



Holy Trinity CE Primary: Physical Education – Progression of Knowledge – EYFS

Y	Body Management	Speed, Agility, Travel	Manipulation and Coordination
R	<ul style="list-style-type: none"> To explore balance and managing own body including manipulating small objects To be able to stretch, reach, extend in a variety of ways and positions To be able to control body and perform specific movements on command To explore a variety of rolling, sliding and slithering. To participate in a variety of small group co-operative activities. 	<ul style="list-style-type: none"> To have control and coordination To make choices and follow instructions To prepare for and anticipate movement in a variety of situations To perform agility-based activities moving and controlling objects To recognise different actions such To relate body movements to music and percussion 	<ul style="list-style-type: none"> To work with others to control objects in space To coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways To coordinate similar objects in a variety of ways To differentiate ways to manoeuvre objects
Y	Dance	Gymnastics	
R	<ul style="list-style-type: none"> To understand spatial awareness. To understand colour stimulus. To describe how actions, relate to stimulus. To work in close proximity with others. To understand how a range of levels and directions can help to create a sequence. To understand terminology including canon and unison. To develop an understanding of teamwork. To develop communication skills. To develop the ability to express creativity. To demonstrate understanding of the steps to composing a sequence. To possess a knowledge of dance composition. To understand the difference between mirroring and follow the leader. 	<ul style="list-style-type: none"> To develop skills and needed to understand space and space. To make links between jumps and making a sequence. To develop teamwork and cooperation skills. To know how to safely move around apparatus. To understand how to control objects. To know what balance is and understand how to make equipment balance. 	



Holy Trinity CE Primary School: Physical Education – Progression of Knowledge – KS1

Y	Run Jump Throw	Hit Catch Run	Attack Defend Compete
1	<p>To suggest links between types of exercises e.g. training speed for different jumping activities</p> <p>To demonstrate awareness for the need to improve and attempt to improve</p> <p>To recognise and implement concepts such as waiting your turn</p> <p>To select correct skill for the situation</p> <p>To apply knowledge of boundaries such as lanes & avoid impeding others</p>	<p>To identify when a point has been scored</p> <p>To keep count of score</p> <p>To choose where to send the ball to maximise scoring chance</p> <p>To make choices where to stand in the field to restrict runs scored</p> <p>To decide as a team the best positioning to intercept balls</p>	<p>To apply rules in competitive and cooperative games.</p> <p>To understand how exercise brings on changes to the body.</p> <p>To learn how to make an informed decision when defending a target.</p> <p>To Identify the things that I like about exercise both in and outside of school</p>
2	<p>To make choices about appropriate throws for different types of activity</p> <p>To make links between components of fitness e.g. strength and outcome i.e. length of throw</p> <p>To identify areas of activities that need improvement e.g. power in throws to throw further</p>	<p>To make choices about where to hit the ball</p> <p>To judge and change pace in a variety of running activities</p> <p>To make tactical decisions about where to position themselves in the field</p> <p>To display sportsmanship when competing against others</p>	<p>To be able to apply a range of tactics.</p> <p>To look for space to pass and run into in order to receive.</p> <p>To select the appropriate skill in order to move forwards to shoot.</p>
Y	Send and Return	Gymnastics	Dance
1	<p>To identify space to send a ball into Identify tactics to outwit an opponent such as hitting to space</p> <p>To describe how they worked with their partner to send and receive</p>	<p>To be able to use a range of vocabulary including rolling, travelling, balancing and climbing.</p> <p>To identify the risks of working on and around apparatus.</p> <p>To be able to suggest supporting concepts and actions to improve a sequence.</p>	<p>To confidently explore space through dance and movement.</p> <p>To identify similarities between gymnastics and dance.</p> <p>To recognise that dances, have themes and stories.</p> <p>To work well with a partner and in groups.</p>



Holy Trinity Church of England Primary School

Excellence in how we worship, learn and work together

	To recognise your actions impact others e.g. feeding a ball accurately and at correct pace	To be confident when moving on, off and over objects. To be able to communicate effectually with a partner to create and improve a sequence.	To make suggestions on how work can be improved.
2	To decide on and play with dominant hand To develop tactics to outwit your opponent so they cannot return the ball Recognise individual contribution and impact on a task To develop collaborative teams' skills	To independently show creative flare during tasks. To comment on aspects of own and others performances To remember and repeat sequences. To develop character and maturity. To work in close proximity with others To reflect on own performance. To be able to use a scoring system to judge a performance.	To show a clear understanding of the theme/story/idea of the dance through movement. To volunteer and show leadership in group dances. To show confidence to perform in front of others.

Holy Trinity CE Primary School : Physical Education – Progression of Knowledge – KS2

Y	Striking and Fielding	Net & Wall Games	Invasion Games
3	To adhere to some basic rules of recognised games such as rounders or cricket To explain how fielders work together to restrict batters runs To apply simple tactics to choose where to hit the ball To identify how to improve own and others work and be tactful	To be able to score and record a game correctly To name and discuss the different shot types To identify court boundaries To identify areas for improvement	To recognise when to defend. To employ tactics that put opponents under pressure. To be able to undertake demands different positions require to support both attack and defence. To be able to work as part of a team to attack towards a goal.
4	With increasing consistency, choose where to direct a hit from a bowled ball To use and apply the basic rules of the game	To play the role of umpire in order to keep score To select the right method needed to make it difficult for an opponent To work well with a partner To play competitively against others and with others in modified games	To work with teammates to make it difficult for the opposition to succeed. To understand and use tactics to perform defensively as a team and as an individual. Play using recognised marking techniques of a specific game.



			<p>To recognise how playing as a team can improve your communication skills.</p> <p>To understand and apply the basic rules of the game.</p>
5	<p>To recognise where increased flexibility and power is an advantage in striking and fielding the ball in a game situation</p> <p>To play using a range of simple tactics such as getting players out to restrict the attack</p> <p>To use and apply the basic rules of the game fairly and consistently</p>	<p>To keep track of my individual score</p> <p>To suggest warm ups and cool downs that prepare the body appropriately for sporting activities</p> <p>To cooperate and collaborate with others to play in a sportsman like way</p> <p>To recognise where they should stand on the court in a range of situations</p>	<p>To play in formations and execute 'set plays' in game situations.</p> <p>To use attempt different tactics in a game situation.</p> <p>To understand and apply the rules consistently in game situations.</p> <p>To understand and use appropriate language to explain attacking and defensive play.</p>
6	<p>To apply with consistency standard rules of (modified) games</p> <p>To use a range of tactics for attacking and defending in the role of bowler, batter and fielder</p> <p>To correctly use and understand the rules for running around bases</p>	<p>To make appropriate choices in games about the best shot to use</p> <p>To develop doubles, play and further implement an understanding of positioning tactics</p> <p>To develop listening skills</p> <p>To develop speaking skills</p>	<p>To implement a range of strategies to attack and defend.</p> <p>To suggest, plan and lead a warm up or drill and use STEP technique to modify.</p> <p>To be able to make quicker decisions in games (on and off the ball)</p>



Y	Outdoor Adventurous Activity	Gymnastics	Dance
3	Describe their work and the strategies they use to solve problems Independently identify factors needed to complete a task Use acquired skills to create maps and directions Can work with others to solve problems	To provide feedback to another's sequence describing what they did well. To suggest how developing strength and flexibility helps in maintaining a healthy active lifestyle.	To contribute ideas to the structure of dance. To create basic actions as an individual To create basic actions with a partner. To describe the features of dance using correct terminology. To express moods and feelings within dance. To decide what patterns and pathways to use with a partner or in groups.
4	Plan and refine strategies to solve problems Identify what they have done well and suggest ways to improve Work out answers from clues, working independently from teacher	To compare their performances to previous ones. To decide on ways to improve a piece of work using compositional elements and implement changes. To apply a broader range of more challenging skills executed with precision.	To use peer assessment to identify strength and weaknesses in performances. To respond to professional work, sensitively. To show control when performing with a partner or within a group. To show maturity when performing with a partner or within a group.
5	Recall and remember symbols, items and objects during task as an individual and team Play a role in problem solving Communicate using code	To select a component for improvement. To be able to and guidance from others to improve. To understand and explain the significance of a warm up and how it relates to the activity.	To confidently participate in dances from different cultures/parts of the world. To recognise and provide feedback required for improvement. To work collaboratively in groups to compose short sequences.
6	Use knowledge of games in PE to suggest adaptations and variations to games/activities Follow instructions accurately	To identify their strengths and weakness. To be able to demonstrate the importance of strength and flexibility via a group warm up.	To interpret different stimuli with imagination and flair. To identify good performance qualities in others. To identify good performance qualities in self. To express emotion through communication.