



Hollinswood Primary School and
Nursery

PE Knowledge and Skills Progression
Grid

2020-2021

What is PE?

Physical education (PE) is an educational process that uses physical activity to help pupils acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being.

Team Games

Nursery	<ul style="list-style-type: none"> • Experiments with different ways of moving. • They move confidently in a range of ways, safely negotiating space.
Reception	<ul style="list-style-type: none"> • Children show good control and co-ordination in large and small movements, including a sequence of movements. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles, including sideways and backwards. • Describe how the body feels when still and when exercising. • Hit a ball with a bat or racquet. • Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands. • Move a ball in different ways, including bouncing and kicking an object at a target. Use equipment to control a ball. • Follow simple rules and participate in simple games. • Talk about what they and peers have done.
KS1	<ul style="list-style-type: none"> • Describe how the body feels before, during and after exercise. • Carry and place equipment safely. • Use hitting skills in a game. Practice basic striking, sending and receiving. • Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practice accurate throwing and consistent catching. • Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. • Pass the ball to another player in a game. Use kicking skills in a game. • Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game. • Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender. • Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games. • Watch and describe performances. Begin to say how they could improve.
Lower KS2	<ul style="list-style-type: none"> • Recognise and describe the effects of exercise on the body and why exercise is good for your health. Know the importance of strength and flexibility for physical activity. Explain why it is important to warmup and cool-down. • Demonstrate successful hitting and striking skills with increased accuracy. Build a rally with a partner. Develop a range of skills in striking (and fielding where appropriate) and use at least two different types of shots in a game situation. Strike a ball for distance. • Throw and catch with greater control and accuracy and use it in a game. Perform a range of catching/gathering skills with control. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl. • Move with a ball in a variety of ways with some control and fluency. Use two different ways of moving with a ball in a game. • Pass the ball with increasing speed, accuracy and success in a game situation. • Know how to keep and win back possession of the ball in a team game and occasionally contribute towards it. • Make the best use of space to pass and receive the ball. • Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.

	<ul style="list-style-type: none"> • Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly. Vary tactics they use in a game. • Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.
Upper KS2	<ul style="list-style-type: none"> • Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Know ways they can become healthier. • Explore when different shots are best used. Develop a backhand technique and use it in a game. Practice techniques for all strokes. Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game. • Throw and catch accurately and successfully under pressure in a game. • Show confidence in using ball skills in various ways in a game situation, and link these together effectively. • Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. • Keep and win back possession of the ball effectively and in a variety of ways in a team game. • Demonstrate a good awareness of space. • Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring. • Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game. • Take part in competitive games with a strong understanding of tactics and composition. • Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Gymnastics/Dance

Nursery	<ul style="list-style-type: none"> • Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
Reception	<ul style="list-style-type: none"> • Create a short sequence of movements. • Roll in different ways with control (Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll) • Travel and stretch in different ways. (e.g. Bunny hops, tiptoe, step, jump and hop) • Jump in a range of ways from one space to another with control (Straight jump, Tuck jump, Jumping Jack & Half turn jump.) • Begin to balance with control (standing balances) • Move around, under, over, and through different objects and equipment.
Year 1	<ul style="list-style-type: none"> • Create and perform a movement sequence. • Copy actions and movement sequences with a beginning, middle and end by linking at least two actions to make a sequence. • Recognise and copy contrasting actions (small/tall, narrow/wide). • Travel in different ways, changing direction and speed (Tiptoe, step, jump and hop, Hopscotch, Skipping & Galloping) • Hold still shapes and simple balances (Standing balances, Kneeling balances, Pike, tuck, star, straight & straddle shapes) • Carry out simple stretches. • Carry out a range of simple jumps, landing safely. (Straight jump, Tuck jump, Jumping jack, Half turn jump & Cat spring)

	<ul style="list-style-type: none"> • Begin to move with control and care. • Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.
Year 2	<ul style="list-style-type: none"> • Copy, explore and remember actions and movements to create their own sequence. • Link actions to make a sequence (Tiptoe, step, jump and hop, Hopscotch, Skipping, Galloping & Straight jump half-turn) • Travel in a variety of ways, including rolling (Log roll (controlled), Curled side roll (egg roll), Teddy bear roll, Rocking for forward roll & Crouched forward roll) • Hold a still shape whilst balancing on different points of the body (Standing, kneeling & large body part balances, Kneeling balances. Balances on apparatus and with a partner. Pike, tuck, star, straight, straddle shapes & Front and back support) • Jump in a variety of ways and land with increasing control and balance. (Straight jump, Tuck jump, Jumping jack, Half turn jump, Cat spring & Cat spring to straddle) • Climb onto and jump off the equipment safely (Hurdle step onto springboard, Straight jump off springboard & Tuck jump off springboard) • Move with increasing control and care (Bunny hop, Front support wheelbarrow with partner & T-lever Scissor kick) • Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.
Year 3	<ul style="list-style-type: none"> • Choose ideas to compose a movement sequence independently and with others. • Link combinations of actions with increasing confidence, including changes of direction, speed or level (Tiptoe, step, jump and hop, Hopscotch Skipping & Chassis steps) • Develop the quality of their actions, shapes and balances (Large and small body part balances, including standing and kneeling balances. Balances on apparatus, Matching and contrasting partner balances, Pike, tuck, star, straight, straddle shapes & Front and back support) • Move with coordination, control and care. • Use turns & rolls whilst travelling in a variety of ways (Crouched forward roll, Forward roll from standing & Tucked backward roll. • Use a range of jumps in their sequences (Straight jump, Tuck jump, Jumping jack, Star jump, Straddle jump, Pike jump, Straight jump half-turn & Cat leap) • Begin to use equipment to vault (Hurdle step onto springboard, Squat on vault, Star, Tuck, Straddle & Pike jump off vault) • Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements (Handstand, Lunge into handstand & Cartwheels) • Develop the quality of the actions in their performances. Compete against self and others in a controlled manner.
Year 4	<ul style="list-style-type: none"> • Create a sequence of actions that fit a theme. • Use an increasing range of actions, directions and levels in their sequences. • Move with clarity, fluency and expression. • Show changes of direction, speed and level during a performance. • Travel in different ways, including using flight (Straddle jump) • Improve the placement and alignment of body parts in balances (Balances with and against partner) • Use equipment to vault in a variety of ways (Straddle onto vault) • Carry out balances, recognising the position of their centre of gravity and how this affects the balance (Up to 4-point balances) • Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.

	<ul style="list-style-type: none"> • Perform and apply skills & techniques with control and accuracy.
Year 5	<ul style="list-style-type: none"> • Select ideas to compose specific sequences of movements, shapes and balances. • Adapt their sequences to fit new criteria or suggestions. • Perform jumps, shapes and balances fluently and with control (Stag jump) • Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. • Confidently use equipment to vault in a variety of ways (Squat through vault) • Apply skills and techniques consistently (Lunge into round-off) • Develop strength, technique and flexibility throughout performances. • Combine equipment with movement to create sequences. • Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.
Year 6	<ul style="list-style-type: none"> • Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. • Demonstrate precise and controlled placement of body parts in their actions, shapes and balances (Counterbalances and group formations) • Confidently use equipment to vault and incorporate this into sequences. • Apply skills and techniques consistently, showing precision and control. • Develop strength, technique and flexibility throughout performances. • Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. • Perform and apply a variety of skills and techniques confidently, consistently and with precision. • Begin to record their peers' performances and evaluate these.

Athletics

Reception	<ul style="list-style-type: none"> • Run in different ways for a variety of purposes. • Jump in a range of ways, landing safely. • Roll equipment in different ways. Throw underarm. Throw an object at a target. • Control their body when performing a sequence of movements Participate in simple games. • Talk about what they have done. Talk about what others have done.
Year 1	<ul style="list-style-type: none"> • Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting. • Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high and as far as possible whilst landing safely and with control. Work with a partner to develop the control of their jumps.

	<ul style="list-style-type: none"> • Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power. • Begin to perform learnt skills with some control. Engage in competitive activities and team games. • Watch and describe performances. Begin to say how they could improve.
Year 2	<ul style="list-style-type: none"> • Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances. • Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action. • Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance. • Perform learnt skills with increasing control. Compete against self and others. • Watch and describe performances and use what they see to improve their own performance. Talk about the differences between their work and that of others.
Year 3	<ul style="list-style-type: none"> • Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on the trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run. • Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control. • Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance. • Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. • Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.
Year 4	<ul style="list-style-type: none"> • Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly. • Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped. • Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance. • Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities. • Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.
Year 5	<ul style="list-style-type: none"> • Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practice and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners.

	<ul style="list-style-type: none"> • Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques. • Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance. • Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. • Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques and the effect they have had on their performance.
Year 6	<ul style="list-style-type: none"> • Recap, practice and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run. • Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy. • Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy. • Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition. • Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.