

P.E. Knowledge and Skills Progression

Area of skills	Y1 Expected	Y2 Expected	Y3 Expected
Balance, coordination and agility UNCRC Articles: 28, 12, 31	<p>Find and safely use space</p> <p>Transfer skills from floor work to apparatus safely</p> <p>Tense muscles to hold basic balances on large and small body parts</p> <p>Begin to hold to basic gymnastic balances (pike, straight, star, straddle, tuck)</p> <p>Perform the basic actions of rolling, bending, stretching, hopping, crawling, jumping, landing and climbing with some control.</p> <p>Can use simple equipment such as ribbons in movement patterns</p> <p>Describe basic balances and movements using appropriate language.</p>	<p>Perform a wide range of balances with control and coordination including gymnastic balances (pike, straight, star, straddle, tuck)</p> <p>Begin to compose own sequences using equipment such as ribbons where they choose to</p> <p>Demonstrate smooth transitions between movements and balances, including changes of direction.</p> <p>Demonstrate rolling, bending, stretching, hopping, crawling, jumping, landing and climbing with control</p> <p>Know what basic balances should look like and comment on how to develop technique and composition.</p>	<p>Develop the range of actions, body shapes and balances they include in a performance</p> <p>perform skills and actions more accurately and consistently</p> <p>Create gymnastic sequences that meet a theme or set of conditions</p> <p>use compositional devices when creating their sequences, such as changes in speed, level and direction</p> <p>Describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved</p>

Area of skills	Y1 Expected	Y2 Expected	Y3 Expected
Perform simple dances UNCRC Articles: 28, 12, 31	<p>Respond to different stimuli with a range of actions.</p> <p>Explore basic body actions and movement patterns (such as twisting, turning, skipping and leaping) individually and as part of a group. <i>(using gymnastic skills as a starting point)</i></p> <p>Choose appropriate movements to make up their own dance with beginnings, middles and ends.</p> <p>Be able to practise and repeat and perform dances in a controlled way.</p> <p>Use simple dance vocabulary to describe movement.</p> <p>Perform dances using simple movements.</p>	<p>Respond to the mood of the music.</p> <p>Explore actions, dynamics, direction and levels.</p> <p>Recall and repeat a short dance showing control, co-ordination and spatial awareness.</p> <p>Describe and interpret dance movements using appropriate vocabulary.</p> <p>Suggest ways to develop their technique and composition.</p> <p>Link actions to make dance phrases when working with partner/ small group.</p>	<p>To improvise freely on my own & with a partner</p> <p>To translate ideas from a variety of stimuli into movement.</p> <p>To compare, develop & adapt movement & motifs to create longer dances.</p> <p>To use dance vocabulary to compare & improve my work</p>

Area of skills	Y1 Expected	Y2 Expected	Y3 Expected
Master basic movements UNCRC Articles: 28, 31	Show some accuracy when striking, kicking and throwing towards a target. Begin to show control and coordination to bounce and dribble a ball. Can catch a variety of ball sizes when static Send and receive a ball with control.	Direct a ball with accuracy towards a target Travel with the ball using different pathways and directions. Can catch a variety of ball sizes while static over various distances Send and receive a ball with control over varying distances and directions. Strike a ball with control using a variety of equipment.	To run at a speed appropriate to the distance I am running To take a running jump To demonstrate a range of throwing actions using a variety of objects

Area of skills	Y1 Expected	Y2 Expected	Y3 Expected
Team games and tactics UNCRC Articles: 12, 28, 31	Create and adapt activities to suit their own skills Explore different ways of passing and receiving Use skills in different ways in different games. Find space in their games to make it difficult for their opponents.	Create and adapt activities to suit their own skills and those of their peers both co-operatively and competitively Begin to show some understanding of simple tactics. Find space within appropriate situations and time. Understand and apply simple tactics in small sided games.	Develop the range and consistency of their skills in all games Use and adapt tactics in different situations Recognise which activities help their speed, strength and stamina and know when they are important in games Explain ideas and plans recognise aspects of their work which need improving Suggest practices to improve their play

Area of skills	Y1 Expected	Y2 Expected	Y3 Expected
Understanding values of fairness and respect UNCRC Articles: 12, 28, 29	Engage in activities that require team work Identify positive attributes of a good team player/sportsmanship	Participate in peer discussions about how to make games fair Create their own/adapt activities with rules that enable fair play Demonstrate respectful behaviour to opposition and team mates Children can identify positive attributes of sportsmanship in themselves and others	Devise and use rules Keep, adapt and make rules for striking and fielding and net games

Additional Year 3:

- Describe how the body reacts during different types of activity and how this affects the way they perform
- To recognise a change in heart rate, temperature and breathing rate
- To understand working safely and recognise changes in my body
- To give reasons why PE is good for my health.

The importance of good health is taught in a cross-curricular way through PSHE and Science at KS1. This is discussed in PE as well in order to provide a foundation for them to build on in Y3.

Physical Development		Write Dance Real PE		Daily Handwriting: single letter sounds/ CEWs/digraphs Real PE		Daily Handwriting: single letter sounds/ CEWs/digraphs Real PE		
<p>Gross Motor Skills ELG</p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>*Demonstrate strength, balance and coordination when playing.</p> <p>*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	Reception Skills	<p>To use a dominant hand (FMS Assessment)</p> <p>To begin to use anticlockwise movement and retrace vertical lines (Write Dance)</p> <p>To use climbing equipment safely and competently.</p> <p>To begin to negotiate space effectively (Physical Assessment – as required)</p> <p>To snip with scissors.</p>	<p>Manoeuvre small objects using a pincer grip.</p> <p>To write all letters in their name, formed correctly.</p> <p>To begin to cross the mid-line in physical activities (Pre-writing shapes assessment)</p> <p>Handle tools, objects, construction and malleable materials safely, increasing control.</p> <p>To snip and glide through paper along straight lines.</p>	<p>To hold a pencil or other small objects with a pincer grip with strength and control.</p> <p>To begin to form recognisable letters which are formed mostly correctly.</p> <p>To show good practice with regard to exercise, eating, sleeping and hygiene.</p> <p>To be able to balance and coordinate safely.</p> <p>To negotiate space effectively.</p> <p>To cut along wavy lines with accuracy (using both hands to cut and move paper)</p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly.</p> <p>To show good control and co-ordination in large and small movements.</p> <p>To match upper and lower-case letters.</p> <p>To cut along zig-zag lines with accuracy.</p>	<p>To use a tripod grip when writing with a pencil.</p> <p>To cut more complex shapes with control and accuracy.</p>		<p>Fine Motor Skills ELG</p> <p>*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>*Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>*Begin to show accuracy and care when drawing.</p>
	Reception Knowledge	<p>To know which hand to write with.</p> <p>To know how to make anticlockwise movement and retrace vertical lines.</p> <p>To know how to use the balance trail safely.</p> <p>Using a pincer movement will snip scissors.</p>	<p>To know why it is important to handle different apparatus safely.</p> <p>To know how to handle a range of equipment and tools effectively.</p> <p>Using a pincer movement while pushing forwards will cut paper.</p>	<p>To know how to hold a pencil with a tripod grip in preparation for writing.</p> <p>To know that letters are formed in a particular way with a starting and end point.</p> <p>To know good practice with regard to exercise, eating sleeping and hygiene can contribute to good health (including oral hygiene)</p> <p>It is more efficient to use both hands to cut and move paper.</p>	<p>To know that upper-case letters look different to lower-case letters.</p>	<p>To know that upper-case letters are formed differently to lower-case letters</p> <p>To know how to use scissors effectively.</p>	<p>To know how to form recognisable letters (Upper and lower case)</p>	

Year One PE: Find and safely use space. Transfer skills from floor work to apparatus safely. Tense muscles to hold basic balances on large and small body parts. Begin to hold to basic gymnastic balances (pike, straight, star, straddle, tuck). Perform the basic actions of rolling, bending, stretching, hopping, crawling, jumping, landing and climbing with some control. Can use simple equipment such as ribbons in movement patterns. Describe basic balances and movements using appropriate language. Respond to different stimuli with a range of actions. Explore basic body actions and movement patterns (such as twisting, turning, skipping and leaping) individually and as part of a group. Choose appropriate movements to make up their own dance with beginnings, middles and ends. Be able to practise and repeat and perform dances in a controlled way. Use simple dance vocabulary to describe movement. Perform dances using simple movements. Show some accuracy when striking, kicking and throwing towards a target. Begin to show control and coordination to bounce and dribble a ball. Can catch a variety of ball sizes when static. Send and receive a ball with control. Create and adapt activities to suit their own skills. Explore different ways of passing and receiving. Use skills in different ways in different games. Find space in their games to make it difficult for their opponents. Engage in activities that require team work. Identify positive attributes of a good team player/sportsmanship.

