



PE Progression of Knowledge and Skills



	EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fundamental Movement Skills	<ul style="list-style-type: none"> Start to perform FMS at an emerging level. Travelling Skills - Running fast, hopping on both feet, jumping Sending skills - Rolling a ball underarm, underarm throw, overarm throw, bouncing a ball Receiving Skills - catch a large ball 	<ul style="list-style-type: none"> Start to perform FMS at a developing level. Travelling Skills - running fast, hopping on both feet, jumping, skipping, side galloping Sending skills - rolling a ball underarm, underarm throw, overarm throw, bouncing a ball Receiving Skills - catch a large ball 	<ul style="list-style-type: none"> Perform FMS at a developing level and start to master basic movements. Travelling Skills - running fast, dodging, hopping on both feet, jumping, skipping, side galloping Sending skills - roll a ball underarm, underarm throw, overarm throw, bouncing a ball, striking a ball Receiving Skills - catch a ball at different heights 	<ul style="list-style-type: none"> Master FMS and start to develop sport specific skills and perform them with accuracy. 	<ul style="list-style-type: none"> Master FMS and start to develop sport specific skills performing them with consistency and accuracy. 	<ul style="list-style-type: none"> Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control. 	<ul style="list-style-type: none"> Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.
Invasion Games	<ul style="list-style-type: none"> Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Negotiates space successfully when playing chasing and racing games with other children, adjusting speed or changing direction to avoid obstacles. 	<ul style="list-style-type: none"> Use simple tactics to outwit an opponent. Pretend to throw one way then the other. Look one way and roll the ball the other. Throw away from cones. 	<ul style="list-style-type: none"> Move into space to receive a ball. Pass a ball to a player in a space. Throw a ball into space away from an opponent. Strike the ball away from cones / fielders. 	<ul style="list-style-type: none"> Develop sport specific skills – netball, rugby Chest pass, bounce pass, swing pass one handed pass, catching a ball. Know to move into a space to receive a ball. Pass the ball to a player in a space when playing an invasion game. Game size 3v1 or 4v1 (more able 4v2 or 3v2) 	<ul style="list-style-type: none"> Develop sport specific skills – basketball, rugby Chest pass, bounce pass, swing pass, one handed pass, dribbling a ball, catching a ball, shooting a ball. Know to move into space to receive a ball. Feint or disguise a pass to outwit a defender. Game size 4v1 (more able 4v2 or 3v2) 	<ul style="list-style-type: none"> Develop sport specific skills – netball, tag rugby Chest pass, bounce pass, swing pass, one handed pass, dribbling a ball, catching a ball, shooting a ball, kicking a ball, receiving a pass Attacking Skills - Use a range of passes, pass ahead of supporting players, get away from a defender to receive a pass Defending skills - close down space Game size 3v1, 4v1, 4v2, 5v3, 4v4, 5v5, 3v2 	<ul style="list-style-type: none"> Develop sport specific skills – hockey, football, netball, basketball, tag rugby Chest pass, bounce pass, swing pass, one handed pass, dribbling a ball, catching a ball, kicking a ball, push pass dribbling, receiving a pass, shooting Attacking Skills - use a range of passes, pass ahead of supporting players, get away from a defender to receive a pass, send the ball wide/deep to supporting players. Defending Skills - close down space, intercept a pass Game size 4v4, 5v4, 5v5
Striking / Fielding Games		<ul style="list-style-type: none"> Strike a ball with a bat. Score by looking for space to throw, hit or run into Understand why they need to throw, hit or run into space Use a feint to try and win a game 	<ul style="list-style-type: none"> Strike a ball with a bat. Strike a ball with a drop feed. Score by looking for space to throw, hit or run into Understand why they need to throw, hit or run into space 	<ul style="list-style-type: none"> Bowl underarm Strike a ball with a bat – cricket Catch a ball Field a ball and return it quickly 	<ul style="list-style-type: none"> Bowl underarm Strike a ball with a bat – rounders Catch a ball Field a ball and return it quickly 	<ul style="list-style-type: none"> Bowl underarm Strike a bowled ball – cricket Field a ball and throw back overarm 	<ul style="list-style-type: none"> Bowl underarm Strike a bowled ball – rounders Field and throw back overarm

			<ul style="list-style-type: none"> • Understand the concept of aiming and the need for accuracy • Throw or hit an object into a space to make it more difficult for an opponent. • Use a feint to try and win a game 				
Net / Wall Games		<ul style="list-style-type: none"> • Score by looking for space to throw, hit or run into • Understand why they need to throw, hit or run into space • Use a feint to try and win a game 	<ul style="list-style-type: none"> • Score by looking for space to throw, hit or run into • Understand why they need to throw, hit or run into space • Understand the concept of aiming and the need for accuracy • Throw or hit an object into a space to make it more difficult for an opponent. • Use a feint to try and win a game 	<ul style="list-style-type: none"> • Ready position • Underarm throw • Overarm throw • Hold a racket • Strike a ball with a racket • (net at tennis height) 	<ul style="list-style-type: none"> • Ready position • Underarm throw • Overarm throw • Hold a racket • Strike a ball with a racket • (net at badminton height) 	<ul style="list-style-type: none"> • Throwing a ball • Hold a racket correctly • Forehand • Backhand • Volley 	<ul style="list-style-type: none"> • Throwing a ball • Forehand • Backhand • Volley • Underarm serve
Dance	<ul style="list-style-type: none"> • Uses movement to express feelings. • Creates movement in response to music • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. 	<ul style="list-style-type: none"> • Create and link simple combinations of 2 or 3 actions to create a sequence. • Choose appropriate movements for different ideas and repeat short dance phrases so they can be performed in a controlled way • Copy and explore basic body actions • TRAVEL, TURN, JUMP, GESTURE, STILLNESS 	<ul style="list-style-type: none"> • Create and link simple combinations of 3 or 4 actions to create a sequence. • Link body actions and remember and repeat dance phrases. Choose and link ideas to express a mood, idea or feeling. • Movements to show greater control, co-ordination and spatial awareness. • Copy and explore basic body actions • TRAVEL, TURN, JUMP, GESTURE, STILLNESS • Vary speed, strength, energy and tension of movements. 	<ul style="list-style-type: none"> • Create and perform sequences of 4-6 actions smoothly. • Share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance. 	<ul style="list-style-type: none"> • Create and perform sequences of 6 actions with control and precision. • Use simple motifs and movement patterns to structure dance phrases on their own and with a partner. 	<ul style="list-style-type: none"> • Create and Perform longer sequences of 6-8 actions with a partner. • Compose motifs and plan dances creatively and collaboratively in groups. 	<ul style="list-style-type: none"> • Create and perform longer sequences of 8-10 actions with a partner that show an awareness of their audience. • Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances.

Gymnastics	<ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mount stairs, steps or climbing equipment using alternate feet • Stand momentarily on one foot. • Jump off an object and land appropriately. • Travel with confidence and skill around, under, over and through balancing and climbing equipment. 	<ul style="list-style-type: none"> • Create and link simple combinations of 2 or 3 actions to create a sequence. • Shape – wide, thin, tuck • Travelling (feet) – jog, skip, gallop, hop, walk forwards and backwards • Travelling (hands and feet) – frog, bunny, caterpillar, crab, bear, monkey, crocodile. • Small Body Part Balance – front support balance on 4 and 3 points • Large Body Part Balance – tummy, back, bottom, shoulders • Jumping and landing 2 feet to 2 feet for height • Rolling – rock and roll, pencil, egg • Apparatus work 	<ul style="list-style-type: none"> • Create and link simple combinations of 3 or 4 actions to create a sequence. • Adapt sequences to include a partner or apparatus • Shape – wide, thin, dish, arch, tuck • Travelling (feet) - jog, skip, gallop, hop, walk forwards and backwards • Travelling (hands and feet) – frog, bunny, caterpillar, crab, bear, monkey, crocodile. • Small Body Part Balance – front support balance on 4 and 3 points • Large Body Part Balance – tummy, back, bottom, shoulders • Jumping and landing • Rolling – rock and roll, pencil, egg, dish, teddy, forward roll • Apparatus work 	<ul style="list-style-type: none"> • Create and perform sequences of 4-6 actions smoothly to include differing levels and a change of direction. • Travelling (feet) – jog, skip, gallop, hop, walk forwards and backwards. • Travelling (hands and feet) - frog, bunny, caterpillar, crab, bear, monkey, crocodile. • Small Body Part Balance – one-foot balance, arabesque, square bridge, bridge, hands and feet. • Jumps - Straight, straddle, pike, tuck • Rolling – rock and roll, pencil, egg, dish, teddy, forward roll • Apparatus work 	<ul style="list-style-type: none"> • Create and perform sequences of 6 actions with control and precision to include changes of level. • Solo sequences and paired sequences. Paired sequences to show understanding of matching. • Travelling (feet) - jog, skip, gallop, hop, walk forwards and backwards, side gallop, walk on tiptoes. • Travelling (hands and feet) - frog, bunny, caterpillar, crab, bear, monkey, crocodile. • Small Body Part Balance – one-foot balance, arabesque, square bridge, bridge, front support, back support, hands and feet. • Large Body Part Balance – V sit, dish, arch, shoulder stand. Balance with a partner – counter balance, counter tension. • Jumps – Straight, straddle, pike, tuck, 1/2 turn, full turn Rolling – rock and roll, pencil, egg, dish, teddy, forward roll. • Apparatus 	<ul style="list-style-type: none"> • Create and Perform longer sequences of 6 to 8 actions with a partner. • Travelling (feet) - jog, skip, gallop, hop, walk forwards and backwards, chasse • Travelling (hands and feet) – frog, bunny, caterpillar, crab, bear, monkey, crocodile. • Small Body Part Balance – one-foot balance, arabesque, square bridge, bridge, front support, back support, hands and feet. • Large Body Part Balance – V sit, dish, arch, shoulder stand. Balance with a partner – counter balance, counter tension. • Jumps – Straight, straddle, pike, tuck, 1/2 turn, full turn Rolling – rock and roll, pencil, egg, dish, teddy, forward roll. • Apparatus 	<ul style="list-style-type: none"> • Create and perform longer sequences of 8-10 actions with a partner and in a group that show an awareness of their audience. • Travelling (feet) - jog, skip, gallop, hop, walk forwards and backwards, chasse • Travelling (hands and feet) – frog, bunny, caterpillar, crab, bear, monkey, crocodile. • Small Body Part Balance – one-foot balance, arabesque, square bridge, bridge, front support, back support, hands and feet. • Large Body Part Balance – V sit, dish, arch, shoulder stand. • Balance with a partner and small group – counter balance, counter tension. • Jumps – Straight, straddle, pike, tuck, 1/2 turn, full turn • Rolling – rock and roll, pencil, egg, dish, teddy, forward roll.
Athletics	<ul style="list-style-type: none"> • Start to perform FMS at an emerging level. • Travelling skills - running fast • Sending skills - roll a ball underarm, underarm throw, overarm throw • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. 	<ul style="list-style-type: none"> • Perform FMS at a developing level. • Running • Hopping • Rolling a ball • Underarm throw • Jumping 	<ul style="list-style-type: none"> • Perform FMS at a developing level and start to master some basic skills. • Running • Underarm throw • Overarm throw • Push throw • Jumping for distance 	<ul style="list-style-type: none"> • Master FMS and start to develop athletic specific skills performing them with consistency and accuracy. • Throwing – push, pull and sling • Hop, step and jump 	<ul style="list-style-type: none"> • Master FMS and start to develop athletic specific skills performing them with consistency and accuracy. • Throwing – push, pull and sling • Hop, step and jump 	<ul style="list-style-type: none"> • Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed. • Throwing – push, pull, sling, heave • Jumping – standing long jump and triple jump. • Running short and long distance. • Passing a baton in a relay. 	<ul style="list-style-type: none"> • Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed. • Throwing – push, pull, sling, heave • Jumping – standing long jump and triple jump. • Running short and long distance. • Passing a baton in a relay.

Outdoor and Adventurous				<ul style="list-style-type: none"> • Orientate a map. • Use a control card. • Navigate a course safely. 	<ul style="list-style-type: none"> • Travel and balance safely when carrying out challenges. • Demonstrate team work skills during planning, doing and reviewing. 	<ul style="list-style-type: none"> • Know how to keep the map set or orientates when they move around a simple course. • Know the eight points of a compass. • Record information accurately at the control marker. • Navigate to a control marker on a score event course. 	<ul style="list-style-type: none"> • To set a map using a compass. • To practice and refine thumbing the set map (orientated) • To set a direction of travel from the map, using a compass. • To follow instructions in order to complete an orienteering course.
Swimming					<ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of 25. • Use a range of strokes effectively – front crawl, backstroke, breaststroke • Perform safe self-rescue in different water-based situations. 		