



Knowledge and Skills – Progression Ladder

Subject: Physical Education (PE)							
YEAR GROUP	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Fundamental Skills		<ul style="list-style-type: none"> <li>To be familiar with how <b>exercise</b> affects our bodies and <b>mind/feelings/wellbeing/emotions</b></li> </ul>	<ul style="list-style-type: none"> <li>To be familiar with how <b>exercise</b> affects our bodies and <b>mind/feelings/wellbeing/emotions</b></li> </ul>				
	<ul style="list-style-type: none"> <li>To progress towards a more fluent style of moving.</li> </ul>	<ul style="list-style-type: none"> <li>To be aware of key <b>placement</b> of their body parts and where their focus should be during key <b>movement</b> activities.</li> </ul>	<ul style="list-style-type: none"> <li>To be aware of key <b>placement</b> of their body parts and where their focus should be during key <b>movement</b> activities.</li> </ul>	<ul style="list-style-type: none"> <li>To be aware of key <b>placement/use of their body parts and equipment</b>, in a range of activities including <b>throwing and catching</b>.</li> <li>To know where their focus should be during key <b>movement</b> activities.</li> </ul>	<ul style="list-style-type: none"> <li>To be aware of key <b>placement/use of their body parts and equipment</b>, in a range of activities including <b>throwing and catching</b>.</li> <li>To know where their focus should be during key <b>movement</b> activities.</li> </ul>	<ul style="list-style-type: none"> <li>To be aware of key <b>placement/use of their body parts and equipment</b>, in a range of activities including <b>throwing and catching</b>.</li> <li>To know where their focus should be during key <b>movement</b> activities.</li> </ul>	<ul style="list-style-type: none"> <li>To be aware of key <b>placement/use of their body parts and equipment</b>, in a range of activities including <b>throwing and catching</b>.</li> <li>To know where their focus should be during key <b>movement</b> activities.</li> </ul>
Games skills including Invasion Games/ Net and Wall/Striking and Fielding	<ul style="list-style-type: none"> <li>To know what rules are and begin to follow them</li> </ul>	<ul style="list-style-type: none"> <li>To be familiar with and follow the <b>rules</b> of simple <b>games</b>.</li> </ul>	<ul style="list-style-type: none"> <li>To be familiar with and follow the <b>rules</b> of a wider range of simple <b>games</b></li> </ul>	<ul style="list-style-type: none"> <li>To be familiar with and follow the <b>rules and equipment</b> of a range of games (Gaelic football e.g., solos, hand pass, steps/basketball e.g. dribble, shoot, travel/tag-rugby</li> </ul>	<ul style="list-style-type: none"> <li>To be familiar with and follow the <b>rules and equipment</b> of a range of games (netball e.g. pass, tackle, intercept, shoot, zones/tag-rugby e.g. back pass, tackle, intercept/tennis e.g. racket, net, rally,</li> </ul>	<ul style="list-style-type: none"> <li>To be familiar with and follow the <b>rules and equipment</b> of a range of games (football e.g., pitch, attack, defence, goal, tackle, intercept, save, score/ basketball e.g., dribble, shoot, travel,</li> </ul>	<ul style="list-style-type: none"> <li>To be able to play correctly a range of games e.g. <b>rules and equipment, spacing, team sizes</b> (netball e.g. GA/GD/WA/WD/C/GS, hockey e.g. defence, attack, stick, puck/ball, goals, badminton badminton e.g. shuttlecock, rackets, net, volley, serve, score, slam, cricket e.g. bat, stump,</li> </ul>



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				e.g. back pass, tackle, intercept /badminton e.g. shuttlecock, rackets, net, volley, rally, serve).	court, tramlines, 'out', serve, backhand, forehand, volley/ rounders e.g. bat, backstop, posts, pitch, square, bowl, field, one rounder, half a rounder, tally).	tackle, rally, intercept/ badminton e.g. shuttlecock, rackets, net, volley, serve, score, slam/rounders e.g. bat, posts, pitch, square, bowl, field, one rounder, half a rounder, tally, backstop/cricket e.g. bat, stump, wickets, fielder, bowler, batsman, runs, tally).	wickets, fielder, bowler, batsman, runs, tally/frisbee e.g. placement).
			<ul style="list-style-type: none"> <li>To participate in team games, developing <b>tactics</b> for <b>attacking</b> and <b>defending</b>.</li> </ul>	<ul style="list-style-type: none"> <li>To participate in <b>competitive</b> team games, developing <b>tactics</b> for <b>attacking</b> and <b>defending</b>.</li> </ul>	<ul style="list-style-type: none"> <li>To participate in <b>competitive</b> team games, developing <b>tactics</b> for <b>attacking</b> and <b>defending</b>.</li> </ul>	<ul style="list-style-type: none"> <li>To participate in <b>competitive</b> team games, developing <b>tactics</b> for <b>attacking</b> and <b>defending</b>.</li> </ul>	<ul style="list-style-type: none"> <li>To participate in <b>competitive</b> team games, developing <b>tactics</b> for <b>attacking</b> and <b>defending</b>.</li> </ul>
<b>Dance</b>	<ul style="list-style-type: none"> <li>To know that the beat is what we keep in time to.</li> </ul>		<ul style="list-style-type: none"> <li>To know how to 'find the <b>beat</b>' in music.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to develop <b>movement</b> and <b>actions</b> in time to the music.</li> </ul>	<ul style="list-style-type: none"> <li>To know basic dance <b>movements</b> from a range of <b>styles/era</b> and <b>cultures</b>.</li> <li>To perform dances using a range of <b>movement patterns</b> and <b>styles</b>.</li> </ul>	<ul style="list-style-type: none"> <li>To know basic dance <b>movements</b> from a range of <b>styles/era</b> and <b>cultures</b>.</li> <li>To perform dances using a range of <b>movement patterns</b> and <b>styles</b>.</li> </ul>	<ul style="list-style-type: none"> <li>To know basic dance <b>movements</b> from a range of <b>styles/era</b> and <b>cultures</b>.</li> <li>To perform dances using a range of <b>movement patterns</b> and <b>styles</b>, with increased <b>control</b> and <b>refinement</b>.</li> <li>To be able to link <b>dance actions</b> into a <b>performance</b>.</li> </ul>



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					<ul style="list-style-type: none"> <li>To be able to link <b>dance actions</b> into a performance.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to link <b>dance actions</b> into a performance.</li> </ul>	
		<ul style="list-style-type: none"> <li>To be familiar with a variety of <b>movements</b></li> </ul>	<ul style="list-style-type: none"> <li>To perform <b>dances</b> and <b>movements</b></li> </ul>	<ul style="list-style-type: none"> <li>To be familiar with some simple <b>dance moves</b></li> </ul>	<ul style="list-style-type: none"> <li>To begin to perform <b>simple dances</b> using different <b>movements</b>.</li> <li>To begin to link <b>dance actions</b> into a <b>sequence</b>.</li> </ul>	<ul style="list-style-type: none"> <li>To perform and repeat <b>simple movements</b> into an increasing range of <b>dances</b>.</li> </ul>	<ul style="list-style-type: none"> <li>To perform and repeat increasingly complex <b>movements</b> into an increasing range of <b>dances</b>.</li> </ul>
		<ul style="list-style-type: none"> <li>To respond verbally to different <b>movements</b>.</li> </ul>	<ul style="list-style-type: none"> <li>To give emotional responses and positive feedback to <b>movement</b></li> </ul>	<ul style="list-style-type: none"> <li>To give emotional responses and critical feedback to <b>movement</b></li> </ul>	<ul style="list-style-type: none"> <li>To perform <b>dances</b> that begin to express and evoke different emotions.</li> </ul>	<ul style="list-style-type: none"> <li>To perform <b>dances</b> that begin to express and evoke an increasing range of emotions.</li> </ul>	<ul style="list-style-type: none"> <li>To perform <b>dances</b> that express and evoke an increasing range of emotions in <b>the audience</b>.</li> </ul>
<b>Gymnastics</b>			<ul style="list-style-type: none"> <li>To be familiar with a variety of <b>balances/ movements</b>.</li> <li>To perform <b>simple movements</b> and develop <b>balance, agility, control</b> and <b>co-ordination</b>.</li> </ul>	<ul style="list-style-type: none"> <li>To be familiar with a variety of <b>gymnastics actions</b>.</li> <li>To perform <b>simple movements</b> and develop <b>balance, agility, control</b> and <b>co-ordination</b>.</li> </ul>	<ul style="list-style-type: none"> <li>To be familiar with a variety of <b>gymnastics actions</b>.</li> <li>To perform <b>simple movements</b> and develop <b>balance, agility, control</b> and <b>co-ordination</b>.</li> </ul>	<ul style="list-style-type: none"> <li>To practise and repeat gymnastic actions with increased <b>control</b> and <b>dynamics</b>.</li> <li>To develop <b>flexibility, strength, technique, control</b> and <b>balance</b>.</li> </ul>	<ul style="list-style-type: none"> <li>To know a variety of <b>gymnastics actions/motifs</b>.</li> <li>To develop <b>flexibility, strength, technique, control</b> and <b>balance</b>.</li> </ul>
					<ul style="list-style-type: none"> <li>To begin to link <b>two</b> or more <b>movements</b> to make a simple <b>sequence</b>.</li> </ul>	<ul style="list-style-type: none"> <li>To use several actions to make a <b>sequence</b>.</li> </ul>	<ul style="list-style-type: none"> <li>To develop ways to combine several <b>movements</b> into a more complex <b>sequence</b>.</li> </ul>



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<b>Athletics</b>			<ul style="list-style-type: none"> <li>To master basic movements including <b>running, jumping, throwing and catching.</b></li> </ul>	<ul style="list-style-type: none"> <li>To master basic movements including <b>running, jumping, throwing and catching.</b></li> </ul>	<ul style="list-style-type: none"> <li>To master basic movements including <b>running, jumping, throwing and catching</b> with increasing accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to use a variety of <b>running/jumping and throwing</b> activities that require different <b>skills/approaches/equipment</b>, with increasing accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to use a variety of <b>running/jumping and throwing activities</b> that require different <b>skills/approaches/equipment</b>, with increasing accuracy.</li> </ul>
<b>Outdoor Adventurous Activity</b>				<ul style="list-style-type: none"> <li>To know how to follow instructions/directions.</li> <li>To know how to work as a <b>team</b> to solve problems</li> </ul>			<ul style="list-style-type: none"> <li>To know how to follow instructions/directions</li> <li>To know how to work as a <b>team</b>.</li> <li>To take part in outdoor and adventurous activity challenges both individually and within a <b>team</b>.</li> </ul>
<b>Swimming</b>					<ul style="list-style-type: none"> <li>To know how to use <b>front crawl, back stroke and breast stroke</b> including movement of body parts and <b>breathing control</b>.</li> <li>To know simple water <b>safety rules</b> and how to respond if they or someone else is in danger in water.</li> <li>To swim competently, confidently and proficiently over a distance of at least 25 metres using a range of <b>strokes</b> effectively.</li> <li>To enter, exit and move around a pool safely.</li> </ul>		



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					<ul style="list-style-type: none"><li>To perform safe self-rescue in different water-based situations.</li></ul>		
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