



Hillside Primary School

PE: Progression of Knowledge, Skills and Understanding

EYFS	
Physical	<p>Able to experiment with different ways of moving. Able to Jump off an object and lands appropriately. Able to negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Able to travel with confidence and skill around, under, over and through balancing and climbing equipment. Able to shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p>
Vocabulary	Running, jumping, skipping, hopping, freeze, balance, throw, catch, movement
Year 1	
Core Strands	
Dance	<p>Able to move with control; can vary the way they use space. Able to describe how their lungs and heart work when dancing. Able to describe basic body actions and simple expressive and dynamic qualities of movement.</p>
Games	<p>Able to use basic underarm, rolling and hitting skills; can sometimes use overarm skills. Able to intercept, retrieve and stop a beanbag and a medium sized ball with some consistency; can sometimes catch a beanbag and a medium-sized ball. Able to track balls and other equipment to send them, moving in line with the ball to collect it. Able to throw, hit and kick a ball in a variety of ways, depending on the needs of the game; can choose different ways of hitting, throwing, striking or kicking the ball. Able to decide where to stand to make it difficult for their opponent. Able to describe what they and others are doing; can describe how their body feels during games.</p>
Gymnastics	<p>Able to show basic control and coordination when travelling and when remaining still. Able to choose and link 'like' actions; can remember and repeat these actions accurately and consistently. Able to find and use space safely, with an awareness of others. Able to copy the basic actions of gymnasts; can use words such as rolling, travelling, balancing and climbing. Able to make their body tense, relaxed, stretched and curled; can describe what they do in their movement phrases.</p>
Vocabulary	Underarm, overarm, movement , agility, coordination, team games, tactics, attacking, defending, perform.



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Core Strands	Year 2
Dance	<p>Able to perform body actions with control and coordination.</p> <p>Able to choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling.</p> <p>Able to link actions; can remember and repeat short dance phrases.</p> <p>Able to show an understanding of expressive qualities; can describe the mood, feelings and expressive qualities of dance.</p> <p>Able to describe how dancing affects their body; can understand why it is important to be active.</p> <p>Able to suggest ways they could improve their work.</p>
Games	<p>Able to show awareness of opponents and teammates when playing games.</p> <p>Able to perform basic skills of rolling, striking and kicking with more confidence; can apply these skills in a variety of simple games.</p> <p>Able to make choices about appropriate targets, space and equipment.</p> <p>Able to use a variety of simple tactics; can describe how their bodies work and feel when playing games.</p> <p>Able to work well with a partner and in a small group to improve their skills.</p>
Gymnastics	<p>Able to plan and repeat simple sequences of actions; can show contrasts in shape.</p> <p>Able to perform the basic gymnastic actions with coordination, control and variety.</p> <p>Able to recognise and describe how they feel after exercise; can describe what their bodies feel like during gymnastic activity.</p> <p>Able to describe what they and others have done; can say why they think gymnastic actions are being performed well.</p>
Vocabulary	Underarm, overarm, movement, agility, coordination, team games, tactics, attacking, defending, perform.
Core Strands	Year 3
Dance	<p>Able to improvise freely, translating ideas from a stimulus into movement; can create dance phrases that communicate ideas.</p> <p>Able to share and create dance phrases with a partner and in a small group; can repeat, remember and perform these phrases in a dance.</p> <p>Able to use dynamic, rhythmic and expressive qualities clearly and with control</p> <p>Able to understand the importance of warming up and cooling down.</p> <p>Able to recognise and talk about the movements used and the expressive qualities of dance; can suggest improvements to their own and other people's dances.</p>



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Striking&Fielding	<p>Able to use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy.</p> <p>Able to choose and vary skills and tactics to suit the situation in a game; can carry out tactics successfully.</p> <p>Able to set up small games, know rules and use them fairly to keep games going.</p> <p>Able to explain what they need to do to get ready to play games; can carry out warm ups with care and an awareness of what is happening to their bodies.</p> <p>Able to describe what they and others do that is successful, suggest what needs practising.</p>
Athletics	<p>Able to run at fast, medium and slow speeds, changing speed and direction.</p> <p>Able to link running and jumping activities with some fluency, control and consistency; can make up and repeat a short sequence of linked jumps.</p> <p>Able to take part in a relay activity, remembering when to run and what to do.</p> <p>Able to throw a variety of objects, changing their action for accuracy and distance.</p> <p>Able to recognise when their heart rate, temperature and breathing rate have changed.</p>
Net&Wall	<p>Able to keep up a continuous game, using a range of throwing and catching skills and techniques; able to use a small range of basic racket skills.</p> <p>Able to choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent.</p> <p>Able to choose and use a range of simple tactics for defending their own court.</p> <p>Able to adapt and refine rules; can make up their own net games; can understand the point of the game, can keep rules effectively and fairly.</p> <p>Able to recognise how net games make the body work; can talk about what they do well and recognise things they could do better.</p>
Invasion	<p>Able to be aware of space and use it to support team-mates and cause problems for the opposition.</p> <p>Able to know and use rules fairly to keep games going.</p> <p>Able to keep possession with some success when using equipment that is not used for throwing and catching skills.</p> <p>Able to explain why it is important to warm up and cool down.</p> <p>Able to say when a player has moved to help others; can apply this knowledge to their own play.</p>
Gymnastics	<p>Able to use a greater number of their own ideas for movements in response to a task.</p> <p>Able to choose and plan sequences of contrasting actions; can adapt sequences to suit different types of apparatus and their partner's ability.</p> <p>Able to explain how strength and suppleness affect performance; can identify some muscle groups used in gymnastic activities; can suggest warm up activities.</p> <p>Able to compare and contrast gymnastic sequences, commenting on similarities and differences; can, with help, recognise how performances could be improved.</p>



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Vocabulary	Throw, catch, movement , agility, coordination, team, tactics, attacking, defending, perform, sequence, fluency, motif, striking, intercepting, control, accuracy, sprinting, contrast, strength, tome, flexibility.
Core Strands	Year 4
Dance	<p>Able to respond imaginatively to a range of stimuli related to character and narrative.</p> <p>Able to use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group.</p> <p>Able to refine, repeat and remember dance phrases and dances; can perform dances clearly and fluently.</p> <p>Able to show sensitivity to the dance idea and the accompaniment.</p> <p>Able to show a clear understanding of how to warm up and cool down safely.</p> <p>Able to describe, interpret and evaluate dance, using appropriate language.</p>
Striking&Fielding	<p>Able to use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy.</p> <p>Able to choose and vary skills and tactics to suit the situation in a game; can carry out tactics successfully.</p> <p>Able to set up small games, know rules and use them fairly to keep games going.</p> <p>Able to explain what they need to do to get ready to play games; can carry out warm ups with care and an awareness of what is happening to their bodies.</p> <p>Able to describe what they and others do that is successful, suggest what needs practising.</p>
Athletics	<p>Able to understand and demonstrate the difference between sprinting and running for sustained periods.</p> <p>Able to know and demonstrate a range of throwing techniques; can throw with some accuracy and power into a target area.</p> <p>Able to perform a range of jumps, showing consistent technique and sometimes using a short run-up.</p> <p>Able to play different roles in small groups; can compare and contrast performances using appropriate language.</p> <p>Able to relate different types of activity to different heart rates and body temperatures.</p>
Net&Wall	<p>Able to keep up a continuous game, using a range of throwing and catching skills and techniques; able to use a small range of basic racket skills.</p> <p>Able to choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent.</p> <p>Able to choose and use a range of simple tactics for defending their own court.</p> <p>Able to adapt and refine rules; can make up their own net games; can understand the point of the game, can keep rules effectively and fairly.</p> <p>Able to recognise how net games make the body work; can talk about what they do well and recognise things they could do better.</p>



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Invasion	<p>Able to play games with some fluency and accuracy, using a range of throwing and catching techniques.</p> <p>Able to find ways of attacking successfully when using other skills.</p> <p>Able to use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score.</p> <p>Able to understand the rules of the games; can understand that they need to defend as well as attack.</p> <p>Able to understand how strength, stamina and speed can be improved by playing invasion games; can lead a partner through short warm up routines.</p> <p>Able to watch and describe others performances, as well as their own, and suggest practices that will help them and others to play better.</p>
Gymnastics	<p>Able to create, practice and refine longer, more complex sequences for a performance, including changes in level, direction and speed.</p> <p>Able to choose actions, body shapes and balances from a wider range of themes and ideas.</p> <p>Able to adapt their performance to the demands of a task, using their knowledge of composition.</p> <p>Able to understand the need for warming up and working on body strength, tone and flexibility; can lead small groups in warm up activities.</p> <p>Able to use basic set criteria to make simple judgements about performances and suggest ways they could be improved.</p>
Vocabulary	<p>Throw, catch, movement , agility, coordination, team, tactics, attacking, defending, perform, sequence, fluency, motif, striking, intercepting, control, accuracy, sprinting, contrast, strength, tome, flexibility.</p>
Year 5	
Dance	<p>Able to compose motifs and plan dances creatively and collaboratively in groups.</p> <p>Able to adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use.</p> <p>Able to perform different styles of dance clearly and fluently.</p> <p>Able to organise their own warm up and cool down exercises; can show an understanding of safe exercising.</p> <p>Able to recognise and comment on dances, showing an understanding of style; can suggest ways to improve their own and other people's work.</p>
Striking&Fielding	<p>Able to strike a bowled ball; can use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency.</p> <p>Able to work collaboratively in pairs, group activities and small-sided games.</p> <p>Able to use and apply the basic rules consistently and fairly; can understand and implement a range of tactics in games.</p> <p>Able to recognise the activities and exercises that need including a warm up.</p> <p>Able to identify their own strengths and suggest practices to help improve them.</p>



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Athletics	<p>Able to understand and demonstrate the difference between sprinting and running for sustained periods.</p> <p>Able to know and demonstrate a range of throwing techniques; can throw with some accuracy and power into a target area.</p> <p>Able to perform a range of jumps, showing consistent technique and sometimes using a short run-up.</p> <p>Able to play different roles in small groups; can compare and contrast performances using appropriate language.</p> <p>Able to relate different types of activity to different heart rates and body temperatures.</p>
Net&Wall	<p>Able to use forehand, backhand and overhead shots increasingly well in games they play.</p> <p>Able to use the volley in games where it is important; can use the skills they prefer with competence and consistency.</p> <p>Able to understand the need for tactics; can start to choose and use some tactics effectively.</p> <p>Able to play cooperatively with a partner; can apply rules consistently and fairly.</p> <p>Able to recognise appropriate exercises and activities for warming up; can recognise how these games make their body work.</p> <p>Able to pick out what they and others do well and suggest ideas for practices.</p>
Invasion	<p>Able to pass, dribble and shoot with control in games.</p> <p>Able to identify and use tactics to help their team keep the ball and take it towards the opposition's goal.</p> <p>Able to mark opponents and help each other in defence.</p> <p>Able to know and carry out warm up activities that use exercises helpful for invasion games.</p> <p>Able to pick out things that could be improved in performances and suggest ideas and practices to make them better.</p>
Gymnastics	<p>Able to create, practice and refine longer, more complex sequences for a performance, including changes in level, direction and speed.</p> <p>Able to choose actions, body shapes and balances from a wider range of themes and ideas.</p> <p>Able to adapt their performance to the demands of a task, using their knowledge of composition.</p> <p>Able to understand the need for warming up and working on body strength, tone and flexibility.; can lead small groups in warm up activities.</p> <p>Able to use basic set criteria to make simple judgements about performances and suggest ways they could be improved.</p>
Vocabulary	Forehand, backhand, overhead, volley, competence, consistency, dribble, mark,
Core Strands	Year 6



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Dance	<p>Able to work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances.</p> <p>Able to perform to an accompaniment expressively and sensitively; can perform dances fluently and with control.</p> <p>Able to warm up and cool down independently; can understand how dance helps to keep them healthy.</p> <p>Able to use appropriate criteria to evaluate and refine their own and others' work.</p> <p>Able to talk about dance with understanding, using appropriate language and terminology.</p>
Striking&Fielding	<p>Able to strike a bowled ball; can use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency.</p> <p>Able to work collaboratively in pairs, group activities and small-sided games.</p> <p>Able to use and apply the basic rules consistently and fairly; can understand and implement a range of tactics in games.</p> <p>Able to recognise the activities and exercises that need including a warm up.</p> <p>Able to identify their own strengths and suggest practices to help improve them.</p>
Athletics	<p>Able to choose the best pace for a running event, so that they can sustain their running and improve on a personal target.</p> <p>Able to show control at take-off in jumping activities.</p> <p>Able to show accuracy and good technique when throwing for distance.</p> <p>Able to organise an athletic event well; can understand how stamina and power help people to perform well in different athletic events.</p> <p>Able to identify good athletic performance and explain why it is good, using agreed criteria.</p>
Net&Wall	<p>Able to use forehand, backhand and overhead shots increasingly well in games they play.</p> <p>Able to use the volley in games where it is important; can use the skills they prefer with competence and consistency.</p> <p>Able to understand the need for tactics; can start to choose and use some tactics effectively.</p> <p>Able to play cooperatively with a partner; can apply rules consistently and fairly.</p> <p>Able to recognise appropriate exercises and activities for warming up; can recognise how these games make their body work.</p> <p>Able to pick out what they and others do well and suggest ideas for practices.</p>
Invasion	<p>Able to use different techniques for passing, controlling, dribbling and shooting the ball in games.</p> <p>Able to apply basic principles of team play to keep possession of the ball.</p> <p>Able to use marking, tackling and/or interception to improve their defence.</p> <p>Able to play effectively as part of a team; can understand what position they are playing in and how to contribute when attacking and defending.</p> <p>Able to plan practices and warm ups to get ready for playing safely.</p> <p>Able to recognise their own and others' strengths and weaknesses in games; can suggest ideas that will improve performance.</p>



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Gymnastics	<p>Able to make up longer, more complex sequences, including changes of direction, level and speed.</p> <p>Able to develop their own solutions to a task by choosing and applying a range of compositional principles.</p> <p>Able to combine and perform gymnastic actions, shapes and balances; can show clarity, fluency, accuracy and consistency in their movements.</p> <p>Able to, in small groups, prepare a sequence to be performed to an audience.</p> <p>Able to understand the importance of warming up and cooling down; can say, in simple terms, why activity is good for their health, fitness and wellbeing.</p>
Vocabulary	<p>Forehand, backhand, overhead, volley, competence, consistency, dribble, mark, composition, clarity, fluency, stamina,</p>