



## Small School. Big Hearts. Big Ambitions

### Progression of skills and knowledge in PE

*I pray that your love for each other will overflow more and more, and that you will keep on growing in knowledge and understanding. Philippians 1:9*

Early years		
		Early Learning Goal
Moving and Handling <b>Key vocab:</b> <b>Safely</b> <b>Control</b> <b>Move</b> <b>space</b>	<ul style="list-style-type: none"> <li>To copy steps and actions with some control and co-ordination.</li> <li>To link individual and whole body movements together.</li> <li>To watch others work and choose actions.</li> <li>To recognise how to move in space.</li> <li>To handle small and/or low apparatus safely.</li> <li>To stop a ball with some control.</li> <li>To send a ball in the direction of another person.</li> <li>To control a ball on my own.</li> <li>To move with a ball in space safely.</li> </ul>	<b>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.</b>
Health and Self Care <b>Key vocab:</b> <b>Healthy</b> <b>Safety</b> <b>risks</b>	<ul style="list-style-type: none"> <li>To talk about ways to keep healthy.</li> <li>To show some understanding of the need of safety when tackling new challenges and considers and manages some risks.</li> <li>To show an understanding of how to transport and store equipment safely.</li> <li>Practises some appropriate safety measures without direct supervision.</li> </ul>	<b>Children know the importance for good health and physical exercise, and a healthy diet, and talk about the ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</b>

	<b>Year 1</b>	<b>Year 2</b>
Running <b>Key vocab:</b> <b>Safely</b> <b>Movement</b> <b>Speed</b> <b>Directions</b> <b>Balance</b>	<ul style="list-style-type: none"> <li>To move safely around others.</li> <li>To control movements when moving at speed.</li> <li>To use the correct technique for running.</li> <li>To run fluently whilst changing direction and round curves.</li> </ul>	<ul style="list-style-type: none"> <li>To develop balance and control whilst moving in different directions.</li> <li>To move around space changing direction and avoiding others.</li> </ul>
Jumping <b>Key vocab:</b> <b>Linking</b> <b>Jumping</b> <b>Apparatus</b> <b>Standing</b> <b>Control</b> <b>Balance</b> <b>accuracy</b>	<ul style="list-style-type: none"> <li>To create movement phrases linking jumping actions involving low platform apparatus.</li> <li>To perform a two footed jump.</li> <li>Can jump from a standing position.</li> </ul>	<ul style="list-style-type: none"> <li>To perform a two footed jump, showing control and balance.</li> <li>Can jump from a standing position with accuracy.</li> </ul>
Throwing and Catching <b>Key vocab:</b> <b>Catching</b> <b>Target</b> <b>Send</b> <b>Receive</b> <b>Move</b> <b>Accuracy</b> <b>Bouncing</b> <b>Directions</b> <b>Co-ordination</b>	<ul style="list-style-type: none"> <li>To aim a ball at a target.</li> <li>To experiment with two handed catches.</li> <li>To send and receive a ball by a roll, throw or bounce with increasing control.</li> <li>To throw and catch a ball on the move.</li> </ul>	<ul style="list-style-type: none"> <li>To develop accurate rolling, throwing, bouncing and catching skills by moving in different directions.</li> <li>To develop simple sending and receiving games focussing on accuracy.</li> <li>To perform a variety of throws with control and coordination- in preparation of javelin and shot put.</li> </ul>
Striking/ Kicking <b>Key vocab:</b> <b>Kick</b> <b>Trap</b> <b>Dribble</b> <b>Distance</b> <b>accuracy</b>	<ul style="list-style-type: none"> <li>To try out a variety of ways to kick and trap a ball.</li> </ul>	<ul style="list-style-type: none"> <li>To dribble and kick a ball accurately over a short distance, showing control.</li> <li>To hit a ball accurately.</li> </ul>

<p>Balance <b>Key vocab:</b> <i>Balance</i> <i>Control</i> <i>Phrases</i> <i>Linking</i> <i>Action</i> <i>Stillness</i> <i>contact</i></p>	<ul style="list-style-type: none"> <li>To balance with some control with one two or more points of contact.</li> </ul>	<ul style="list-style-type: none"> <li>To create movement phrases linking positions of stillness to other actions.</li> <li>To explore different positions of stillness with varying points of contact.</li> </ul>
<p>Agility <b>Key vocab:</b> <i>Speeds</i> <i>direction</i></p>	<ul style="list-style-type: none"> <li>To run at different speeds.</li> </ul>	<ul style="list-style-type: none"> <li>To change speed and direction whilst running.</li> </ul>
<p>Co-ordination <b>Key vocab:</b> <i>Hand-eye co-ordination</i> <i>Control</i> <i>Spatial awareness</i></p>	<ul style="list-style-type: none"> <li>Beginning to develop hand-eye coordination.</li> </ul>	<ul style="list-style-type: none"> <li>To perform a variety of throws with control and coordination- in preparation of javelin and shot put.</li> <li>Develop strong spatial awareness.</li> </ul>
<p>Attacking &amp; Defending <b>Key vocab:</b> <i>Attack</i> <i>Defent</i> <i>Peers</i> <i>rules</i></p>	<ul style="list-style-type: none"> <li>Participates in simple games.</li> <li>Understanding what it means to attack and defend.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to develop own games with peers.</li> <li>Understand the importance of rules in games.</li> <li>Beginning to develop an understanding of attacking and defending.</li> </ul>
<p>Performing simple movement patterns <b>Key vocab:</b> <i>Travel</i> <i>Gesture</i> <i>Perform</i> <i>Improve</i> <i>Dynamics</i> <i>Imaginative</i> <i>Levels</i></p>	<ul style="list-style-type: none"> <li>To perform a short dance based on- action words, whole body actions, part body actions, travel and gestures.</li> <li>Dances to have a clear start and finish, with repeated shapes and actions in the middle.</li> <li>To remember, improve and perform a movement phrase with 2-3 actions.</li> <li>To explore changes in size, speed, level and dynamics and use gestures and travelling.</li> <li>Move in a controlled manner, at different speeds and directions.</li> </ul>	<ul style="list-style-type: none"> <li>To perform imaginative linked motifs individually, with a partner and in a small group.</li> <li>To use changes in speed, level, direction and space.</li> <li>To remember, improve and perform a movement phrase combining 2 varying positions of stillness with at least one other action.</li> <li>To explore changes in size, speed, level and dynamics and use gestures and travelling to show meeting and greeting.</li> </ul>

<i>gestures</i>		
Evaluating <b>Key vocab:</b> <i>Performance</i> <i>Feedback</i> <i>improve</i>	<ul style="list-style-type: none"> <li>To observe dance movements and have opportunity to describe different movements.</li> <li>To use the information to improve performance.</li> </ul>	<ul style="list-style-type: none"> <li>To observe and describe throwing, catching and striking skills and using the information to improve.</li> <li>To observe a partner and give them feedback.</li> </ul>

	Year 3	Year 4	Year 5	Year 6
Running <b>Key vocab:</b> <i>Speeds</i> <i>Distance</i> <i>Techniques</i> <i>Sprinting</i> <i>Cross country</i>	<ul style="list-style-type: none"> <li>Beginning to run at speeds appropriate for the distance e.g. sprinting and cross country.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to build a variety of running techniques and use with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Can build and use a variety of running techniques and use effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of running techniques which are appropriate for the task e.g. running to meet a pass/defender.</li> </ul>
Jumping <b>Key vocab:</b> <i>Accuracy</i> <i>Effectively</i> <i>Component</i> <i>reflect</i>	<ul style="list-style-type: none"> <li>Can perform a running jump with some accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Can perform a running jump and land effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Perform a running jump with more than one component.</li> </ul>	<ul style="list-style-type: none"> <li>Perform a running jump with more than one component and reflect on performance.</li> </ul>
Throwing <b>Key vocab:</b> <i>Throws</i> <i>Accuracy</i> <i>Confidence</i> <i>Isolation</i> <i>combination</i>	<ul style="list-style-type: none"> <li>Performs a variety of throws using a selection of equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates accuracy in throwing.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates accuracy and confidence in throwing activities.</li> </ul>	<ul style="list-style-type: none"> <li>Uses throwing in isolation and in combination.</li> </ul>
Catching <b>Key vocab:</b> <i>Co-ordination</i> <i>Accuracy</i> <i>Confidence</i> <i>fluency</i>	<ul style="list-style-type: none"> <li>Can use skills with co-ordination.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates accuracy in catching.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates accuracy and confidence in catching activities.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently uses skills co-ordination, control and fluency to support catching.</li> </ul>

<b>Flexibility</b> <b>Key vocab:</b> <b>Flexibility</b> <b>Performances</b> <b>Technique</b> <b>movement</b>	<ul style="list-style-type: none"> <li>• Begin to show flexibility in movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops flexibility throughout performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Combines flexibility with technique and movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows flexibility throughout performances.</li> </ul>
<b>Strength</b> <b>Key vocab:</b> <b>Strength</b> <b>performances</b>	<ul style="list-style-type: none"> <li>• Begin to show strength in movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops strength throughout performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops strength, throughout performances</li> </ul>	<ul style="list-style-type: none"> <li>• Shows strength throughout performances.</li> </ul>
<b>Technique</b> <b>Key vocab:</b> <b>Travelling</b> <b>Technique</b> <b>balancing</b>	<ul style="list-style-type: none"> <li>• Begin to develop good technique when travelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows good technique when travelling, balancing and using equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops, technique throughout performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows technique throughout performances.</li> </ul>
<b>Control</b> <b>Key vocab:</b> <b>Control</b> <b>Fluency</b> <b>Co-ordinated</b> <b>link</b>	<ul style="list-style-type: none"> <li>• Practice and perform actions with control.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice and perform actions with control and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>• Links skills with control, co-ordination, technique and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently shows control when using ball skills in different ways and can link these effectively.</li> </ul>
<b>Balance</b> <b>Key vocab:</b> <b>Balance</b> <b>Technique</b> <b>sequence</b>	<ul style="list-style-type: none"> <li>• Uses turns whilst travelling in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement different shapes whilst keeping balanced.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement different shapes whilst keeping balanced individually and with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates strong balance and technique throughout a gym sequence.</li> </ul>
<b>Game Play</b> <b>Key vocab:</b> <b>Tactics</b> <b>Skills</b> <b>Link</b> <b>Communicate</b> <b>Composition</b> <b>Modifies</b> <b>Possession</b> <b>resources</b>	<ul style="list-style-type: none"> <li>• Understands tactics and composition by starting to vary how they respond.</li> <li>• Vary skills, actions and ideas to link these in ways that suit the games activity.</li> <li>• Beginning to communicate with others during game situations.</li> <li>• Develops own rules for new games.</li> </ul>	<ul style="list-style-type: none"> <li>• Takes part in competitive games with a good understanding of tactics and composition.</li> <li>• Can create their own games using knowledge and skills.</li> <li>• Compares and comments on skills to support create of new games.</li> <li>• Apply basic skills for attacking and defending.</li> </ul>	<ul style="list-style-type: none"> <li>• Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>• Takes part in competitive games with a strong understanding of tactics and composition.</li> <li>• Applies tactics and skills to attacking and defending.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply knowledge of skills for attacking and defending.</li> <li>• Modifies competitive games.</li> <li>• Keeps possession of balls during games situations.</li> <li>• Can make suggestions as to what resources can be used to differentiate a game.</li> </ul>

	<ul style="list-style-type: none"> <li>• Works well in a group to develop various games.</li> <li>• Beginning to understand how to compete with each other in a controlled manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses running, jumping, throwing and catching in isolation and combination.</li> </ul>		
<b>Movement Patterns</b> <b>Key vocab:</b> <b>Elements</b> <b>Patterns</b> <b>Poise</b> <b>Elevation</b> <b>Compositional</b> <b>Improvise</b> <b>Stimuli</b> <b>Sequence</b> <b>Unison</b> <b>Interweaving</b> <b>Pathway</b> <b>Combined skills</b> <b>Precision</b> <b>clarity</b>	<ul style="list-style-type: none"> <li>• Develop an understanding of different dance elements; control, co-ordination, poise, elevation; using simple compositional ideas.</li> <li>• Begin to improvise independently to create a simple dance.</li> <li>• Begin to improvise with a partner to create a simple dance.</li> <li>• Translates ideas from stimuli into movement with support.</li> <li>• Applies compositional ideas independently and with others to create a sequence.</li> <li>• Copies, explores and remembers a variety of movements and uses these to create their own sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an understanding of different dance elements of control, stepping patterns and co-ordination.</li> <li>• Use simple compositional ideas such as meet and greet, repetition, unison, interweaving, pathway, lead and follow.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands composition by performing more complex sequences.</li> <li>• Demonstrates strong movements throughout a dance sequence.</li> <li>• Moves appropriately and with the required style in relation to the stimulus.</li> <li>• Uses the space provided to their maximum potential.</li> <li>• Improvises with confidence, still demonstrating fluency across their sequence.</li> <li>• Select and combine their skills, techniques and ideas.</li> <li>• Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>• Gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</li> <li>• Adapts sequences to include a partner or a small group.</li> <li>• Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</li> <li>• Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</li> </ul>
<b>Evaluating performances</b> <b>Key vocab:</b> <b>Adapt</b> <b>Sequence</b> <b>Self-evaluation</b> <b>Strategy</b> <b>tactics</b> <b>analyse</b>	<ul style="list-style-type: none"> <li>• Uses simple dance vocabulary to compare work.</li> <li>• Begin to compare and adapt movements and motifs to create a larger sequence.</li> <li>• Uses simple gym vocabulary to describe their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses dance vocabulary to compare and improve work.</li> <li>• Modifies parts of a sequence as a result of self-evaluation.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Modifies parts of a sequence as a result of peer and self-evaluation.</li> <li>• Uses more complex dance vocabulary to compare and improve work.</li> <li>• Uses more complex gym vocabulary to compare and improve work.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw on what they know about strategy, tactics and composition when performing and evaluating.</li> <li>• Analyse and comment on kills and techniques and how these are applied to their own and others' work.</li> </ul>

<p><b>Outdoor and adventurous activity</b>  <b>Key vocab:</b>  <b>Instructions</b>  <b>Trails</b>  <b>Orientate</b>  <b>Map markers</b>  <b>Risks</b>  <b>Symbols</b>  <b>compass</b></p>		<ul style="list-style-type: none"> <li>• Can follow instructions, remember what they have seen and give directions.</li> <li>• Can follow a range of trails and use a simple map.</li> <li>• Can work together to solve a problem and complete a task.</li> </ul>	<ul style="list-style-type: none"> <li>• Interact positively and work together to solve problems and perform a range of tasks.</li> <li>• Design, create simple plans and maps and orientate to North, follow map markers and then follow a range of trails and journeys.</li> <li>• Can work together to follow trails and assess risks.</li> </ul>	<ul style="list-style-type: none"> <li>• Works well as part of a team and contributes ideas to solve problems and perform a range of tasks.</li> <li>• Knows how to use all parts of the compass, can walk along the compass directions and can read, follow and set a bearing.</li> <li>• Can identify map symbols, can follow the map accurately, use thumbing, can walk along the compass directions and can read, follow and set a bearing.</li> </ul>
<p><b>Swimming</b>  <b>Key vocab:</b>  <b>Different strokes</b>  <b>Proficiently</b>  <b>Competently</b>  <b>Confidently</b></p>	<ul style="list-style-type: none"> <li>• Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</li> <li>• Swims competently, confidently and proficiently over a distance of at least 25 metres.</li> </ul> <p><i>Children who cannot swim at least 25m effectively take part in additional swimming lessons across Year 3,4 and 5 if needed to support them in reaching this goal.</i></p>	<ul style="list-style-type: none"> <li>• Performs safe self-rescue in different water-based situations.</li> </ul>		