

PE Knowledge Progression



Early Learning Goal/EYFS Link- Physical Development (Prime Area) including Gross Motor Skills and Fine Motor Skills

EYFS: Please refer to EYFS Progression Documents for:

- Personal, Social and Emotional Development
- Physical Development
- Expressive Arts and Design

National curriculum purpose of study:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

National curriculum aims: The national curriculum for PE aims to ensure that all pupils:

- 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.
- participate in team games, developing simple tactics for attacking and defending.
- perform dances using simple movement patterns.

School intent:

At Bracebridge Infant and Nursery School, it is our intent to educate our children on the importance of a healthy, active lifestyle. We intend to deliver high quality teaching and learning opportunities that inspire all children to succeed in physical education and make healthy lifestyle choices. At our school we place great emphasis on children's emotional wellbeing, this is linked in with our drive to inspire children to lead active healthy lifestyles.

Knowledge	Nursery	Reception	Year 1	Year 2	Year 3
Multi Skills/Team Games - Physical Development	Pupils will know how to: <ul style="list-style-type: none"> • select and use a range of equipment, with help when needed • increasingly follow rules, understanding why they are important • remember rules without needing an adult to remind them • move safely within an area. • move fluently and change direction. • take part in some group activities which they make up for themselves, or in teams • listen and observe others. 	Pupils will know how to: <ul style="list-style-type: none"> • Show good control and co-ordination in large movements. • Show good control and co-ordination in small movements. • Move fluently with developing control and grace, safely negotiating space. • Handle equipment effectively. • talk about the different factors that support overall health and wellbeing - regular physical activity • be confident to try new activities and show independence, resilience and perseverance in the face of challenge 	Pupils will know how to: <ul style="list-style-type: none"> • stop safely and under control when moving. • bounce a ball with control. • use one hand to send an object. • Demonstrate some aiming skills by sending an object to a target. • move safely in small areas. 	Pupils will know how to: <ul style="list-style-type: none"> • move whilst using equipment safely and under control. • send a piece of equipment to a teammate using accuracy and control. • use a variation of sending techniques. • balance an object in various ways whilst moving. • use equipment in a variety of ways. • dribble a ball with control. 	Pupils will know how to: <ul style="list-style-type: none"> • further develop skills • develop and investigate different ways of throwing and when is appropriate to use them • catch a ball with increasing control • strike a ball for distance • play a striking and fielding game competitively and fairly.

		<ul style="list-style-type: none"> •explain the reasons for rules, know right from wrong and try to behave accordingly •work and play cooperatively and take turns with others •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 			
Vocabulary (revision) (new vocab)	Stop, Go, Slow, Fast, Space, Infront, Behind, Below.	Stop, Go, Slow, Fast, Space, Infront, Behind, Below, Sideways, backwards, forwards, Healthy, Fit, Heart, Blood, Space, control.	Sideways, backwards, forwards, Healthy, Fit, Heart, Blood, Space, control, Bounce, Look, Control, Space, Send, Throw, Roll, Kick, Healthy, Heart, Body, Fitness, Explore, Dribble, Control, Accuracy, Send, Space, Throw, Roll, Power Weight, Active lifestyle, healthy, Heart, Fitness.	Explore, Dribble, Control, Accuracy, Send, Space, Throw, Roll, Power Weight, Active lifestyle, healthy, Heart, Fitness.	Receive, defend, attack, tactics, fair play, foul play.
Sending and Receiving Skills	Pupils will know how to: <ul style="list-style-type: none"> • use basic techniques such as rolling and throwing to send an object away from them. • throw a bean bag into a hoop from a close distance. • throw a ball towards a large area. • follow basic instructions given by the coach/teacher 	Pupils will know how to: <ul style="list-style-type: none"> • Listen attentively in a range of situations. • use basic techniques such as rolling and throwing to send an object to a hoop. • send a ball to a target from a close range. • send a ball to a moving target from a close range. • send an object using both feet and hands • show the correct technique when trying to catch a ball. • stop a ball using their feet with control. •be confident to try new activities and show independence, resilience and perseverance in the face of challenge 	Pupils will know how to: <ul style="list-style-type: none"> •Start to recognise that when working with a partner they may need to discuss or take turns in an activity. • use basic techniques to send an object over different distances such as short and long distances. • send a beanbag to different size targets such as a cone or a hoop. •use their feet to send a ball to a target. • perform simple catching techniques using both balls and beanbags. • catch a ball in different scenarios e.g. bouncing ball, high ball, rolling ball. 	Pupils will know how to: <ul style="list-style-type: none"> • Show that they can take turns in a small group activity and understanding that they need to wait for their go. • judge distances before using sending techniques to a target. • use different sending techniques to a target of different sizes. • perform both one handed and two-handed catches. • perform catching techniques at different level e.g. above head, below waist, next to body etc. • work in small teams to use sending skills and receiving skills in different competitive situations. 	Pupils will know how to: <ul style="list-style-type: none"> •perform one handed and two handed catches with increasing control •throw and catch with control when under pressure •throw to a target with increasing accuracy •kick a ball to a target accurately •control a ball with their feet.

		<ul style="list-style-type: none"> •demonstrate strength, balance and coordination when playing 			
Vocabulary (revision) (new vocab)	Send, Throw, Power, Roll.	Send, Throw, Power, Roll, Question, Watch, Listen, Show, Talk, Answer.	Question, Watch, Listen, Show, Talk, Answer, Discuss, Talk, Show, Watch, Listen, Answer.	Discuss, Talk, Show, Watch, Listen, Answer, Communicate, Discuss, Listen, Question, Watch, Demonstrate, Answer.	Communicate, Discuss, Listen, Question, Watch, Demonstrate, Answer. Accuracy, pressure, attack, side kick, inside foot, target, precision.
Dance	Pupils will know how to: <ul style="list-style-type: none"> • stop and start when required to using music • move in different directions with control. • recognise the speed of music and move accordingly • use large-muscle movements to wave flags and streamers • use and remember sequences and patterns of music that are related to music and rhythm 	Pupils will know how to: <ul style="list-style-type: none"> •use and refine basic movements to express their ideas and feelings. •Respond to different types of music showing a range of emotions. •Perform simple routines using simple movement patterns. •Show creative ideas linked to a stimulus. •watch and talk about dance and performance art, expressing their feelings and responses •explore and engage in dance, performing solo or in groups •be confident to try new activities and show independence, resilience and perseverance in the face of challenge •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 •perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music 	Pupils will know how to: <ul style="list-style-type: none"> • change direction with control. • link travelling moves. • use basic body patterns and movements. • perform different actions at different speeds and directions. • link together actions with gestures in time to music. 	Pupils will know how to: <ul style="list-style-type: none"> • explore different levels and speeds of movement. • perform simple dance routines. • perform different actions in time with a beat. • compose small routines of actions when working with a partner. • perform actions and movements to music and respond to a stimulus. 	Pupils will know how to: <ul style="list-style-type: none"> •explore different dance movements •create patterns of movement •work with a partner to create dance patterns •perform a dance with rhythm and expression •perform a movement with precision •perform in front of others with confidence.

Vocabulary (revision) (new vocab)	Stop, Go, Fast, Slow. Speed, Change direction.	Stop, Go, Fast, Slow. Speed, Change direction, Create, Sequence, routine, levels, perform	Create, Sequence, routine, levels, perform, Change direction, Link, Travel, Pattern, Sequence, routine, Perform, Speed.	Change direction, Link, Travel, Pattern, Sequence, routine, Perform, Speed, Explore, Level, Speed, Routine, Beat, Compose, Action, Gesture, Create.	Explore, Level, Speed, Routine, Beat, Compose, Action, Gesture, Create. Precision, mobility, stretch, phrase, improvisation.
Gymnastics	Pupils will know how to: <ul style="list-style-type: none"> • safely travel on floor apparatus. • hold simple balances on large parts of their body. • link simple traveling and balances together. • skip, hop, stand on one leg and hold a pose 	Pupils will know how to: <ul style="list-style-type: none"> • balance in different ways. • perform basic rolling techniques. • perform different ways of travelling. • curl and stretch in different ways. •combine different movements with ease and fluency •confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group •be confident to try new activities and show independence, resilience and perseverance in the face of challenge •demonstrate strength, balance and coordination when playing •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 	Pupils will know how to: <ul style="list-style-type: none"> • move between mats and small pieces of apparatus with control. • perform different ways of travelling using different speeds and directions. • perform different balances using different parts of the body. • perform different rolling techniques safely with control. • create and perform small sequences using travelling, rolling and balancing within the sequence. 	Pupils will know how to: <ul style="list-style-type: none"> • perform short sequences on their own. • use creative ideas when using the apparatus in different ways. •Demonstrate a clear start, middle and end when performing their sequences, • work with a partner or small group to create a sequence. • use control when performing travelling and rolling techniques. • use simple feedback when watching others performance. 	Pupils will know how to: <ul style="list-style-type: none"> •explore jumping techniques and link them with other gymnastic actions. •select and adapt gymnastics actions to meet the task •work with a partner or a small group to create a sequence that develops jumping skills. •improve the ability to choose appropriate actions when creating a sequence of gymnastic movements
Vocabulary (revision) (new vocab)	Safely, Climb, Travel, Move, Balance.	Safely, Climb, Travel, Move, Balance, Roll, Travel, Curl, Stretch, Star, Tuck, Jump.	Roll, Travel, Curl, Stretch, Star, Tuck, Jump, Apparatus, Travel, Speeds, Direction, Roll, Sequence.	Apparatus, Travel, Speeds, Direction, Roll, Sequences, Creative, Apparatus, Start point, Travel, Roll, Feedback, Performance.	Creative, Apparatus, Start point, Travel, Roll, Feedback, Performance. Straight, pike, straddle, levels, right angle tension, sequence routine, transition, flow.

Athletics	Pupils will know how to: <ul style="list-style-type: none"> • respond to a start signal such as a whistle or bell. • understand the difference between running slow and fast. • identify a finish line. • throw for distance. 	Pupils will know how to: <ul style="list-style-type: none"> • run at slow and fast speeds in straight lines. • use a basic throwing action to throw an object. • use two footed jumps over objects. • Understand the importance of safe landing when jumping. • be confident to try new activities and show independence, resilience and perseverance in the face of challenge • 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 	Pupils will know how to: <ul style="list-style-type: none"> • run at different speeds whilst also being able to change direction. • perform and use safe landing when jumping in different ways. • throw for distance. • take part in a relay race knowing when it their turn to run. 	Pupils will know how to: <ul style="list-style-type: none"> • link running and jumping activities with some fluency, control and consistency. • Be able throw a variety of objects, changing their action for accuracy and distance. • run over longer distances. • use hurdling techniques to safely perform over hurdles. 	Pupils will know how to: <ul style="list-style-type: none"> • run in different directions and at different speeds, using a good technique • improve throwing technique • reinforce jumping techniques • understand the relay and passing the baton • choose and understand appropriate running techniques
Vocabulary (revision) (new vocab)	Run, Go, Finish, Fast, Get Ready, Throw.	Run, Go, Finish, Fast, Get Ready, Throw, Slow, Fast, Land, Throw change direction, take off.	Slow, Fast, Land, Throw change direction, take off, Agility, Balance, Landing, Throw, Power, Speed.	Agility, Balance, Landing, Throw, Power, Speed, Link, Power, Momentum, Technique, Throw, Hurdle.	Link, Power, Momentum, Technique, Throw, Hurdle. Relay, high jump, baton, sprint.
OAA/Problem Solving	N/A	Pupils will know how to: <ul style="list-style-type: none"> • use basic clues to follow a basic route. • use basic teamwork skills to solve a problem. • follow a basic route safely. 	Pupils will know how to: <ul style="list-style-type: none"> • understand and follow a basic map. • work in small groups to problem solve. • follow routes safely. • come up with basic strategies to help problem solve. 	Pupils will know how to: <ul style="list-style-type: none"> • follow and understand and design maps. • work in groups to problem solve. • use various strategies to overcome problems. • give reasons why certain strategies have been used to overcome a problem. 	Pupils will know how to: <ul style="list-style-type: none"> • develop listening skills • listen to instructions from a partner/ adult. • begin to think activities through and problem solve. • discuss and work with others in a group. • demonstrate an understanding of how to stay safe.
Vocabulary (revision) (new vocab)		Clue, Route, Problem, Safety, Teamwork.	Clue, Route, Problem, Safety, Teamwork, Map, Problem Solve, Route, Strategy, Teamwork, Guidance, Orientate.	Map, Problem Solve, Route, Strategy, Teamwork, Guidance, Orientate, Discuss, Plan.	Discuss, Plan, instructions, organise, risk assess.

Competition team/individual	Pupils will know how to: <ul style="list-style-type: none"> •follow rules, understanding why they are important. •remember rules without needing an adult to remind them. 	Pupils will know how to: <ul style="list-style-type: none"> •Understand basic rules. •Know when it is their turn to go and their turn to wait. • use basic scoring systems. •be confident to try new activities and show independence, resilience and perseverance in the face of challenge • explain the reasons for rules, know right from wrong and try to behave accordingly • work and play cooperatively and take turns with others •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 	Pupils will know how to: <ul style="list-style-type: none"> •Know when it is their turn to go. •Understand a range of rules. • encourage their team. • use a range of scoring methods. •Understand the difference between competitive and non-competitive. 	Pupils will know how to: <ul style="list-style-type: none"> • know when the correct time to have their go and when isn't. •Use leadership skills to take charge of a team. • use more in depth scoring methods. •Show great teamwork using encouragement and constructive feedback. •Create and run basic competitions for both teams and individuals. 	Pupils will know how to: <ul style="list-style-type: none"> •further develop leadership skills in support a team •ensure everyone has a fair turn •follow the rules of a game •ensure a game is played fairly •use communication skills to help others •organise themselves differently to play each game.
Vocabulary (revision) (new vocab)	Rules, Instructions.	Rules, Instructions, Turn taking, points.	Turn taking, Points, Rules, Encouragement, Scoring,	Turn-Taking, Scoring, Encouragement, Rules, Teamwork, Feedback, Competitions, Points.	Rules, Teamwork, Feedback, Competitions, Point, leadership, fair play, communication, organise.

Impact: (How will we know what the children have learnt)

Progress and achievement is evident in the pupils performance both in the lesson, at break times and during extracurricular activities. The pupils become increasingly competent and confident in a range of sports and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Our children's wellbeing is continually at the forefront and they are continually learning the knowledge they need to lead safe, healthy and happy lifestyles.