

PE Progression of Knowledge by Class

	Kirkstead/Richmond/Tintern EYFS	Tintern Year 1
PE	<p><i>Mastering basic movements</i> First two-weeks' Revise and refine the fundamental movement skills they have already acquired: Rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. For example, developing the core strength and stability they need to support their small motor skills such a tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars.</p> <p>Combine different movements with ease and fluency - moving left, right, forwards and backwards. We will be bouncing and catching a ball. We will be jumping from two feet to two feet.</p> <p>Provide a range of different balls made from familiar materials like socks, paper bags and jumpers.</p>	<p><i>Mastering basic movements</i></p> <p>Children can move with purpose. Children can move left and right forwards and backwards. Children can bounce and catch a ball. Children can jump from 2 feet to two feet. Children know how to move at pace for a length of time. Children know how to change direction whilst travelling. Children know how to bounce the ball. Children know how to bounce the ball whilst moving. Children know how to move with the ball in different ways. Children know how to jump for distance. Children know how to jump for height. Children know how to balance. Children can throw a ball. children can catch a large ball with two hands</p>
Gym	<p><i>Mastering basic movements</i> Term 1 Progress towards a more fluent style of moving, with developing control and grace. Practice their movement skills of moving left, right, forwards and backwards, catching a ball and jumping from two feet to two feet.</p>	<p><i>Mastering basic movements</i></p> <p>Children know how to jump and land safely. Children know how to balance with support. Children know how to use a log roll to move from one place to another. Children can join movements together. Children know how to copy balances on a range of body parts. Children can say what is good about a partner's performance. Children know how to match the actions of their partner and copy a paired balance correctly; Children can perform a paired balance on a piece of apparatus.</p>

	<p>Provide opportunities for further challenge when they are ready, such as jumping further, running faster and encourage movements in balance and stillness. Introduce full sized balls when children are confident to engage with them. Introduce tennis balls, ping pong balls, beach balls and balloons.</p> <p>Term 2 Combine movements with ease and fluency through controlled movements. We will be following a simple pattern. We will be joining a range of different movements together. We will be creating a short movement phrase with our own ideas. We will be developing precision and accuracy when beginning and ending movements. Develop overall body strength, co-ordination, balance and agility and practice their movement skills alone and with others. Provide opportunities for children to spin, rock, tilt, fall, slide and bounce.</p> <p>Term 3 Develop overall body-strength, balance, co-ordination and agility through the use of a range of equipment. This will include jumping and landing safely. We will be balancing with support. We will be using a log roll to move from one place to another. We will be joining movements together.</p>	<p>Children can demonstrate at least one type of roll correctly; Children can show some control when they are rolling. Children can perform at least one type of jump correctly, showing a clear body shape in the air. Children know how to jump off apparatus with support and land safely. Children know how to copy, remember and perform three different movements to make a sequence. Children can describe a sequence and say what is good about it. Children can work with a partner to copy, remember and perform three different movements to make a matching sequence; Children can show some control</p>
Team Activities	<p>Term 4 Further combining movements with ease and fluency through creating obstacle courses that demand a range of movements to complete, such as crawling through a tunnel and jumping into a hoop. The outdoor activities will involve following a leader around a course, changing directions and negotiating</p>	<p><i>Children know how to control a ball in a range of ways. Children can develop the ability to throw accurately at a target. Children know how to use throwing skills in a small sided game. Children can use a bat or racket to move and control an object. Children can develop the ability catch and bounce a ball. Children know how to kick a ball.</i></p>

obstacles. We will be planning and constructing our own obstacle courses too. Opportunities will be given that require quick changes of speed and direction.

Term 5

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children time to practice.

Introduce children to ball games with teams, rules and targets when they have consolidated their ball skills.

Term 6

Children can 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. We will also go outside for some outside fun, climbing and playing with the parachute and take part in Sports Day events.

Hit a ball with a bat or racquet.

Roll equipment in different ways.

Throw underarm.

Throw an object at a target.

Catch equipment using two hands Move a ball in different ways, including bouncing and kicking.

Use equipment to control a ball.

Kick an object at a target.

Move safely around the space and equipment.

Travel in different ways, including sideways and backwards.

Play a range of chasing games

Children can identify useful spaces for passing and receiving a ball

Children know how to defend a goal or space

Children know how to indicate their intentions to their teammates

Children can attempt to evade defenders

Children can identify strengths and areas in which they could improve.

	Crowland/Regent	Westminster/St James
	<p>Mastering Basic Movements</p> <p>Children know how to move at pace for a length of time. Children know how to change direction whilst travelling. Children know how to bounce the ball. Children know how to bounce the ball whilst moving. Children know how to move with the ball in different ways. Children know how to jump for distance. Children know how to jump for height. Children know how to balance. Children can throw a ball. Children can catch a large ball with two hands</p> <p>Children know how to throw and catch a ball with a partner using different techniques. Children know how to kick a ball whilst moving. Children can pass a ball in different ways. Children can begin to use throwing, catching and kicking skills. Children know how to use rules in simple games; Children can begin to work as part of a team.</p>	<p>Mastering Basic Movements</p> <p>Children know how to throw and catch a ball with a partner using different techniques. Children know how to kick a ball whilst moving. Children can pass a ball in different ways. Children can begin to use throwing, catching and kicking skills. Children know how to use rules in simple games; Children can begin to work as part of a team.</p> <p>Children know how to throw and catch a ball with a partner using different techniques and demonstrate the best pass to make in a game Children can kick a ball whilst moving including changing direction and speed, with control and confidence Children know how to pass a ball in different ways over a range of distances, demonstrating control and accuracy Children can confidently use throwing, catching and kicking skills in a game with control and accuracy. Children can perform learnt skills with good control. Children know how to follow more complex rules in games and explain the importance of having them.</p>
Gym	<p>Children know how to copy balances on a range of body parts. Children can say what is good about a partner's performance Children know how to match the actions of their partner and copy a paired balance correctly. Children can perform a paired balance on a piece of apparatus. Children can demonstrate at least one type of roll correctly. Children can show some control when they are rolling. Children can perform at least one type of jump correctly, showing a clear body shape in the air.</p>	<p>Children know how to copy balances on a range of body parts. Children can say what is good about a partner's performance Children know how to match the actions of their partner and copy a paired balance correctly. Children can perform a paired balance on a piece of apparatus. Children can demonstrate at least one type of roll correctly. Children can show some control when they are rolling. Children can perform at least one type of jump correctly, showing a clear body shape in the air. Children know how to jump off apparatus with support and land safely.</p>

	<p>Children know how to jump off apparatus with support and land safely.</p>	<p>Children know how to throw and catch a ball with a partner using different techniques and demonstrate the best pass to make in a game.</p> <p>Children can kick a ball whilst moving including changing direction and speed, with control and confidence.</p> <p>Children know how to pass a ball in different ways over a range of distances, demonstrating control and accuracy.</p> <p>Children can confidently use throwing, catching and kicking skills in a game with control and accuracy.</p> <p>Children can perform learnt skills with good control.</p> <p>Children know how to follow more complex rules in games and explain the importance of having them.</p>
<p>Team Games</p>	<p><u>Children can recognise and describe how the body feels during and after physical activity.</u></p> <p><u>Children know the terms attacking and defending; Children can throw and catch a ball with a partner using different techniques and begin to choose the best pass to make in a game.</u></p> <p><u>Children know how to kick a ball, using the correct technique whilst moving, with some control and fluency.</u></p> <p><u>Children can pass a ball in different ways, using the correct technique, with some control and accuracy.</u></p> <p><u>Children can use throwing, catching and kicking skills in a game with increasing confidence and success;</u></p> <p><u>Children know how to apply a range of attacking and defending skills in a game successfully, including dodging and marking;</u></p>	<p><u>Children can recognise and describe how the body feels during and after physical activity.</u></p> <p><u>Children know the terms attacking and defending; Children can throw and catch a ball with a partner using different techniques and begin to choose the best pass to make in a game.</u></p> <p><u>Children know how to kick a ball, using the correct technique whilst moving, with some control and fluency.</u></p> <p><u>Children can pass a ball in different ways, using the correct technique, with some control and accuracy.</u></p> <p><u>Children can use throwing, catching and kicking skills in a game with increasing confidence and success;</u></p> <p><u>Children know how to apply a range of attacking and defending skills in a game successfully, including dodging and marking.</u></p> <p><u>Children know some of the basic principles of invasion games.</u></p> <p><u>Children can recognise and begin to apply basic attacking skills such as dodging, with some success.</u></p> <p><u>Children know how to recognise and apply basic defending skills such as marking and intercepting, with some success.</u></p> <p><u>Children can pass, receive and travel with a ball in a variety of ways with increasing control and accuracy.</u></p>

		<p><u>Children know how to identify and use tactics to help themselves and their team keep possession of the ball; Children can use space well to pass and receive a ball.</u></p>
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	Fountains/Central	Lindisfarne/Sempringham/Phoenix	Kelso/Ramsey/Hyde
	<p>Throwing and catching</p> <p>Children know how to catch with accuracy. Children know how to use an overarm throw to hit a target with accuracy. Children know how to strike a ball in an intended direction. Children can work cooperatively to field a ball. Children know how to use striking and fielding skills in a game. Children can design and play games that use striking and fielding skills. Children know how to stop a ball using a range of techniques. Children can play cooperatively with teammates, making decisions about when to run for points and when to not. Children know how to choose and use a range of simple tactics and strategies when striking and fielding; Children can invent rules for striking and fielding games</p>	<p>Football</p> <p>Children know the reasons for warming up and cooling down. Children know how to move in multiple directions in isolation and sometimes in a game situation. Children know how to use the basic skill of dodging, including fake dodging, in isolation and sometimes in a game situation. Children can dribble with the ball using different techniques. Children know how to pass the ball with some control and accuracy. Children can receive a ball that is passed directly to them, demonstrating some control. Children know how to mark an opposition player with some success in a game. Children know what it means to intercept the ball and demonstrate they are able to get into a position to be able to intercept a pass. Children know the job of the goalkeeper and use some skills and strategies to prevent a goal from being scored. Children know how to follow rules in simple invasion games. Children evaluate their own and others' performance with support</p> <p>Hockey</p> <p>Children know how to pass, dribble and shoot with control; Children can identify and use tactics to help themselves and their team keep possession of the ball. Children know how to tackle opponents with success and intercept the ball to win back possession. Children can use space well to pass and receive a ball.</p>	<p>Netball</p> <p>Children can catch a netball with two hands;</p> <ul style="list-style-type: none"> • use elements of the correct technique for the chest pass,; • use elements of the correct technique for the shoulder pass,; • catch a netball with one and two hands; • use elements of the correct technique for the bounce pass, • use elements of the correct technique for the overhead pass,; • use more than one type of netball pass in a game situation; • land in different ways without the ball and begin to coordinate catching the ball with different landings; • pivot using the correct footwork understand the footwork rule; • move at different speeds and in different directions in specific drills to practise this and sometimes effectively in a game scenario <p>;• know how to dodge and lead;</p> <ul style="list-style-type: none"> • apply some of the attacking movement skills they have learnt to outwit a defender; • know how to mark an opposition player (marking the ball or marking the player) <ul style="list-style-type: none"> • perform some elements of the shooting • use attacking and defending skills to contribute towards the success of their team; • evaluate their own and other's performance and suggest improvements with support.

		<p>Children can identify areas and suggest ways that performances and games could be improved.</p>	<p>Rugby</p> <p>Children can help lead and take part in warm-ups and cool-downs safely;</p> <ul style="list-style-type: none"> • move with the ball using the correct technique with increasing speed and control, including changing direction; • pass and receive the ball using the correct technique with some control and accuracy; <ul style="list-style-type: none"> • begin linking together different skills in a game with some fluency and success; • begin demonstrating an awareness of space in a game; • create rules to play a new game successfully, with support; • follow more complex rules to play a new game, with support; • demonstrate knowledge of and begin to use some skills and techniques for attacking and defending in a game situation, with some success; • evaluate their own and others' work and suggest improvements with support.
	<p>Gym</p> <p>Children know how to perform a range of jumps accurately.</p> <p>Children know how to accurately perform a forward roll from standing and a tucked backward roll.</p> <p>Children can perform a squat on vault accurately.</p> <p>Children can perform a lunge into handstand and a cartwheel accurately.</p> <p>Children know how to link movements together by performing a chassis step,</p>	<p>Gym</p> <p>Children know how to perform a range of jumps and leaps.</p> <p>Children can perform a straddle forward roll and a backward roll to straddle correctly.</p> <p>Children know how to perform a straddle on vault correctly.</p> <p>Children know how to perform a lunge into cartwheel correctly.</p> <p>Children can link movements together by performing a straight jump, full turn, a cat leap half turn and a pivot.</p> <p>Children can work in a small group to create and perform a gymnastics sequence with a theme.</p>	<p>Gym</p> <p>Children can perform recognisable movements, e.g. a pike backward roll that looks like a pike backward roll.</p> <p>Children know how to link a series of different movements together to form a short routine.</p> <p>Children can practise and refine their own movements independently.</p> <p>Children can accurately perform a cat leap full turn and a stag leap.</p>

	<p>straight jump half-turn and cat leap Children can create and perform a gymnastics sequence with a partner Children can perform static body shapes Children know how to make body shapes in the air. Children can carry out rhythmic gymnastics moves.</p> <p>Children know how to create symmetrical shapes.</p> <p>Outdoor adventurous activities</p> <p>Children know how to work effectively with others to complete a task.</p> <p>Children know how to follow multi step instructions.</p> <p>Children know how to solve a range of problems.</p> <p>Children know how to follow a set of directions correctly.</p> <p>Children can give clear and precise directions for someone else to follow</p> <p>Children can follow simple Maps.</p> <p>Children know what orienteering is.</p> <p>Children know and understand a range of map symbols</p>	<p>Outdoor Adventurous Activities</p> <p>Children know how to work together in small groups, developing problem-solving skills.</p> <p>Children can take part in outdoor and adventurous activity challenges both individually and within a team. Children know how the body reacts at different times. Children know how this affects performance.</p> <p>Children know how to navigate around a space with growing confidence.</p> <p>Children know how to read a map with increasing accuracy and confidence and within a time.</p> <p>Children can create symbols that are effective for map-reading.</p> <p>Children know how to follow a map with increasing accuracy and confidence.</p>	<p>Children can perform a dive forward roll and a pike backward roll.</p> <p>Children can perform a hurdle step into cartwheel and round-off.</p> <p>Children can perform a series of similar movements in quick succession, linked together to form a sequence</p> <p>Outdoor Adventurous Activities</p> <p>Children can collaborate with others to help complete challenges.</p> <p>Children know how to use verbal communication to communicate with others, sometimes with success.</p> <p>Children can run at two or more different paces, sometimes appropriate to the distance and activity; Children know how to change direction with increasing speed and efficiency.</p> <p>Children know why agility and endurance are important for this sport; Children know what a compass is and can use one to find north; Children know the four cardinal directions on a compass (N, E, S, W); Children can follow directional instructions including clockwise, anti-clockwise, 90°, 180° and 360° turns; Children know and understand some of the different features of a map, including symbols and a key; Children can follow a simple map to give directions; Children can work with a partner to complete the missing information on a map; Children know how to work with others to use a map to navigate around the school grounds; Children have a basic understanding of the orienteering symbols that have been used to</p>
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			<p>represent the school grounds; Children know how to mark and find control points on a map, with support if necessary; Children can demonstrate some skills of collaboration and communication when working with others to complete challenges and tasks; Children know how to follow a map and plan the best route to complete an orienteering course as quickly as possible, with support from their group; Children can • demonstrate some skills of collaboration and communication when working with others.</p>
	<p>Defending and attacking skills Children know some of the basic principles of invasion games. Children can recognise and begin to apply basic attacking skills such as dodging, with some success. Children know how to recognise and apply basic defending skills such as marking and intercepting, with some success. Children can pass, receive and travel with a ball in a variety of ways with increasing control and accuracy. Children know how to identify and use tactics to help themselves and their team keep possession of the ball. Children can use space well to pass and receive a ball.</p> <p>Athletics Children know how to apply and try to improve existing running, throwing and jumping skills. Children can demonstrate increasing control and coordination when running and performing a jump or throw.</p>	<p>Tennis Children know how to use the correct skills to catch and control a ball on their racket and move their feet to get into a good position. Children know how to grip a tennis racket correctly when hitting different groundstrokes. Children know the advantage and disadvantage of single and double handed backstrokes. Children know how to play an overhead serve. Children can strike a ball before it bounces, using the volley technique. Children can demonstrate an understanding of the rules of tennis and use the tennis scoring system in a mini-game.</p> <p>Rounders Children know how to hit a bowled ball with force and control the direction of the hit. Children can intentionally vary the speed and style of the ball when bowling. Children know how to perform a range of manoeuvres to enable them to get into position to make a catch when fielding (e.g. running in, diving, catching with one hand, etc.). Children know how to accurately throw a ball overarm over a long distance in order to reach a designated target.</p>	<p>Cricket Children know how to perform basic fielding skills (catching, throwing, aiming). Children can select and apply fielding skills to a game situation making tactical decisions about where to field the ball to. Children know how to perform basic batting techniques (making contact, using power, aiming). Children can make tactical decisions about where to strike the ball. Children can select and apply bowling skills to a game situation, making tactical decisions about which type of bowl to deliver in which situations (Underarm/overarm</p> <p>Badminton Children know how to use a forehand grip with a badminton racket. Children can use a backhand grip with a badminton racket. Children know how to use a badminton racket to strike a shuttlecock. Children know how to use different grips to hold a badminton racket to control the aim and direction of a shuttlecock.</p>

	<p>Children can identify and demonstrate how different running techniques can affect their performance and focus on improving their sprinting technique.</p> <p>Children can demonstrate some rhythm and technique when running over obstacles.</p> <p>Children know how to perform the standing long jump using the correct technique to achieve the furthest possible distance.</p> <p>Children know how to perform the underarm, overarm and push throws with control and accuracy and develop their technique.</p> <p>Children can follow step-by-step instructions and copy actions to learn new techniques with some accuracy, control and fluency.</p>	<p>Children can develop their own tactics and strategies to positively impact gameplay.</p>	<p>Children know what a ready position is and can adopt it when needed.</p> <p>Children know how to serve a shuttlecock and maintain a rally.</p> <p>Children can perform an attacking or defending shot. Children know how to score a point.</p> <p>Athletics</p> <p>Children know how to use running, jumping, throwing and catching in isolation and in combination in the context of athletics .</p> <p>Children can develop flexibility, strength, technique, control and balance.</p> <p>Children know how to control running pace over a range of distances.</p> <p>Children can display balance in the context of running over hurdles.</p> <p>Children can refine jumping techniques.</p> <p>Children know how to throw for distance using a heave throw technique</p>
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