

Knowledge Progression in P.E.

Fine Motor & Gross Motor

Three and Four
Year Olds

Working towards the Early Learning Goals, children are expected to have the following skills by the end of Nursery

Fine Motor

- I can use one-handed tools and equipment, for example, making snips in paper with scissors.
- I can use a comfortable grip with good control when holding pens and pencils.
- I can eat independently and use a knife and fork.
- I show a preference for a dominant hand.
- *I am* increasingly independent: can get dressed and undressed, for example, putting my coat on and doing up zips.

Gross Motor

- I can continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- I can go up steps and stairs, or climb up apparatus, using alternate feet.
- I can skip, hop, stand on one leg and hold a pose for a game like musical statues.
- I can use large-muscle movements to wave flags and streamers, paint and make marks
- I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- I can match my developing physical skills to tasks and activities in the setting. For example, decide whether to crawl, walk or run across a plank, depending on its length and width.
- I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks

Vocabulary

Fast

Slow

Freeze

Clap

Stamp

Hop

Reception

Early Learning Goals to be met at the end of Reception

Fine Motor

- 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing

Gross Motor

	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Vocabulary Movement Safely Control</p>
<p>Early Learning Goals</p>	<p style="color: red;">In Reception the children would be working towards the early learning goal so this box and the above one would be the same ???</p> <p>Early Learning Goals to be met at the end of Reception</p> <p>Fine Motor</p> <ul style="list-style-type: none"> • 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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing <p>Gross Motor</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

	Outdoor Games	Dance	Gymnastics
National Curriculum	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • perform dances using simple movement patterns. 	<ul style="list-style-type: none"> • 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
Year 1	<p>Au1</p> <ul style="list-style-type: none"> • I know how to play with a small ball whilst moving in a range of ways. • I know that I need to stay within the games area when playing. <p>Au2</p> <ul style="list-style-type: none"> • I know how to roll and throw a quoit whilst moving. • I know it is important to stop when the teacher says so. <p>Sp1</p> <ul style="list-style-type: none"> • I know that I can send a ball to a partner by rolling, throwing and bouncing. I know that • I can receive a ball by catching or stopping it. <p>Sp2</p> <ul style="list-style-type: none"> • I know how to aim a beanbag to hit a target. • I know how to play with a bean bag in several different ways. <p>Su1</p> <ul style="list-style-type: none"> • I know how to skip. • Know there are different ways to play with a skipping rope <p>Su 2</p>	<p>Au1 - Su 2</p> <ul style="list-style-type: none"> • Know what levels are • Know what a sequence is <p>Vocabulary Levels Repetition Balance</p>	<p>Au1 - Su 2</p> <ul style="list-style-type: none"> • Know how to use the four basic moves travelling, rolling, weight on hands and jumping • Know what separate body parts are doing whilst I perform basic actions e.g. arms, legs and back <p>Vocabulary Travelling Rolling Weight on hands Jumping Mat Movement Balance Points Demonstrate Observe Evaluate</p>

	<ul style="list-style-type: none"> • Know how to bounce a ball with a bat • Know there are different ways to bounce a small ball 		
Year 2	<p>Au1</p> <ul style="list-style-type: none"> • Know there are different ways to travel with a small ball • Know it is important to send accurately in order for my partner to return a ball to me <p>Au 2</p> <ul style="list-style-type: none"> • Know there are different ways to travel with a quoit • Know it is important to send accurately in order for my partner to return a quoit to me. <p>Sp 1</p> <ul style="list-style-type: none"> • Know that games have rules • Know it is important to score points <p>Sp 2</p> <ul style="list-style-type: none"> • Know how to improve performance in order to score more points <p>Su 1</p> <ul style="list-style-type: none"> • Know there are different ways to throw and catch a ball over a line • Know how to make up rules for my games • Know you can score points in different games <p>Su 2</p> <ul style="list-style-type: none"> • Know there are different ways to pass and receive a ball whilst travelling • Know that points can be scored by hitting a target 	<p>Au1 - Su 2</p> <ul style="list-style-type: none"> • Know a range of body shapes, levels and the effects of changing them • Know what balance means in a dance <p>Vocabulary Levels Repetition Balance Dynamics (speed) Leaps Turns</p>	<p>Au1 - Su 2</p> <ul style="list-style-type: none"> • Know how to use the four basic moves travelling, rolling, weight on hands and jumping • Know what separate body parts are doing whilst I perform basic actions e.g. arms, legs and back <p>Vocabulary Travelling Rolling Weight on hands Jumping Mat Movement</p>

	<ul style="list-style-type: none">• Know that moving closer to the target makes it easier to score		
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	Outdoor Games	Dance	Gymnastics
National Curriculum	<ul style="list-style-type: none"> 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] 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. 	<ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Year 3	<p>Au1</p> <ul style="list-style-type: none"> Know that a map represents an area Know that maps have a key that tells us what symbols on the map mean Know that maps can be rotated to fit with the direction I am facing Know that instructions may include North, South, East and/or West <p>Au 2</p> <ul style="list-style-type: none"> Know to use game rules fairly Know football in an invasion game <p>Sp 1</p> <ul style="list-style-type: none"> Know and use rules fairly Know basketball is an invasion game <p>Sp 2</p> <ul style="list-style-type: none"> Know tennis can be set up and played in 1v1 or 2v2 Know and understand a simple scoring system <p>Su 1</p> <ul style="list-style-type: none"> Know how to hit a ball in different directions Know basic game rules of cricket 	<p>Au1 – Su2</p> <ul style="list-style-type: none"> Know a range of leaps and turns and the effect of them on a dance Know what changing dynamics means in dance <p>Vocabulary</p> <p>Levels Repetition Balance Dynamics (speed) Leaps Turns Unison Canon Spacing</p>	<p>Au1 - Su 2</p> <ul style="list-style-type: none"> Know how to use the four basic moves travelling, rolling, weight on hands and jumping Know what separate body parts are doing whilst I perform basic actions e.g. arms, legs and back Know how to link together a range of basic moves <p>Vocabulary</p> <p>Travelling Rolling Weight on hands Jumping Mat Movement Wide Narrow Quarter jump Half jump</p>

	<p>Su 2</p> <ul style="list-style-type: none"> • Know that athletics uses the skills of running, jumping and throwing • Know that athletics is an individual sport where winners are decided by who is/has fastest run, longest jump, furthest throw, etc 		<p>Balance Points Demonstrate Observe Evaluate</p>
<p>Year 4</p>	<p>Au1</p> <ul style="list-style-type: none"> • Know what a bounce/chest/overhead/1 armed pass • Know the 3 step footwork rule <p>Au 2</p> <ul style="list-style-type: none"> • Know a range of attacking and defending strategies • Know that the ball can be passed sideways or backwards • Know that only the tags of the ball carrier can be pulled • Know that if the tag of the person with the ball is pulled, the ball must be passed <p>Sp 1</p> <ul style="list-style-type: none"> • Know that I can affect the game play by intercepting the ball • Know a range of attacking and defending strategies • Know how to pass the ball in different ways <p>Sp 2</p> <ul style="list-style-type: none"> • Know to target the ball in a space my opponent cannot reach • Know that the ball must go over the net and land on the oppositions floor in order for a point to be scored • Know that my team can touch the ball no more than three times <p>Su 1</p>	<p>Au1 – Su2</p> <ul style="list-style-type: none"> • Know what canon and unison mean in dance • Know about the impact of spacing for effort in dance <p>Vocabulary Levels Repetition Balance Dynamics (speed) Leaps Turns Unison Canon Spacing Motif Phrase Call and response</p>	<p>Au1 - Su 2</p> <ul style="list-style-type: none"> • Know how to use the four basic moves travelling, rolling, weight on hands and jumping • Know how to link four basic moves together and start to show individuality and increased fluency • Know that moves can be done in different ways <p>Vocabulary Travelling Rolling Weight on hands Jumping Mat Movement Wide Narrow Quarter jump Half jump Balance Points Demonstrate Observe Evaluate</p>

	<ul style="list-style-type: none"> • Know rounders is a striking and field game • Know that I should run to as many posts as possible before the ball touches the post I am heading for • Know that my team will score a rounder if I can run all the way around the posts without stopping <p>Su 2</p> <ul style="list-style-type: none"> • Know that a map represents a set area • Know that a map has a key that tells you what the symbols stand for • Know that the map can be rotated to fit in with the direction you are facing • Know that instructions can include North, South, East and/or West • Know that athletics uses the skills of running, jumping and throwing • Know that athletics is an individual sport where winners are decided by who can run fastest, jump longest, throw farthest etc 		
	<p>Swimming and water safety</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</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. 		

	Outdoor Games	Dance	Gymnastics
National Curriculum	<ul style="list-style-type: none"> • 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] • 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. 	<ul style="list-style-type: none"> • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best. • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Year 5	<p>Au1</p> <ul style="list-style-type: none"> • Know that a map represents a set area • Know that maps come with a key to give specific information about the symbols on the map • Know that a map can be rotated to fit in with the direction I am facing • Know that instructions can include North, East, South and/or West • Know there is a scale for the distance on a map <p>Au 2</p> <ul style="list-style-type: none"> • Know tactics for defending and attacking • Know the terms intercept and tackle • Know the basic rules of football including handball and out of play <p>Sp 1</p> <ul style="list-style-type: none"> • Know the basic rules of basketball • Know that you cannot walk or run while holding the ball, only while dribbling the ball • Know that basketball is a non-contact sport 	<p>Au1</p> <ul style="list-style-type: none"> • Know what motif means in dance • Know about the impact of call and response and phrase in a dance sequence <p>Vocabulary</p> <p>Levels Repetition Balance Dynamics (speed) Leaps Turns Unison Canon Spacing Motif Phrase Call and response Weight bearing Formations Dynamics</p>	<p>Au1 - Su 2</p> <ul style="list-style-type: none"> • Know how to use the four basic moves travelling, rolling, weight on hands and jumping • Know how to link four basic moves together and start to show individuality and increased fluency • Know that moves can be done in different ways • Know how to link moves and actions together into a fluid sequence • Know that changing direction and using a range of pathways can enhance my sequence <p>Vocabulary</p> <p>Travelling Rolling Weight on hands Actions Symmetrical Asymmetrical</p>

	<ul style="list-style-type: none"> • Know the tactics for defending and attacking in basketball <p>Sp 2</p> <ul style="list-style-type: none"> • Know the basic rules of tennis • Know that the ball can only bounce once on my side of the court before it must be passed back over the net • Know that the ball must stay within a game area • Know that some tactics that can be used in a tennis game <p>Su 1</p> <ul style="list-style-type: none"> • Know the basic rules of cricket • Know that I can score a run by running to the opposite wicket • Know that I can be caught, bowled or run out • Know some tactics that can be used in a cricket game <p>Su 2</p> <ul style="list-style-type: none"> • Know the best body position for running for speed and over barriers • Know that athletes practise and evaluate their performance in order to improve 	(sharp/soft/heavy/light/staccato)	<p>Linear Zig-Zag Sequence Stable Contrast Balance Points Demonstrate Observe Evaluate</p>
Year 6	<p>Au1</p> <ul style="list-style-type: none"> • Know the basic rules of netball and apply them • Know that I cannot move with the ball • Know that I can pivot on one foot to change direction • Know how to intercept a ball • Know the different ways to pass a ball • Know a range of attacking and defending strategies <p>Au 2</p> <ul style="list-style-type: none"> • Know a range of attacking and defending strategies • Know that the ball can only be passed sideways or backwards 	<p>Au1</p> <ul style="list-style-type: none"> • Know what the full range of dynamics means in developing a dance • Know about safe weight bearing <p>Vocabulary Levels Repetition Balance Dynamics (speed) Leaps Turns Unison Canon Spacing</p>	<p>Au1 - Su 2</p> <ul style="list-style-type: none"> • Know how to confidently use and link the four basic moves travelling, rolling, weight on hands and jumping • Know how to alter the four basic moves to show my own individuality and flair • Know how to link moves and actions together into a fluid sequence of 4-8 actions • Know that changing direction and using a range of pathways can enhance my sequence • Know that actions can be performed at an accelerated or decelerated pace <p>Vocabulary Travelling</p>

	<ul style="list-style-type: none"> • Know that only the ball carriers tag can be pulled • Know that if my tag is pulled I must roll the ball backwards to a teammate • know how to intercept a ball <p>Sp 1</p> <ul style="list-style-type: none"> • Know that I can affect the game by intercepting the ball • Know a range of attacking and defending strategies • Know how to pass the ball in different ways • Know the basic rules of hockey • Know that hockey is a non-contact sport • Know that I can score a point by getting the ball in the goal • Know some tactics that I can use in a hockey game <p>Sp 2</p> <ul style="list-style-type: none"> • Know the basic rules of volleyball • Know that the ball must not touch the floor on my team's side • Know that I can score a point by hitting the ball over the net and it touching the floor on the opposite side • Know some tactics that I can use in a volleyball game <p>Su 1</p> <ul style="list-style-type: none"> • Know the basic rules of rounders • Know that I should run to as many posts as possible before the fielders return the ball to touch the post I am heading for • I know that I can score a rounder by running all the way around the posts without stopping • Know some tactics that I can use in a rounders game <p>Su 2</p> <ul style="list-style-type: none"> • Know the best body position for running at speed over barriers 	<p>Motif Phrase Call and response Weight bearing Formations Dynamics (sharp/soft/heavy/light/staccato) Lifts</p>	<p>Rolling Weight on hands Actions Symmetrical Asymmetrical Linear Zig-Zag Sequence Stable Contrast Acceleration Deceleration Balance Points Demonstrate Observe Evaluate</p>
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	<ul style="list-style-type: none">• Know the athletes practise and evaluate their performance in order to improve		
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