

# PHYSICAL EDUCATION: Knowledge, Skills and Understanding Progression Grid

	Reception	Year 1	Year 2
Motor Competence (Fundamental Movement Skills)	<p><b><u>Stability Skills</u></b></p> <p>To maintain balance when standing in a stationary position on the floor (2 feet).</p> <p>To begin to maintain their balance whilst performing a task (2 feet) - to balance a bean bag on their shoulder; back of hand; head; on head whilst holding arms out and touching nose with one hand.</p> <p>To begin to maintain their balance whilst standing on one foot (encourage the children to look at something that is level with their eyes)</p> <p>To begin to maintain balance when performing a task on one leg - throw and catch bean bag with alternate hands on one leg</p> <p><b><u>Manipulation Skills</u></b></p> <p><b>Throwing</b></p> <p>To throw and catch a bib in the air to themselves.</p> <p>To throw objects under-arm in a general direction with a degree of success (i.e. – Forwards)</p> <p>To begin to throw objects under-arm to targets 1-2 metres away with moderate success</p> <p>To begin to throw objects under-arm to targets 3-4 metres away with moderate success</p> <p><b>Catching</b></p> <p>To throw and catch a bib in the air to themselves.</p> <p>Sitting – practice catching with a bean bag</p> <p>Resting on knee’s – Practice catching with a bean bag</p> <p>Standing – Practice catching with a bean bag</p> <p>Sitting – practice catching with a medium sized ball</p> <p>Resting on knee’s – Practice catching with a medium sized ball</p> <p>Standing – Practice catching with a medium sized ball</p> <p><b><u>Locomotor and Stability Skills</u></b></p> <p>To show a clear in-balance when moving forwards at any pace faster than walking.</p> <p>To show an understanding that bending at the knee helps to stop quickly when running.</p> <p>To begin to maintain balance when changing direction</p> <p>To begin to maintain balance when moving fast in all directions &amp; changing directions and stopping with competency</p>	<p><b><u>Stability Skills</u></b></p> <p>To maintain their balance whilst standing on one foot (encourage the children to look at something that is level with their eyes)</p> <p>To maintain balance when performing a task on one leg - throw and catch bean bag with alternate hands on one leg</p> <p>To maintain a 4 point &amp; 3 point balance in gymnastics</p> <p>To maintain balance when batting.</p> <p><b><u>Manipulation Skills</u></b></p> <p><b>Throwing</b></p> <p>To throw objects under-arm to targets 3-4 metres away</p> <p>To begin to use the over-arm throw to throw over a greater distance in athletics</p> <p>To begin to apply these skills to striking and fielding games.</p> <p><b>Catching</b></p> <p>Sitting – practice catching with a medium sized ball</p> <p>Resting on knee’s – Practice catching with a medium sized ball</p> <p>Standing – Practice catching with a medium sized ball</p> <p>To begin to apply these skills to striking and fielding games.</p> <p><b>Batting</b></p> <p>To begin to maintain the correct posture when batting – hands up in back, elbows down, feet spread twice shoulder width and toes pointing straight ahead.</p> <p>To bat with a tennis racquet</p> <p>To begin to bat with a rounders bat</p> <p>To begin to apply these skills to striking and fielding games</p> <p><b><u>Locomotor and Stability Skills</u></b></p> <p>To maintain balance when changing direction, with increasing control</p> <p>To travel in a variety of ways</p> <p>To maintain balance when kicking, catching, throwing and jumping</p> <p>To begin to maintain balance when sprinting, hopping and with weight on hands</p> <p>To begin to run and jump over hurdles – hurdle size to be increased with confidence</p> <p><b>Dance</b></p> <p>To display development in the FUNdamentals of movement (Jog, Jump, Hop, Weight on Hands &amp; Balance)</p> <p>To know how to change direction, level and speed of movement, with support from the teacher and in response to a given stimuli</p> <p>Be able to change direction, level &amp; speed to suit the stimuli/music</p> <p>Be able to repeat and perform sequences of movement to music</p> <p><b>Swimming</b></p> <p>Enter and exit the pool safely using the steps</p> <p>Walk across the pool with a buoyancy aid.</p> <p>Walk across the pool unaided.</p> <p>Confidently submerge their entire head under water and blow bubbles.</p> <p>Float using a buoyancy aid.</p> <p>Show different shapes in the water (curled, stretched, wide, narrow)</p> <p>Swim across the width of pool with a buoyancy aid (or unaided if able)</p>	<p><b><u>Stability Skills</u></b></p> <p>To confidently maintain their balance whilst standing on one foot (encourage the children to look at something that is level with their eyes)</p> <p>To maintain balance when performing a task on one leg - throw and catch bean bag with alternate hands on one leg</p> <p>To confidently maintain a 4 point &amp; 3 point balance in gymnastics</p> <p>To maintain balance when batting</p> <p><b><u>Manipulation Skills</u></b></p> <p><b>Throwing</b></p> <p>To confidently throw objects under-arm to targets 3-4 metres away</p> <p>To confidently use the over-arm throw to throw over a greater distance in athletics</p> <p>To apply these skills to striking and fielding games</p> <p><b>Catching</b></p> <p>Sitting – practice catching with a tennis ball</p> <p>Resting on knee’s – Practice catching with a tennis ball</p> <p>Standing – Practice catching with a tennis ball</p> <p>To apply these skills to striking and fielding games</p> <p><b>Batting</b></p> <p>To maintain the correct posture when batting – hands up in back, elbows down, feet spread twice shoulder width and toes pointing straight ahead.</p> <p>To bat with a tennis racquet</p> <p>To begin to bat with a rounders bat</p> <p>To begin to apply these skills to striking and fielding games</p> <p><b><u>Locomotor and Stability Skills</u></b></p> <p>To confidently travel in a variety of ways, maintaining balance when changing direction</p> <p>To confidently maintain balance when kicking, catching, throwing and jumping</p> <p>To maintain balance when sprinting, hopping and with weight on hands</p> <p>To run and jump over hurdles – hurdle size to be increased with confidence</p> <p><b>Dance</b></p> <p>To display development in the FUNdamentals of movement (Jog, Jump, Hop, Weight on Hands &amp; Balance)</p> <p>To know how to change direction, level and speed of movement in response to musical stimuli</p> <p>Be able to change direction, level &amp; speed to suit the stimuli/ music and explain own interpretation of the stimuli/music</p> <p>Be able to repeat and perform sequences of movement to music independently, with a partner or in a small group</p> <p><b>Gymnastics</b></p> <p>To link travelling movements and core shapes</p> <p>To consider how speed changes the impact of the movement and shape</p> <p>To link travelling movements with point balances</p> <p>To show control and coordination</p> <p>To link together a balance, two jumps and a travelling movement in a sequence</p> <p>To perform a roll and a jump, moving smoothly from floor to standing position</p> <p>To sequence gymnastic movements with control &amp; precision</p> <p>To choose &amp; vary compositional ideas in sequences</p>

# PHYSICAL EDUCATION: Knowledge, Skills and Understanding Progression Grid

	Reception	Year 1	Year 2
Rules, Strategies and Tactics	<p><b>Rules</b></p> <p>To find their own space when stationary and moving around</p> <p>To listen and respond to the stop signal</p> <p>To follow safety rules</p> <p>To work as a team (when appropriate)</p> <p><b>Strategies &amp; Tactics</b></p> <p>To use cupped hands for catching</p> <p>To bend knees to stop when running</p> <p>To look at something level with their eyes to support balance</p> <p>Jumping - to face the way you're jumping, bend your knees before &amp; after, swing your arms &amp; push down with your toes.</p> <p>To bend knees when landing after jumping</p> <p>To begin to use sprinting strategies - Start low (bent knees), move arms hip to hip &amp; keep head facing forwards</p> <p>Throwing - throw under-arm, with a slight bend in the knee. On release point fingers at the target, moving the arm in a steady motion.</p>	<p><b>Rules</b></p> <p>To know how to safely move on a bench in gymnastics</p> <p>To know how to safely move on a box top in gymnastics</p> <p>To find their own space when stationary, moving around and using a bat</p> <p>To listen and respond to the stop signal</p> <p>To follow safety rules</p> <p>To work as a team (when appropriate)</p> <p>To follow the careful landing strategy to minimise impact on joints</p> <p><b>Strategies &amp; Tactics</b></p> <p><b>HRE</b></p> <p>To improve on personal best</p> <p>To know how to take your pulse</p> <p>To know that the heart beats faster during exercise</p> <p>For children to understand that exercise increases the heart rate and to be able to take their own pulse and that this represents their heart rate.</p> <p>For children to understand that our muscles need oxygen for power, and this is why our heart rate increases. For children to be able to perform a variety of exercises that increase the heart rate and to be able to check their pulse to test this.</p> <p>For children to know that consistent exercise increases health and fitness. For children to record their performance and reflect on how their fitness has improved over a period of time.</p> <p><b>Multi-skills</b></p> <p>To bend knees to stop when running.</p> <p>To use cupped hands for catching – when using larger balls hold hands close to chest</p> <p><b>Gymnastics</b></p> <p>To begin to stretch limbs so that they are as straight as possible</p> <p>To begin to move as smoothly as possible when travelling</p> <p>To perform a range of movements and balances over benches</p> <p>To begin to perform a range of movements and balances over box tops</p> <p><b>Striking and Fielding</b></p> <p>To use cupped hands for catching with increasing confidence – when using larger balls hold hands close to chest</p> <p>To begin to use strategies for throwing - throw under-arm, with a slight bend in the knee. On release point fingers at the target, moving the arm in a steady motion.</p> <p>To begin to maintain the correct posture when batting – hands up in back, elbows down, feet spread twice shoulder width and toes pointing straight ahead.</p> <p>To stand side-on and keep eyes on the ball when striking</p> <p><b>Athletics</b></p> <p>Sprinting - Start low (bent knees), move arms hip to hip &amp; keep head facing forwards</p> <p>To use the 'Olympic start' position before setting off – one foot in front of the other, bent knees and arms ready</p> <p>To begin to use strategies for long jump - place both feet parallel, bend knees (not too much!), swing arms &amp; look forwards!</p> <p>To begin to carefully land after jumping – feet level and bent knees to minimise impact</p> <p>To begin to throw over distance - stand side-on before throwing. If they throw with their right hand, their left foot should be the furthest forward. The throwing hand stays high throughout and bend at the elbow.</p> <p><b>Dance</b></p> <p>To bend knees when landing from a jump - feet level and bent knees to minimise impact</p>	<p><b>Rules</b></p> <p>To know how to safely move on a bench in gymnastics</p> <p>To know how to safely move on a box top in gymnastics</p> <p>To find their own space when stationary, moving around and using a bat</p> <p>To listen and respond to the stop signal</p> <p>To follow safety rules</p> <p>To work as a team (when appropriate)</p> <p>To follow the careful landing strategy to minimise impact on joints</p> <p><b>Strategies &amp; Tactics</b></p> <p><b>HRE</b></p> <p>To improve on personal best</p> <p>To know how to take your pulse</p> <p>To know that the heart beats faster during exercise</p> <p>To locate muscles in the body – deltoids, biceps, quads and abs</p> <p><b>Multi-skills</b></p> <p>To bend knees to stop when running.</p> <p>To use cupped hands for catching – when using balls hold hands close to chest</p> <p><b>Gymnastics</b></p> <p>To ensure limbs are as straight as possible</p> <p>To move as smoothly as possible when travelling</p> <p>To perform a range of movements and balances over benches with increasing confidence</p> <p>To perform a range of movements and balances over box tops</p> <p>To perform a range of movements and balances using the wall equipment</p> <p><b>Striking and Fielding</b></p> <p>To use cupped hands for catching – when using larger balls hold hands close to chest</p> <p>To use strategies for throwing with increasing confidence - throw under-arm, with a slight bend in the knee. On release point fingers at the target, moving the arm in a steady motion.</p> <p>To maintain the correct posture when batting – hands up in back, elbows down, feet spread twice shoulder width and toes pointing straight ahead.</p> <p>To stand side-on and keep eyes on the ball when striking</p> <p><b>Athletics</b></p> <p>Sprinting - Start low (bent knees), move arms hip to hip &amp; keep head facing forwards</p> <p>To use the 'Olympic start' position before setting off – one foot in front of the other, bent knees and arms ready</p> <p>To use strategies for long jump - place both feet parallel, bend knees (not too much!), swing arms &amp; look forwards!</p> <p>To carefully land after jumping – feet level and bent knees to minimise impact</p> <p>To throw over distance - stand side-on before throwing. If they throw with their right hand, their left foot should be the furthest forward. The throwing hand stays high throughout and bend at the elbow.</p> <p><b>Dance</b></p> <p>To bend knees when landing from a jump - feet level and bent knees to minimise impact. Be able to perform a good landing and explain the rules to others</p>

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		<p>To understand the importance of ‘spotting’ others and knowing the dance area/space to prevent bumping into others</p> <p>To begin to stretch limbs so that they are as straight as possible</p> <p>To begin to move as smoothly as possible when travelling</p> <p>For children to understand that in dance 'travel' means moving from one place to another. For children to be able to perform 'travel' to music.</p> <p>To recognise that 'gesture' is a dance move without travelling. To begin to perform 'gesture' to music.</p> <p>For children to understand that in dance a routine means a selection of dance moves collected together. To be able to perform a small dance routine to 'beats' and including gestures and travel.</p> <p><b>Swimming</b></p> <p>Enter and exit the pool safely using the steps</p> <p>Be able to follow directions from the swimming instructor</p> <p>Develop the flutter kick swimming technique where your legs execute kind of a whipping motion (kick your socks off)</p> <p>Doggy paddle - Float in the water in a more or less horizontal position and keep your head above the water surface and look forward. Legs do a flutter kick and you paddle forward and downwards with your arms.</p>	<p>To understand the importance of ‘spotting’ others and knowing the dance area/space to prevent bumping into others</p> <p>To stretch limbs so that they are as straight as possible</p> <p>To move as smoothly as possible when travelling</p> <p>For children to understand that in dance 'travel' means moving from one place to another. For children to be able to confidently perform 'travel' to music.</p> <p>For children to understand that in dance 'gesture' is a dance move without travelling. For children to be able to perform 'gesture' to music.</p> <p>For children to understand that in dance a routine means a selection of dance moves collected together. To be able to perform a small dance routine to 'beats' and including gestures and travel.</p>
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	Reception	Year 1	Year 2
Healthy Participation	<p>To begin to notice change in breathing when exercising.</p> <p>To know that the heart beats faster during exercise.</p> <p>To talk about how exercise makes them feel.</p> <p>To know that exercise is an important part of being healthy.</p> <p>To begin to join in with discussions about how the skills can be transferred outside of school – exercising at home or in sports clubs</p> <p>PSHE ‘healthy me’ learning intentions: I understand that I need to exercise to keep my body healthy I understand how moving and resting are good for my body</p>	<p>To notice change in breathing when exercising.</p> <p>To know that the heart beats faster during exercise.</p> <p>To talk about how exercise makes them feel.</p> <p>To know that exercise is an important part of being healthy and relate exercise to each PE lesson.</p> <p>To join in with discussions about how the skills can be transferred outside of school – exercising at home or in sports clubs</p> <p>To know how to take pulse</p> <p>To know that the heart beats faster during exercise</p> <p>PSHE ‘healthy me’ learning intentions: I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy I know how to make healthy lifestyle choice I feel good about myself when I make healthy choices</p>	<p>To improve on personal best</p> <p>To know how to take your pulse</p> <p>To know that the heart beats faster during exercise</p> <p>To locate muscles in the body – deltoids, biceps, quads and abs</p> <p>To know that exercise is an important part of being healthy and relate to this when exercising in PE</p> <p>To have discussions about how the skills can be transferred outside of school – exercising at home or in sports clubs and give examples of these</p> <p>PSHE ‘healthy me’ learning intentions: I know what I need to keep my body healthy I can decide which foods to eat to give my body energy and that energy is needed for exercise</p>

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	Reception	Year 1	Year 2
Vocabulary	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Balance</li> <li>Throw</li> <li>Catch</li> <li>Under-arm throw</li> <li>Cupped hands for catching</li> <li>Moving</li> <li>Sprinting</li> <li>Jogging</li> <li>Jumping</li> <li>Hopping</li> <li>Own space</li> <li>Safety</li> <li>Teamwork</li> <li>Exercise</li> <li>Breathing</li> <li>Heartbeat</li> <li>Healthy</li> <li>Teamwork</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Balance</li> <li>Point balances</li> <li>Under-arm throw</li> <li>Over-arm throw</li> <li>Cupped hands for catching</li> <li>Sprinting</li> <li>Jogging</li> <li>Jumping</li> <li>Hopping</li> <li>Striking</li> <li>Fielding</li> <li>Tennis racquet</li> <li>Rounders bat</li> <li>Benches</li> <li>Box top</li> <li>Posture</li> <li>Olympic start</li> <li>Long jump</li> <li>Personal best</li> <li>Own space</li> <li>Safety</li> <li>Teamwork</li> <li>Exercise</li> <li>Breathing</li> <li>Heartbeat</li> <li>Pulse</li> <li>Healthy</li> <li>Limbs</li> <li>Teamwork</li> </ul> <b>Dance vocabulary:</b> <ul style="list-style-type: none"> <li>Stimulus</li> <li>Gesture</li> <li>Travel</li> <li>Beats</li> </ul> <b>Swimming vocabulary</b> <ul style="list-style-type: none"> <li>Float</li> <li>Kick</li> <li>Swim</li> <li>Front crawl</li> <li>Reaching</li> <li>Kicking</li> <li>Breathing</li> <li>Bubble</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Under-arm throw</li> <li>Over-arm throw</li> <li>Cupped hands for catching</li> <li>Sprinting</li> <li>Jogging</li> <li>Jumping</li> <li>Hopping</li> <li>Striking</li> <li>Fielding</li> <li>Tennis racquet</li> <li>Rounders bat</li> <li>Benches</li> <li>Box top</li> <li>Posture</li> <li>Olympic start</li> <li>Long jump</li> <li>Personal best</li> <li>Own space</li> <li>Safety</li> <li>Teamwork</li> <li>Exercise</li> <li>Breathing</li> <li>Heartbeat</li> <li>Pulse</li> <li>Healthy</li> <li>Limbs</li> <li>Deltoids</li> <li>Biceps</li> <li>Quads</li> <li>Abs (abdominal muscles)</li> <li>Co-ordination</li> <li>Agility</li> <li>Teamwork</li> </ul> <b>Dance vocabulary:</b> <ul style="list-style-type: none"> <li>Stimulus</li> <li>Gesture</li> <li>Travel</li> <li>Beats</li> </ul> <b>Gymnastics</b> <ul style="list-style-type: none"> <li>Balance</li> <li>Point balances</li> <li>Travelling</li> <li>Core shapes – star standing straddle, long sit, sitting straddle, tuck</li> <li>Jump – star straddle jump, straight jump</li> <li>Roll – log roll, teddy bear roll</li> </ul>