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EYFS Framework 2021

ELG: Gross Motor Skills	Children at the expected level of development will: <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.
ELG: Fine Motor Skills	Children at the expected level of development will: <ul style="list-style-type: none"> • 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
(The key vocabulary is identified in bold.)

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

Year 2 Progression of Knowledge and Skills
(The key vocabulary is identified in bold.)

Basic Movement	<p>Hop</p> <p>Stop on command</p> <p>Sprint</p> <p>Run (including navigating obstacles)</p> <p>Skip without a rope</p> <p>Jump for height</p> <p>Skip with a rope</p>
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	<p>Gallop Side gallop Jump for distance Apply skills taught to activities.</p>
Balance	<p>Single balance Balancing on one foot Be able to balance on a piece of apparatus Side roll Climb Line walk Bench walk</p>
Agility and Coordination	<p>Perform back support and half twist 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</p>
Team Work and Games	<p>Be able to participate in a game with an opposing side 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.</p>
Movement Patterns	<p>Dance to link in with learning theme Copy a dance pattern Move to a beat Link a short series of dance sequences together</p>
Reflection	<p>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.</p>
Good sporting practice, health and lifestyle	<p>I can suggest what will happen if we are not active. Begin to identify what happens to our bodies when we exercise.</p>



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

Year 4 Progression of Knowledge and Skills

(The key vocabulary is identified in bold.)



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



<p>Movement Patterns</p>	<p>Create and perform a short sequence linking basic actions, with a clear beginning, middle and end. 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.</p>
<p>Reflection</p>	<p>Describe and comment on their own performance and that of others and make simple suggestions to improve quality and performance.</p>
<p>Good sporting practice, health and lifestyle</p>	<p>To lead group warm up showing understanding of need for strength and flexibility Identify changes in my body when I exercise. Understand the benefits of regular exercise. Discuss the possible effects of not taking enough exercise.</p>
<p>Year 6 Progression of Knowledge and Skills (The key vocabulary is identified in bold.)</p>	
<p>Swimming</p>	<p>To be able to swim 25metres any style, unsupported. Perform safe self-rescue in different water-based situations</p>
<p>Control and Balance</p>	<p>Can bounce a ball on the spot with consistency 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.</p>
<p>Competitive Games</p>	<p>Participate in team 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.</p>
<p>Outdoor and adventurous activities</p>	<p>Compete in a range of increasingly challenging situations, including those related to outdoor and adventurous activities Create outdoor and adventurous activities for others to carry out.</p>
<p>Movement Patterns</p>	<p>Create and perform a short sequence linking basic actions with a clear beginning, middle and end. Choose and link actions to create an expressive dance phase which shows an awareness of 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.</p>



	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.