

## Physical Education Knowledge Progression

	<i><b>By the end of Reception</b></i>	<i><b>By the end of Year 2</b></i>	<i><b>By the end of Year 4</b></i>	<i><b>By the end of Year 6</b></i>
<b>Games</b>	<p>Knows how to move in an open space to negotiate obstacles, thinking about adjusting speed and direction.</p> <p>Knows how to catch and throw a variety of ball sizes for accuracy in different ways.</p> <p>Knows how to kick a ball for power and accuracy.</p> <p>Understands how to control a ball when playing in games.</p>	<p>Understand the terms 'opponent' and 'team mate'.</p> <p>Understand how to combine different movement skills with or without equipment.</p> <p>Understand how to lead others where appropriate.</p> <p>Knows the rules of simple team games.</p> <p>Knows the term 'dodging' and can apply in a range of activities.</p> <p>Knows how to throw and catch a ball in a variety of ways, individually or with others.</p>	<p>Understand the need for control when throwing and catching and using equipment.</p> <p>Understanding which tactics and movements are appropriate for different games.</p> <p>Understand the term hand eye co-ordination.</p> <p>Understand the rules for a variety of games.</p> <p>Knowing that games need to be played fairly and for enjoyment.</p> <p>Know how to lead others and be respectful within a team.</p>	<p>Know which techniques to use and how to combine them.</p> <p>Understand how to work alone or as part of a team.</p> <p>Understand the need for accuracy and power.</p> <p>Understand the benefits of different striking and fielding as well as attacking and defending techniques.</p> <p>Select appropriate tactics for a game and adapt where necessary.</p> <p>Know how to be respectful to other teams as well as own, behaving as a role model.</p>

Abram Bryn Gates – PE Knowledge Progression

<p><b>Dance</b></p>	<p>Knows how to move their bodies to reflect the music.</p> <p>Understands how link movements to compose a short sequence.</p>	<p>Understand the need for careful control and co-ordination.</p> <p>Knows how to link movements together appropriately in a sequence, with a beginning and ending.</p> <p>Knows to vary the dynamics, relationships or space to create sequences.</p> <p>Understands that movements can communicate a mood, feeling or idea, with or without a stimulus.</p>	<p>Understands how to plan, perform and repeat sequences, with a clear beginning, middle and end.</p> <p>Understands that movements can be combined.</p> <p>Knows how to convey an idea through dance through dynamics, relationships and space.</p> <p>Knows that changing the speed and levels of a performance will impact on the outcome.</p> <p>Understands the need for physical strength and suppleness.</p>	<p>Knows how to compose creative and imaginative dance sequences with a clear beginning, middle and end.</p> <p>Knows how to hold a precise and strong body posture with dynamics, space and relationships.</p> <p>Knows which muscles are involved in different movements.</p> <p>Knows how to improve strength and suppleness for a desired outcome.</p>
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<p><b>Gymnastics</b></p>	<p>Knowing the meaning and differences between a 'static and dynamic' balance.</p> <p>Knowshowtotravelinasafer manner indoors.</p> <p>Knowsavariedofwaysstoroll and jump in a controlled manner.</p> <p>Knowsthebodycanbemovedintoa variety of shapes and ways, and can namethemcorrectly. Using simple vocabulary to describe their movements.</p> <p>Understandsthe need to be safe when using gymnasticequipment.</p>	<p>Knowshowtoconfidently use a range of 'dynamic' and 'static' balances and apply these individually and with others.</p> <p>Knowshowtohop, jump and leap and understands how to in a variety of ways, and apply these individually and with others.</p> <p>Knowsthe terms: front, back and side support to create floor shapes.</p> <p>Can name and perform a variety of movements in a controlled manner, on and off equipment.</p> <p>Understandshow to climb and traverse safely on equipment.</p>	<p>Knowsthe terms and can attempt: planche, frog balance, y balance and t balance and apply in sequences.</p> <p>Knowsthe terms and can attempt: forward rolls and backwards rolls, diving and forward and backwards rolls, and can demonstrate in a controlled manner.</p> <p>Knowshowto perform different balances, movements and shapes on a variety of equipment and on the floor.</p> <p>Knowshowto climb, traverse and perform 3 points hold on equipment and can explain how to be safe.</p>	<p>Knowshowto combine strength and stamina gained through gymnastic activities.</p> <p>Knowsthe terms and can perform with control: planche, frog balance, y balance and t balance and apply in sequences.</p> <p>Knowsthe terms and can perform: forward rolls and backwards rolls, diving and forward and backwards rolls, cartwheel, headstand, handstand and can demonstrate in a controlled manner.</p> <p>Can demonstrate and explain a number of balances through control including front and pair support pair/trio balances.</p> <p>Can create, perform and, evaluate a sequence with balance, movement and flow on and off equipment.</p> <p>Knowshowto climb, traverse and perform 3 points hold on equipment and can explain the risks and how to manage them.</p>
<p><b>Athletics</b></p>	<p>Know how to jump and leap in different ways for height and distance.</p> <p>Knowstonegotiate speed and space when running.</p> <p>Knowshow to throw a ball for accuracy and distance.</p>	<p>Understandshowto throw in a variety of ways for accuracy and distance.</p> <p>Knowshowto improve their technique for running at speed.</p>	<p>Knowsthat their skills can be developed through strength, control and technique in a variety of manners (jumping, throwing, running)</p>	<p>Knowsthat their skills can be developed through strength, control and technique in a variety of manners (jumping, throwing, running), including demonstrating a positive attitude on how to improve themselves and others.</p>

Abram Bryn Gates – PE Knowledge Progression

<b>Health and fitness</b> (body awareness)	Knows that exercise and activity makes their body change.	Start to understand how their heart rate raises during physical exercise.	Can use the terms: heart rate, pulse in lessons and knows some of the names of the main muscles groups	Know the terms: pulse, heart rate, and names some muscles correctly, and they can explain the effects of exercise on their body.
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<p><b>self-reflection, and personal challenge</b></p> <p>This knowledge set needs to be applied across all areas of P.E.</p>	<p>Can accept feedback giving by others, and respond positively.</p>	<p>Know they can improve their skills in a variety of sports to improve their performance.</p> <p>Can set simple personal challenges to improve.</p> <p>Can give and take feedback from others and respond positively.</p>	<p>Can set personal challenges to improve through a positive attitude.</p> <p>Can give feedback to others in reference to a set success criteria.</p> <p>Can listen to feedback from others and respond by making changes in a positive manner.</p>	<p>Can take their own pulse at the start, during and end of a P.E lesson and explain the effects on their bodies.</p> <p>Knows the importance of warming up and cooling down.</p> <p>Can set measurable and realistic personal challenges.</p> <p>Can listen to feedback carefully and respond by making structured improvements in a positive manner.</p>
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**Subject content to be taught in P.E lesson from the National Curriculum:**

**Key Stage One**

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.

**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.

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.