



Hillside Primary School

PE: Progression of Knowledge, Skills and Understanding

	EYFS
Physical	<p>Able to moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Able to mounts stairs, steps or climbing equipment using alternate feet.</p> <p>Able to walk downstairs, two feet to each step while carrying a small object.</p> <p>Able to run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Able to stand momentarily on one foot when shown.</p> <p>Able to catch a large ball.</p> <p>Able to experiment with different ways of moving.</p> <p>Able to Jump off an object and lands appropriately.</p> <p>Able to negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Able to travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Able to shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>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 , slithering, shuffling, rolling, crawling, walking, running, sliding
Core Strands	Year 1
Dance	<p>Able to move with control; can vary the way they use space.</p> <p>Able to describe how their lungs and heart work when dancing.</p> <p>Able to describe basic body actions and simple expressive and dynamic qualities of movement.</p>



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Games	<p>Able to use basic underarm, rolling and hitting skills; can sometimes use overarm skills.</p> <p>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.</p> <p>Able to track balls and other equipment to send them, moving in line with the ball to collect it.</p> <p>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.</p> <p>Able to decide where to stand to make it difficult for their opponent.</p> <p>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.</p> <p>Able to choose and link 'like' actions; can remember and repeat these actions accurately and consistently.</p> <p>Able to find and use space safely, with an awareness of others.</p> <p>Able to copy the basic actions of gymnasts; can use words such as rolling, travelling, balancing and climbing.</p> <p>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.
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>



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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 felt 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	<p>Underarm, overarm, movement, agility, coordination, team games, tactics, attacking, defending, perform.</p>
Core Strands	<p>Year 3</p>
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>
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>



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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>
Vocabulary	<p>Throw, catch, movement, agility, coordination, team, tactics, attacking, defending, perform, sequence, fluency, motif, striking, intercepting, control, accuracy, sprinting, contrast, strength, tone, flexibility.</p>
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>



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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 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>
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, tone, flexibility.</p>



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	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>
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>



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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
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>



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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>
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>