





P.E



EYFS Framework 2021	
ELG: Gross	Children at the expected level of development will:
Motor Skills	 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.
ELG: Fine Motor	Children at the expected level of development will:
Skills	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all
	cases;
	 Use a range of small tools, including scissors, paint brushes and cutlery;
	Begin to show accuracy and care when drawing.

EYFS Progression of Knowledge and Skills

- I can distinguish the difference in the way I move around the classroom and at playtime.
- I am beginning to recognise the correct pencil grip.
- I am beginning to use **cutlery to cut my food** with support.
- I can demonstrate how to move around the classroom safely.
- I am beginning to use cutlery to cut my food.
- I can locate a space.
- I can demonstrate spatial awareness.
- I can discuss how to use apparatus safely.
- I can repeat movements with control and balance.
- I can explain what a space is.
- I can recognise different ways to **travel**.
- I can demonstrate different ways of travelling depending on the activity.
- I can use **resources** with **control**.
- I can repeat simple obstacle type races.

Vocabulary: safe, obstacles, grip, cut, balance, space, equipment, travel, copy, repeat, coordination, over-arm, under-arm, throw, catch, target, control, slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping (taken from the framework)

KS 1 National Curriculum

PE1/1.1 Sport & Games

PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

PE1/1.1b participate in team games, developing simple tactics for attacking and defending

PE1/1.1c perform dances using simple movement patterns

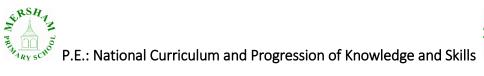
KS 1 Ready to Progress Criteria

('Teaching a Broad and Balanced Curriculum for Educational Recovery', June 2021)

At key stage 1 and 2:

• It is a priority to develop and refine pupils' **fundamental movement skills** in a variety of **contexts**, including **dance** and **game-based** activities.







	Year 1 Progression of Knowledge and Skills	
D : 14	(The key vocabulary is identified in bold.)	
Basic Movement	Move in a variety of ways in and out of cones and obstacles.	
	Jump with both feet leaving the ground	
	Hop	
	Stop on command	
	Sprint Run	
	Skip without a rope	
	Jump for height	
Developing	Hold a balance with three points of contact.	
Balance	Single balance	
	Balance on one foot	
	Be able to balance on a piece of apparatus	
	Side roll	
	<u>Climb</u>	
	Line walk	
Agility and	Turn, twist, spin, rock and roll	
Coordination	Be able to throw and catch a large ball — over arm and under arm	
	Roll a ball to an end target	
	Kick a ball with increasing accuracy to an end target	
	Dribble a ball	
	Balance a ball on a racket	
Team Work	Two handed strike	
Team Work	Be able to participate in a game with an opposing side Be able to control a ball within a game setting	
	Use hands to control a ball with increasing accuracy	
	Be able to play a game following a set of rules	
Movement	Dance to link in with learning theme	
Patterns	Copy a dance pattern	
	Move to a beat	
	Link 2 dance movements together	
Reflection	To begin to compare performances and judge strengths and areas for improvement.	
Good sporting	Begin to understand the purpose of warming up.	
practice, health	Can suggest why we need to be active .	
and lifestyle		
	Year 2 Progression of Knowledge and Skills	
	(The key vocabulary is identified in bold.)	
Basic Movement	Hop	
	Stop on command	
	Sprint	
	Run (including navigating obstacles)	
	Skip without a rope	
	Jump for height	
	Skip with a rope	





	Gallop
	Side gallop
	Jump for distance
	Apply skills taught to activities.
Balance	Single balance
Balarios	Balancing on one foot
	Be able to balance on a piece of apparatus
	Side roll
	Climb
	Line walk
	Bench walk
Agility and	Perform back support and half twist
Coordination	Throw and catch a medium sized ball accurately
	Kick a ball
	Balance a ball on a bat
	Dribble a ball in and out of a set of obstacles.
	Hit a ball with some accuracy using a racket or bat
	Throw a beanbag into a given target
Team Work and	Be able to participate in a game with an opposing side
Games	Be able to control a ball within a game setting
	Play a game with a set of rules
	Play as part of a team
	Cooperate with team mates
	Work as a team in order to score goals
	Control a ball accurately
	Use both hands and feet in order to control a ball.
Movement	Dance to link in with learning theme
Patterns	Copy a dance pattern
	Move to a beat
	Link a short series of dance sequences together
Reflection	Begin to describe and comment on the performance of others and make simple suggestions to
	improve quality and performance.
	Begin to use information given by others to improve performance.
Good sporting	I can suggest what will happen if we are not active .
practice, health and lifestyle	Begin to identify what happens to our bodies when we exercise.





KS2 National Curriculum

PE2/1.1 Sport & Games

- PE2/1.1a use running, jumping, throwing and catching in isolation and in combination
- PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- PE2/1.1c develop flexibility, strength, technique, control and balance
- PE2/1.1d perform dances using a range of movement patterns
- PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team
- PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.

PE2/1.2 Swimming and water safety

- PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres
- PE2/1.2b use a range of strokes effectively
- PE2/1.2c perform safe self-rescue in different water-based situations

KS 2 Ready to Progress Criteria

('Teaching a Broad and Balanced Curriculum for Educational Recovery', June 2021)

At key stage 1 and 2:

• It is a priority to develop and refine pupils' **fundamental movement skills** in a variety of **contexts**, including **dance** and **game-based** activities.

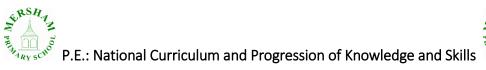
Moving into key stage 2:

- Each context will require different knowledge to develop competency. For example, developing **attacking** and **defending** strategies in netball and football will require pupils, in each case, to remember and understand different knowledge.
- Swimming and water safety should remain a priority at key stage 2, if not secured at key stage 1.

Year 3 Progression of Knowledge and Skills		
(The key vocabulary is identified in bold.)		
Swimming	N/A	
Control and	Can bounce a ball on the spot with consistency	
Balance	Can perform a basic log, teddy bear, shoulder and forward roll.	
	Can bring explosive moves in to floor work through jumps and leaps	
Competitive	Participate in team games	
Games	Develop simple tactics for attacking and defending	
	Succeed and excel (in competitive sport) and other physically demanding activities.	
Movement	Create and perform a short sequence linking basic actions with a clear beginning, middle and end.	
Patterns	Choose and link actions to create an expressive dance phase which shows some sensitivity to	
	accompaniment.	
	Begin to explore changing speed, level and direction within a sequence.	
Reflection	Begin to describe and comment on their own performance and that of others and make simple	
	suggestions to improve quality and performance.	
Good sporting	I can suggest alternative ways of being active.	
practice, health	I can begin to understand the benefits of regular exercise .	
and lifestyle		
Year 4 Progression of Knowledge and Skills		

(The key vocabulary is identified in bold.)







Swimming	N/A
Control and	Can bounce a ball on the spot with consistency
Balance	Can perform a basic pencil, egg, shoulder and forward roll.
	Can perform cat leap, half turn, pike and straddle jumps
	Responds imaginatively and with control and coordination
	Can use different body parts
	Can vary dynamics, speed, direction and level of their movements
Competitive	Participate in team games
Games	Develop simple tactics for attacking and defending
	Play competitive games, modified where appropriate.
	Succeed and excel (in competitive sport) and other physically demanding activities.
	Compete in a range of increasingly challenging situations.
Movement	Create and perform a short sequence linking basic actions with a clear beginning, middle and end .
Patterns	Choose and link actions to create an expressive dance phase which shows some sensitivity to
	accompaniment.
	Plan and perform a movement sequence showing contrasts in speed/level and direction,
	Apply basic compositional ideas to create dance phrases with a partner and in a small group.
Reflection	Describe and comment on their own performance and that of others and make simple suggestions to
	improve quality and performance.
Good sporting	I can explain what happens to us when our heart rate is raised.
practice, health	I can suggest a range of ways of being active .
and lifestyle	I can begin to understand the benefits of regular exercise .
	Year 5 Progression of Knowledge and Skills
	(The key vocabulary is identified in bold.)
Swimming	Put face in water and blow bubbles
	Fully submerge under water
	Be able to swim 20 metres across the pool without support
	Be able to swim 10 metres front crawl and back stroke
	Begin to perform safe self-rescue in different water-based situations
Control and	Bounce a ball on the spot with consistency
Balance	Respond imaginatively and with control and coordination
	Uses different body parts
	Vary dynamics, speed, direction and level of their movements
	Travel whilst bouncing a ball, showing control
	Perform a competent forward roll, log roll, egg roll, shoulder roll, curled roll and progress to backward
	roll.
Competitive	Participate in team games
Games	Play competitive games, modified where appropriate through team and individual games
	Develop simple tactics for attacking and defending
	Apply basic principles suitable for attacking and defending
	Succeed and excel (in competitive sport) and other physically demanding activities.
	Compete in a range of increasingly challenging sporting situations both individually and within teams .
Outdoor and	Compete in a range of increasingly challenging situations, including those related to outdoor and
adventurous	adventurous activities.





Movement	Create and perform a short sequence linking basic actions, with a clear beginning, middle and end.
Patterns	Choose and link actions to create an expressive dance which shows some sensitivity to
	accompaniment.
	Plan and perform a movement sequence showing contrasts in speed , level and direction .
	Apply basic compositional ideas to create dance phrases with a partner and in a small group.
	Develop a longer and more varied movement sequence demonstrating smooth transitions between actions.
Reflection	Describe and comment on their own performance and that of others and make simple suggestions to
	improve quality and performance.
Good sporting	To lead group warm up showing understanding of need for strength and flexibility
practice, health	Identify changes in my body when I exercise.
and lifestyle	Understand the benefits of regular exercise .
	Discuss the possible effects of not taking enough exercise.
	Year 6 Progression of Knowledge and Skills
	(The key vocabulary is identified in bold.)
Swimming	To be able to swim 25meteres any style, unsupported.
Control and	Perform safe self-rescue in different water-based situations
Balance	Can bounce a ball on the spot with consistency
Dalarice	Responds imaginatively and with control and coordination
	Uses different body parts
	Can travel whilst bouncing a ball, showing control
	Improvise freely, individually and with a partner, can translate ideas from a stimulus into movement.
	Using either hand can dribble showing changes of speed and direction.
	Perform a range of rolls consistently including a backward roll.
	Perform a range of jumps consistently
	Responds imaginatively to a variety of stimuli, demonstrating a wide range of actions with precision,
	control and fluency.
	Can incorporate different dynamics and develop new actions with a partner and in a group.
Competitive	Participate in team games
Games	Play competitive games, modified where appropriate
	Use a range of tactics and strategies to overcome opponents in direct competition
	Apply basic principles suitable for attacking and defending
	Succeed and excel (in competitive sport) and other physically demanding activities.
	Compete in a range of increasingly challenging sporting situations both individually and within teams.
	Develop an understanding of how to improve in different physical activities and sports.
Outdoor and	Compete in a range of increasingly challenging situations, including those related to outdoor and
adventurous	adventurous activities
activities	Create outdoor and adventurous activities for others to carry out.
Movement	Create and perform a short sequence linking basic actions with a clear beginning, middle and end.
Patterns	Choose and link actions to create an expressive dance phase which shows an awareness of
Tatterns	accompaniment.
	Plan and perform a movement sequence showing contrasts in speed, level and direction.
	Apply basic compositional ideas to create dance phrases with a partner and in a small group.
	Develop a longer and more varied movement sequence demonstrating smooth transitions between
	actions.
	actions.





	Compare, develop and adapt movement motifs to create longer dances.
Reflection	Refine own performance in response to others and self-analysis. To arrange own apparatus to enhance work and vary compositional ideas Describe constructively how others could refine, improve and modify their performance
Good sporting practice, health and lifestyle	Can lead an appropriate whole class or group warm up showing understanding of the focus areas e.g. strength , flexibility in gym type activities. Can discuss the possible effects of not taking enough exercise.