

Progression in PE Knowledge (Year A, Year B)

Dimension	EYFS Knowledge	KS1 Knowledge	LKS2 Knowledge	UKS2 Knowledge
Games & Athletics (National Curriculum)	<ul style="list-style-type: none"> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Take part in outdoor and adventurous activity challenges both individually and within a team. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Take part in outdoor and adventurous activity challenges both individually and within a team. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Take part in outdoor and adventurous activity challenges both individually and within a team.
Dance (National Curriculum)		<ul style="list-style-type: none"> Perform dances using a range of movement patterns. 	<ul style="list-style-type: none"> Perform dances using a range of movement patterns. 	<ul style="list-style-type: none"> Perform dances using a range of movement patterns.
Gymnastics (National Curriculum)		<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance. 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance. 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance.
Swimming (National Curriculum)		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25m. Use a range of strokes effectively Perform safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25m. Use a range of strokes effectively Perform safe self-rescue in different water-based situations.
Evaluation of Performance (National Curriculum)		<ul style="list-style-type: none"> Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Games (School Scheme of Work)	<ul style="list-style-type: none"> Knows how to move in an open space to negotiate obstacles, thinking about adjusting speed and direction. Knows how to catch and throw a variety of ball sizes for accuracy in different ways. Knows how to kick a ball for power and accuracy. Understands how to control a ball when playing in games. 	<ul style="list-style-type: none"> Understand the terms 'opponent' and 'team mate'. Understand how to combine different movement skills with or without equipment. Understand how to lead others where appropriate. Knows the rules of simple team games. Knows the term 'dodging' and can apply in a range of activities. Knows how to throw and catch a ball in a variety of ways, individually or with others. 	<ul style="list-style-type: none"> Understand the need for control when throwing and catching and using equipment. Understanding which tactics and movements are appropriate for different games. Understand the term hand eye co-ordination. Understand the rules for a variety of games. Knowing that games need to be played fairly and for enjoyment. Know how to lead others and be respectful within a team. 	<ul style="list-style-type: none"> Know which techniques to use and how to combine them. Understand how to work alone or as part of a team. Understand the need for accuracy and power. Understand the benefits of different striking and fielding as well as attacking and defending techniques. Select appropriate tactics for a game and adapt where necessary. Know how to be respectful to other teams as well as own, behaving as a role model.
Dance (School Scheme of Work)	<ul style="list-style-type: none"> Knows how to move their bodies to reflect the music. Understands how link movements to compose a short sequence. 	<ul style="list-style-type: none"> Understand the need for careful control and co-ordination. Knows how to link movements together appropriately in a sequence, with a beginning and ending. 	<ul style="list-style-type: none"> Understands how to plan, perform and repeat sequences, with a clear beginning, middle and end. Understands that movements can be combined. 	<ul style="list-style-type: none"> Knows how to compose creative and imaginative dance sequences with a clear beginning, middle and end. Knows how to hold a precise and strong body posture with dynamics, space and relationships.

		<ul style="list-style-type: none"> • Knows to vary the dynamics, relationships or space to create sequences. • Understands that movements can communicate a mood, feeling or idea, with or without a stimulus. 	<ul style="list-style-type: none"> • Knows how to convey an idea through dance through dynamics, relationships and space. • Knows that changing the speed and levels of a performance will impact on the outcome. • Understands the need for physical strength and suppleness. 	<ul style="list-style-type: none"> • Knows which muscles are involved in different movements. • Knows how to improve strength and suppleness for a desired outcome.
Gymnastics (School Scheme of Work)	<ul style="list-style-type: none"> • Knowing the meaning and differences between a 'static and dynamic' balance. • Knows how to travel in a safe manner indoors. • Knows a variety of ways to roll and jump in a controlled manner. • Knows the body can be moved into a variety of shapes and ways, and can name them correctly. Using simple vocabulary to describe their movements. • Understands the need to be safe when using gymnastic equipment. 	<ul style="list-style-type: none"> • Knows how to confidently use a range of 'dynamic' and 'static' balances and apply these individually and with others. • Knows how to hop, jump and leap and understands how to in a variety of ways, and apply these individually and with others. • Knows the terms: front, back and side support to create floor shapes. • Can name and perform a variety of movements in a controlled manner, on and off equipment. • Understands how to climb and traverse safely on equipment. 	<ul style="list-style-type: none"> • Knows the terms and can attempt: y balance and t balance and apply in sequences. • Knows the terms and can attempt: forward rolls and backwards rolls, diving and forward and backwards rolls, and can demonstrate in a controlled manner. • Knows how to perform different balances, movements and shapes on a variety of equipment and on the floor. • Knows how to climb, traverse and perform 3 points hold on equipment and can explain how to be safe. 	<ul style="list-style-type: none"> • Knows how to combine strength and stamina gained through gymnastic activities. • Knows the terms and can perform with control: y balance and t balance and apply in sequences. • Knows the terms and can perform: forward rolls and backwards rolls, diving and forward and backwards rolls, cartwheel, headstand, handstand and can demonstrate in a controlled manner. • Can demonstrate and explain a number of balances through control including front and pair support pair/trio balances. • Can create, perform and, evaluate a sequence with balance, movement and flow on and off equipment. • Knows how to climb, traverse and perform 3 points hold on equipment and can explain the risks and how to manage them.
Athletics (School Scheme of Work)	<ul style="list-style-type: none"> • Knows how to jump and leap in different ways for height and distance. • Knows to negotiate speed and space when running. • Knows how to throw a ball for accuracy and distance. 	<ul style="list-style-type: none"> • Understands how to throw in a variety of ways for accuracy and distance. • Knows how improve their technique for running at speed. 	<ul style="list-style-type: none"> • Knows that their skills can be developed through strength, control and technique in a variety of manners (jumping, throwing, running) 	<ul style="list-style-type: none"> • Knows that their skills can be developed through strength, control and technique in a variety of manners (jumping, throwing, running), including demonstrating a positive attitude on how to improve themselves and others.
Health and Fitness (Body Awareness) (School Scheme of Work)	<ul style="list-style-type: none"> • Knows that exercise and activity makes their body change. 	<ul style="list-style-type: none"> • Start to understand how their heart rate raises during physical exercise. 	<ul style="list-style-type: none"> • Can use the terms: heart rate, pulse in lessons and knows some of the names of the main muscles groups 	<ul style="list-style-type: none"> • Know the terms: pulse, heart rate, and name some muscles correctly, and they can explain the effects of exercise on their body.
Self Reflection and personal challenge (School Scheme of Work)	<ul style="list-style-type: none"> • Can accept feedback giving by others, and respond positively. 	<ul style="list-style-type: none"> • Know they can improve their skills in a variety of sports to improve their performance. • Can set simple personal challenges to improve. • Can give and take feedback from others and respond positively. 	<ul style="list-style-type: none"> • Can set personal challenges to improve through a positive attitude. • Can give feedback to others in reference to a set success criteria. • Can listen to feedback from to others and respond by making changes in a positive manner. 	<ul style="list-style-type: none"> • Can take their own pulse at the start, during and end of a P.E lesson and explain the effects on their bodies. • Knows the importance of warming up and cooling down. • Can set measureable and realistic personal challenges. • Can listen to feedback carefully and respond by making structured improvements in a positive manner.