

Winchelsea P.E. Progression of Knowledge

| FUNdamental Movement skills | | | | | | |
|--|--|---|---|--|--|---|
| Curriculum Aims | To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | | | | | |
| EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Run and stop with some control. Explore skipping as a travelling action. Jump and hop with bent knees. Throwing larger balls and beanbags into space. Balance whilst stationary and on the move. Change direction at a slow pace. Explore moving different body parts together | I can attempt to run at different speeds, showing an awareness of technique. I am beginning to link running and jumping movements with some control. I can jump, leap and hop and choose which allows the furthest jump. I can throw towards a target. I am beginning to show some control and balance when travelling at different speeds and changing direction. I can use co-ordination with and without equipment | I am able to show balance, control and co-ordination when running at speed I can link running and jumping movements as well as hopping and running with some control and balance. I can change technique to throw for distance. I demonstrate balance and co-ordination when changing direction. I perform actions with increased control when co-ordinating my body with/ without equipment. | Show balance ,control, coordination and technique when running and stopping at different speeds Link running, hopping and jumping actions using different take offs and landing. Jump for distance and height with an awareness of technique. Throw a variety of objects, changing action for accuracy and distance. Demonstrate balance when performing other fundamental skills. Show balance when changing direction in combination with other skills. Can co-ordinate their bodies with increased consistency in a variety of activities. | Demonstrate how and when to speed up and slow down when running. Link hopping and jumping actions with control, Jump for distance and height showing balance and control. Throw with some accuracy and power towards a target area. Demonstrate good balance when performing other fundamental skills. Show balance when changing direction at speed in combination with other skills. Begin to co-ordinate their body at speed. | Run at the appropriate speed over longer distances or for longer periods of time. Show control at take off and landing in more complex jumping activities. Perform a range of more complex jumps showing some technique. Show accuracy and power when throwing for distance Demonstrate good balance and control when performing other fundamental skills Demonstrate improved body posture and speed when changing direction Can co-ordinate a range of body parts at increased speed | Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time Link running, jumping and hopping actions with greater control and co-ordination. Perform jumps for height and distance Show accuracy and good technique when throwing for distance. Show fluency and control when travelling, landing, stopping and changing direction. Change direction with a fluent action and can transition smoothly between varying speeds. Can co-ordinate a range of body parts with a fluent action appropriate to the challenge |
| Dance and Swimming Content | | | | | | |
| Curriculum Aims | To perform dances using a range of movement patterns To swim competently, confidently and proficiently over a distance of at least 25 metres | | | | | |
| EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Copy basic body actions and rhythms. Choose and use travelling actions, shapes and balances. Travel in different pathways using the space around them | I can copy, choose, remember and repeat actions. I am able to use changes of direction, speed and levels with guidance. | I can copy, remember and repeat a series of actions. I can select from a wider range of actions in relation to a stimulus. I am beginning to use pathways, levels, | Copy, create, remember and perform a dance phrase.and communicate an idea. Use canon, unison and formation to represent an idea. | Copy, remember and adapt set choreography. Choreograph considering structure individually, with a partner and in a group. Use action and reaction to represent an idea. | Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing. Choreograph phrases individually and with others considering | Perform dances confidently and fluently with accuracy and good timing. Work creatively and imaginatively individually, with a partner and in a group to |

| | | | | | | |
|---|--|--|---|--|--|---|
| <p>Begin to use dynamics and expression with guidance. Begin to count to music.</p> | <p>I can show some sense of dynamic and expressive qualities. I can begin to use counts.</p> | <p>shapes, directions, speeds and timing with guidance. I am beginning to use mirroring and unison when completing actions with a partner. I can use counts with help to stay in time.</p> | <p>Match dynamic and expressive qualities to a range of ideas. Use counts to keep in time with a partner and group. Swimming: Submerge and regain feet in the water. Use arms and legs together to move effectively across a short distance in the water. Glide on front and back over short distances. Float on front and back for short periods of time. Confidently and consistently retrieve an object from the floor with the same breath. Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.</p> | <p>Change dynamics to express changes in character or narrative. Use counts when choreographing short phrases. Swimming: Demonstrate a level of technique, co-ordinating body parts in a range of strokes. Combine gliding and floating on front and back over an increased distance. Float on front and back using different shapes with increased control. Comfortably demonstrate sculling head first, feet first and treading water</p> | <p>actions, dynamics, space and relationships in response to a stimulus. Confidently perform choosing appropriate dynamics to represent an idea. Use counts accurately when choreographing to perform in time with others and the music. Swimming: Confidently and consistently retrieve an object from the floor with the same breath. Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes. Float on front and back using different shapes with increased control. Confidently demonstrate good technique in a wider range of strokes over increased distances. Confidently link a variety of floating actions together demonstrating good technique and control.</p> | <p>choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme. Improvise and combine dynamics demonstrating an awareness of performance. Use counts when choreographing and performing to improve the quality of work. Swimming Begin to co-ordinate breath in time with basic strokes showing some consistency in timing. Confidently combine skills to retrieve an object from greater depth Co-ordinate a smooth and consistent breathing technique with a range of strokes. Combine gliding and transitioning into an appropriate stroke with good control. Select and apply the appropriate survival technique to the situation.</p> |
|---|--|--|---|--|--|---|

Games Content

| | | | | | | |
|--|---|--|---|---|--|---|
| <p>Curriculum Aims</p> | <p>To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> | | | | | |
| <p>EYFS Drop and catch with two hands Move a ball with feet. Throw and roll a variety of beanbags and larger balls to space.</p> | <p>Y1 I can drop and catch a ball after one bounce on the move. I am beginning to move a ball using different parts of the foot.</p> | <p>Y2 I can dribble a ball with two hands on the move. I can dribble and track a ball with my foot with some success, stopping it when required.</p> | <p>Y3 Dribble a ball with one hand or feet with some control in game situations. Use a variety of throwing techniques in game situations.</p> | <p>Y4 Link dribbling the ball with other actions with increasing control Inc. changing directions Use a variety of throwing techniques with increasing success.</p> | <p>Y5 Use dribbling to change the direction of play with some control under pressure. Use a variety of throwing techniques with some</p> | <p>Y6 Use dribbling to change the direction of play with control under pressure. Use a variety of dribbling techniques to maintain possession under pressure.</p> |

| | | | | | | |
|--|--|---|---|---|---|---|
| <p>Kick larger balls to space. Stop a beanbag or large ball sent to them using hands Attempt to stop a large ball sent to them using feet. Hit a ball with hands. Run and stop when instructed. Move around showing limited awareness of others. Make simple decisions in response to a situation.</p> | <p>I can kick, throw and roll towards a target with some varying techniques. I can catch a beanbag and a medium-sized ball. I can attempt to track balls and other equipment sent to me. I can strike a stationary ball using a racket. I am beginning to run, stop and change direction with some balance and control. I am becoming aware of space in relation to others. I am beginning to use simple tactics with guidance</p> | <p>I am able to throw and roll towards a target using varying techniques I show balance when kicking towards a target. I can catch an object passed to me, with and without a bounce. I can strike a ball using a racket or bat I can run, stop and change direction with balance and control. I can move to space to help score goals or limit others scoring by using simple tactics</p> | <p>Kick towards a partner in game situations. Catch a ball passed to them using one and two hands with some success. Receive a ball using different parts of the foot. Strike a ball with varying techniques. Change direction with increasing speed in game situations. Use space with some success in game situations. Use simple tactics individually and within a team. I can strike a moving object with a bat.</p> | <p>Kick with increasing success in game situations. Catch a ball passed to them using one and two hands with increasing success. Receive and strike a ball using different parts of the foot under pressure and with accuracy Change direction and use space to lose an opponent with some success. Use simple tactics to help their team score or gain possession. I can strike a moving object with a bat.</p> | <p>control under increasing pressure. Use a variety of kicking techniques with some control under increasing pressure. Catch and intercept a ball using one and two hands with some success in game situations. Receive a ball using different parts of the foot Strike a ball using a wider range of skills. Apply these with some success under pressure. Use a variety of techniques to change direction to lose an opponent. Create and use space for self and others Understand the need for tactics and can identify when to use them in different situations</p> | <p>Use a variety of throwing techniques including fake passes to outwit an opponent Select and apply the appropriate kicking technique with control. Catch and intercept a ball using one and two hands with increasing success in game situations. Receive a ball with consideration to the next move. Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure. Confidently change direction to successfully outwit an opponent. Effectively create and use space for self and others to outwit an opponent. Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p> |
|--|--|---|---|---|---|---|

Body Management skills

| Curriculum Aims | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---|--|--|---|--|--|---|
| <p>EYFS Create shapes showing a basic level of stillness using different parts of their bodies. Begin to take weight on different body parts. Show shapes and actions that stretch their bodies. Copy and link simple actions together.</p> | <p>I can perform balances, making my body tense, stretched and curled. I can take body weight on hands for short periods of time. I am beginning to demonstrate poses and movements that challenge my flexibility. I am beginning to remember, repeat and</p> | <p>I perform balances on different body parts with some control and balance. I am able to take body weight on different body parts, with and without apparatus. I am showing increased awareness of extension and flexibility in actions. I can copy, remember, repeat and plan linking</p> | <p>Complete balances with increasing stability, control and technique. Demonstrate some strength and control when taking weight on different body parts for longer periods of time. Demonstrate increased flexibility and extension in their actions. Choose actions that flow well into one another</p> | <p>Use body tension to perform balances both individually and with a partner. Demonstrate increasing strength, control and technique when taking own and others weight. Demonstrate increased flexibility and extension in more challenging actions.</p> | <p>Show increasing control and balance when moving from one balance to another. Use strength to improve the quality of an action and the range of actions available. Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.</p> | <p>Combine and perform more complex balances with control, technique and fluency. Demonstrate more complex actions with a good level of strength and technique. Confidently transition from one action to another showing appropriate control and</p> |

| | | | | | | |
|---|--|--|--|--|--|---|
| | link simple actions together. | simple actions with some control and technique. | both on and off apparatus | Plan and perform sequences showing control and technique with and without a partner. | Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner. | extension for the complexity of the action. Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills. |
| Outdoor and adventure skills | | | | | | |
| Curriculum Aims | To take part in outdoor and adventurous activity challenges both individually and within a team | | | | | |
| EYFS Follow simple instructions. Share their ideas with others Explore activities making own decisions in response to a task Make decisions about where to move in space. Follow a path. Begin to identify personal success. | Y1 I can follow instructions. I am beginning to work with a partner and a small group. I understand the rules of the game and am able to suggest ideas to solve simple tasks. I am beginning to identify my own and others' success. | Y2 I can follow instructions accurately. I am able to try different ideas to solve a task. I understand when a challenge is solved successfully and begin to suggest simple ways to improve. | Y3 Follow instructions from a peer and give simple instructions. Work collaboratively with a partner and small group, listening to and accepting others' ideas. Plan and attempt to apply strategies to solve problems. Orientate and follow a diagram/map. Reflect on when and why challenges are solved successfully and use others' success to help them to improve | Y4 Accurately follow instructions given by a peer and give clear and usable instructions to a peer. Confidently communicate ideas and listen to others before deciding on the best approach. Plans and apply strategies to solve problems. Identify key symbols on a map and use a key to help navigate around a grid. Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements. | Y5 Use clear communication when working in a group and taking on different roles. Begin to lead others, providing clear instructions. Plan and apply strategies with others to more complex challenges. Orientate a map confidently using it to navigate around a course. Explain why a particular strategy worked and alter methods to improve. | Y6 Communicate with others clearly and effectively when under pressure. Confident to lead others and show consideration of including all within a group. Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem. Confidently and efficiently orientate a map, identifying key features to navigate around a course. Accurately reflect on when challenges are solved successfully and suggest well thought out improvements. |
| Social, Emotional and thinking skills | | | | | | |
| Curriculum Aims | To compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | | | |
| EYFS I am beginning to encourage others to keep trying. I can take turns to listen to each other and work with a partner and small groups I am beginning to show determination to continue working over a longer period of time. | Y1 I am beginning to encourage others to keep trying. I can talk and listen to partner about their idea I am beginning to work with a partner and small group to play games/. solve challenges. I am beginning to show determination to | Y2 I am able to encourage others to keep trying. I can talk to a partner about their ideas and I can take turns to listen I can work with a partner and small group to play games and solve challenges. I show determination to continue working over a | Y3 Encourage and motivate others to work to their personal best. Work with others to achieve a shared goal. Work with others to self-manage games. Persevere when finding a challenge difficult. | Y4 Encourage and motivate others to work to their personal best. Work with others to achieve a shared goal. Work with others to self-manage games. Persevere when finding a challenge difficult. | Y5 Share ideas with others and work together to decide on the best approach to a task. Show consideration of including all Communicate with others clearly Understand what maximum effort looks | Y6 Share ideas with others and work together to decide on the best approach to a task. Lead others and show consideration of including all within a group. Communicate with others clearly |

| | | | | | | |
|---|--|--|--|--|---|---|
| <p>I am showing some determination to complete the challenges and tasks set.</p> <p>I am starting to explore skills independently before asking for help.</p> <p>I am beginning to build confidence to share ideas and contribute to class discussion.</p> <p>I can make decisions when presented with simple challenge.</p> <p>I am beginning to select and apply skills to use in a variety of differing situations.</p> <p>I am starting to provide feedback..</p> | <p>continue working over a longer period of time. and to to complete the challenges and tasks.</p> <p>I am starting to explore skills independently before asking for help.</p> <p>I am beginning to build confidence to share ideas, contribute and perform in front of others.</p> <p>I can make decisions when presented with simple challenge</p> <p>I am beginning to select and apply skills to use in a variety of differing situations.</p> <p>I am starting to provide feedback</p> | <p>period of time. and complete challenges</p> <p>I am able to explore skills independently before asking for help.</p> <p>I am confident to share ideas, contribute to discussions and perform in front of others.</p> <p>I can make decisions when presented with simple challenge.</p> <p>I am able to select and apply skills to use in a variety of differing situations.</p> <p>I am starting to provide feedback.</p> | <p>Understand what their best looks like and they work hard to achieve it.</p> <p>Begin to use rules showing awareness of fairness and honesty.</p> <p>Show an awareness of how other people feel.</p> <p>Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.</p> <p>Select and apply from a wider range of skills and actions in response to a task.</p> <p>Provide feedback using key terminology.</p> | <p>Understand what their best looks like and they work hard to achieve it.</p> <p>Begin to use rules showing awareness of fairness and honesty.</p> <p>Show an awareness of how other people feel.</p> <p>Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.</p> <p>Select and apply from a wider range of skills and actions in response to a task.</p> <p>Provide feedback using key terminology.</p> | <p>and feels like and show determination to achieve</p> <p>Use different strategies to persevere to achieve personal best.</p> <p>Compete within the rules showing fair play and honesty when playing independently.</p> <p>Confident to attempt tasks and challenges outside of their comfort zone.</p> <p>Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.</p> <p>Recognise and explain their thought process when playing games or completing tasks- Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.</p> <p>Select and apply appropriate skills for the situation when under pressure.</p> | <p>Understand what maximum effort looks and feels like and show determination achieve it.</p> <p>Use different strategies to persevere to achieve personal best.</p> <p>Compete within the rules showing fair play and honesty when playing independently.</p> <p>Confident to attempt tasks and challenges outside of their comfort zone.</p> <p>Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement</p> <p>Recognise and explain their thought process when playing games or completing tasks. E.g I moved here because my teammate was over there</p> <p>Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.</p> <p>Select and apply appropriate skills for the situation when under pressure.</p> |
|---|--|--|--|--|---|---|