



# Disciplinary Knowledge Progression - PE

Each year, the children build upon their prior knowledge and understanding and as an *athlete* to become more skilled in:

- **Mastering and using the fundamental movement skills of running, jumping and throwing**
- **developing agility, co-ordination, flexibility, strength, and control**
- **performing a range of movement patterns**
- **applying suitable attacking and defending principles and the fundamentals of catching across a range of team/competitive games**
- **taking part in outdoor and adventurous activity challenges both individually and within a team**
- **swimming competently, confidently, proficiently, and safely using a range of strokes**
- **developing social, emotional, and thinking skills to improve performance**

Our intention is that when they leave in Year 6, pupils will enjoy PE and be inspired to succeed and excel in competitive sport and other physically demanding activities. They will become physically confident in a way, which supports their health and fitness. They will have had opportunities to compete in sport and other activities to build character and help to embed our core values of resilience, empathy, self-awareness, passion, excellence, communication, and teamwork. We want every child to strive to exceed their potential allowing them to lead a healthy and active lifestyle.

| Disciplinary Knowledge & Skills  | Milestones EYFS   | Milestones KS1   | Milestones Year 3&4  | Milestones Year 5&6   |
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| <p><b>As an athlete, we will learn to:</b></p> <p><b>Master and use fundamental movement skills of running, jumping and throwing</b></p> | <p><b>ELG Physical Development - Gross Motor Skills:</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance, and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> | <ul style="list-style-type: none"> <li>• Attempt to run at different speeds showing an awareness of technique</li> <li>• Begin to link running and jumping movements with some control</li> <li>• Jump, leap and hop and choosing which allows them to jump the furthest</li> <li>• Throw towards a target</li> <li>• Show balance and co-ordination when running at different speeds</li> <li>• Link running and jumping movements with some control</li> <li>• Show hopping and jumping movements with some balance and control</li> <li>• Change technique to throw for distance</li> </ul> | <ul style="list-style-type: none"> <li>• Show balance, co-ordination and technique when running at different speeds, stopping with control</li> <li>• Demonstrate how and when to speed up and slow down when running</li> <li>• Link running, hopping, and jumping actions using different take offs and landing</li> <li>• Link hopping and jumping actions with control</li> <li>• Jump for distance and height with an awareness of technique, showing balance and control</li> <li>• Throw a variety of objects, changing action for accuracy and distance</li> <li>• Throw with some accuracy and power towards a target area</li> </ul> | <ul style="list-style-type: none"> <li>• Run at the appropriate speed over longer distances or for longer periods of time with a controlled running technique</li> <li>• Show control at take-off and landing in more complex jumping activities</li> <li>• Link running, jumping and hopping actions with greater control and co-ordination.</li> <li>• Perform a range of more complex jumps showing some technique</li> <li>• Perform jumps for height and distance using good technique</li> <li>• Show accuracy, good technique and power when throwing for distance.</li> </ul> |
| <p><b>As an athlete, we will learn to:</b></p> <p><b>Develop agility, co-ordination,</b></p>   |   | <ul style="list-style-type: none"> <li>• Use co-ordination and perform actions with increased control when co-ordinating their body with and without equipment.</li> <li>• Demonstrates balance and co-ordination when changing direction</li> </ul>   | <ul style="list-style-type: none"> <li>• Demonstrates good balance when performing when performing a range of fundamental skills</li> <li>• Show balance when changing direction at speed in combination with other skills</li> </ul>  | <ul style="list-style-type: none"> <li>• Demonstrates good balance, fluency and control when performing a range of fundamental skills such as travelling, landing stopping, and changing direction</li> </ul>   |

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| <p><b>flexibility, strength, and control in a range of activities</b></p>   |  | <ul style="list-style-type: none"> <li>Shows control and balance when travelling at different speeds</li> <li>Drop and catch a ball after one bounce on the move</li> <li>Dribble a ball with two hands on the move</li> <li></li> </ul>  | <ul style="list-style-type: none"> <li>Can co-ordinate their bodies with increased consistency in a variety of activities</li> <li>Begin to co-ordinate their body at speed in response to a task.</li> </ul>   | <ul style="list-style-type: none"> <li>Demonstrate improved body posture and speed when changing direction</li> <li>Change direction with a fluent action and can transition smoothly between varying speeds</li> <li>Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</li> </ul>   |
| <p><b>As an athlete we will learn to:</b></p> <p><b>Perform a range of movement patterns</b></p>  |  | <ul style="list-style-type: none"> <li>Copy, remember and repeat a series of actions</li> <li>Select from a range of actions in relation to a stimulus</li> <li>Use pathways, levels, shapes, directions, speeds, and timing with guidance</li> <li>Use mirroring and unison when completing actions with a partner</li> <li>Show a character through actions, dynamics, and expression</li> <li>Use counts with help to stay in time with the music.</li> </ul>  | <ul style="list-style-type: none"> <li>Copy, remember and perform making adaptations through set choreography</li> <li>Choreograph short dance phrases that communicate an idea individually, with a partner and in a group</li> <li>Use actions and reactions to represent an idea – considering canon, unison, and formation</li> <li>Match dynamic and expressive qualities to a range of ideas</li> <li>Change dynamics to express changes in character or narrative</li> <li>Use counts to keep in time with a partner and group and when choreographing short phrases.</li> </ul>   | <ul style="list-style-type: none"> <li>Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing</li> <li>Perform dances fluently and confidently using appropriate dynamics to represent an idea</li> <li>Choreograph phrases individually and with others, considering actions, dynamics, space, and relationships in response to a stimulus.</li> <li>Work creatively and imaginatively to create longer dance phrases in relation to a theme – structuring it with consideration of actions, space, relationships, and dynamics</li> <li>Improvise and combine dynamics demonstrating an awareness of the impact on performance</li> <li>Use counts accurately when choreographing to improve timing with the music and the quality of the work</li> </ul>   |
| <p><b>As an athlete we will learn to:</b></p> <p><b>Applying suitable attacking and defending principles and the fundamentals of catching across a range of team/ competitive games</b></p> |  | <ul style="list-style-type: none"> <li>Drop and catch a ball after one bounce on the move</li> <li>Dribble a ball with two hands on the move</li> <li>Move and dribble a ball with different parts of the foot, stopping it when required.</li> <li>Throw and roll towards a target using different techniques with some accuracy</li> <li>Kick towards a stationary target</li> <li>Show balance when kicking towards a target</li> <li>Catch objects passed to them with and without a bounce</li> <li>Move to track a ball and stop it using feet with some limited success</li> <li>Strike a ball using a racquet – when it is stationary and on the move</li> <li>Run, stop and change direction with balance and control</li> </ul> | <ul style="list-style-type: none"> <li>Dribble the ball with one hand with some control in a game situation</li> <li>Link dribbling the ball with other actions with increasing control</li> <li>Dribble a ball with feet with some control in game situations, including changing direction</li> <li>Use a variety of throwing techniques with some success in game situations</li> <li>Kick towards a partner/teammate with increasing success in game situations</li> <li>Catch a ball passed to them using one and two hands with increasing success</li> <li>Receive a ball sent to them using different parts of the foot when under pressure</li> <li>Strike a ball with varying techniques with increasing accuracy</li> <li>Change direction with increasing speed to lose an opponent</li> <li>Create and use space with some success in game situations</li> </ul> | <ul style="list-style-type: none"> <li>Use dribbling to change the direction of play with control under pressure</li> <li>Dribble using a variety of techniques with some control when under increasing pressure</li> <li>Use a variety of throwing techniques with some control under increasing pressure</li> <li>Use fake passes to outwit an opponent</li> <li>Select and apply the appropriate kicking technique with control under increasing pressure</li> <li>Catch and intercept a ball using one and two hands with increasing success in game situations</li> <li>Receive a ball with consideration of the next move</li> <li>Strike a ball using a wider range of skills to outwit an opponent and apply them with increasing control under pressure</li> <li>Confidently change direction to successfully outwit an opponent</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>• Recognise and move into space in relation to others to help score goals or limit others scoring</li> <li>• Use simple tactics – sometimes with guidance</li> </ul>  | <ul style="list-style-type: none"> <li>• Use simple tactics to help their team score or gain possession</li> </ul>  | <ul style="list-style-type: none"> <li>• Effectively create and use space for self and others to outwit an opponent</li> <li>• Understand the need for tactics and work collaboratively to create tactics within a team.</li> <li>• Evaluate the success of tactics used within a game.</li> </ul>   |
| <p><b>As an athlete we will learn to:</b></p> <p><b>Take part in outdoor and adventurous activity challenges both individually and within a team</b></p> |  | <ul style="list-style-type: none"> <li>• Follow instructions accurately</li> <li>• Work co-operatively with a partner and a small group taking turns and listening to each other</li> <li>• Understand the rules of the game and suggest ideas to solve simple tasks</li> <li>• Try different ideas to solve a task</li> <li>• Copy, follow and create simple maps/diagrams</li> <li>• Identify own and others' success</li> <li>• Understand when a challenge is solved successfully and begin to suggest ways to improve.</li> </ul> | <ul style="list-style-type: none"> <li>• Accurately follow instructions given from a peer and give clear and usable instructions to a peer.</li> <li>• Work collaboratively with a partner and a small group, listening to and accepting others' ideas.</li> <li>• Confidently communicate ideas and listen to others before deciding on the best approach.</li> <li>• Plan and apply strategies to solve problems</li> <li>• Orientate and follow a diagram/map</li> <li>• Identify key symbols on a map and use a key to help navigate around a grid.</li> <li>• Reflect on when and why challenges are solved successfully and use others' success to help them improve.</li> <li>• Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.</li> </ul> | <ul style="list-style-type: none"> <li>• Use clear and effective communication when working in a group and taking on different roles, even when under pressure.</li> <li>• Begin to lead others with confidence, providing clear instructions and showing consideration of all within a group.</li> <li>• Use critical thinking skills with others to form ideas and strategies, selecting and applying the best method to solve more complex problems.</li> <li>• Orientate a map confidently and efficiently, identifying key features to navigate around a course.</li> <li>• Explain why a particular strategy worked and alter methods to improve.</li> <li>• Accurately reflect on when challenges have been solved successfully and suggest well thought out improvements.</li> </ul> |
| <p><b>Swim competently, confidently, proficiently, and safely using a range of strokes</b></p>   |  |  | <ul style="list-style-type: none"> <li>• Confidently and consistently retrieve an object from the floor with the same breath</li> <li>• Begin to co-ordinate a smooth and consistent breathing technique with a range of strokes</li> <li>• Confidently a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes</li> <li>• Float on front and back using different shapes with increased control</li> <li>• Comfortably demonstrate sculling headfirst, feet first and treading water.</li> </ul>  | <ul style="list-style-type: none"> <li>• Confidently combine skills to retrieve an object from greater depth</li> <li>• Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes</li> <li>• Confidently demonstrate good technique in a wider range of strokes over increased distances</li> <li>• Combine gliding and transitioning into an appropriate stroke with good control</li> <li>• Confidently link a variety of floating actions together demonstrating good technique and control</li> <li>• Select and apply the appropriate survival technique to the situation.</li> </ul>   |
| <p><b>Develop the social, emotional, and thinking skills to improve performance</b></p>  |  | <ul style="list-style-type: none"> <li>• Encourage others to keep trying</li> <li>• Talk to a partner about their ideas and take turns to listen to each other</li> <li>• Work with a partner and small group to play games and solve challenges</li> <li>• Show determination to continue working over a longer period</li> <li>• Show determination to complete the challenges and tasks set</li> </ul>  | <ul style="list-style-type: none"> <li>• Encourage and motivate others to work to their personal best</li> <li>• Work with others to achieve a shared goal</li> <li>• Work with others to self- manage games</li> <li>• Persevere when finding a challenge difficult</li> <li>• Understand what their best looks like and work hard to achieve it</li> </ul>  | <ul style="list-style-type: none"> <li>• Share ideas with others and work together to decide on the best approach to a task</li> <li>• Lead others and show consideration of all within a group</li> <li>• Communicate with others effectively</li> <li>• Understand what maximum effort feels like and show determination to achieve it</li> </ul>  |

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|  |  | <ul style="list-style-type: none"> <li>• Explore skills independently before asking for help</li> <li>• Be confident to share ideas, contribute to class discussion and perform in front of others</li> <li>• Make decisions when presented with a simple challenge e.g. move to an open space towards goal</li> <li>• Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus</li> <li>• Provide feedback beginning to use key words from the lesson</li> </ul> | <ul style="list-style-type: none"> <li>• Begin to use rules showing awareness of fairness and honesty</li> <li>• Pupils make quicker decisions when selecting and applying skills to a situation e.g. who to pass to and where to move.</li> <li>• Select and apply from a wider range of skills and actions in response to a task</li> <li>• Provide feedback using key terminology.</li> </ul> | <ul style="list-style-type: none"> <li>• Use different strategies to persevere to achieve personal best</li> <li>• Compete within the rules showing fair play and honesty when playing independently</li> <li>• Show confidence to attempt tasks and challenges outside of their comfort zone</li> <li>• Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement</li> <li>• Recognise and explain their thought process when playing games or completing tasks e.g. I moved here because my teammate was over there</li> <li>• Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve</li> <li>• Select and apply appropriate skills for the situation when under pressure.</li> </ul> |
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