



## PE Progression of Skills and Knowledge


### Outdoor PE Progression Grid


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	<p><b>EYFS</b></p> <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop Proficiency, control and confidence.</p>	<p><b>KS1</b></p> <p>National Curriculum Aims 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 be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• 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;</li></ul> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p><b>KS2</b></p> <p>National Curriculum Aims Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• use running, jumping, throwing and catching in isolation and in combination;</li><li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending;</li><li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];</li></ul> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>



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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	<b>Health &amp; Fitness</b>						
	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise.	Recognise and describe how the body feels during and after different physical activities.  Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body.  Know the importance of strength and flexibility for physical activity.  Explain why it is important to warm up and cool down.	Describe how you muscles reacts at different times and how this affects performance.  Explain why exercise is good for your health.  Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down.  Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down.  Carry out warm-ups and cool-downs safely and effectively.  Understand why exercise is good for health, fitness and wellbeing.

	<b>Developing Movement and Travelling skills</b>						
	Run in different ways for a variety of purposes.	Vary their pace and speed when running.  Show good posture and balance.  Maintain control as they change direction and speeds.	Run at different paces, describing the different paces.  Begin to select the most suitable pace and speed for distance.  Alternate the speed and direction in which they are travelling.  Be able to maintain and control their speed over different distances.	Identify and demonstrate how different techniques can affect their performance.  Focus on their arm and leg action to improve their sprinting technique.  Understand the importance of adjusting running pace to suit the distance being run.	Confidently demonstrate a technique for sprinting.  Carry out an effective sprint finish.  Perform a relay, focusing on the baton changeover technique. What hand should the baton be in?	Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.  Identify and demonstrate stamina, explaining its importance for running a range of distances.	Recap, practise and refine an effective sprinting technique.  Build up speed quickly for a sprint finish.  Accelerate to pass other competitors.  Work as a team to competitively perform a relay.  Confidently and independently select the most appropriate pace for different distances and different parts of the run.



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							Discuss how fatigue affects our bodies during running.
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### Striking and Fielding a Ball

Hit a ball with a bat or racquet.	Use hitting skills in a game. Practise basic striking, sending and receiving.	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.	Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.	Use different techniques to hit a ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve.	Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.
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## Throwing and Catching a variety of equipment



<p>Roll equipment in different ways.</p> <p>Throw underarm.</p> <p>Throw an object at a target.</p> <p>Catch equipment using two hands.</p>	<p>Throw underarm and overarm.</p> <p>Catch and bounce a ball.</p> <p>Use rolling skills in a game.</p> <p>Practise accurate throwing and consistent</p>	<p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw, catch and bounce a ball with a partner.</p> <p>Use throwing and catching skills in a game.</p> <p>Throw a ball for distance.</p> <p>Use hand-eye coordination to control a ball.</p>	<p>Throw and catch with greater control and accuracy.</p> <p>Practise the correct technique for catching a ball and use it in a game.</p> <p>Perform a range of catching and gathering skills with control.</p> <p>Catch with increasing control and accuracy.</p> <p>Throw a ball in different ways (e.g. high, low, fast or slow).</p>	<p>Develop different ways of throwing and catching.</p>	<p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p>	<p>Throw and catch accurately and successfully under pressure in a game.</p>
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## Invasion Games

<p>Play a range of chasing games.</p>	<p>Use simple defensive skills such as marking a player.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p>	<p>Begin to use and understand the terms attacking and defending.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p>	<p>Use simple attacking and defending skills in a game.</p> <p>Use fielding skills to stop a ball from travelling past them</p>	<p>Use a range of attacking and defending skills and techniques in a game.</p> <p>Use fielding skills as an individual to prevent a player from scoring.</p>	<p>Choose the best tactics for attacking and defending.</p> <p>Shoot in a game.</p> <p>Use fielding skills as a team to prevent the opposition from scoring.</p>	<p>Think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Work as a team to develop fielding strategies to prevent the opposition from scoring.</p>
<p>Follow simple rules.</p>	<p>Follow simple rules to play games, including team games.</p>	<p>Understand the importance of rules in games.</p>	<p>Apply and follow rules fairly.</p> <p>Understand and begin to apply the basic</p>	<p>Vary the tactics they use in a game.</p> <p>Adapt rules to alter games.</p>	<p>Know when to pass and when to dribble in a game.</p>	<p>Follow and create complicated rules to play a game successfully.</p>



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				principles of invasion games.		Devise and adapt rules to create their own game.	Communicate plans to others during a game.  Lead others during a game.
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	<b>Travelling with a Ball</b>						
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	Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.	Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control.	Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.	Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.	Move with the ball using a range of techniques showing control and fluency.	Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together..	Show confidence in using ball skills in various ways in a game situation, and link these together
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	<b>Compete/Perform</b>						
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	Control my body when performing a sequence of movements.  Participate in simple games.	Perform using a range of actions and body parts with some coordination.  Begin to perform learnt skills with some control.  Engage in competitive activities and team games.	Perform sequences of their own composition with coordination.  Perform learnt skills with increasing control.  Compete against self and others.	Develop the quality of the actions in their performances.  Perform learnt skills and techniques with control and confidence.  Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy.  Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control.  Take part in competitive games with a strong understanding of tactics and composition.	Perform and apply a variety of skills and techniques confidently, consistently and with precision.  Take part in competitive games with a strong understanding of tactics and composition.
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	<b>Evaluate</b>						
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	<p>Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
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