running: Know how to run smoothly and at different speeds and choose different styles of running of different distances. Know that they can pace and sustain their effort over longer distances. Know that by watching, they can look for and describe specific aspects of running. Know that they can recognise and record how the body works in different types of challenges over different distances. Know how to carry out stretching and warm up safely. Know how to set realistic targets of times to achieve over short and longer distances (with guidance). Jumping: Know how to perform a combination of jumps e.g. hop, step, jump showing control and consistency and be able to choose different styles of jumping. Know that they can watch and describe specific aspects of jumping e.g. what the arms and legs are doing. Know how to set realistic targets when jumping for distance or for height (with guidance) Throwing: Know how to explore different styles of throwing, e.g. pulling, pushing and slinging. Know how to throw with greater control and consistently hit a target with a range of implements. Know that by watching they can describe specific aspects of throwing. Know how to set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance). Swimming: Know how to swim competently, confidently and proficiently over a distance of at least 25m. Know how to use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke). Know how to perform safe self-rescue in. Different water-based situations. Outdoor Adventure: Orientation: Know how to orientate simple maps and plans and know how to mark control points in correct positions on a map or plan. Know how to find a way back to a base point. Communication: Know how to co-operate and share roles within groups and listen to each other’s ideas when planning and adapting a task. Know how to take responsibility for a role within the group. Know that some outdoor adventurous activities can be dangerous and how to follow rules to keep safe. Problem-solving: Know how to select appropriate equipment/route/people to solve a problem successfully and choose effective strategies and change ideas if it is not working.</p>	<p>how to make modifications to parts of a sequence as a result of self and peer evaluation. Know to use more complex dance vocabulary to compare and improve work. Gymnastics: Sequencing: Know how to create a sequence of up to 8 elements. Know how to create longer more complex sequence of up to 10 elements. Balance: Know how to perform balances with control, showing good body tension. Know that they can mirror and match partner’s balance. Know how to explore symmetrical and asymmetrical balances on own and with a partner and explore and develop control in taking some/all of a partner’s weight using counter balance and counter tension. Know how to perform a range of acrobatic balances with a partner on the floor and on different levels of apparatus. Know how to perform group balances at the beginning, middle or end of sequence and consider how to move in and out of these balances with fluency and control. Travel: Know how to travel sideways in a bunny hop and develop into a cartwheeling action keeping knees tucked in and by placing one hand and then the other on the floor. Know that you can increase the variety of pathways, levels and speeds at which you travel. Jump: Know how to make symmetrical and asymmetrical shapes in the air and jump along, over and off apparatus of varying height with control in the air and on landing. Roll: Know how to explore different starting and finishing positions when rolling. Know that they can explore symmetry and asymmetry throughout the rolling actions. Games: Know how to develop techniques of a variety of skills to maximise team effectiveness. Know how to use skills to gain points. Know how to throw, catch and move with control to keep possession and score goals. Know how to use tactics when attacking or defending. Know how to combine and create their own games using knowledge and skills and make suggestions as to what resources can be used to differentiate a game. Athletics: Running: Know how to sustain pace over longer distance- 2 minutes. Know how to perform relay change-over. Know how to identify the main strengths of a performance of self and others and identify parts of the performance that needs to be improved. Know how to perform a range of warm-up exercises specific to running for short and longer distances. Know and explain how warming up affects performances. Know and explain why athletics can help stamina and strength. Know how to set realistic targets for self, of times to achieve over short and longer distance. Jumping: Know how to demonstrate a range of jumps showing power and control and consistency at both take-off and landing. Know and set realistic targets for self, when jumping for distance or height. Throwing: Know how to throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discuss. Know and organise small groups safely take turns when throwing and retrieving implements. Know how to set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others. Outdoor Adventure: Orientation: Know how to draw maps and plan and set trails for others to follow. Know how to use eight points of the compass to orientate and plan an orienteering challenge. Communication: Know how to plan and share roles within the group based on each other’s strengths. Know and understand individuals’ roles and responsibilities and adapt roles or ideas if they are not working. Know that there are, recognise and talk about dangers of tasks and recognise how to keep themselves and others safe. Problem Solving: Know how to plan strategies to solve/ plan routes/ follow trails/ build shelters and implement and refine strategies.</p>
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