



BEECHFIELD SCHOOL

PE Skills and Knowledge Progression

Throughout their time at Beechfield School, we aim for our children to be engaged, inspired and challenged by the PE curriculum. This document should ensure children gain a range of knowledge and skills.

EYFS		
Knowledge	Skills	Vocabulary
<p>Nursery</p> <p>Can say how they feel when doing exercise.</p> <p>Can talk about the movements that they have performed.</p>	<ul style="list-style-type: none"> • Moves freely with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks down stairs, two feet to each step while carrying a small object. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. 	<p>Exercise</p> <p>PE</p> <p>Dressed/Undressed</p> <p>Shorts</p> <p>t-shirt</p> <p>trainers</p> <p>catch/throw</p> <p>shuffle/roll/walk/run/jump/skip</p>
<p>Reception</p> <p>Can describe how their body feels before, during and after an activity.</p> <p>Knows the importance of good health and physical exercise (ELG)</p> <p>Shows good control and coordination in larger movements (ELG)</p> <p>Can describe themselves in positive terms and talk about their abilities (ELG)</p>	<ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over and object in pushing, patting, throwing, catching or kicking it. 	<p>Racing</p> <p>Chasing</p> <p>Speed</p> <p>Direction</p> <p>Under</p> <p>Over</p> <p>Through</p> <p>Balancing</p> <p>Pushing/patting/throwing/catching</p>
Assessment – RAG rate and note particular children - +		



BEECHFIELD SCHOOL

PE Skills and Knowledge Progression

Key Stage 1

Year 1		
Knowledge	Skills	Vocabulary
<p>Pupils are beginning to know what balance and coordination is during different sports and why it is needed.</p> <p>Pupils are beginning to know how to work individually and with others.</p> <p>Pupils are beginning to know, and participate in, some simple team games.</p> <p>Pupils are beginning to know how movements could be improved</p>	<p>ABC: (Agility, balance and coordination techniques and games)</p> <ul style="list-style-type: none"> • Demonstrates the fundamental movement skills (running, jumping, throwing, catching) and begin to apply them in a range of activities. <p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> • Performs dance movements and simple routines using simple movement patterns, e.g. basic movements relating to feelings. • Shows a clear starting and finishing position. • Respond to a range of music showing different emotions <p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> • Performs using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. <p style="text-align: center;">Attacking/Defending: Hockey/Football</p> <ul style="list-style-type: none"> • Develop some dribbling and shooting skills using a hockey stick. • Know some tactics for attacking • Develop kicking and striking skills in other games. • Begin to perform learnt skills with some control. • Engage in competitive activities and team games. <p style="text-align: center;">Athletics</p> <ul style="list-style-type: none"> • Vary pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. • Jog in a straight line and be able to change direction. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting. 	<p>Build on vocabulary in EYFS</p> <p>Balance</p> <p>Running</p> <p>Jumping</p> <p>Throwing</p> <p>Catching</p> <p>Performing</p> <p>Movements</p> <p>Routines/sequence</p> <p>Dribbling</p> <p>Shooting</p> <p>Striking</p> <p>Competition</p> <p>Jog</p> <p>Sprint</p> <p>direction</p>
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BEECHFIELD SCHOOL

PE Skills and Knowledge Progression

Key Stage 1

Year 2		
Knowledge	Skills	Vocabulary
<p>Understand what agility/balance and coordination is, and that it is used during different sports.</p> <p>Participate in team games and know some simple tactics for attacking and defending.</p> <p>Know how to perform a dances with simple movement patterns</p> <p>To develop evaluation skills: Think about themselves, learn from their experiences and recognise what they are good at</p>	<p>ABC: Agility, balance and coordination techniques and games.</p> <ul style="list-style-type: none"> • Demonstrates fundamental movement skills and develop them to a higher standard during a range of activities. <p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> • Evaluate and improve a dance performance. • Use a range of vocabulary to describe moods and how dances make them feel. • Remember and repeat simple dance phrases. • Perform dances using simple movement patterns. <p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> • Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. <p style="text-align: center;">Attacking/Defending hockey/football</p> <ul style="list-style-type: none"> • Develop some dribbling and shooting skills using a hockey stick. • Know some tactics for attacking. • Develop kicking and striking skills. • Follow rules in games and play games in positions. <p style="text-align: center;">Athletics</p> <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 learnt skills with increasing control. • Compete against self and others 	<p>Agility</p> <p>Co ordination</p> <p>Evaluate</p> <p>Moods/feelings</p> <p>Repeat</p> <p>phrases</p> <p>sequence</p> <p>control</p> <p>tactics</p> <p>attacking</p> <p>defending</p> <p>position</p> <p>pace</p> <p>stride</p> <p>speed</p> <p>distance</p>
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BEECHFIELD SCHOOL

PE Skills and Knowledge Progression

Lower Key Stage 2		Year 3
Knowledge/Theme	Skills	Vocabulary
<p>Be able to demonstrate a wider range of sporting activities using different actions and movements</p> <p>To know the importance of warming up and cooling down</p> <p>To know how to exercise safely, and describe how their bodies feel during different activities.</p> <p>To start to know how to evaluate and recognise successes and areas for improvement</p> <p>To know the rules for some invasion games and to know how strength, stamina and speed can be improved by playing invasion games. To know the need for defence as well as attack</p> <p>To know the importance of communication skills and learn to compete with one another. Cooperates and listens to others.</p> <p>Describes why physical activity is good for health</p>	<p>Gymnastics(copy, remember, repeat and explore skills)</p> <ul style="list-style-type: none"> Perform simple actions with control and coordination. Begin to show some understanding of basic compositional ideas. Vary skills, actions and ideas and link these in ways that suit the activities. Talk about differences between their own and others' performance and suggest improvements. <p>Invasion games: Handball</p> <ul style="list-style-type: none"> Lead partners through simple warm up routines. Play games with some fluency and accuracy using a range of techniques. Use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to 'score'. Find ways of attacking successfully when using other skills. Watch and describe others performances and suggest practices that will improve them. Moving with and without the ball. <p>Dance</p> <ul style="list-style-type: none"> Create dance phrases that communicate ideas. Share and create dance phrases with a partner or in a small group. Freely translate ideas into movement. Use dynamic, rhythmic and expressive qualities clearly and with control. Recognise and talk about the movements involved in dance. Repeat, remember and perform phrases in a dance. Suggest improvements to personal and co-operative dance. <p>Net/court games Basketball</p> <ul style="list-style-type: none"> Keep up a continuous game, using a range of throwing/catching skills. Choose and use a range of simple tactics for sending the ball to make it difficult for an opponent. Choose and use a range of simple tactics to defend the court. Make up net games, and understand the point of the game. Adopt and refine rules – keep to the rules fairly. <p>Striking/fielding Rounders</p> <ul style="list-style-type: none"> Use a range of skills e.g. throwing, striking etc. with some control and accuracy. Choose and vary tactics to suit the situation in a game and carry these out successfully. Set up small games. Know rules and use them fairly to keep games going. Explain how to get ready to play games and carry out warm-ups with care and an awareness of the body. <p>Athletics</p> <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. Understand the importance of adjusting running pace to suit the distance being run. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. <p>Swimming</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke. Perform safe self-rescue in different water-based situations. 	<p>Safety warm up</p> <p>Repeat</p> <p>Linking</p> <p>Composition</p> <p>Improvements</p> <p>Technique</p> <p>Skills</p> <p>Possession</p> <p>Defence and attack</p> <p>Strength</p> <p>Stamina</p> <p>Speed</p> <p>Patterns</p> <p>Communicate</p> <p>Phrases</p> <p>Dynamic</p> <p>Rhythmic</p> <p>Person</p> <p>Co operative</p> <p>Opponent</p> <p>Adopt Refine</p> <p>Fair play</p> <p>Technique</p> <p>Swimming strokes</p>
Assessment – RAG rate and note particular children - +		



BEECHFIELD SCHOOL

PE Skills and Knowledge Progression

Lower Key Stage 2		Year 4
Knowledge/Theme	Skills	Vocabulary
<p>Know reasons why warming up before an activity is important, and why physical activity is good for their health.</p> <p>Learning to evaluate and recognise successes and areas for improvement</p> <p>Cooperates and listens to others.</p> <p>Applies rules to activities and know the rules of the games</p> <p>Understand how strength, stamina and speed can be improved by playing invasion games</p> <p>Understand the need for defence as well as attack</p>	<p>Be able to demonstrate a wider range of sporting activities using different actions and movements by themselves and with others.</p> <p>Gymnastics/Dance</p> <ul style="list-style-type: none"> Select and use skills, action and ideas appropriately, applying them with coordination and control. Composition - starting to vary how they respond. Performs dances using a range of movement patterns. They can see how their work is similar to and different from others' work, and use this understanding to improve their own performance. <p>Invasion games - Benchball</p> <ul style="list-style-type: none"> Lead partners through simple warm up routines. Play games with some fluency and accuracy using a range of techniques. Find ways of attacking successfully when using other skills. Use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to 'score'. Watch and describe others performances and suggest practices that will improve them. <p>Net/court games Netball</p> <ul style="list-style-type: none"> Keep up a continuous game, using a range of throwing/catching skills. Perform basic netball skills such as passing and catching. Use space effectively to build attacking play. Implement the basic rules of netball. Talk about good performance and recognise aspects to be improved. <p>Striking/fielding Cricket</p> <ul style="list-style-type: none"> To use a range of skills e.g. throwing, striking etc. with some control and accuracy. Suggest what needs practising. Choose and vary tactics to suit the situation in a game. Carry these out successful. Explain how to get ready to play games and set up small games. Know rules and use them fairly to keep games going. Carry out warm-ups with care and an awareness of the body. <p>Athletics</p> <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. Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities. Consistently perform and apply skills and techniques with accuracy and control. 	<p>Co-ordination and control</p> <p>Fluency</p> <p>Accuracy</p> <p>Stamina</p> <p>Use of space</p> <p>tactics</p> <p>striking</p> <p>baton</p> <p>relay</p> <p>sprint finish</p>
Assessment – RAG rate and note particular children - +		



BEECHFIELD SCHOOL

PE Skills and Knowledge Progression

Upper Key Stage 2		Year 5	
Knowledge/Theme	Skills	Vocabulary	
<p>Describes why physical activity is good for health and why it is valuable and explain and apply basic safety principles in preparing for exercise</p> <p>Cooperates and listens to others. Identifies characteristics of effective teamwork.</p> <p>Applies rules to activities</p> <p>Learn to evaluate and recognise successes and areas for improvement</p>	<p>Be able to demonstrate a wider range of sporting activities using different actions and movements. Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. Works alone, in pairs, groups and as a member of a team</p> <p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> • Link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency. • Compare and comment on skills, techniques, and ideas used in their own and others' work, and use this understanding to improve their performance. <p style="text-align: center;">Invasion games Hockey</p> <ul style="list-style-type: none"> • Know and carry out warm up activities that use exercises useful for invasion games • Pass, dribble and shoot with control in games • Identify and use tactics to help the team keep the ball and advance it • Mark opponents and help each other in defence • Pick out parts of performance that could be improved, and suggest ideas and practices to make them better <p style="text-align: center;">Swimming</p> <ul style="list-style-type: none"> • Develop strokes and floating ability. • Swim confidently over a distance of 25metres. • Practise health and safety around the pool. <p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> • Organise personal warm up and cool down exercises. Show understanding of safe exercising. • Compose motifs and plan dances creatively and collaboratively in groups. • Adapt and refine the way weight, space and rhythm are used. • Perform different styles of dance clearly and fluently using range of movements • Recognise and comments on dances showing an understanding of style and suggest ways work can be improved. <p style="text-align: center;">Striking/fielding Rounders</p> <ul style="list-style-type: none"> • Recognise the activities and exercises that need including in a warm up • To strike a bowled ball • Use a range of fielding skills, with growing control and consistency • Work collaboratively in pairs, group activities and small sided games • Use and apply basic rules consistently and fairly • Understand and implement a range of tactics in games <p style="text-align: center;">Athletics</p> <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 practise 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. 	<p>Consolidate Year 3 and 4 vocabulary</p> <p>Characteristics</p> <p>Effective team work</p> <p>Precision</p> <p>Technique</p> <p>Refine</p> <p>Motif</p>	
Assessment – RAG rate and note particular children - +			



BEECHFIELD SCHOOL

PE Skills and Knowledge Progression

Upper Key Stage 2 Year 6

Knowledge/Theme	Skills	Vocabulary
<p>Describes why regular, safe, physical activity is good for health</p> <p>Explain how the body reacts during different types of exercise,</p> <p>Knows how to warm up and cool down in ways that suit the activity.</p> <p>Identifies characteristics of effective teamwork, importance of co-operating and listening to others. Works alone, in pairs, groups and as a member of a team</p> <p>Applies rules to activities</p> <p>Able to suggest ways to improve a performance.</p>	<p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> • Select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency. Modify and refine skills and techniques to improve their performance. • Analyse and comment on skills and techniques and how these are applied in their own and others' work. <p style="text-align: center;">Invasion games – Football</p> <ul style="list-style-type: none"> • Plan practices and warm ups Recognise Use different techniques for passing, controlling, dribbling and shooting the ball in games • Know what position to play in and how to contribute when attacking and defending • Use marking, tackling and/or interception to improve defence • Apply basic principles of team play to keep possession of the ball play effectively as part of a team • Suggest ideas that will improve performances and recognise personal strengths and weaknesses and those in others <p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> • Warm up and cool down independently • Work creatively and imaginatively in pairs/groups • Perform sensitively and expressively with fluency and control • Evaluate using appropriate criteria independently and with others • Talk about dance using appropriate terminology <p style="text-align: center;">Net/court games Tennis</p> <ul style="list-style-type: none"> • Identify appropriate exercises and activities for warming up and how the games make the body work Use forehand, backhand and overhead shots increasingly well in the games played. Volley well • Use the skills they prefer with competence and consistency • Understand the need for tactics. Start to choose and use tactics effectively • Play co-operatively with a partner • Apply rules fairly and consistently • Pick out good aspects of performance and suggest ideas for improvement <p style="text-align: center;">Striking/fielding - Cricket</p> <ul style="list-style-type: none"> • Strike a bowled ball Use a range of fielding skills, with growing control and consistency • Work collaboratively in pairs, group activities and small sided games • Use and apply basic rules consistently and fairly • Understand and implement a range of tactics in games • Recognise the activities and exercises that are needed including in a warm up • Identify personal strengths and suggest practices to aid improvement <p style="text-align: center;">Athletics</p> <ul style="list-style-type: none"> • Recap, practise 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. • 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 	<p>Consolidate understanding of all vocabulary</p> <p>competence</p> <p>consistency</p>
Assessment – RAG rate and note particular children - +		