

Physical Education Knowledge & Skills Progression



Statutory Framework for the Early Years Foundation Stage

Physical Development

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Physical development Moving and handling: 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.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

The National Curriculum for Physical Education

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

• develop competence to excel in a broad range of physical activities

• are physically active for sustained periods of time

• engage in competitive sports and activities

• lead healthy, active lives.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content at Key stage 1

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:

- 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.

	Content
EYFS	Games, Dance, Gymnastics, Ball skills
Year 1	Dance, Gymnastics, Games, Athletics
Year 2	Dance, Gymnastics, Games, Athletics, Swimming

Subject content at Key stage 2

Key stage 2

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:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

	Content: Elements of the following throughout the school year.
Year 3	Dance/Gymnastics, invasion games, athletics, swimming, striking and fielding, raquet/bat, OAA.
Year 4	Dance/Gymnastics, invasion games, athletics, swimming, striking and fielding, raquet/bat, OAA.
Year 5	Dance/Gymnastics, invasion games, athletics, swimming, striking and fielding, raquet/bat, OAA.
Year 6	Dance/Gymnastics, invasion games, athletics, swimming, striking and fielding, raquet/bat, OAA.

Physical Education Knowledge & Skills Progression EYFS to Milestone 1



Prior Learning	Skill	Milestone 1: Year 1 and Year 2	Key Vocabulary
<p>Opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement.</p> <p>Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>This applies for all the sections of the KS1 milestone.</p>	<p>Games</p>	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	<p>Striking Catching Own space Team Speed Direction Passing Controlling Shooting Scoring</p>

	Dance	<ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. 	Travel Stillness Direction Space Body parts Levels Speed
	Gymnastics	<ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance 	Forwards Backwards Sideways Narrow Roll Slow Body parts Shape Jump Travel Stretch Wide

	Swimming	<ul style="list-style-type: none"> • Swim unaided up to 25 metres. • Use one basic stroke, breathing correctly. • Control leg movements 	Swimming Vocabulary Enter, ladder, deep end, shallow end, float, arm bands, travel, kick, stroke, back stroke, front crawl, breast stroke.
	Athletics	<ul style="list-style-type: none"> • Athletic activities are combined with games in Years 1 and 2. 	
	Outdoor and Adventurous Activities	<ul style="list-style-type: none"> • Not applicable. 	

Physical Education Knowledge & Skills Progression Milestone 2



Prior Learning	Skill	Milestone 2: Year 3 and Year 4	Key Vocabulary
<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	<p>Games</p>	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. 	<p>Football and Netball – Invasion game, invasion, possession, team work, communication, attacking, attacker, defending, defender, midfield, position, dodging, weaving, marking, intercepting, opponent, anticipate, dribbling, dribble, control, travelling, speed, pace, direction, attack, defend, football, rugby, accuracy, pass, passing, chest pass, bounce pass, overhead pass, thrower, receiver, interceptor, intercept. opposition, mark, marking, tackling, invade, dodge, game, principles.</p> <p>Cricket - Striking, fielding, hand-eye coordination, cooperation, accuracy, target, overarm, underarm, opposition, runs, throw, long-barrier stop, two-handed pick-up, fielder, teamwork.</p> <p>Tag Rugby - Passing, catching, W-shape, backward pass, technique, possession, tackle, non-contact, opposition, opposing team, tag rugby, tag rugby belt, tags, tagging, Velcro, sidestep, dodge, dodging, try, attacker, defender, attacking, defending, space, supporting player, teamwork, marking players, tactical decisions, tactics, decision making, interception, rules, tournament, evaluation</p>

Prior Learning	Skill	Milestone 2: Year 3 and Year 4	Key Vocabulary
<ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. 	<p>Dance</p>	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. 	<p>Dance Vocabulary: Motif, improvisation, stimuli, movement phrases, dance phrase, repetition, levels, unison, imaginative, narrative, jump, turn, create, co-operation, speed, emotion, dynamics, travel, montage. Dance, actions, beats, movements, rhythmic, levels, directions, unison, sequence, skills, techniques, performance, improve, communicate, represent, idea, phase, emotion, feeling, expression, link, connect, precision, control, perform.</p>
<ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. 	<p>Gymnastics</p>	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely (using hands). 	<p>Gymnastics vocabulary Pike, straddle, tuck, wide, narrow, stretched, extend, tall, curled, squat, star, cat leap, controlled, twist, turn, impact, absorb, soften, mount, dismount, balance, take off, landing, rhythmic gymnastics, apparatus, manipulate, control, release, continuous, catch, throw, bounce, roll, retrieve, front support, back support, sequence, routine, symmetry, mirrored, shape, dish, arch, star, jump, leap, symmetrical, perform, evaluate, tense.</p>

<ul style="list-style-type: none"> • Swim unaided up to 25 metres. • Use one basic stroke, breathing correctly. • Control leg movements. 	<p>Swimming</p>	<ul style="list-style-type: none"> • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. 	<p>Enter, ladder, deep end, shallow end, lower, float, arm bands, travel, kick, stroke, breath, breathe, back stroke, front stroke, crawl, breast stroke, leg movements, mushroom float, star float, pencil jump, length, turn.</p>
<p>Athletic activities are combined with games in Years 1 and 2.</p>	<p>Athletics</p>	<ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. 	<p>Athletics, event, track, field, running, jumping, fundamental movement skills, fundamentals, Olympics, technique, underarm throw, overarm throw, 100m, 200m, 400m, relay, hurdles, reaction, sprint, arm action, leg action, obstacles, stride, fievevent, jump, long jump, take take off, flight, landing, safe landing, measure, coach, athlete, metres, accuracy, distance, control, javelin, dominant, non-dominant hand, target, grip, follow-through, one-handed push throw and two-handed push throw.</p>

<p>The Outdoor and Adventurous curriculum is not a requirement at KS1. The children should come equipped with transferable skills from the physical education curriculum, resilience, cooperation, team work, and communication skills. Some pupils will be from active households and undertaken fell walking, mountain biking and skiing activities.</p>	<p>Outdoor and Adventurous</p>	<ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary. 	<p>Communication, cooperation, team work, resilience, understanding, leadership, listening skills, encouragement, equipment and how to use it correctly, (including safety equipment) for the sport undertaken.</p>
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History Knowledge & Skills Progression

Milestone 3



Prior Learning	Skill	Milestone 3: Year 5 and Year 6	Key Vocabulary
<ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • • Lead others and act as a respectful team member. 	<p>Games</p>	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. 	<p>Hockey - Dribble, control, technique, opponent, basketball, football, hockey, straight dribble, pass, passing, receive, control, accuracy, contact, cushion, absorb, impact, grip, push pass, possession, teammate, two-touch, space, teamwork, movement, tactics, attack, attacking, pass, passing, receive, control, spatial awareness, dodging, signalling, position, shooting scoring, aiming, accuracy, power, instep, 2 v 1, defender, intercept, defend, defender, tackle, tackling, block tackle, technique, 1 v 1, 2 v 1, intercept, tackle box, quick reactions, balance, timing, foul, pressure, attacker, control,</p>

		<ul style="list-style-type: none"> • Lead others when called upon and act as a good role model within a team. 	<p>dribbling, territory, leadership, opponent.</p> <p>Invasion game, dribble, control, technique, opponent, netball, football, hockey, straight dribble, pass, receive, push pass, chest pass, bounce pass, overhead pass, two-touch passing, attack, attacking, attacker, possession, dodging, composure, shooting, power, accuracy, instep, score, agility, dribbling, defend, defending, defender, marking, closing down, defensive stance, tackle, block tackle, tackling, intercept, communication, balance, timing, territory, defend, teamwork, leadership, tackling.</p> <p>Rounders and Cricket – Striking, fielding, hand-eye coordination, cooperation, accuracy, catching, overarm throwing, overarm bowling, batting, long-barrier stopping technique, opposition, target, batter, attacking the ball, rolling, stopping, bouncing, bowler, fielder, king.</p>
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<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. 	<p>Dance</p>	<ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). 	<p>Repetition, dance phrase, dance motif, dynamics, solo, movements, levels, body parts, evaluation, narrative, improve, link, combine.</p> <p>Improvisation, assess, repetition, isolation, levels, high, medium, low, tempo, quick, slow, jagged, jerky, smooth, heavy, light, jump, leap, techniques, stimuli, dance motif, precision, control, fluency, dance phrase, movement phrase, cooperation, create, combine.</p>
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Prior Learning	Skill	Milestone 3: Year 5 and Year 6	Key Vocabulary
<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely (using hands). 	<p>Gymnastics</p>	<ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright) 	<p>Take-off, land, control, height, flexibility, star jump, straight jump, straddle jump, pike jump, tuck jump, stag jump, half turn straight jump, full turn straight jump, cat leap, cat leap half turn, split leap, pike forward roll, backward roll to standing pike, pike, press-up, plank, round-off, lunge, hurdle step, handstand, cartwheel, strength, technique, flexibility, adapt, control, consistently, tiptoe, step, hop, jump, hopscotch, chassis step, pivot, skip, turn, perform, theme, style, complex sequences, evaluate, skills.</p> <p>Complex sequences, actions, movements, travelling, balancing, holding shapes, jumping, leaping, swinging, stretching, precise, controlled, techniques, consistently, strength, flexibility performance, forward roll from standing, backwards roll to straddle, handstand forward roll, broad jump, straight jump half turn, straight jump full turn, straight jump, round-off, two consecutive cartwheels, handstand forward roll, vault, squat, star jump, tuck jump, straddle jump, pike jump off, pivot, 1, 2, 3 and 4- point balances, Y balance, bridge, left splits, dish, arch, press up, evaluate, precision.</p>

Prior Learning	Skill	Milestone 3: Year 5 and Year 6	Key Vocabulary
<ul style="list-style-type: none"> • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. 	<p>Swimming</p>	<p>Swim over 100 metres unaided.</p> <ul style="list-style-type: none"> • Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. • Swim fluently with controlled strokes. • Turn efficiently at the end of a length. 	<p>Enter, ladder, deep end, shallow end, lower, sitting dive, standing dive, float, travel, kick, stroke, breath, breathe, back stroke, front crawl, breast stroke, butterfly, leg movements, mushroom float, star float, pencil jump, length, turn, tumble turn, relay, medley, self-rescue, buoyant,</p>

Prior Learning	Skill	Milestone 3: Year 5 and Year 6	Key Vocabulary
<p>Sprint over a short distance up to 60 metres.</p> <p>Run over a longer distance, conserving energy in order to sustain performance.</p> <p>Use a range of throwing techniques (such as under arm, over arm).</p> <p>Throw with accuracy to hit a target or cover a distance.</p> <p>Jump in a number of ways, using a run up where appropriate.</p> <p>Compete with others and aim to improve personal best performances.</p>	<p>Athletics</p>	<p>Combine sprinting with low hurdles over 60 metres.</p> <p>Choose the best place for running over a variety of distances.</p> <p>Throw accurately and refine performance by analysing technique and body shape.</p> <p>Show control in take off and landings when jumping.</p> <p>Compete with others and keep track of personal best performances, setting targets for improvement.</p>	<p>Athletics, fundamental, movement skills, running, throwing, jumping, catching, kicking, striking, discipline, track, field, sprint, endurance, middle distance, hurdles, javelin, shot-put, discus, hammer, long jump, high jump, triple jump, speed, coordination, overhead throw, throwing for distance, safe landing, take-off, event, running, sprint, 100m, 200m, 400m, sprint relay, reaction, reaction time, stimulus, crouch start, standing start, speed, technique, stamina, pace, sustain, continuous, long distance, mental strength, 800 metres, 1500 metres, 5000 metres, 10,000 metres, marathon, 3000 metres, reaction time, underarm throw, sprint, sprinting, acceleration, relay, baton, baton exchange, changeover zone, down sweep, middle distance, long distance, endurance, stamina, mental strength, pace, pacing, sprint, top speed, race, tactics, hurdles, hurdling, obstacles, stride pattern, coordination, rhythm, fluency,</p>

Prior Learning	Skill	Milestone 3: Year 5 and Year 6	Key Vocabulary
<ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary. 	<p>Outdoor and Adventurous</p>	<ul style="list-style-type: none"> • Select appropriate equipment for outdoor and adventurous activity. • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be. • Use a range of devices in order to orientate themselves. • Quickly assess changing conditions and adapt plans to ensure safety comes first. 	<p>Communication, cooperation, team work, resilience, understanding, leadership, listening skills, encouragement, equipment and how to use it correctly, (including safety equipment) for the sport undertaken.</p>