

Progression of Skills and Knowledge in Physical Education



Physical Education

Progression of Skills and Knowledge in Physical Education

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|--|--|--|---|--|
| Communication | | | | | | |
| (Self Regulation) Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions | Discuss own performances Discuss how to improve in different physical activities | Evaluate own and others' performances Identify how to improve in different physical activities | Communicate and compete with each other Begin to show an understanding of how to improve own and others' performances | Communicate and compete with each other Understand how to improve own and others' performances | Communicate, collaborate and compete with each other in order to inspire self and others to succeed and excel Evaluate and recognise own and others' success and identify strategies for improvement | Communicate, collaborate and compete with each other in order to inspire self and others to succeed and excel Evaluate and recognise own and others' success and identify strategies for improvement |
| Participation | | | | | | |
| (Managing Self) Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (Building Relationships) Work and play cooperatively and take turns with others (Being Imaginative and Expressive) When appropriate – try to move in time with music. | Participate in team games Begin to develop simple tactics for attacking and defending | Participate in team games following simple rules Develop simple tactics for attacking and defending | Participate in team games understanding the rules Develop a wider range of tactics for attacking and defending Participate in outdoor and adventurous activities | Play competitive games and demonstrate their sense of sportsmanship eg fairness and respect Understand basic principles suitable for attacking and defending Participate in outdoor and adventurous activities | Play competitive games showing good communication and collaboration to demonstrate their sense of sportsmanship Apply principles suitable for attacking and defending Participate in outdoor and adventurous activities | Play competitive games showing good communication and collaboration to demonstrate their sense of sportsmanship Apply range of principles suitable for attacking and defending Participate in outdoor and adventurous activities |
| Competence | | | | | | |
| (Self Regulation) Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (Physical Development) 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 | Practise basic movements including running, jumping, throwing and catching Develop balance and agility | Master basic movements including running, jumping, throwing and catching Develop and apply balance, agility and co-ordination | Begin to use running, jumping, throwing and catching in isolation and in combination Further develop flexibility, strength, control and balance | Use running, jumping, throwing and catching in isolation and in combination Further develop flexibility, strength, technique, control and balance | Use a broad range of skills in isolation and in combination to become physically confident Develop mastery of flexibility, strength, technique, control and balance | Use a broad range of skills in isolation and in combination to become physically confident Master flexibility, strength, technique, control and balance |

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|---|-----------------------|---|--|---|---|---|
| Performance | | | | | | |
| (Managing Self) Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (Building Relationships) Work and play cooperatively and take turns with others (Being Imaginative and Expressive) Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | Perform simple dances | Perform dances using simple movement patterns | Perform dances and gymnastic routines on own and with others using movement patterns Compare performances with previous ones Begin to demonstrate improvement to achieve personal best | Perform dances and gymnastic routines on own and with others using movement patterns Compare performances with previous ones Demonstrate improvement to achieve personal best | Perform dances and gymnastic routines on own and with others using a range of movement patterns Evaluate and compare performances with previous ones Demonstrate improvement to achieve personal best | Perform dances and gymnastic routines on own and with others using a range of movement patterns Evaluate and compare performances with previous ones Demonstrate improvement to achieve personal best |