

Substantive and Disciplinary Knowledge Progression

Subject: Physical Education

Substantive knowledge Procedural/Disciplinary knowledge

	Reception	Year 1	Year 2	YEAR 3
Gymnastics	Fundamentals of movement • I can show a balance and know what this means - I can hold my arms out to balance • I can coordinate my body parts • I can roll, crawl, walk, jump, run, hop, skip and climb • I can jump, slide, roll, move over, under and on apparatus • I can refine a variety of shapes, jumps, balances and rolls • I can link simple balance, jump and travel actions • I can change direction • I can bend my knees and land safely I can hold a shape and count to 5 to show it Skills I know how to show what a balance is	• I can identify and use simple gymnastics actions and shapes. • I can apply basic strength to a range of gymnastics actions. • I can begin to carry simple apparatus such as mats and benches. • I can perform a variety of basic gymnastics actions showing control. • I can introduce turn, twist, spin, rock and roll and link these into movement patterns. • I can bend my knees when jumping, landing on the balls of my feet to help me stay safe and in control Skills I know how to carry equipment safely. I know how to use body tension to link movements. I know how to move on, off and over.	• I can describe and explain how performers can transition and link gymnastic elements. • I can perform with control and consistency basic actions at different speeds and on different levels. • I can develop strength and flexibility. • I can create and perform a simple sequence. • I can develop body management through a range of floor exercises. • I can use core strength to link recognised gymnastics elements, e.g., back support and half twist. • I can show that balance involves stability of different parts of my body • I can lean forward in a jump to help me land with control I can perform a range of different rolls Skills	

	I know how to use my arms to help me balance I know how to roll, crawl, skip, run, hop, jump and climb with control I know how to change direction when moving and following I know how to develop take-off and landing position I know how to jump safely and bend my knees to land I know how to move through and under apparatus I know how to copy and repeat actions I know how to refine shapes and jumps to improve coordination I know how to do a tuck shape, star shape, pike shape, straddle shape	I know wide, narrow and curled shapes. I know how to do balance on points, patches, rocking and rolling I know how to complete a front support body shape, dish shape I know how to create and perform a movement sequence. I know how to copy actions and movement sequences with a beginning, middle and end. I know how to do balances on equipment I know how to do a tuck shape, star shape, pike shape, straddle shape I know how to use the climbing frames safely	I know how to copy, explore and remember actions and movements in a sequence. I know how to link actions to make a sequence. I know how to travel in a variety of ways including rolling. I know how to hold a still shape whilst balancing on points and patches. I know how to jump in a variety of ways and land with control and balance. I know how to climb onto and jump off equipment safely. I know how to use start & finish shapes in a sequence. I know how to complete a back & front support. I know how to do a tuck shape, star shape, pike shape, straddle shape	
Dance	I can use a wide variety of dance actions. I can copy, repeat and perform simple movement patterns I can count and move to beats of 8. I can work as an individual, in partners, and as a group. Skills	I can perform using a range of actions and body parts with some coordination. • I can explore space, direction, levels and speeds safely. • I can experiment creating actions and performing movements with different body parts. • I can build simple movement patterns from	I can describe and explain how performers can transition and link shapes and balances. I can perform basic actions with control and consistency at different speeds and on different levels. I can move imaginatively responding to music. I can work as part of a group to create and perform short	• Practise different sections of a dance aiming to put together a performance. • Perform using facial expressions. • Perform with a prop. • Building stylistic qualities of Barn Dance through repetition and applying movement to own bodies. • Building basic creative choreography skills in

	I know how to reproduce actions in time to music; beat patterns, and different speeds I know how to explore different movements at different levels. I know how to replicate movement in larger groups. I know how to sequence work. I know how to repeat actions through dance. I know how to perform to the count of 8.	given actions. I can link actions to make simple movement phrases. Skills I know how to copy and repeat actions. I know how to put a sequence of actions together to create a motif. I know how to vary the speed of my actions. I know how to respond to a range of stimuli and types of music. I know how to dance with a start, middle and end. I know how to perform with feeling. I know how to march in time. I know how to move and turn as a group. I know how to perform in unison, canon and mirroring.	movement sequences to music. I can explain the importance of emotion and feeling in dance. I can use the stimuli to copy, repeat and create dance actions and motifs. Skills I know how to copy, remember and repeat actions. I know how to create a short motif inspired by stimulus. I know how to change the speed and level of my actions. I know how to use devices such as unison, canon and mirroring. I know how to dance in solo and duet. I know how to discuss how a dance can develop. I know how to respond to visual stimulus. I know how to perform 'freestyle' moves. I know how to perform a motif to music.	travelling, dynamics and partner work in the specific style of Barn Dance. Skills Perform a jazz square. Perform two contrasting characters. Communicate ideas as part of a group. Use a prop in a 4-action dance phrase. Discuss examples of professional work. Create your own floor patterns. Demonstrate stylistic elements of a barn dance. Apply feedback to improve your own performance.
Athletics	I can travel with some control and coordination I can change direction at speed through choice and instruction	I can link running and jumping. I can refine my technique when running, which includes varying pathways and speeds.	- Develop power, agility, coordination and balance over a variety of activities. - Can throw and handle a variety of objects, including quoits,	- Control movements and body actions in response to specific instructions. - Demonstrate agility and speed. - Jump for height and

	I can stop, start, pause and prepare for movement in a variety of situations I know how to travel with control and coordination. I know how to change direction and speed. I know how to stop, start, pause and prepare for movement.	I can develop throwing techniques to send objects over long distances. I can increase stamina and core strength needed to undertake athletics activities. I can take part in a broad range of opportunities to extend strength, balance, agility and coordination. I can cooperate with others to carry out more complex tasks. Skills I know how to vary pace and speed when running in a straight line and round bends. I know how to use posture and balance. I know how to show power in run, use arms. I know how to take off on two feet. I know how to land safely from a jump, with control. I know how to use leading arm to throw. I know how to throw under arm and over arm. I know how to compete in relay teams. I know how to negotiate obstacles.	beanbags, balls, hoops. • Can negotiate obstacles showing increased control of body and limbs. • Improve running and jumping movements, work for sustained periods. • Reflect on activities and make connections between a healthy, active lifestyle. • Experience and improve on jumping for distance and height. Skills Aware of others when running in space. Create more power with legs and apply to agility test. Select best throw for conditioned games. Perform some static and dynamic balances. Explore their emotions around different challenges. Attempt more accuracy in throws. Perform under pressure. Explore breathing techniques.	distance with control and balance. • Throw with speed and power and apply appropriate force. Skills Combination jumps. Recognising and performing different paced runs. Approaching hurdles. Pull action when throwing. Recording scores accurately.
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Striking and Fielding Games (Kwik Cricket)		• Able to hit objects with a hand or bat. • Track and retrieve a rolling ball. • Throw and catch a variety of balls and objects. • Develop sending and receiving skills to benefit fielding as a team. • Distinguish between the roles of batters and fielders. • Introduce the concept of simple tactics.	• To develop hitting skills with a variety of bats. • Practice feeding/bowling skills. • Hit and run to score points in games. • Work on a variety of ways to score runs in the other hit, catch, run games. • Attempt to work as a team to field. • Begin to play the role of wicketkeeper or backstop.	• To develop hitting skills with a variety of bats. • Practice feeding/bowling skills. • Hit and run to score points in games. • Work on a variety of ways to score runs in the other hit, catch, run games. • Attempt to work as a team to field. • Begin to play the role of wicketkeeper or backstop.
Net and Wall Games (Tennis)		• Able to send an object with increased confidence using hand or bat. • Move towards a moving ball to return it. • Sending and returning a variety of balls/objects such as balloons and beachballs. • Track, intercept and stop a variety of objects such as balls and beanbags. • Select and apply skills to beat the opposition. Skills Tennis – Ready position. Hit to different areas of the	• Be able to track the path of a ball over a net and move towards it • Begin to hit and return a ball using hands and racquets with some consistency • Play modified net/wall games throwing, catching and sending over a net • Be able to make it difficult for their opponent to score a point. • Begin to choose specific tactics appropriate to the situation. • Improve agility and coordination and use in a game.	• Identify and describe some rules of net/wall games. • Serve to begin a game. • Explore forehand hitting. • Play with some understanding of modified court boundaries. Skills Tennis – Ready position. Hit to different areas of the court. Perform a forehand shot. Move towards the ball to return. Serve with some accuracy to targets

		court. Perform a forehand shot. Move towards the ball to return. Serve with some accuracy to targets	Skills Tennis – Ready position. Hit to different areas of the court. Perform a forehand shot. Move towards the ball to return. Serve with some accuracy to targets	
Invasion Games (Football, Uni Hoc, Netball, Tag Rugby)	I know what coordination means I can move safely in a space I know what balance means and can show it I can look at a target when sending a ball and then watch it to receive it I can use my hands and feet to help when passing an object I can keep an object close to help me with control I can get myself into a sensible space I can recall rules to help me stay safe. I know being healthy is good for my heart, health and wellbeing I know how to change direction while running and moving I know how to show control and balance I can throw, kick and send objects towards a target	I know how to coordinate my body by moving correctly. I know agility is moving my body in different directions I know how to complete basic movements, including running, jumping, throwing and catching. I know how to prepare for and explain the reasons why we enjoy exercise I know I need to look at my partner before passing the ball I know which part of the body I strike the ball with I know what dribbling is I know how to pass the ball to get my team into a new space I know that I need to maintain possession of the ball in invasion games. Skills	Same as Year 1 plus: I can send a ball using feet and can receive a ball using feet. I can identify the part of the foot I use to strike the ball, importance of why I plant my foot before striking the ball and how balance is fundamental to this skill, I can recall and link combinations of skills, e.g. dribbling and passing. I can select and apply a small range of simple tactics. I can recognise good quality in self and others. I can work with others to build basic attacking play. I can recognise rules and apply them in competitive and cooperative games. I can Use and apply simple strategies for invasion games. I know the importance of moving into to space away	

	I know how to drop and catch a ball with two hands I know how to move a ball with my feet	I know being healthy is good for my heart, health and wellbeing I know the changes that happen to my body when I exercise I know why we should exercise I know how to dribbling, passing in pairs. I know how to find space to receive the ball. I know how to shot, pass, dribble, throw in. I know in Football I need to Use the inside and outside of the foot, trapping. Hockey – Using the flat side of the stick. Close control, preparing to tackle. Netball – Chest, shoulder and bounce pass. Dodging to get free. Tag Rugby – Ball handling. Running past defenders. Evading taggers and tag protocol.	from defenders to help my team I know the importance of maintaining possession in invasion games. Skills I know some of the changes that happen to my body when I am active and why I know why I should exercise and can explain the positives I know being active is a key part to a healthy lifestyle I know how to Dribble, pass in pairs. I know how to be in a defensive position. I know how to building an attack. I know how to find space to receive the ball. Football –I know how to use the inside and outside of the foot, trapping. I know how to pass with accuracy over a short and long distance – planting the foot I know how to take the ball from the opposition by tackling in a game	
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			I can play a small side game, applying the rules and tactics I have learnt. Hockey – Using the flat side of the stick. Close control, preparing to tackle. Netball – Chest, shoulder and bounce pass. Dodging to get free. Tag Rugby – Ball handling. Running past defenders. Evading taggers and tag protocol. Defensive positioning. Building an attack	
Vocabulary				
Visits/Visitors Sometimes it is nice to include those WOW moments but these can also go on a LTP				
Pupils are taught about:	<u>The Foundation Stage</u> Physical Development ELG: Gross Motor Skills Children at the expected level of development will: • Negotiate space and obstacles safely, with consideration for themselves and others.	<u>Key Stage 1</u> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:		<u>Key Stage 2</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing. They should

	• Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Children at the expected level of development will: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.	♣ 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 ♣ participate in team games, developing simple tactics for attacking and defending ♣ perform dances using simple movement patterns.	develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: ♣ use running, jumping, throwing and catching in isolation and in combination ♣ 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 ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ perform dances using a range of movement patterns ♣ take part in outdoor and adventurous activity challenges both individually and within a team ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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			Swimming and water safety Physical education – key stages 1 and 2 All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: ♣ 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.
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