



# PE Progression



This document is organised into declarative and procedural knowledge. **Declarative knowledge** in PE is the factual knowledge concerning movement, rules, tactics, strategies, health and participation. This knowledge is not a list of disconnected facts; it is explicitly linked to the content being taught. **Procedural knowledge** can be viewed as the know-how to apply declarative facts. This might include applying the tactics to a practice situation or modified game.

## Autumn

	EYFS	Year 1	Year 2
	<b>Declarative Knowledge</b>		
Gymnastics	<ul style="list-style-type: none"> <li>Can perform basic movements such as walking, running, rolling, and crawling.</li> <li>Replicated basic demonstrations.</li> </ul>	<ul style="list-style-type: none"> <li>Experienced jumping (taking off and landing).</li> <li>Developed some concept of space and use of space.</li> <li>Developed confidence in fundamental movements.</li> </ul>	<ul style="list-style-type: none"> <li>Shown a range of recognised point balances.</li> <li>Can link turns, twists, rocks and rolls.</li> <li>Can perform unison, simple canon and unison techniques.</li> </ul>
Dance	<ul style="list-style-type: none"> <li>Heard and responded to music.</li> <li>Carried out simple movements such as walking, running and jumping.</li> <li>Follow and repeat basic instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to a range of stimuli and types of music.</li> <li>Explore space, direction, elevation, mirroring and partner work.</li> <li>Explore a narrative through a short, structured dance.</li> </ul>	<ul style="list-style-type: none"> <li>Built simple movement patterns from given actions.</li> <li>Composed and linked actions to make simple movement phrases.</li> </ul>
Gross motor skills	<ul style="list-style-type: none"> <li>I know the skills I need to manage the school day successfully:</li> <li>lining up and queuing</li> <li>mealtimes</li> <li>personal hygiene</li> </ul>		
	<b>Procedural knowledge</b>		
Gymnastics	<ul style="list-style-type: none"> <li>to move safely.</li> <li>to take off and land on two feet.</li> </ul>	<ul style="list-style-type: none"> <li>to perform 'like' actions in a sequence.</li> <li>to carry and set up apparatus safely.</li> </ul>	<ul style="list-style-type: none"> <li>to combine 4 elements into a floor sequence.</li> </ul>

	<ul style="list-style-type: none"> <li>to balance and move balls and beanbags.</li> <li>to travel on mats and benches.</li> <li>to copy and repeat actions.</li> <li>to perform simple shapes and balances.</li> <li>To follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>to perform shapes on large and small body parts.</li> <li>to take off and land and use shape in our jumps.</li> <li>to travel on our feet, showing good body tension.</li> <li>how we can create different levels in our performance.</li> </ul>	<ul style="list-style-type: none"> <li>to create power in a variety of different jumps.</li> <li>to take weight on our hands and move in different ways.</li> <li>to use our flexibility in a bridge and jap-ana gymnastic shape.</li> <li>to perform the point balance arabesque.</li> <li>to perform a teddy roll.</li> </ul>
Dance	<ul style="list-style-type: none"> <li>to use our imagination to move like a car</li> <li>how to move our bodies like a ship moves in the wind</li> <li>to use our bodies in different ways to be trains and tunnels</li> <li>how to communicate using Ma-katon sign language</li> <li>how to tell a story about building a house using our bodies</li> <li>to dance like fire and put a fire out</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>to move as if we are in the jungle</li> <li>to move like a friendly bear</li> <li>to create and perform movements which demonstrate friendship</li> <li>How to mirror other people's actions</li> <li>some basic Lindy Hop actions</li> <li>what it feels like to perform a dance</li> </ul>	<ul style="list-style-type: none"> <li>How to move like Penguin Small</li> <li>How to move like a polar bear</li> <li>How to move like a snowman</li> <li>How to move like the sea using canon</li> <li>How to make an ending to a dance</li> <li>How to perform a class dance with beginning, middle and end</li> </ul>
Gross motor skills	<ul style="list-style-type: none"> <li>I can use my core muscle strength to achieve good posture when sitting at a table or sitting on the floor.</li> <li>I can move around the space safely including walking, running, crawling and rolling</li> <li>I can demonstrate strength from my shoulder joint to be able to complete activities using coordination e.g. large painting or sweeping.</li> </ul>		

## Spring

	EYFS	Year 1	Year 2
	Declarative Knowledge		
Body management  Attack, defend, shoot	<ul style="list-style-type: none"> <li>Can stand and balance for short periods on one foot.</li> <li>Can climb stairs and move over large and small steps.</li> <li>Can use hands and feet to negotiate obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>Experienced a variety of games.</li> <li>Practised throwing and catching and can demonstrate the basics of these skills.</li> </ul>	<ul style="list-style-type: none"> <li>Can recognise rules and apply them.</li> <li>Can use and apply simple strategies for invasion games.</li> <li>Can describe why we take part in exercise and enjoy it.</li> </ul>
Cooperate and solve problems  Hit catch run	<ul style="list-style-type: none"> <li>Coordinate similar type objects in a variety of ways.</li> <li>Differentiated ways to manoeuvre objects.</li> <li>Skip in isolation and with rope.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will have used a variety of balls, beanbags, bats and markers.</li> <li>Can roll and follow a rolling ball.</li> <li>Mastered movements such as walking, running and jumping.</li> </ul>	<ul style="list-style-type: none"> <li>Developed sending and receiving skills to benefit fielding as a team.</li> <li>Distinguished between the roles of batters and fielders.</li> <li>Introduced to the concept of simple tactics.</li> </ul>
	Procedural knowledge		
Body management  Attack, defend, shoot	<ul style="list-style-type: none"> <li>to balance beanbags.</li> <li>to move through hoops in different ways.</li> <li>to reach and stretch to get equipment.</li> <li>to make bridges and tunnels with our bodies.</li> <li>to travel over and under apparatus.</li> <li>to make shapes with our bodies.</li> </ul>	<ul style="list-style-type: none"> <li>to hit a target.</li> <li>to defend a target.</li> <li>to roll and slide balls and beanbags.</li> <li>to shoot in a game to get points.</li> <li>to work with a partner to score points.</li> <li>to use our attacking and defending skills in a game.</li> </ul>	<ul style="list-style-type: none"> <li>to kick the ball over long and short distances</li> <li>to stop a ball with control using the foot.</li> <li>to work as a team to keep the ball.</li> <li>to bounce a ball with my partner.</li> <li>to bounce the ball while we are moving (dribbling).</li> <li>to pass the ball forward in a game.</li> </ul>
Cooperate and solve problems	<ul style="list-style-type: none"> <li>to match colours and symbols.</li> </ul>	<ul style="list-style-type: none"> <li>to select a space to throw or roll a ball into.</li> </ul>	<ul style="list-style-type: none"> <li>to hit a ball and score points running to cones.</li> </ul>

Hit catch run	<ul style="list-style-type: none"> <li>• to work as a team to complete a task.</li> <li>• to use our bodies to make number shapes.</li> <li>• to follow a trail.</li> <li>• to work with others to make patterns.</li> <li>• to work with a partner to complete challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• to track and collect a rolling ball.</li> <li>• to catch a ball to stop an opponent from scoring.</li> <li>• to use our hands to hit a ball.</li> <li>• to hit a ball off a cone.</li> <li>• to work as a team to score points</li> </ul>	<ul style="list-style-type: none"> <li>• to defend a target by kicking.</li> <li>• to bowl underarm with control.</li> <li>• to hit a ball using different bats and techniques.</li> <li>• to throw accurately to a base.</li> <li>• to apply our striking, fielding skills in a game situation, using what we've learned to play fairly.</li> </ul>
Gross motor skills	<ul style="list-style-type: none"> <li>• I have the strength in my core and limbs to be able to navigating obstacle courses, climb, and build with and navigate large, loose parts construction</li> <li>• I have coordination which allows me to engage in activities using apparatus, eg bean bag, ball, hoop</li> <li>• I am developing control when hopping, skipping and jumping</li> <li>• I can use my core muscle strength to achieve good posture when sitting at a table or on the floor, without reminders</li> <li>• I have intentional control over my movements eg running and avoiding obstacles</li> <li>• I can pencil roll maintaining core strength</li> </ul>		

## Summer

	EYFS	Year 1	Year 2
	Knowledge		
Manipulation and coordination  Send and return	<ul style="list-style-type: none"> <li>Participated in a variety of agility-based activities.</li> <li>Recognise the difference between actions such as moving softly, quietly, quickly, powerfully, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will have used a variety of balls, beanbags, bats and markers.</li> <li>Mastered basic running movements in different directions.</li> </ul>	<ul style="list-style-type: none"> <li>Developed sending skills with a variety of balls.</li> <li>Tracked, intercepted and stopped a variety of objects.</li> <li>Selected and applied skills to beat the opposition.</li> </ul>
Speed agility travel  Run jump throw	<ul style="list-style-type: none"> <li>Explored a variety of rolling, sliding etc.</li> <li>Jumped using a variety of take-offs/landings, used hands and feet in different combinations.</li> <li>Participated in a variety of small group cooperative activities.</li> </ul>	<ul style="list-style-type: none"> <li>Experienced sending a variety of balls, quoits and beanbags.</li> <li>Can use a range of motor skills.</li> <li>Able to walk, run and travel at a variety of speeds.</li> </ul>	<ul style="list-style-type: none"> <li>Increased stamina and core strength.</li> <li>Worked collaboratively on more complex tasks.</li> <li>Worked to improve strength, balance, agility and coordination.</li> </ul>
	Skills		
Manipulation and coordination  Send and return	<ul style="list-style-type: none"> <li>to handle a balloon.</li> <li>to handle a ball.</li> <li>to kick a ball.</li> <li>to hop, jump and step.</li> <li>to send a ball or beanbag.</li> <li>to send and stop in a game.</li> </ul>	<ul style="list-style-type: none"> <li>to slide a beanbag to a target.</li> <li>to hit a ball in different ways with our hands.</li> <li>to move towards a ball to return it.</li> <li>to work with a partner to stop and return a beanbag.</li> <li>what a rally is and rallying with a partner.</li> <li>to send a ball into space to make it harder for our opponent.</li> </ul>	<ul style="list-style-type: none"> <li>to stay on our toes to move quickly to the ball.</li> <li>to identify which hand is dominant in a game.</li> <li>the basic rules of serving to our partner.</li> <li>to develop agility and use it in a game.</li> <li>to use the correct grip to hit a self-fed ball.</li> <li>to use the ready position in a rally.</li> </ul>

Run jump throw	<ul style="list-style-type: none"> <li>• to move in different directions.</li> <li>• to keep our bodies safe in running games.</li> <li>• to listen and respond with quick movements</li> <li>• to stop safely.</li> <li>• to move our bodies at different speeds, fast and slow, and stay in control.</li> <li>• to use and improve all our movement skills.</li> </ul>	<ul style="list-style-type: none"> <li>• to start and stop moving at speed.</li> <li>• to use our arms when running at different speeds.</li> <li>• to take off on two feet to jump at distance.</li> <li>• to use the correct technique to throw different objects for distance.</li> <li>• to show improvement in our throwing.</li> <li>• to take part in a competition using running, jumping and throwing skills.</li> </ul>	<ul style="list-style-type: none"> <li>• to move quickly whilst being aware of others around.</li> <li>• to create power with our legs to turn at speed.</li> <li>• to move through an obstacle course with speed and control.</li> <li>• to choose the best throw for different situations.</li> <li>• to use quick feet whilst sprinting.</li> <li>• to perform static and dynamic balances.</li> </ul>
Gross motor skills	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>		