

PE DISCIPLINARY knowledge progression overview

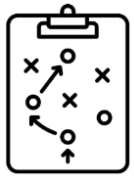
Disciplinary knowledge is the knowledge which helps us to understand, interact with and apply the substantive knowledge that we learn in Physical Education. These are the ways in which pupils think or work in PE lessons. Below is an overview of these and how they progress through our curriculum here at Hollybrook Schools.

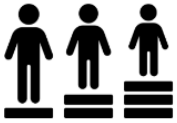
At Hollybrook our children will be able to:

	Key Concepts	EYFS	KS1	Lower KS2 (Y3 and 4)	Upper KS2 (Y5 and 6)
Physical attributes 	Balance	• Demonstrate strength, balance and coordination when playing. • Explore strength and balance while changing position and direction. • Explore balancing whilst stationary and on the move. • Explore shapes in stillness using different parts of my body.	• Demonstrate balance when performing movements. • Demonstrate increased balance whilst travelling along and over equipment. • Demonstrate balance when changing direction. Clearly show different speeds when running.	• Show control whilst completing activities which challenge balance. • Demonstrate good balance and control when performing other fundamental skills. • Develop control and fluency in individual and partner balances.	• Explore counterbalance and counter tension. • Combine and perform gymnastic shapes more fluently and effectively. • Fluency and control when travelling, landing, stopping and changing direction.

	Agility	• Explore changing direction safely. • Explore taking weight on different body parts. • Explore shapes and actions to stretch my body.	• Demonstrate improved technique when changing direction on the move. • Show balance when changing direction.	• Demonstrate greater control in movement and changing in direction. • Confidently use changes in level, direction and pathway.	• Change direction with fluent action and transition smoothly between varying speeds. • Demonstrate improved body posture and speed when changing direction.
	Co-Ordination	• Negotiate space and obstacles safely. • Explore jumping safely. • Explore varied travelling techniques (e.g. skipping, jumping, hopping) • Begin to explore pathways and the space around me and in relation to others.	• Introduce basic movements including running, jumping, throwing and catching. • Master basic movements including running, jumping, throwing and catching. • Develop the sprinting action and explore running at different speeds. • Perform actions with increased control when coordinating my body with and without equipment.	• Perform dances using a range of movement patterns. • Link hopping and jumping with some control. • Demonstrate appropriate speeds when running. • Begin to coordinate the body at speed.	• Use running, jumping, throwing and catching in isolation and in combination. • Perform dances using a range of movement patterns. • To swim competently and confidently over 25m.

	Sending	• Explore sending with hands and feet. • Explore throwing or kicking to a target. • Explore sending a ball to a partner.	• Develop throwing for distance and accuracy using a variety of techniques (overarm and underarm). • Develop co-ordination and technique when throwing over and underarm.	• Use overarm and underarm throwing with increased consistency in game situations. • Accurately use a range of techniques to send a ball to a target	• Consistently demonstrate good technique in throwing skills under pressure. • Show good technique when sending a ball with increasing control, accuracy and consistency under pressure
	Receiving	• Explore receiving with hands and feet. • Explore stopping a ball with hands and feet. • Explore tracking and stopping a rolling ball.	• Develop receiving a range of objects with hands and feet. • Catch with and without a bounce. • Catch with two hands with some co-ordination and technique. • explore moving into space away from others.	• Begin to catch with one and two hands with some consistency in game situations. • Show confidence when receiving a ball with hand or feet. • consistently track a ball sent directly and indirectly.	• Consistently demonstrate good technique in receiving skills under pressure. • Demonstrate a wider range of techniques when tracking a ball under pressure.
		• Try new activities and show independence, resilience and perseverance.	• To begin understanding when to apply physical skills to a range of activities.	• Apply basic skills for attacking and defending. • Begin to make decisions in games.	• To apply more enhanced tactics for attacking and defending.

Tactical application 	• Explain the reasons for the rules. • Recognise their own space. • Explore activities where I must make my own decisions. • Explore moving in space and following a path.	• Develop simple tactics for attacking and defending. • To begin understanding when to apply physical skills to a range of activities. • Develop simple tactics for attacking and defending.	• To develop more enhanced tactics for attacking and defending. • Make quicker decision in games.	• To know how to explain why they have selected a certain skill in game situations. • To apply more enhanced tactics for attacking and defending in competitive team games. • To reflect on and evaluate a performance and use feedback to improve in future games.
Communication and Teamwork 	• Work and play cooperatively. • Show sensitivity in their own and other's needs. • Develop confidence in expressing myself.	• Encourage others to keep trying. • Begin to work with a partner to complete challenges. • Talk to a partner about their ideas and take turns to listen to each other. • Explore working with a partner using unison, matching and mirroring.	• Encourage and motivate others. • Begin to work in small teams and discuss ways to achieve a goal. • Work with others to self-manage games. • Work with others to achieve shared goals.	• Share ideas with others and work together to decide on the best approach to a task. • Communicate with others clearly and effectively. • Lead others and show consideration of including all within a group.

		• Work with a partner and small group to play games and solve challenges.		• Choreograph dances by using, adapting and developing actions and steps from different dance styles • Communicate with others clearly and effectively.
Emotional response 	• Show an understanding of their own feelings. • Set and work towards simple goals. • Explore my own feelings in response to an activity or task.	• Explore skills before asking for help. • Show determination to complete challenges and tasks set. • Show determination to continue working over longer periods of time. • Share ideas and contribute to class discussions.	• Show an awareness of how other people feel. • Persevere when finding a challenge difficult. • Understand what their best looks like and work hard to achieve it. • Begin to use rules showing an awareness for fairness and honesty.	• Use different strategies to persevere to achieve personal best. • Compete within the rules showing fair play and honesty when playing independently • Understand what maximum effort looks and feels like and show • determination to achieve it. • Confident to attempt tasks and challenges outside of their comfort zone.

				• Show controlled movements which express emotion and feeling