



New PE: Progression of Skills, Knowledge and Understanding



	EYFS	1	2	3	4
Social, Emotional AND Thinking	<p>Take turns. Learn to share equipment with others. Share their ideas with others. Try again if they do not succeed. Practise skills independently. Confident to try new tasks and challenges. Begin to identify personal success. Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping. Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.</p>	<p>Encourage others to keep trying. Talk to a partner about their ideas and take turns to listen to each other. Show determination to continue working over a longer period of time. Determined to complete the challenges and tasks set. Make decisions when presented with a simple challenge. E.g. move to an open space towards goal</p>	<p>Work with a partner and small group to play games and solve challenges. Explore skills independently before asking for help. Confident to share ideas, contribute to class discussion and perform in front of others. Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus. Provide feedback beginning to use key words from the lesson.</p>	<p>Encourage and motivate others to work to their personal best. Work with others to achieve a shared goal. Persevere when finding a challenge difficult. Understand what their best looks like and they work hard to achieve it. Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.</p>	<p>Work with others to self manage games. Begin to use rules showing awareness of fairness and honesty. Show an awareness of how other people feel. Select and apply from a wider range of skills and actions in response to a task. Provide feedback using key terminology</p>
GYMNASTICS	<p>Create shapes showing a basic level of stillness using different parts of their bodies. Begin to take weight on different body parts. Show shapes and actions that stretch their bodies. Copy and link simple actions together.</p>	<p>Perform balances making their body tense, stretched and curled. Take body weight on hands for short periods of time. Demonstrate poses and movements that challenge their flexibility. Remember, repeat and link simple actions together.</p>	<p>Perform balances on different body parts with some control and balance. Take body weight on different body parts, with and without apparatus. Show increased awareness of extension and flexibility in actions. Copy, remember, repeat and plan linking simple actions with some control and technique.</p>	<p>Complete balances with increasing stability, control and technique. Demonstrate some strength and control when taking weight on different body parts for longer periods of time. Demonstrate increased flexibility and extension in their actions. Choose actions that flow well into one another both on and off apparatus.</p>	<p>Use body tension to perform balances both individually and with a partner. Demonstrate increasing strength, control and technique when taking own and others weight. Demonstrate increased flexibility and extension in more challenging actions. Plan and perform sequences showing control and technique with and without a partner.</p>
DANCE	<p>Copy basic body actions and rhythms. Choose and use travelling actions, shapes and balances. Travel in different pathways using the space around them. Begin to use dynamics and expression with guidance. Begin to count to music.</p>	<p>Copy, remember and repeat actions. Choose actions for an idea. Use changes of direction, speed and levels with guidance. Show some sense of dynamic and expressive qualities. Begin to use counts.</p>	<p>Copy, remember and repeat a series of actions. Select from a wider range of actions in relation to a stimulus. Use pathways, levels, shapes, directions, speeds and timing with guidance. Use mirroring and unison when completing actions with a partner. Show a character through actions, dynamics and expression. Use counts with help to stay in time with the music.</p>	<p>Copy remember and perform a dance phrase. Create short dance phrases that communicate an idea. Use canon, unison and formation to represent an idea. Match dynamic and expressive qualities to a range of ideas. Use counts to keep in time with a partner and group.</p>	<p>Copy, remember and adapt set choreography. Choreograph considering structure individually, with a partner and in a group. Use action and reaction to represent an idea. Change dynamics to express changes in character or narrative. Use counts when choreographing short phrases.</p>

Athletics	<p>Run and stop with some control.</p> <p>Explore skipping as a travelling action</p> <p>Jump and hop with bent knees.</p> <p>Throwing larger balls and beanbags into space.</p> <p>Balance whilst stationary and on the move.</p> <p>Change direction at a slow pace.</p> <p>Explore moving different body parts together</p>	<p>Attempt to run at different speeds showing an awareness of technique.</p> <p>Run at the appropriate speed over longer distances or for longer periods of time. Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time. Begin to link running and jumping movements with some control. Jump, leap and hop and choosing which allows them to jump the furthest. Link running, jumping and hopping actions with greater control and co-ordination.</p> <p>Throw towards a target. Show some control and balance when travelling at different speeds. Begin to show balance and co-ordination when changing direction. Use co-ordination with and without equipment.</p>	<p>Show balance and co-ordination when running at different speeds.</p> <p>Link running and jumping movements with some control and balance.</p> <p>Show hopping and jumping movements with some balance and control. Change technique to throw for distance. Show control and balance when travelling at different speeds. Demonstrates balance and co-ordination when changing direction.</p> <p>Perform actions with increased control when co-ordinating their body with and without equipment.</p>	<p>Show balance, co-ordination and technique when running at different speeds, stopping with control. Link running, hopping and jumping actions using different take offs and landing.</p> <p>Jump for distance and height with an awareness of technique.</p> <p>Throw a variety of objects, changing action for accuracy and distance.</p> <p>Demonstrate balance when performing other fundamental skills.</p> <p>Show balance when changing direction in combination with other skills.</p> <p>Can co-ordinate their bodies with increased consistency in a variety of activities.</p>	<p>Demonstrate how and when to speed up and slow down when running.</p> <p>Link hopping and jumping actions with some control.</p> <p>Jump for distance and height showing balance and control.</p> <p>Throw with some accuracy and power towards a target area.</p> <p>Demonstrate good balance when performing other fundamental skills.</p> <p>Show balance when changing direction at speed in combination with other skills.</p> <p>Begin to co-ordinate their body at speed in response to a task.</p>
Games	<p>Drop and catch with two hands. Run and stop when instructed. Hit a ball with hands. Move a ball with feet.</p> <p>Throw and roll a variety of beanbags and larger balls to space. Kick larger balls to space. Stop a beanbag or large ball sent to them using hands.</p> <p>Attempt to stop a large ball sent to them using feet. Hit a ball with hands.</p> <p>Run and stop when instructed.</p> <p>Move around showing limited awareness of others. Make simple decisions in response to a situation.</p>	<p>Drop and catch a ball after one bounce on the move. Move a ball using different parts of the foot. Throw and roll towards a target with some varying techniques. Kick towards a stationary target. Catch a beanbag and a medium-sized ball. Attempt to track balls and other equipment sent to them. Strike a stationary ball using a racket. Run, stop and change direction with some balance and control. Recognise space in relation to others. Begin to use simple tactics with guidance.</p>	<p>Dribble a ball with two hands on the move. Dibble a ball with some success, stopping it when required. Throw and roll towards a target using varying techniques with some success. Show balance when kicking towards a target.</p> <p>Catch an object passed to them, with and without a bounce. Move to track a ball and stop it using feet with limited success. Strike a ball using a racket.</p> <p>Run, stop and change direction with balance and control. Move to space to help score goals or limit others scoring. Use simple tactics.</p>	<p>Dribble the ball with one hand with some control in game situations. Dribble a ball with feet with some control in game situations. Use a variety of throwing techniques in game situations. Kick towards a partner in game situations. Catch a ball passed to them using one and two hands with some success.</p> <p>Receive a ball sent to them using different parts of the foot. Strike a ball with varying techniques. Change direction with increasing speed in game situations. Use space with some success in game situations. Use simple tactics individually and within a team.</p>	<p>Link dribbling the ball with other actions with increasing control. Change direction when dribbling with feet with some control in game situations. Use a variety of throwing techniques with increasing success in games. Kick with increasing success in games.</p> <p>Catch a ball passed to them using one and two hands with increasing success. Receive a ball using different parts of the foot under pressure. Strike a ball using varying techniques with increasing accuracy. Change direction to lose an opponent with some success. Create and use space with some success in game situations Use simple tactics to help their team score or gain possession.</p>

OAA	<p>Follow simple instructions. Share their ideas with others. Explore activities making own decisions in response to a task. Make decisions about where to move in space. Follow a path. Begin to identify personal success</p>	<p>Follow instructions. Begin to work with a partner and a small group. Understand the rules of the game and suggest ideas to solve simple tasks. Copy a simple diagram/map.</p>	<p>Follow instructions accurately. Work co-operatively with a partner and a small group, taking turns and listening to each other. Try different ideas to solve a task. Follow and create a simple diagram/map. Understand when a challenge is solved successfully and begin to suggest simple ways to improve.</p>	<p>Follow instructions from a peer and give simple instructions. Work collaboratively with a partner and a small group, listening to and accepting others' ideas. Plan and attempt to apply strategies to solve problems. Orientate and follow a diagram/map. Reflect on when and why challenges are solved successfully and use others' success to help them to improve.</p>	<p>Accurately follow instructions given by a peer and give clear and usable instructions to a peer. Confidently communicate ideas and listen to others before deciding on the best approach. Plan and apply strategies to solve problems. Identify key symbols on a map and use a key to help navigate around a grid. Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.</p>
Swimming	Not applicable to EYFS	Not applicable to Year 1	Not applicable to Year 2	<p>Beginners: Submerge and regain feet in the water. Breathe in sync with an isolated kicking action from poolside. Use arms and legs together to move effectively across a short distance in the water. Glide on front and back over short distances. Float on front and back for short periods of time. Confidently roll from front to back and then regain a standing position.</p>	<p>Intermediate: Confidently and consistently retrieve an object from the floor with the same breath. Begin to co-ordinate breath in time with basic strokes showing some consistency in timing. Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes. Combine gliding and floating on front and back over an increased distance. Float on front and back using different shapes with increased control. Comfortably demonstrate sculling head first, feet first and treading water.</p>