



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

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

Spring

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

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

Summer

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

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