

Physical Education

Physical Education Progression

Knowledge/ Skills

	Nursery	Reception	Year 1	Year 2
Motor Competence	Select and use activities and resources, with help when needed. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Choose the right resources to carry out their own plan. Be increasingly independent in meeting their own care needs.	Follow instructions, practise safely and work on simple tasks by myself. Enjoy working on simple tasks with help. Explore and describe different movements. Observe and copy other. Perform a single skill or movement with some control. Perform a small range of skills and link two movements together. Aware of why exercise is important for good health. Aware of the changes to the way I feel when I exercise	different movements Observe and copy others Begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme. Perform a single skill or movement with some control. I can perform a small range of skills and link two movements together. Say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely	Begin to compare my movements and skills with those of others. Select and link movements together to fit a theme. Perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. Apply a range of skills with good control an consistency
Declarative Knowledge		the key points for success in a d challenges and personal bes		ements they have learnt,
Procedural Knowledge		nonstrate accurate, safe and ef port children's understanding ar		pecific vocabulary,

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Rules,	Increasingly <u>follow rules</u> ,	Understand and follow	<u>Understand and follow</u>	With help <u>recognise</u>
Strategies and	understanding why they	simple rules and can name	simple rules and can	similarities and
Tactics	are important.	some things I am good at.	name some things I am	differences in
ractics	Do not always need an	Follow simple instructions.	good at.	performance and I can
	adult to remind them of a	Think about the	Work sensibly with	explain why someone is
	rule.	perspectives of others.	others, taking turns and	working or performing
	Talk with others to solve	Express their feelings and	sharing	well.
	conflicts.	consider the feelings of	Understand and follow	Explain what I am doing
	Play with one or more	others.	simple rules and can	well and I have begun to
	other children, extending		name some things I am	identify areas for
	and elaborating play ideas		good at.	improvement.
				Make up my own rules
				and versions of
				activities. I can respond
				differently to a variety of tasks or music
				tasks of music
Declarative	Children to be able to recall	all the rules, tactics and strate	ries to be successful	
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Knowledge				
Procedural	Children to be able to demo	nstrate all the rules, tactics and	d strategies to be successful.	
Knowledge				
Healthy	Develop their sense of	Play with others and take	Follow instructions,	Try several times if at
Participation	responsibility.	turns and share with help.	practise safely and work	first I don't succeed and
raiticipation	Become more outgoing	Work sensibly with others,	on simple tasks by myself	I ask for help when
	with unfamiliar people, in	taking turns and sharing.	Enjoy working on simple	appropriate.
	the safe context of their	Manage their own needs.	tasks with help	Help praise and
	setting.	Show resilience and	Aware of why exercise is	encourage others in
	Show more confidence	perseverance in the face of	important for good health	their learning.
	in new social situations.	challenge.	Work sensibly with	Say how my body feels
			others, taking turns and	before, during and after
			sharing	exercise.
			Play with others and take	
			turns and share with help	

		Use equipment appropriately and move and land safely.
Declarative Knowledge	Children to be able to recall the key points for healthy participation.	
Procedural Knowledge	Children to be able to demonstrate how to safely practice and how to participate.	

	Year 3	Year 4	Year 5	Year 6
Motor	Explain what I am doing	Explain what I am doing	Know where you are with	Cope well and react
Competence	well	well.	your learning.	positively when things
Competence	Begun to <u>identify</u> areas for	Begun to <u>identify</u> areas	Begun to challenge	become difficult.
	improvement.	for improvement.	myself.	Recognise my strengths
	Understand ways	<u>Understand</u> ways	Persevere with a task	and weaknesses and can
	(criteria) to judge	(criteria) to judge	and improve performance	set myself appropriate
	performance	performance	through regular practice	targets.
	<u>Identify</u> specific parts to	<u>Use</u> my awareness of	Perform and repeat	See all new challenges as
	continue to work upon.	space and others to make	sequences with clear	opportunities to learn and
		good decisions.	shapes and controlled	develop.
		Perform and repeat	movement.	Link actions together so
		longer sequences with	Select and apply a range	that they flow.
		clear shapes and	of skills with good control	<u>Use</u> combinations of skills
		controlled movement.	and consistency.	confidently in specific
		Select and apply a range	Perform a variety of	contexts.
		of skills with good control	movements and skills with	Perform a range of skills
		and consistency.	good body tension.	fluently and accurately.
		Perform a variety of		
		movements and skills with		
		good body tension.		

		Link actions together so		
		that they flow in running,		
		jumping and throwing		
		activities.		
Declarative			a movement or pattern of mo	ovements they have learnt,
Knowledge	through the different coloured	d challenges and personal be	est activities.	
Procedural			efficient movement patterns.	Specific vocabulary,
Knowledge	aligned to each skill, to supp	ort children's understanding	and participation.	
Rules,	Show patience and	Praise and encourage	Show patience and	Organise roles and
Strategies and	support others, listening	others in their learning.	support others.	responsibilities and can
Tactics	well to others.	Show patience and	Happy to show and tell	guide a small group
Tactics	Happy to <u>show</u> and tell	support others, listening	others about my ideas.	through a task.
	them about my ideas.	well to others.	Cooperate well with	Give and receive
	Cooperate well with others	I <u>cooperate</u> well with	others and give helpful	sensitive feedback to
	and give helpful feedback.	others and give helpful	feedback.	improve myself and
	Organise roles and	feedback.	Can <u>explain</u> what is being	others.
	responsibilities.	<u>Guide</u> a small group	done well and begun to	Negotiate and
	Make up my own rules and	through a task.	identify areas for	<u>collaborate</u> appropriately.
	versions of activities.	Make up my own rules	improvement.	<u>Use</u> awareness of
	Respond differently to a	and versions of activities.	<u>Understand</u> the simple	space/others to make
	variety of tasks or music.	Recognise similarities	tactics of attacking and	good decision.
	<u>Link actions</u> and develop	and differences in	defending.	<u>Suggest</u> patterns of play
	sequences of movements	movements and	<u>Understand</u> ways	which will increase
	that express my own ideas.	expression.	(criteria) to judge	chances of success.
	Change tactics, rules or	Link actions and	performance	<u>Develop</u> methods to
	tasks to make activities	develop sequences of	Make up my own rules	outwit opponent.
	more fun or challenging	movements that express	and versions of activities.	<u>Change</u> tactics, rules or
		my own ideas	Recognise similarities	tasks to make activities
		<u>Change</u> tactics, rules or	and differences in	more fun or more
		tasks to make activities	movements and	challenging.
		more fun or challenging.	expression.	Respond imaginatively
				to different situations.

Declarative Knowledge	Children to be able to recall	all the rules, tactics and strat	Link actions and develop sequences of movements that express my own ideas.	Adapt and adjust my skills, movements or tactics so they are different to other.
Procedural Knowledge	Children to be able to demor	nstrate all the rules, tactics ar	nd strategies to be successfu	II.
Healthy Participation	Know where I am with my learning and begun to challenge myself. Cope well and react positively when things become difficult. Persevere with a task and improve performance through regular practice Describe how and why my body changes during and after exercise. Explain why we need to warm up and cool down. Describe the basic fitness components Explain how often and how long you should exercise to be healthy.	Know where you are with your learning and begun to challenge myself. Try several times if at first you don't succeed and ask for help when appropriate. Cope well and react positively when things become difficult. Persevere with a task and improve performance through regular practice. Describe how and why your body changes during and after exercise. Explain why we need to warm up and cool down. Describe the basic fitness components. Record and monitor how hard I am working.	Select and apply a range of skills with control and consistency Perform a variety of movement and skills with body tension. Describe basic fitness components. Explain how often and how long you should exercise to be healthy.	Link actions together so that they flow. Use combinations of skills confidently in specific contexts. Perform a range of skills fluently and accurately. Record and monitor how hard you are working. Identify possible dangers when planning activities. Select and perform appropriate warm-up and cool down activities.

Declarative	Children to be able to recall the key points for healthy participation.
Knowledge	
Procedural	Children to be able to demonstrate how to safely practice and how to participate.
Knowledge	