

PE knowledge progression map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Early Learning Goals</p> <p>http://www.hawkesley.bham.sch.uk/Early-Years/</p>	<p>NC Objectives KS1 Pupils should be taught to:</p> <ul style="list-style-type: none"> developing balance, agility and co-ordination, and begin to apply these in a range of activities master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending <p>perform dances using simple movement patterns</p>		<p>KS2 Pupils should be taught to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best 			
Gymnastics	<p>Gross Motor skills:</p> <p>Negotiate space and obstacles safely, with consideration for others and themselves.</p> <p>Demonstrate strength, balance and coordination when playing</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	<p>Begin to move with control and care</p> <p>Move around, under, over, and through different objects and equipment.</p> <p>Perform simple stretches. Perform a range of simple jumps, landing safely.</p> <p>Hold still shapes and simple balances, controlling the body and in different ways.</p> <p>Travel in different ways, changing direction and speed (roll, turn, curl).</p> <p>Recognise and copy contrasting actions (low/high, narrow/wide). Link two actions to make a sequence.</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Create and perform a movement sequence.</p> <p>(Balances - standing and kneeling balances)</p> <p>Evaluate Watch and describe performances.</p> <p>Begin to say how they could improve</p>	<p>Move around a space with increasing control and care.</p> <p>Climb onto and jump off the equipment safely.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> <p>Hold a still shape whilst balancing on different points of the body.</p> <p>Travel in a variety of ways, including rolling.</p> <p>Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence.</p> <p><i>(Balances - standing, kneeling and large body part balances as well as balancing on apparatus)</i></p> <p>Evaluate Watch and describe performances</p> <p>Improve sequence based on feedback</p> <p>Talk about the differences between their work and that of others.</p>	<p>Explain how strength and suppleness affect performance</p> <p>Begin to show flexibility in movements</p> <p>Create interesting body shapes while holding balances with control and confidence.</p> <p>Begin to use equipment to vault.</p> <p>Use a range of jumps in their sequences.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Develop the quality of their actions, shapes and balances. Move with coordination, control and care.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Choose ideas to compose a movement sequence independently and with others.</p> <p><i>(Balances – year 2 balances, as well as partner balances and front and back support)</i></p>	<p>Develop strength, technique and flexibility throughout performances</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Use equipment to vault in a variety of ways.</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>Travel in different ways, including using flight.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Use an increasing range of actions, directions and levels in their sequences.</p> <p>Move with clarity, fluency and expression.</p> <p>Create a sequence of actions that fit a theme.</p> <p><i>(Balances – Year 3 balances, as well as 1,2,3 and 4 point balances and balances with and against a partner)</i></p>	<p>Combine equipment with movement to create sequences.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Apply skills and techniques consistently.</p> <p>Confidently use equipment to vault in a variety of ways.</p> <p>Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</p> <p>Perform jumps, shapes and balances fluently and with control.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p> <p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p><i>(Balances – Year 4 balances, as well as part body weight partner balances)</i></p>	<p>Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances</p> <p>Confidently use equipment to vault and incorporate this into sequences.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</p> <p><i>(Balances – Year 5 balances, as well as full body weight partner balances)</i></p>

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Dance	<p>Gross Motor skills: Negotiate space and obstacles safely, with consideration for others and themselves.</p> <p>Demonstrate strength, balance and coordination when playing</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	<p>Begin to improvise independently to create a simple dance.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Vary the speed of their actions.</p> <p>Put a sequence of actions together to create a motif.</p> <p>Copy and repeat actions.</p> <p>Begin to perform learnt skills with some control.</p> <p>Perform using a range of actions and body parts with some coordination.</p> <p>Evaluate Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Improve the timing of their actions.</p> <p>Move in time to music. Use different transitions within a dance motif.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Change the speed and level of their actions.</p> <p>Create a short motif inspired by a stimulus (to show mood or feeling, could be linked to topic).</p> <p>Copy, remember and repeat actions.</p> <p>Compete against self and others.</p> <p>Perform learnt skills with increasing control.</p> <p>Perform sequences of their own composition with coordination.</p> <p>Evaluate Watch and describe performances</p> <p>Improve sequence based on feedback</p> <p>Talk about the differences between their work and that of others.</p>	<p>Begin to improvise with a partner and/or a small group to create a simple dance.</p> <p>Create motifs from different stimuli.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression.</p> <p>Remember and repeat dance phrases</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Develop the quality of the actions in their performances.</p>	<p>Use simple dance vocabulary when comparing and improving work.</p> <p>Change parts of a dance as a result of self-evaluation.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Compose longer dance sequences in a small group.</p> <p>Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own.</p> <p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Perform and apply skills and techniques with control and accuracy.</p> <p>Perform and create sequences with fluency and expression</p>	<p>Use more complex dance vocabulary to compare and improve work.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Develop an awareness of their use of space.</p> <p>Show a change of pace and timing in their movements.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Use complex dance vocabulary to compare and improve work.</p> <p>Modify some elements of a sequence as a result of self and peer evaluation.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Dance with fluency and control, linking all movements and ensuring that transitions flow.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Move rhythmically and accurately in dance sequences.</p> <p>Show a change of pace and timing in their movements.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Perform with confidence, using a range of movement patterns.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Basic movements and team games Athletics</p>	<p>Gross Motor skills: Negotiate space and obstacles safely, with consideration for others and themselves.</p> <p>Demonstrate strength, balance and coordination when playing</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	<p>Running Vary pace and speed when running</p> <p>Run with a basic technique over different distances</p> <p>Show good posture and balance</p> <p>Jog and sprint in a straight line</p> <p>Change direction when jogging and sprinting and maintain control</p> <p>Jumping Perform different types of jumps</p> <p>Jump as high and as far as possible</p> <p>Land safely and with control</p> <p>Throwing Begin to throw objects towards a target with some accuracy</p> <p>Begin to perform a range of throws – e.g. throw underarm and overarm</p> <p>Begin passing and receiving a ball with a partner – catching with some accuracy</p> <p>Send and receive a ball with basic control</p> <p>Begin to develop hand-eye coordination</p>	<p>Running Develop running technique by:</p> <p>Running at different paces and travel at different speeds</p> <p>Begin to select the most suitable pace and speed for distance</p> <p>Vary the speed and direction when they are travelling</p> <p>Be able to maintain and control a run over different distances</p> <p>Jumping Perform and compare different types of jumps</p> <p>Combine different jumps together with some fluency and control</p> <p>Jump for distance from a standing position, with accuracy and control</p> <p>Investigate and choose the best jump to cover different distances</p> <p>Throwing Throw with accuracy at targets – e.g towards a partner, targets at different heights</p> <p>Confidently send and receive a ball in a range of ways</p>	<p>Running Focus on leg and arm action</p> <p>Demonstrate agility and changing direction quickly</p> <p>Begin to combine running and jumping</p> <p>Identify and demonstrate how different techniques can affect their performance</p> <p>Run at varying speeds, changing speed and direction</p> <p>Jumping Use one and two feet to take-off and land</p> <p>Develop an effective take-off for the standing long jump Develop an effective flight phase for the standing long jump</p> <p>Land safely with control</p> <p>Throwing Develop the correct technique for a chest pass and bounce pass</p> <p>Show increasing control in an overarm and underarm throw</p> <p>Throw with greater control and accuracy over longer distances</p> <p>Implement the correct throw for a range of sports</p>	<p>Running Confidently demonstrate an improved technique for sprinting – accelerate run over a short distance</p> <p>Show stamina when running over a long distance</p> <p>Perform a baton exchange, evaluate this technique, and improve it as a team</p> <p>Demonstrate when to increase speed and/or decrease speed</p> <p>Use running to increase the distance of jumps</p> <p>Jumping Perform a variety of jumps for distance and height, using correct technique</p> <p>Take off 1 foot when running to increase distance of jumps</p> <p>Learn how to combine a hop, step and a jump to perform the triple jump</p> <p>Measure the distance/height of jumps to evaluate and improve</p> <p>Land accurately and with control</p> <p>Throwing Accurately perform an underarm throw</p> <p>Accurately perform an overarm throw</p>	<p>Running Confidently and independently select the most appropriate pace for different distances and different parts of a run</p> <p>Identify reaction times when performing a sprint start</p> <p>Accelerate from a variety of different starting positions</p> <p>Develop technique for running and jumping over hurdles</p> <p>Jumping Improve techniques for jumping different distances</p> <p>Continue to develop technique to perform the triple jump</p> <p>Land safely and with control</p> <p>Throwing Throw different objects with control accuracy and using the correct technique</p> <p>Choosing the correct throw for the sport or event that</p> <p>Measure and record the distance of their throws</p> <p>Continue to develop techniques to throw for increased distance</p> <p>Pass and receive a ball on the move</p>	<p>Running Build up speed quickly for a sprint finish</p> <p>Use their preferred leg when running over hurdles</p> <p>Accelerate to pass other competitors</p> <p>Work as a team to competitively perform a relay</p> <p>Jumping Develop the technique for the standing vertical jump</p> <p>Maintain control at each of the different stages of the triple jump</p> <p>Develop and improve their techniques for jumping for height and distance – support others to improve their performance</p> <p>Land safely and with control</p> <p>Throwing Develop the technique for the push, pull and sling throw, with accuracy and control</p> <p>Support others in improving their performance</p> <p>Accurately measure and record the distance of their throws</p>
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	<p>Improve the distance and power they can throw</p> <p>Striking Track a ball by watching it as it moves towards them</p> <p>Use striking in a game – using hands</p> <p>Practise basic striking, sending and receiving</p> <p>Begin to develop hand-eye coordination</p> <p>Begin to develop foot-eye coordination</p> <p>Attack, defend and shoot Begin to use the word intercept and know how to intercept an object</p> <p>Begin using the right language for attacking and defending</p> <p>Know where to stand to defend an area or a target</p> <p>Know where to stand to attack an area or a target</p> <p>Know how to stop an object hitting a target</p> <p>Know how to attack a target and score points</p> <p>Use simple attacking and defending ideas as a single player and as a team</p>	<p>Further develop hand-eye coordination</p> <p>Throw, catch and bounce a ball with a partner</p> <p>Increase the distance of throws by using the correct technique and more power</p> <p>Pass and receive a ball whilst moving towards a goal</p> <p>Striking Continue to develop tracking a ball technique</p> <p>Begin to strike a ball with a bat</p> <p>Develop a good technique for striking a ball</p> <p>Use a range of different bats – decide which one to use for the activity</p> <p>Strike a ball towards a target</p> <p>Decide on the direction you want to hit the ball in (forwards, left, right etc)</p> <p>Begin to use basic rules for striking and fielding games in small game situations</p> <p>Position the body correctly to strike the ball</p> <p>Attack, defend and shoot</p>	<p>Practise the correct technique for catching a ball and use it in a game</p> <p>Perform a range of catching and gathering skills</p> <p>Striking Accurately track a ball to receive it</p> <p>Begin to stand in the right position to strike a ball, knowing which part of the body moves to hit the ball</p> <p>Continue to use a bat or racket to strike a ball</p> <p>Strike a ball with accuracy</p> <p>Develop using striking and fielding rules in game situations, competing against self and others</p> <p>Develop striking technique, using hand eye coordination</p> <p>Strike the ball for distance, aiming for a target and to hit over a distance</p> <p>Begin to serve underarm, developing the correct technique</p> <p>Attacking and defending Develop tactics to keep possession of the ball as a team and as an individual player</p>	<p>Accurately perform a chest pass</p> <p>Accurately use a bounce pass to outwit players</p> <p>Implement each throwing technique into a range of sports</p> <p>Continue to develop techniques to throw for increased distance</p> <p>Use a 'sling' technique for throwing discus</p> <p>Develop the correct technique for catching a ball and use it in a game</p> <p>Perform a range of catching and gathering skills with accuracy and control</p> <p>Striking Accurately track and receive a ball and return it to another player</p> <p>Use the correct body position to strike a ball</p> <p>Use a bat or racket to strike a ball with accuracy and control</p> <p>Continue to develop serving underarm</p> <p>Begin to serve overarm for</p> <p>Develop the technique of forehand shot and know when to use it in a game situation</p>	<p>Accurately receive a ball using the correct technique</p> <p>Know when it is appropriate to use each throw in a game</p> <p>Striking Track a high ball, catch it and return to the bowler, as well as to catch players out</p> <p>Develop the body position and know where to stand and how at different points in a game situation</p> <p>Develop the technique for a forehand long and short, and a backhand long and short shots</p> <p>Use a backhand and forehand shot it in a game situation</p> <p>Develop reaction times, knowing when to strike the ball and how hard or soft to strike it</p> <p>Develop the overhead clear shot and net shot</p> <p>Develop the serving technique with a ball and shuttlecock</p> <p>Accurately serve underarm and continue to develop serving overarm</p> <p>Practise techniques for all strokes and shots</p>	<p>Throw and catch accurately and when under pressure in a game</p> <p>Striking Track a high ball to catch players out in competitive game situations</p> <p>Develop and perfect the correct body position for striking a ball in a range of different sports</p> <p>Strike a bowled ball over longer distances</p> <p>Use hand-eye coordination accurately and with control to be able to direct a ball/shuttlecock when striking it</p> <p>Use the correct technique to accurately complete forehand, backhand, overhead clear and net shots in a game</p> <p>Develop the correct technique for the smash shot and drop shot</p> <p>Know how hard or soft to strike a ball or shuttlecock to outwit opponents</p> <p>Begin to develop a technique to serve to start a game</p> <p>Attacking and defending In a team, communicate effectively to create a</p>
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Outdoor and adventurous activities	<p>Gross Motor skills: Negotiate space and obstacles safely, with consideration for others and themselves.</p> <p>Demonstrate strength, balance and coordination when playing</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>			<p>Develop listening skills</p> <p>Listen to instructions from a partner/adult</p> <p>Identify and use effective communication skills to begin to work as a team</p> <p>Orientate themselves with confidence around a short trail</p> <p>Follow a map in a familiar context</p> <p>Identify symbols used on a key</p> <p>Use clues to follow a route</p> <p>Demonstrate an understanding of how to stay safe and follow a route safely</p> <p>Begin to choose equipment that is appropriate for an activity</p>	<p>Develop strong listening skills</p> <p>Communicate clearly with other people in a team and with others</p> <p>Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each</p> <p>Orientate themselves with accuracy around a short trail</p> <p>Start to recognise features of an orienteering course</p> <p>Plan and organise a trail that others can follow</p> <p>Associate the meaning of a key in the context of the environment</p> <p>Follow a map in a more demanding familiar context</p> <p>Follow a route within a time limit</p> <p>Investigate a range of equipment for creating and completing an activity</p> <p>Make an informed decision on the best equipment to use for an activity</p>	<p>Communicate clearly and effectively with others</p> <p>Work effectively as part as a team</p> <p>Use clear communication to effectively complete a particular role in a team</p> <p>Complete orienteering activities both as a team and independently, with accuracy and confidently</p> <p>Design an orienteering course that can be followed and offers some challenge to others, using a range of clues</p> <p>Begin to use navigation equipment to orientate around a trail</p> <p>Identify a key on a map and begin to use the information in activities</p> <p>Follow a map into an unknown location</p> <p>Use clues and a compass to navigate a route</p> <p>Change route to overcome a problem and use new information to change route</p> <p>Choose the best equipment for an outdoor activity</p> <p>Create a simple plan of an activity for others to follow</p> <p>Identify the quickest route to accurately navigate an orienteering course</p>	<p>Communicate clearly and effectively with others when under pressure</p> <p>Work effectively as part of a team, demonstrating leadership skills</p> <p>Compete in orienteering activities both as part of a team and independently, with confidence and accuracy when under pressure.</p> <p>Design an orienteering course that is clear to follow and offers challenge to others, using a range of clues</p> <p>Use navigation equipment (maps, compasses) to improve the trail</p> <p>Use a range of map style and make an informed decision on the most effective</p> <p>Choose the best equipment for an outdoor activity</p> <p>Prepare an orienteering course for others to follow</p> <p>Identify the quickest route to accurately navigate an orienteering course</p> <p>Plan routes with others, considering safety and danger</p>
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