

Physical Education (PE) Progression of Knowledge and Skills Document

<u>Subject Area</u>	<u>Concept/Aspect</u>	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>
Processes	Athletic	Skill -Negotiate space successfully when running, jumping, hopping, skipping and throwing.	Skill -Adjust speed when running, and jump off objects and land successfully.	Skill -Practice basic running, jumping, throwing and catching techniques. Broad Knowledge -Running involves keeping your head up, pumping your arms and lifting your knees. Jumping involves starting in a crouch, swinging your arms behind your body, taking off on both feet and landing with bent knees. Throwing involves looking where you want the ball to go, stepping forward on one foot, pulling the ball back with the other hand and then pushing the ball forwards, letting go in front of you. Catching involves watching the ball and grasping it tightly with both hands.	Skill -Develop and modify running, jumping, throwing and catching techniques to make outcomes more successful, with increasing balance, agility and coordination. Broad Knowledge -Techniques in running, jumping, throwing and catching can be developed and modified to improve performance.
Processes	Gymnastics	Skill - Travel with confidence and skill around, under, over and through balancing and climbing equipment; stands on one foot momentarily when shown.	Skill - Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength.	Skill - Demonstrate agility, balance, control and coordination when moving or balancing, performing basic sequences that use space safely. Broad Knowledge -Balancing means holding the body steady without wobbling or falling. Using space safely means showing awareness of other people and obstacles in the setting.	Skill -Demonstrate a sequence of linked balances, creating a variety of body shapes. Broad Knowledge - Two or more different body shapes, performed and held in a steady position one after the other, are called a sequence of linked balances. Different body parts can support a balance. Body shapes can include a star, straight line, bridge, arch, tuck and crab.
Processes	Sending and Striking	Skill -Throw, catch, pat, aim, bat and kick a large ball.	Skill -Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control.	Skill -Pat, throw, kick, stop and catch a ball.	Skill -Confidently send or receive an object, such as a beanbag or ball.

Physical Education (PE) Progression of Knowledge and Skills Document

			Core Knowledge - Football is a team game that involves kicking a ball.	Broad Knowledge -Patting involves tapping a ball with open hands. Throwing involves sending a ball through the air using the hands and arms. Kicking involves sending a ball along the ground by striking it with a foot. Stopping a ball involves using a part of the body to prevent the ball from moving. Catching involves grasping a ball in two hands after it has been thrown or kicked.	Broad Knowledge - There are different ways to send an object from one place to another, such as patting, throwing, rolling and kicking.
Processes	Team Games	Skill - Join in with games that include racing, chasing, balancing, riding (scooters, trikes and bikes) and ball skills.	Skill -Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping, hopping, running and climbing. Core Knowledge -Regular exercise helps to keep us healthy. -It is important to have at least one hour of physical activity every day.	Skill -Participate in simple playground games, following the rules. Core Knowledge - Rules are instructions that guide how a game should be played. Everyone playing the game must follow the rules to make it fair.	Skill -Play simple team games, understanding the rules and developing basic tactics to score points. Broad Knowledge - A tactic is an action, such as passing the ball to a team member who is closer to the net, that helps the team to achieve something. Team members work together towards a shared goal, such as scoring points.
Processes	Dance	Skill -Experiment with different ways of moving the body and begin to remember sequences and patterns of movement related to music and rhythm. Uses large muscle movements to wave flags and streamers.	Skill -Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music. Core Knowledge - Traditional dances are performed as part of Diwali celebrations. -When people dance they move their body and feet to music.	Skill -Copy, create and remember simple movement patterns, showing awareness of rhythm. Broad Knowledge - Different parts of the body can be used to create movements, such as stepping, stretching, skipping or crouching. Two or more movements can be ordered to create a movement pattern.	Skill -Perform movements to express ideas, emotions or feelings, varying level, speed and direction. Core Knowledge -Movements can be performed along different pathways (straight, curved or zigzag), levels, speeds and directions. This can help performers to express different ideas, emotions or feelings. For example, if creating a dance about

Physical Education (PE) Progression of Knowledge and Skills Document

					a storm, movements may be fast, with lots of changes of direction.
Creativity	Evaluation	Skill - Take part in different games and activities and begin to talk about which ones they enjoy. Core Knowledge - Exercise and being active helps keep us healthy.	Skill -Watch a variety of sporting activities. Talk about similar games and activities that they have taken part in and how it made them feel and their preferences.	Skill - Comment on their own or others' performance, routine or game. Broad Knowledge -Words, such as exciting, brilliant, bouncy and fast can be used to describe feelings, movements and actions.	Skill -Use appropriate vocabulary to comment on performance and opportunities for improvement. Broad Knowledge -Improve means to get better at doing something. Performance in PE can be described using different vocabulary, such as tried hard, found it a challenge, listened carefully and could improve.
Investigation	Data Analysis			Skill -Record achievement in running, jumping and throwing activities by measuring how fast or far something has travelled. Broad Knowledge - Blocks, measuring sticks and trundle wheels can be used to measure how far something has travelled in metres and centimetres. Counting aloud or using a timer can tell us how fast something has travelled in minutes and seconds.	Skill -Collect data over time to show how repetition improves overall performance. Broad Knowledge -Skills are learned in PE and then improved by practising (doing something over and over again to become better). Information can be collected over time to show how practice improves performance.
Nature	Outdoor or Adventurous Activities	Skill -Travel with confidence and skill around, under, over and through equipment and different terrains, such as climbing steps, stairs and apparatus using alternate feet.	Skill -Move confidently in a range of ways and safely negotiate space, obstacles and terrains.	Skill -Follow a simple route around the school grounds or a given outdoor space. Broad Knowledge - Position, direction and movement can be described using the words top,	Skill -Move over, under and through spaces and obstacles outdoors. Broad Knowledge - Obstacles can be overcome by

Physical Education (PE) Progression of Knowledge and Skills Document

				middle, bottom, in front of, above, between, around, near, close, far, up, down, turn, forwards, backwards, inside, outside, left and right. There are different ways of travelling to get from one place to another, such as walking, jogging, skipping or jumping.	moving into spaces around, over, under or through them.
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