



Physical Education

Physical Education Progression

Knowledge/ Skills

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

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

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

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

			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.
Declarative Knowledge	Children to be able to recall all the rules, tactics and strategies to be successful.			
Procedural Knowledge	Children to be able to demonstrate all the rules, tactics and strategies to be successful.			
Healthy Participation	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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.