



Progression in Skills and Knowledge in PE



Skills

Fundamentals

Knowledge

Agility: demonstrate improved technique when changing direction on the move.
Balance: demonstrate increased balance whilst travelling along and over equipment.
Co-ordination: perform actions with increased control when co-ordinating my body with and without equipment.
Speed: demonstrate running at different speeds.
Strength: demonstrate increased control in body weight exercises.
Stamina: show an ability to work for longer periods of time.



Year
2

Agility: change direction whilst running.
Balance: explore balancing in more challenging activities with some success.
Co-ordination: explore co-ordination when using equipment.
Speed: explore running at different speeds.
Strength: explore exercises using my own body weight.
Stamina: explore moving for longer periods of time and identify how it makes me feel.

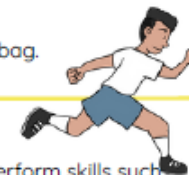
Year
1

Agility: explore changing direction safely.
Balance: explore balancing whilst stationary and on the move.
Co-ordination: explore moving different body parts together.
Speed: explore moving and stopping with control.
Strength: explore taking weight on different body parts.
Stamina: explore moving for extended periods of time.

Fundamentals Unit 1 & 2
Gymnastics Unit 1 & 2

EYFS

Agility: know using small quick steps helps me to change direction.
Balance: understand that I can squeeze my muscles to help me to balance.
Co-ordination: understand that some skills require me to move body parts at different times such as skipping.
Speed: know that I take shorter steps to jog and bigger steps to run.
Strength: know that strength helps us with everyday tasks such as carrying our school bag.
Stamina: know that I need to run slower if running for a long period of time.



Agility: understand that bending my knees will help me to change direction.
Balance: know that looking ahead will help me to balance.
Co-ordination: know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing.
Speed: understand that if I swing my arms, it will help me to run faster.
Strength: understand that exercise helps me to become stronger.
Stamina: understand that when I move for a long time it can make me feel hot and I breathe faster.

Agility: know that moving into space away from others helps to keep me safe.
Balance: know that I can hold my arms out to help me to balance.
Co-ordination: know that moving my arms and legs at the same time helps me to walk, run and jump.
Speed: know that I use big steps to run and small steps to stop.
Strength: understand that I can hold my weight on different parts of my body.
Stamina: understand that moving for a long time can make me feel tired.

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Skills

Fitness

Knowledge

Agility: demonstrate improved technique when changing direction on the move.
Balance: demonstrate increased balance whilst travelling along and over equipment.
Co-ordination: perform actions with increased control when co-ordinating my body with and without equipment.
Speed: demonstrate running at different speeds.
Strength: demonstrate increased control in body weight exercises.
Stamina: show an ability to work for longer periods of time.



Year
2

Agility: change direction whilst running.
Balance: explore balancing in more challenging activities with some success.
Co-ordination: explore co-ordination when using equipment.
Speed: explore running at different speeds.
Strength: explore exercises using my own body weight.
Stamina: explore moving for longer periods of time and identify how it makes me feel.

Year
1

Agility: explore changing direction safely.
Balance: explore balancing whilst stationary and on the move.
Co-ordination: explore moving different body parts together.
Speed: explore moving and stopping with control.
Strength: explore taking weight on different body parts.
Stamina: explore moving for extended periods of time.

Fundamentals Unit 1 & 2
Gymnastics Unit 1 & 2

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Agility: understand that bending my knees will help me to change direction.
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Skills

Introduction to PE/ Team Building

Knowledge

Problem solving: begin to plan and apply strategies to overcome a challenge. Navigational skills: follow and create a simple diagram/map. Communication: work co-operatively with a partner and a small group. Team Building Unit	Year 2	Problem solving: know that listening to each other's ideas might give us an idea we hadn't thought of. Navigational skills: understand that the map tells us what to do. Communication: know to use encouraging words when speaking to a partner or group to help them to trust me. Reflection: verbalise when I am successful and areas that I could improve. Rules: know how to follow and apply simple rules.
Problem solving: suggest ideas in response to a task. Navigational skills: follow a path and lead others. Communication: communicate simple instructions and listen to others. Team Building Unit	Year 1	Problem solving: know that working collaboratively with others will help to solve challenges. Navigational skills: know that deciding which way to go before starting will help me. Communication: know that using short instructions will help my partner e.g. start/stop. Reflection: identify when I am successful and make basic observations about how to improve. Rules: know that rules help us to play fairly.
Problem solving: explore activities where I have to make my own decisions. Navigational skills: explore moving in space and following a path. Communication: develop confidence in expressing myself. Intro to PE Unit 1 & 2 Games Unit 1 & 2	EYFS	Problem solving: make simple decisions in response to a task. Navigational skills: know that moving into space away from others will help me to stay safe. Know to leave a gap when following a path will help me to stay safe. Communication: know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'. Reflection: begin to identify when I am successful. Rules: know that rules help us to stay safe.



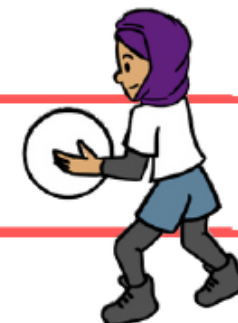
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Skills

Sending and Receiving

Knowledge

Throwing overarm: develop co-ordination and technique when throwing overarm towards a target. Throwing underarm: develop co-ordination and technique when throwing underarm towards a target. Striking: develop striking a ball with equipment with some consistency. Sending and Receiving Unit	Year 2	Throwing: know that stepping with opposite foot to throwing arm will help you to balance. Striking: know to finish with my object/hand pointing at my target. Tactics: understand and apply simple tactics. Rules: know how to score points and follow simple rules.
Throwing overarm: explore technique when throwing overarm towards a target. Throwing underarm: explore technique when throwing underarm towards a target. Sending and Receiving Unit	Year 1	Throwing: know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly.
Throwing: explore throwing using a variety of equipment. Catching: explore catching using a variety of equipment. Fundamentals Unit 1 & 2 Games Unit 1 & 2 Ball Skills Unit 1 & 2	EYFS	Throwing: know to point my hand at my target when throwing. Catching: know to have hands out ready to catch. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.



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Skills

Gymnastics

Knowledge

Shapes: explore using shapes in different gymnastic balances.
Balances: remember, repeat and link combinations of gymnastic balances.
Rolls: explore barrel, straight and forward roll and put into sequence work.
Jumps: explore shape jumps and take off combinations.



Year
2

Shapes: know that some shapes link well together.
Balances: understand that squeezing my muscles helps me to balance.
Rolls: understand that there are different teaching points for different rolls.
Jumps: understand that looking forward will help me to land with control.
Strategy: know that if I use shapes that link well together, it will help my sequence to flow.

Shapes: explore basic shapes straight, tuck, straddle, pike.
Balances: perform balances making my body tense, stretched and curled.
Rolls: explore barrel, straight and forward roll progressions.
Jumps: explore shape jumps, including jumping off low apparatus.



Year
1

Shapes: understand that I can improve my shapes by extending parts of my body.
Balances: know that balances should be held for 5 seconds.
Rolls: know that I can use different shapes to roll.
Jumps: know that landing on the balls of my feet helps me to land with control.
Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.

Shapes: show contrast with my body including wide/narrow, straight/curved.
Balances: explore shapes in stillness using different parts of my body.
Rolls: explore rocking and rolling.
Jumps: explore jumping safely.

EYFS

Shapes: understand that I can make different shapes with my body.
Balances: know that I should be still when holding a balance.
Rolls: know that I can change my body shape to help me to roll.
Jumps: know that bending my knees will help me to land safely.
Strategy: know that if I hold a shape and count to five people will see it clearly.



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Skills

Dance

Knowledge

Actions: accurately remember, repeat and link actions to express an idea.
Dynamics: develop an understanding of dynamics.
Space: develop the use of pathways and travelling actions to include levels.
Relationships: explore working with a partner using unison, matching and mirroring.
Performance: develop the use of facial expressions in my performance.



Year
2

Actions: know that sequencing actions in a particular order will help me to tell the story of my dance.
Dynamics: understand that I can change the way I perform actions to show an idea.
Space: know that I can use different directions, pathways and levels in my dance.
Relationships: know that using counts of 8 will help me to stay in time with my partner and the music.
Performance: know that using facial expressions helps to show the mood of my dance.
Strategy: know that if I practice my dance, my performance will improve.

Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.
Dynamics: explore varying speeds to represent an idea.
Space: explore pathways within my performance.
Relationships: begin to explore actions and pathways with a partner.
Performance: perform on my own and with others to an audience.



Year
1

Actions: understand that actions can be sequenced to create a dance.
Dynamics: understand that I can create fast and slow actions to show an idea.
Space: understand that there are different directions and pathways within space.
Relationships: understand that when dancing with a partner, it is important to be aware of each other and keep in time.
Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished.
Strategy: know that if I use exaggerated actions, it helps the audience to see them clearly.

Actions: explore how my body moves. Copy basic body actions and rhythms.
Dynamics: explore actions in response to music and an idea.
Space: begin to explore pathways and the space around me and in relation to others.
Performance: perform short phrases of movement in front of others.

EYFS

Actions: understand that I can move my body in different ways to create interesting actions.
Dynamics: understand that I can change my action to show an idea.
Space: know that if I move into space, it will help to keep me and others safe.
Performance: know that when watching others I sit quietly and clap at the end.
Strategy: know that if I use lots of space, it helps to make my dance look interesting.



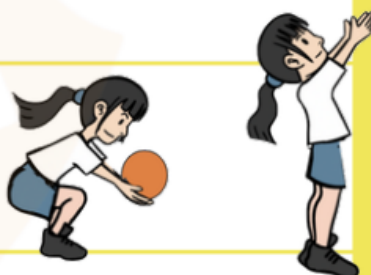
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Skills

Athletics

Knowledge

Running: develop the sprinting action.
Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.
Throwing: develop overarm throwing for distance.



Year
2

Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.
Jumping: know that swinging my arms forwards will help me to jump further.
Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object.
Rules: know how to follow simple rules when working with others.

Running: explore running at different speeds.
Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.
Throwing: explore throwing for distance and accuracy.



Year
1

Running: understand that if I swing my arms, it will help me to run faster.
Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees, it will help me to jump further.
Throwing: know that stepping forward with my opposite foot to hand will help me to throw further.
Rules: know that rules help us to play fairly.

Running: explore running and stopping safely.
Jumping: explore jumping and hopping safely.
Throwing: explore throwing to a target.

EYFS

Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.
Jumping: know that bending my knees will help me to land safely.
Throwing: understand that bigger targets are easier to hit.
Rules: know that rules help us to stay safe.



Games Unit 1 & 2

Fundamentals Unit 1 & 2

Ball Skills Unit 1 & 2

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Skills

Striking and Fielding

Knowledge

Striking: develop striking a ball with their hand and equipment with some consistency.
Fielding: develop tracking a ball and decision making with the ball.
Throwing: develop co-ordination and technique when throwing over and underarm.
Catching: catch with two hands with some co-ordination and technique.

Sending and Receiving Unit

Striking: explore striking a ball with their hand and equipment.
Fielding: develop tracking and retrieving a ball.
Throwing: explore technique when throwing over and underarm.
Catching: develop co-ordination and technique when catching.

Sending and Receiving Unit

Striking: explore sending a ball to a partner.
Fielding: explore tracking and stopping a rolling ball.
Throwing and catching: explore rolling, throwing and catching using a variety of equipment.

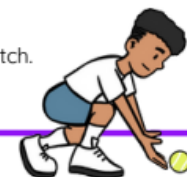
Games Unit 1 & 2

Ball Skills Unit 1 & 2



Year
2

Striking: understand the role of a batter. Know that striking quickly will increase the power.
Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points.
Throwing: know that stepping with opposite foot to throwing arm will help me to balance.
Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch.
Tactics: understand and apply simple tactics for attack (batting) and defence (fielding).
Rules: know how to score points and follow simple rules.



Year
1

Striking: understand that the harder I strike, the further the ball will travel.
Fielding: know that throwing the ball back is quicker than running with it.
Throwing: know which type of throw to use to throw over longer distances.
Catching: know to watch the ball as it comes towards me.
Tactics: know that tactics can help us when playing games.
Rules: know that rules help us to play fairly.

EYFS

Striking: know to point my hand at my target when striking a ball.
Fielding: know to scoop a ball with two hands.
Throwing and catching: know to point my hand at my target when throwing. Know to have hands out ready to catch.
Tactics: make simple decisions in response to a task.
Rules: know that rules help us to stay safe.

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Skills

Invasion Games

Knowledge

Sending & receiving: developing s&r with increased control.
Dribbling: explore dribbling with hands and feet with increasing control on the move.
Space: explore moving into space away from others.
Attacking: developing moving into space away from defenders.
Defending: explore staying close to other players to try and stop them getting the ball.

Sending and Receiving Unit

Sending & receiving: explore s&r with hands and feet to a partner.
Dribbling: explore dribbling with hands and feet.
Space: recognise good space when playing games.
Attacking: explore changing direction to move away from a partner.
Defending: explore tracking and moving to stay with a partner.

Sending and Receiving Unit

Sending & receiving: explore s&r with hands and feet using a variety of equipment.
Dribbling: explore dropping and catching with two hands and moving a ball with their feet.
Space: recognise their own space.
Attacking & defending: explore changing direction and tagging games.

Ball Skills Unit 1 & 2

Games Unit 1 & 2

Year
2

Sending & receiving: know to control the ball before sending it.
Dribbling: know that keeping my head up will help me to know where defenders are.
Space: know that moving into space away from defenders helps me to pass and receive a ball.
Attacking: know that when my team is in possession of the ball, I am an attacker and we can score.
Defending: know that when my team is not in possession I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball.
Tactics: understand and apply simple tactics for attack and defence.
Rules: know how to score points and follow simple rules.

Year
1

Sending & receiving: know to look at my partner before sending the ball.
Dribbling: know that moving with a ball is called dribbling.
Space: understand that being in a good space helps us to pass the ball.
Attacking: know that being able to move away from a partner helps my team to pass me the ball.
Defending: know that staying with a partner makes it more difficult for them to receive the ball.
Tactics: know that tactics can help us when playing games.
Rules: know that rules help us to play fairly.



EYFS

Sending & receiving: know to look at the target when sending a ball and watch the ball to receive it.
Dribbling: know that keeping the ball close will help with control.
Space: know that being in a space gives me room to play.
Attacking & defending: know that there are different roles in games.
Tactics: make simple decisions in response to a task.
Rules: know that rules help us to stay safe.

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Skills

Ball Skills

Knowledge

Sending: roll, throw and kick a ball to hit a target.
Catching: develop catching a range of objects with two hands. Catch with and without a bounce.
Tracking: consistently track and collect a ball being sent directly.
Dribbling: explore dribbling with hands and feet with increasing control on the move.

Sending: roll and throw with some accuracy towards a target.
Catching: begin to catch with two hands. Catch after a bounce.
Tracking: track a ball being sent directly.
Dribbling: explore dribbling with hands and feet.



Sending: explore sending an object with hands and feet.
Catching: explore catching to self and with a partner.
Tracking: explore stopping a ball with hands and feet.
Dribbling: explore dropping and catching with two hands and moving a ball with feet.

Year
2

Sending: know that stepping with opposite foot to throwing arm will help me to balance.
Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch.
Tracking: know that it is easier to move towards a ball to track it than chase it.
Dribbling: know to keep my head up when dribbling to see space/opponents.

Year
1

Sending: know to face my body towards my target when rolling and throwing underarm to help me to balance.
Catching: know to watch the ball as it comes towards me.
Tracking: know to move my feet to get in the line with the ball.
Dribbling: know that moving with a ball is called dribbling.



EYFS

Sending: know to look at the target when sending a ball.
Catching: know to have hands out ready to catch.
Tracking: know to watch the ball as it comes towards me and scoop it with two hands.
Dribbling: know that keeping the ball close will help with control.

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