



P.E Knowledge and Skills Progression

Year Group	Coverage	Vocabulary
EYFS	<p><u>Early Learning Goals:</u> Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing <p><u>We will achieve this through:</u></p> <ul style="list-style-type: none"> • Individual interactions between children or children and adults. • Following children’s interests and questions. • Knowing the child, mindful of the journey they are on-building on prior learning and understanding-building on and developing/extending vocabulary. • Transition from home to Nursery or FS2 and into Year One. • In the moment interactions i.e. heart rate after exercise, listening to our breathing. Developing games from children’s interests. • Discussions with parents/carers. • Repetition of games and understanding rules. 	<ul style="list-style-type: none"> • Body parts • Walking • Running • Jumping • hopping • Stretching • Skipping • Climbing • Space • Forwards • Backwards • Throw • Catch



	GYMNASTICS	DANCE	ATHLETICS	GAMES	
	Travelling Stretching and Curling Travelling taking weight on different body parts	<ul style="list-style-type: none"> • Be aware of space and how to safely move around. • Make simple shapes • Travel on feet in a variety of ways • Recognise repeated sounds • Move in different levels and directions, including turning • Recognise changes in speed of music. • Move and 'freeze' with control • Create pathways and patterns on the floor • Work co-operatively with a partner. 	N/A	Focus on bean bags focus on using a ball Focus on using hoops and quoits Focus on using ropes, bats and balls	
	GYMNASTICS	DANCE	ATHLETICS	GAMES	VOCABULARY



P.E Knowledge and skills progression

<p>Year 1</p>	<ul style="list-style-type: none"> • Respond to instructions • Copies and explores basic movements with some control and coordination. 	<ul style="list-style-type: none"> • Copies and explores basic movements and body patterns. • Remembers simple movements and dance steps. 		<ul style="list-style-type: none"> • Can travel in a variety of ways including running and jumping. • Perform a range of throws (Underarm and overarm). 	<ul style="list-style-type: none"> • Patterns • Movement • Bounce • Jump • Land • Roll • Curl
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	<ul style="list-style-type: none"> • Can perform different body shapes. • Performs at different levels. • Can perform a 2 footed jump showing balance. • Can use equipment safely. • Balances with some control. • Can link 2 movements with simple transitions. 	<ul style="list-style-type: none"> • Links movements to sounds and music. • Use movements to communicate feelings. 		<ul style="list-style-type: none"> • Receives a ball with basic control. • Beginning to develop hand-eye coordination. • Participate in simple games. • Beginning to develop spatial awareness. • Beginning to communicate (simple language). 	<ul style="list-style-type: none"> • Throw • Catch • Balance • Travel • Sequence • Safety
	<p>Flight, bouncing, jumping and landing Points and patches (balances) Rocking and rolling Wide-Narrow- Curled (body awareness)</p>	<ul style="list-style-type: none"> • Respond to a range of stimuli/ sounds • Make different shapes with their bodies (round and spikey) • Choose appropriate movements to go with the speed of music. • Link movements together to create a dance/sequence • Recall movements to be able to perform a dance, and observe 	N/A	<p>Focus on ball skills and games Throwing and catching- aiming games Bat/ball games and skipping Developing partner work</p>	



P.E Knowledge and skills progression

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		<ul style="list-style-type: none"> • Communicate mood through dance • To perform with varying speeds, directions and pathways. 			
	GYMNASTICS	DANCE	ATHLETICS	GAMES	VOCABULARY



Year 2	<ul style="list-style-type: none"> • Explores and creates different movements and shapes with some control. • Uses equipment in a variety of ways to create a sequence (Shapes, levels and speed). • Link movements together to create a sequence using basic transitions. • Begin to use vocabulary to describe sequences. 	<ul style="list-style-type: none"> • Copies and explores basic movements with clear control. Varies levels and speed in sequences. • Can vary sizes of body shapes. • Show change of direction in a sequence. • Uses space well and begins to use effectively. • Use vocabulary to describe a short dance. 		<ul style="list-style-type: none"> • Confident to send the ball to others in a range of ways. • Beginning to apply and combine a variety of skills to a game situation. • Develop strong spatial awareness. • Understand the importance of rules in rules. • Develop simple tactics and use them appropriately. • Beginning to develop an understanding of attacking/defending. • Communication is clearer and using simple commands. 	<ul style="list-style-type: none"> • Speed • Levels • Control • Direction • Defending • Command • Sending • Receiving • Spinning • Turning • Dribbling
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	<p>Parts high and parts low Pathways Spinning, turning, twisting Linking movements together</p>	<ul style="list-style-type: none"> • Use a range of basic dance actions with understanding • To use different levels, directions, speeds and pathways to create appropriate actions for music • Respond to different stimuli (music, bubbles, flashcards) • Copy and perform simple rhythmic patterns • Give feedback on a dance using appropriate vocabulary (Warm and cool feedback) 	<ul style="list-style-type: none"> • N/A 	<p>Throwing and catching- inventing games Making up a game dribbling, kicking and hitting Group games and inventing rules</p>	
	GYMNASTICS	DANCE	ATHLETICS	GAMES	VOCABULARY



<p>Year 3</p> <p>+10 weeks swimming</p> <p>+10 weeks Judo</p>	<ul style="list-style-type: none"> • Applies compositional ideas independently and with others to create a sequence. • Copies, explores and remembers a variety of movements and 	<ul style="list-style-type: none"> • Beginning to improvise independently to create a simple dance. • Begin to improvise with a partner to create a simple dance. Translates ideas from a stimuli into 	<ul style="list-style-type: none"> • Beginning to run at speeds appropriate for the distance. • Can perform a running jump with some accuracy. 	<ul style="list-style-type: none"> • Understands tactics and composition by starting to vary in responses. • Vary skills and actions that suit the game. 	<ul style="list-style-type: none"> • Symmetry • Sequence • Turns • Accuracy • Improvise • Underarm • Overarm • Tactic • Judo • Grip • Self defense • Collar • Opponent
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	<p>uses these to create a sequence.</p> <ul style="list-style-type: none"> • Describes and begins to evaluate their work using simple gym vocabulary. • Begin to notice similarities and differences in performances • Using turns and change of directions whilst moving in a variety of ways. • Beginning to show flexibility in movements. • Beginning to develop good technique when travelling, balancing and using equipment. 	<p>movement with support.</p> <ul style="list-style-type: none"> • Beginning to adapt movements and create longer sequences. • Uses simple dance vocabulary to compare and improve work (Begin to evaluate). 	<ul style="list-style-type: none"> • Performs a variety of throws using a selection of equipment. • Can use equipment safely and with good control. 	<ul style="list-style-type: none"> • Use skills with coordination and control. • Works well in a group to develop various games. • Beginning to understand how to compete with each other in a controlled manner. • Understand movement into or closing down others' space. 	<ul style="list-style-type: none"> • Athletics • Invasion • Striking
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	<p>Stretching and curling Symmetry and Asymmetry Pathways Traveling with changes of direction and position</p>	<ul style="list-style-type: none"> • Improvise freely, using imagination • Develop different ways of travelling jumping and turning to create dance phrases 	<ul style="list-style-type: none"> • Sprinting style/changing pace • Throwing for accuracy and distance • Jumping-take off/landing 	<p>Ball skills – invasion focus Creative games making Net/court/wall games Striking/field games</p>	
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		<ul style="list-style-type: none"> • Copy and perform set steps • Create and structure a whole dance • Use a story as a stimulus, interpret images into a movement and perform with greater control, fluency and co- ordination • To give critique on other performances regarding movement and expressions 	<ul style="list-style-type: none"> • Jumping for distance • Relay take overs • Being to develop endurance running 		
	GYMNASTICS	DANCE	ATHLETICS	GAMES	VOCABULARY
Year 4 + 10 weeks swimming +10 weeks Judo	<ul style="list-style-type: none"> • Links movements with control, coordination and fluency. • Developing composition by performing more complex sequences. • Beginning to use gym vocabulary to improve and refine performances. 	<ul style="list-style-type: none"> • Confidently improvise with a partner or individually. • Create longer dance sequences as part of a larger group. • Demonstrate precision and control in movements. • Begin to develop and vary transitions between movements. 	<ul style="list-style-type: none"> • Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component (Triple jump). • Demonstrates accuracy in throwing 	<ul style="list-style-type: none"> • Vary skills, actions and ideas in a way which suits the game. • Shows confidence in ball skills in various ways and can link them together. • Uses skills with coordination and control. • Takes part in competition with a 	<ul style="list-style-type: none"> • Sprint • Jog • Pace • Relay • Logical • Push throw • Pull throw • Precision • Isolation • Technique • Tactic • Rhythm



	<ul style="list-style-type: none"> • Develops, strength and flexibility in performances. • Creates sequences using various body shapes and equipment effectively. • Combines equipment with movement to create sequences. 	<ul style="list-style-type: none"> • Demonstrates rhythm and spatial awareness. • Modifies parts of a sequence as a result of self -evaluation and begins to critique work of others continuing to use dance vocabulary 	<p>and catching activities.</p> <ul style="list-style-type: none"> • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control. 	<p>strong understanding of tactics.</p> <ul style="list-style-type: none"> • Works well in a group to develop various games. • Compares and comments on skills using technical vocabulary. • Can make suggestions on how to differentiate games. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination and transfer skills into game situations. 	<ul style="list-style-type: none"> • Motif
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	<p>Balance Receiving body weight</p> <p>Balance leading into change of direction rolling</p>	<ul style="list-style-type: none"> • Use imagination to give actions to a character • Use motifs and movement patterns to structure dance phrases. • Recall and repeat a number of dance phrases 	<ul style="list-style-type: none"> • Running for speed and distance • Throwing techniques- distance and accuracy • Jumping for height • Sprint speed take over (relay) 	<p>Net/court/wall games problem solving and inventing games Invasion games Striking and fielding games</p>	
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		<ul style="list-style-type: none"> • Link movements together logically and fluently • Describe and interpret dances with appropriate descriptive language 	<ul style="list-style-type: none"> • Running over obstacles • Combination jumping 		
	GYMNASTICS	DANCE	ATHLETICS	GAMES	VOCABULARY
Year 5 +10 weeks swimming +10 weeks Judo	<ul style="list-style-type: none"> • Demonstrate mirroring and contrasting movements during a sequence. • Select and combine techniques and ideas. • Apply combined skills accurately and consistently showing control and fluency. • Draw on what they know composition when performing and evaluating. • Analyse and comment on skills and techniques and how these are applied in their own work. 	<ul style="list-style-type: none"> • Begins to use exaggerated movements through expressions. • Develop fluency through varied transitions between movements. • Use strong movements through a sequence. • Move appropriately and using controlled movements to a stimulus. • Develop change of pace in movements throughout a routine. • Uses the space provided to a maximum. • Improvises with 	<ul style="list-style-type: none"> • Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. • Beginning to record peers' performances and evaluate these. • Demonstrates accuracy and confidence in throwing and catching activities. • Describes good athletic performance using correct vocabulary. 	<ul style="list-style-type: none"> • Vary skills, actions and ideas in a way which suits the game. • Shows confidence in ball skills in various ways and can link them together. • Uses skills with coordination, control and fluency. • Takes part in competition with a strong understanding of tactics and can improvise in game situations. • Compares and comments on skills using technical vocabulary and provides 	<ul style="list-style-type: none"> • Accompaniment • Upsweep • Downsweep • Mirroring • Tension • Fluency • Expression • Technique • Bridges • Flight • Race starts • Javelin



		confidence and still demonstrating fluency in their sequence.			
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	<ul style="list-style-type: none"> • Uses more complex gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performances. • Links skills with control, technique, co-ordination and fluency. 	<ul style="list-style-type: none"> • Begin to evaluate sequences using more complex dance vocabulary 	<ul style="list-style-type: none"> • Can use equipment safely and with good control. 	<p>suggestions to improve performance.</p> <ul style="list-style-type: none"> • Can make suggestions to differentiate games with resources or changing factors (e.g. space). • Apply attacking and defending to improve performance. • Uses running, jumping, throwing and catching in isolation and combination and transfer skills into game situations. 	
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	<p>Bridges flight Functional use of limbs Turning and spinning</p>	<ul style="list-style-type: none"> • Use visual stimuli as a starting point to create dance movement • Use props as an integral part of the dance • Develop own ideas, or in a small group • Work in different group formations, including planning for larger groups 	<ul style="list-style-type: none"> • Develop rhythm in running over obstacles • 'pull' throw • Sprinting style- including race starts • Jumping combination s • Estimating duration, distance and speed 	<p>Net/court/ wall games Invasion and target (Ball handling) invasion games (implement and kicking) Striking and fielding games</p>	
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		<ul style="list-style-type: none"> • Use expression in performances, to convey moods and feelings • Practise dances in order to refine the quality • Critique their own work to improve skill and performance 	<ul style="list-style-type: none"> • Throwing for distance and accuracy 		
	GYMNASTICS	DANCE	ATHLETICS	GAMES	VOCABULARY
Year 6 +10 weeks swimming +10 weeks Judo	<ul style="list-style-type: none"> • Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and direction. • Performs difficult actions showing extension, clear body shape and changes in direction. • Adapts sequences to include a partner or a small group. 	<ul style="list-style-type: none"> • Confidently use expression to exaggerate movements and express feelings. • Perform with confidence using a range of movements. • Demonstrates strong imagination when creating dance sequences thinking about shapes, height, direction, speed and transitions. • Demonstrates strong movements 	<ul style="list-style-type: none"> • Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. • Beginning to record peers performances and evaluate these. • Demonstrate accuracy and confidence in throwing 	<ul style="list-style-type: none"> • Vary skills, actions and ideas in a way which suits the game. • Shows confidence in ball skills in various ways and can link them together. • Maintains possession during game situations. • Uses skills with coordination, control and fluency. • Takes part in competition with a strong understanding of tactics and 	<ul style="list-style-type: none"> • Synchronisation • Canon • Collaborative • Agility • Counter balance • Push and pull throws • Shot put



		through a sequence.	and catching.	improvise in game situations.	
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	<ul style="list-style-type: none"> • Gradually increases the length of sequences with a partner to make a sequence using the floor, mats and apparatus showing clarity of movement. • Draw on what they know composition when performing and evaluating. • Analyse and comment on skills and techniques and how these are applied in their own and others' work. • Uses more complex gym vocabulary to describe how to improve and refine performances. • Develops strength, techniques and flexibility throughout performances. 	<ul style="list-style-type: none"> • Move appropriately and using controlled movements to a stimuli. • Is able to move accurately to the beat in a dance sequence. • Dances with fluency, balance and control, linking movements to ensure they flow. • Demonstrates consistent precision when performing dance sequences. • Evaluate sequences using complex dance vocabulary. 	<ul style="list-style-type: none"> • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control. 	<ul style="list-style-type: none"> • Compares and comments on skills using technical vocabulary and provides suggestions to improve performance. • Can make suggestions to differentiate games with resources or changing factors (e.g. space). • Apply attacking and defending with fluent transitioning to improve performance demonstrating strong communication skills. • Uses running, jumping, throwing and catching in isolation and combination and transfer skills into game situations. 	
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P.E Knowledge and skills progression

	Matching and mirroring	<ul style="list-style-type: none">• Explore, improvise, and combine movement		Invasion games- implement and kicking (Hockey and football)	
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	<p>synchronisation and canon Holes and barriers Counter balance and tension</p>	<p>ideas fluently and effectively</p> <ul style="list-style-type: none"> • Perform with clear intent and meaning, with control and fluency • Work collaboratively with small groups or with others • Create and structure motifs, leading up to whole dances. • Demonstrate the ability to translate ideas into symbolic movement • Show confidence in personal responses to other interpretations of the stimuli, giving comments using appropriate terminology 	<ul style="list-style-type: none"> • Drive and speed in running, stride frequency • Push and pull throws (shots and javelins) • Running longer distances • Combination-triple jump • Running over obstacles (Hurdles) 	<p>New/court/wall games (Volleyball and tennis) Striking and fielding games Invasion games (Ball handling) Netball, Basketball, rugby)</p>	
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