



PE

Progression Map





PE Skills and Knowledge Progression Map



	 EYFS	 Key Stage 1	 Lower Stage 2	 Upper Key Stage 2
Ball Skills: Hands/ Invasion Games: Basketball	By the end of Reception, children will be taught to: Skills; ●Bounce a ball using hands. ●Push and roll a ball using hands. Knowledge: ●To understand: Why it is important to keep the ball close to us when pushing, rolling or bouncing the ball. ●When, where and why we bounce a ball into space in order to avoid a defender. ●What controls means. Control means that we keep the ball close to our hands, preventing the defenders from gaining possession. ● Why we need to aim when we are throwing.	By the end of Year 2, children will be taught to: Skills: ●Dribble the ball using both hands. ●Use our hands to stop and catch the ball. ●Pass the ball accurately and with the correct technique; either chest or shoulder pass. Knowledge To understand; ●Why we need to be accurate when passing a ball. ●Why we need to be ready to receive the ball when it is passed to us. ●When to dribble or when to pass in order to keep possession of the ball	By the end of Year 4, children will be taught to: Skills: ●Apply the correct technique when dribbling. ●Dribble the ball keeping possession to beat an opponent. ●Change direction keeping control of the ball. ●Combine passing and dribbling to create space. ●Effectively apply passing and moving skills to keep possession. ●Use 'triple threat' and understand when this is applied during a game ●Apply the correct technique when shooting. Knowledge To understand; ●When, where and why we should pass or dribble. ●How to dribble the ball keeping possession to beat an opponent. ●How to apply the correct technique when dribbling and passing. ●How we can combine passing and dribbling to create space.	By the end of Year 6, children will be taught to: Skills: ●Know who we are marking during a game and why. ●Move the ball up the court, creating an attack that results in a successful shooting opportunity. ●Regain possession if we miss a shot (rebound) or lose possession. Knowledge To understand: ●When, where and why we apply different methods of defending in order to prevent the attackers from scoring. Including: marking, intercepting a pass and applying pressure. ●Understand what the terms, 'double dribble', and 'travelling' means and the consequences if this happens. ● Know when different defensive tactics (high press or retreating back) can be applied during a game to prevent attacking opportunities. ●Apply the basic rules of basketball and will be able to take responsibility for officiating and managing our own games. ●Apply different attacking tactics during a game to create shooting opportunities. ●How and when different defensive tactics (high press or retreating back) can be applied during a game to prevent attacking opportunities.



PE Skills and Knowledge Progression Map



Ball skills; Hands/Invasion Games: Netball



EYFS

By the end of Reception, children will be taught:

As above



Key Stage 1

By the end of Year 2, children will be taught to:

Skills

- Send a ball with control with accuracy.
- Receive a ball with control
- Send a ball with power and speed.
- Combine passing and receiving to keep possession.
- Pass and receive to score a point

Knowledge: To understand:

- Why we need to look at the target when throwing
- When, where and why we move into space in order to avoid a defender.
- Why we need communicate when passing.
- Why we need to look at our partner / team member when passing.



Lower Stage 2

By the end of Year 4, children will be taught to:

Skills:

- Accurately pass, receive and create space
- Combine passing and moving
- Combine and improve passing and shooting
- Refine passing and receiving
- Improve passing, moving and shooting.
- Use accurate footwork.

Knowledge: To understand:
When, where and why we should pass.

- How we can combine passing and moving to create space and keep possession.
- When to shoot, where to shoot from and why.
- What the 5 positions in High Five Netball are.



Upper Key Stage 2

By the end of Year 6, children will be taught to:

Skills

- Refine passing and receiving
- Apply passing, footwork and shooting into mini games, introduce officiating
- Defend a player and the ball.
- Understand the function and use other passing styles.
- Keep possession.
- Officiate

• Create, understand and apply attacking/defending tactics in game situations.

Knowledge: To understand:

- When, where and why we use different passes in a game in order to keep possession.
- Who we are marking during a game and why.
- How to move the ball up the court, creating an attack that results in a successful shooting opportunity.
- How to apply the basic rules of netball and take responsibility for officiating games.



PE Skills and Knowledge Progression Map



Ball skills: Feet/ Invasion Games: Football



EYFS

By the end of Reception, the children will be taught to:

Skills

- Move with a ball using our feet (dribbling)
- Dribble against an opponent.
- Dribble a ball into a space.
- Stop a ball using our feet.
- Knowledge: To understand; What controls means.
- Why it is important to keep the ball close to us when moving with the ball.
- When, where and why we dribble a ball into space in order to avoid a defender.



Key Stage 1

By the end of Year 2, children will be taught to:

Skills

- Dribble the ball using the feet, with control.
- Apply dribbling into games
- Pass a ball using a kicking.
- Apply kicking (passing) to score a point
- Dribble/pass/ receive, keep possession
- Combine dribbling, passing and receiving, keeping possession/to score a point
- Apply dribbling, passing and receiving as a team to score a point.
- Knowledge; To understand;
 - Why we need to keep our head up when we are dribbling.
 - Why we need to be accurate when kicking (passing) a ball.
 - Why we need to be ready to receive the ball when it is passed to us.
- Why we need to communicate when passing.



Lower Stage 2

By the end of Year 4, children will be taught to:

Skills

- Dribble a ball with feet & keep control of a ball.
- Pass and control a ball using feet.
- Combine dribbling and passing to create space
- Turn with a ball while keeping control.
- Shoot a ball at a target.
- Knowledge: To understand;
 - How we can combine passing and dribbling to create space.
 - When, where and why we should pass.
 - When to shoot and where to shoot from.
 - How to shoot using the correct technique.



Upper Key Stage 2

By the end of Year 6, children will be taught to:

Skills

- Improve the control of dribbling and passing to maintain possession.
- Defend a space or a player.
- Improve accuracy when shooting at a target.
- Attack space and create scoring opportunities.
- Officiate a game of football.
- Organise formations, manage teams and decide tactics.
- Knowledge: To understand;
 - How to move the ball up the pitch, creating an attack that results in a successful shooting opportunity.
 - What the basic rules (laws) governing football are; including what the difference between a free kick and a penalty kick
 - How different attacking tactics can be applied during a game to create shooting opportunities



PE Skills and Knowledge Progression Map



Rackets, bats and balls/ Net and Wall Games: Tennis

	 EYFS	 Key Stage 1	 Lower Stage 2	 Upper Key Stage 2
	By the end of Reception, the children will be taught to: Skills • Throwing overarm and underarm • Roll, stop and catch a ball Knowledge: To understand • Why we need to aim/be accurate when we are throwing. • How to throw underarm • Why we need to watch the ball when it is sent towards us.	By the end of Year 2, children will be taught to: Skills • Push a ball with a racket with control. • Hit and push a ball (with a racket) towards a target/space. • Hit a ball (with a racket) with power and accuracy • Hit the ball (with a racket) with accuracy and power. • Hit (strike) a ball (with a racket) with accuracy and power past an opponent. Knowledge: To understand • Why we need to keep the ball close to us and under control. • Why we need to aim/ be accurate when sending (hitting or pushing) a ball using a racket towards a target. • Where to send (hit) the ball during a game in order to score a point against our opponent. • Why we need to vary our power when hitting a ball.	By the end of Year 4, children will be taught to: Skills • Place the ball to outwit an opponent • Create space to win a point • Control a racket and use the forehand stroke. • Control the racket and use the backhand stroke. • Apply the forehand and backhand stroke in game situations. • Apply the forehand and backhand stroke to create space to win a point. Knowledge: To understand • Why we need to hit the ball into space on the court. Why we need to return to the middle of the court once we have hit the ball. Why we need to control the ball when playing a shot. How we can outwit our opponent during a mini game. How to use their racket to direct the ball towards a space to win a point.	By the end of Year 6, children will be taught to: Skills • Improve control and accuracy with the forehand and backhand stroke. • Hit a ball on the volley • Control the game from the serve • Work with a partner to create a doubles game. Knowledge: To understand When and where to play a volley shot in a mini game. Where to serve to make it harder for our opponent to return the ball. When and where we serve in a mini game. How to use the correct scoring system during a mini game. How to organise, umpire and manage round robin games.



PE Skills and Knowledge Progression Map



	 EYFS	 Key Stage 1	 Lower Stage 2	 Upper Key Stage 2
Bat and ball skills/ Striking and Fielding: Cricket	By the end of Reception, the children will be taught to: Skills • Throw overarm and underarm • Roll and stop a ball. • Catch a ball/beanbag. Knowledge: To understand • Why we need to aim when we are throwing. • How, why and when we need use our hands to stop a ball. • Understand why we need to use our hands to catch an object (ball or beanbag).	By the end of Year 2, children will be taught to: Skills • Underarm throw with improving accuracy. • Apply throwing with accuracy in a team. • Stop a ball. • Develop rolling skills to score a point. • Send and stop to win a game. • Apply underarm throwing to beat an opponent • Improve the accuracy and control of overarm throwing Knowledge: To understand • Why we need to look at the target when throwing underarm. • Why we need to throw with accuracy when throwing towards a target. • Where we send a ball and why, so we can score points and beat an opponent. • When to use a long barrier to stop the ball. • Why we make a target with our hands when catching.	By the end of Year 4, children will be taught to: Skills: • Throw overarm with accuracy • Throw underarm with accuracy • Catch a ball with good success. • Strike a ball with intent. • Bowl underarm • Stop, retrieve and return the ball • Strike the ball at different angels and speeds Knowledge: To understand • How and why to throw a ball overarm with power and distance. • How to catch a ball, adjusting the body and hand position when catching a high ball compared to a low ball. • How to throw a ball overarm using the correct technique • Where to stand when we are fielding and have a clear understanding why we have chosen that particular position	By the end of Year 6, children will be taught to: Skills • Refine batting. • Understand and develop batting and bowling tactics • Refine fielding; stooping, catching and throwing • Return the ball to the bowler as part of fielding tactics. • Umpire and score in a game. Knowledge: To understand • Where to strike the ball when we are batting depending on where the fielders are standing in order to score runs. • Where to strike the ball when we are batting depending on where the fielders are standing in order to score runs. • Where and how to bowl in order to prevent the batters from scoring runs • How to create and apply simple fielding and batting tactics in order for their team to be successful.

		• What the differences are between 'batting' and 'fielding'.	• How to outwit the fielding team by varying the speed and direction we strike the ball. • How to bowl underarm, varying the speed at which we bowl depending on who is batting. • How to outwit the fielding team when batting by varying the speed and direction we strike the ball. • How and when to use different ways of retrieving and returning the ball to prevent the batters from scoring runs.	• How and when to apply a range of fielding skills into mini games. • How to umpire and score in a mini game of cricket, applying the correct signals when umpiring. • Why we need to attack the ball when we are fielding and why when need to apply pressure to the batters.
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PE Skills and Knowledge Progression Map



Ball skills/ Striking and Fielding Games: Rounders



EYFS

By the end of Reception, children will be taught to:

Skills:
As above



Key Stage 1

By the end of Year 2, children will be taught to:

Skills:
As above.

Knowledge: To understand

- Why we need to look at the target and throw with accuracy when throwing underarm.

- Where we send a ball and why, so we can score points and beat an opponent.

- When to use a long barrier to stop the ball.

- Where we send a ball and why, so we can score points and beat an opponent.

- What the differences are between 'batting' and 'fielding'.

- The consequences of throwing our object away from the target that we are aiming towards



Lower Stage 2

By the end of Year 4, children will be taught to:

Skills:

- Overarm throw and apply overarm and underarm throwing

- Stop the ball by tracking and with hands and feet.

- Fielding bowl and act as a backstop.

- Bat; choosing where to aim the ball.

- Basic fielding tactics.

Knowledge: To understand

- How, when and why to use overarm and underarm throws.

- How to catch a ball, adjusting the body and hand position when catching a high ball compared to a low ball.

- How to throw a ball overarm using the correct technique

- How to bowl underarm, ensuring the bowl is a 'good' bowl.

- How to outwit the fielding team when batting by varying the direction we strike the ball.



Upper Key Stage 2

By the end of Year 6, children will be taught to:

Skills:

- Field by maximising players.

- Apply tactics in mini games

- Select where to place the ball, when to run and when to stop.

Knowledge:

- Understand happens if the batter misses the ball.

- Refine fielding tactics, to know which players to place where.

Knowledge: to understand

- Where to strike the ball when we are batting depending on where the fielders are standing in order to score rounders

- How the fielding team can stop the batter scoring if they hit or miss the ball.

- How to create and apply simple fielding and batting tactics in order for our team to be successful.

- How to umpire and score in a game.

			• What the back stop should do if a batter misses the ball, to try and prevent that batter from scoring. • Why we need to return the ball quickly and accurately to the player on base 1.	• The difference between racing rounders and the full game, applying this understanding into mini games.
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PE Skills and Knowledge Progression Map



EYFS

By the end of Reception, children will be taught to:

Skills:

- Move into space
- Explore different ways of jumping and for height or distance.
- Balance when jumping and landing
- Explore different walking/ running speeds.
- Apply walking/running into a game.

Knowledge

To understand:

- Where to walk by staying in a space and why this is so important in a game scenario.



Key Stage 1

By the end of Year 2, children will be taught to:

Skills:

- Understand different running speeds.
- Accelerate to increase speed.
- Run in a team
- Develop co-ordination and jumping techniques.
- Understand how jumping affects our bodies.
- Apply jumping/running to a competition
- Develop and link jumping combinations.
- Develop skipping technique.

Knowledge. To understand:

- How to run pumping our arms, using the balls of our feet and looking ahead.
- When and why we need to change speed when we are running in a game situation.
- Why jumping and skipping with the correct technique is so important



Lower Stage 2

By the end of Year 4, children will be taught to:

Skills

- Run for speed and to accelerate.
- Run a relay, including baton handover.
- Throw for accuracy or distance
- Perform a standing long jump.
- Perform a standing triple jump
- Explore/understand their stride pattern
- Explore/understand running at pace

Knowledge: To understand:

- Why we have to accelerate at the start of a race.
- How to run for speed in a team, using a relay baton, holding our hands ready, palms upwards when waiting for the baton.
- How to throw for distance and why the correct technique is essential to send the object further.



Upper Key Stage 2

By the end of Year 6, children will be taught to:

Skills

- Run through the finish in a race.
- Evaluate own performance
- Sprint with correct posture and technique
- Perform an efficient relay changeover.
- Throw a shot put for distance.
- Hurdle whilst running.
- Compete while sprinting.
- Compete while running for distance
- Compete in a throwing competition
- Compete in a jumping competition

Knowledge: To understand:

- Why we need to maintain our speed until we cross the finish line.
- When and where the changeovers take place on a curved track.
- How to transfer their body weight to push the shot put and throw the javelin further.



PE Skills and Knowledge Progression Map



Gymnastics

By the end of Reception, children will be taught to:

Skills

- Explore high, low, over and under movements.
- Climb onto the apparatus.
- Jump/climb from the apparatus.
- Move into a space.
- Link several movements together.

Knowledge; to understand

- How we can move our bodies in 'low' ways; slides, rolls (long, curled) hands and feet.
- Why it is important to use the apparatus safely.
- How to be creative on the apparatus, moving through, along, across, over and under a variety of apparatus.
- How to create high and low balances 'shapes'
- How we can move our bodies in 'high' ways; jumps, hops, skips, side steps and backwards

By the end of Year 2, children will be taught to:

Skills

- Create wide, narrow and curled shapes.
- Understand the difference between wide, narrow and curled movements/shapes.
- Transition between wide, narrow and curled movements/shapes.
- Link two plus movements together.
- Apply movements and balances to apparatus.
- Link movements and balances on apparatus.
- Create sequences with a partner/small group.
- Perform sequences with a partner or group.

Knowledge; to understand

- How to create movements on the floor and on apparatus, using a variety of body parts.
- How to 'transition' between movements, adding movements together and transitioning between them.
- How to use a variety of apparatus when we are creating movement sequences

By the end of Year 4, children will be taught to:

Skills

- Create symmetrical static and moving shapes.
- Create asymmetrical static and moving shapes.
- Apply shapes onto apparatus.
- Compose sequences on the floor and on the apparatus.
- Create bridge shapes individually and with a partner.
- Apply bridge shapes to apparatus.
- Develop sequences which include bridges
- Perform a sequence which has a clear beginning and ending and transition between the movements.

Knowledge; to understand

- How to execute balances and movements in both symmetrical and asymmetrical ways.
- Why it is so important to create 'excellent' movements and balances.
- How to peer and self-assess, identifying strengths and weaknesses in our own and others' performances.
- How to create sequences combining movements

By the end of Year 6, children will be taught to:

Skills

- Create counter balance and counter tension shapes, with a partner on the mats.
- Apply counter balance and counter tension shapes to apparatus.
- Compose sequences which include counter tension and counter balance shapes.
- Combine paired sequences with another pair.
- Perform a sequence which has a clear beginning, ending and transition between parts.
- Evaluate the sequences of others and give feedback.
- Create matched and mirrored shapes alongside a partner.
- Apply matching/mirroring shapes onto apparatus.

Knowledge; to understand;

- How to create a sequence, by accurately combining movements and balances, with flow and accurate timing
- Why performing at and 'excellent' standard, with accurate timings and fluidity is so important.
- How to create a sequence of movements, bringing together a combination movements, executed with accuracy and fluidity using a range of apparatus.



PE Skills and Knowledge Progression Map



Outdoor and Adventurous Activities



EYFS

By the end of Reception, children will be taught to:

Skills

- Take part in games/activities; Taking turns/keeping the score.

- Understand and play by the rules.

Knowledge; to understand

- Why we need to play fairly
- Why we need to try our hardest every time.
- How to use our imagination and try lots of different ways until we find the right solution.
- Why we need to encourage others in our team.
- Why it is important to include everyone in our team.



Key Stage 1

By the end of Year 2, children will be taught to:

Skills

- Take part in a team activity.
- Building trust in team mates.
- Develop communication skills.
- Cooperate and communicate with a team.
- Explore simple strategies
- Problem solve.

Knowledge; to understand

- How to work in pairs and small teams to complete different challenges.
- What the consequences could be in a game if we do not include all of our team.
- How to work in pairs and small teams to complete different challenges.
- How to work in pairs and small teams to complete different challenges.
- Why we have to work together, listening to our team mates



Lower Stage 2

By the end of Year 4, children will be taught to:

Skills

- Create and apply simple tactics
- Develop leadership skills.
- Improve communication as a team.
- Collaborate effectively as a team.
- Cooperate and take responsibility in a team.
- Understand why motivating each other is important when working in a team.
- How to create and apply simple tactics for completing challenges quickly.
- What makes an effective leader
- Why our role is important if our team is going to be successful

Knowledge; to understand

- How to create and apply simple tactics for completing challenges quickly.
- What makes an effective leader
- Why our role is important if our team is going to be successful
- What the attributes of an effective team are How and why we need to be able to communicate how we feel when working as part of a team.



Upper Key Stage 2

By the end of Year 6, children will be taught to:

Skills

- Understand the concept of orienteering.
- Interpret a map or a plan and use a key correctly to aid navigation.
- Orientate a map and locate points on the map in a set order.
- Develop skills to be an effective leader.
- Communicate as a leader.

Knowledge; to understand

- How to take responsibility for others and lead others in an effective way.
- How to plan a route effectively in order to locate as many points as possible.
- Why we have to orientate a map in order to locate points on the map
- What makes an effective leader and why this is so important for the success of a team.



PE Skills and Knowledge Progression Map



	 EYFS	 Key Stage 1	 Lower Stage 2	 Upper Key Stage 2
Dance	By the end of Reception, children will be taught to: Skills • Respond in movement to words and music • Create their own movement in response to a musical or visual stimuli. Knowledge; to understand • How to move our bodies in different ways linked to the theme. • How to listen to the music and move the body in relation to the music • How to move our bodies with big clear actions. • How to create a variety of 'freeze' positions linked to the theme. • Why it is so important to move like a 'Champion Dancer'	By the end of Year 2, children will be taught to: Skills • Respond to rhythm & visual stimuli • Create simple motifs • Combine motifs into a short movement sequence. • Improvise to create a simple motif. • Create contrasting movement sequences. • Co-ordinate short sequences with a partner or a small group. • Perform with their class or a small group. Knowledge; to understand • How to create a variety of 'small' body movements linked to the theme. How to create a variety of 'big' body movements linked to the theme. • How to add movements together to create simple movement sequences. • How to apply 'flow' to our movements	By the end of Year 4, children will be taught to: Skills: • Respond to stimuli with a range of movements; music, poetry, images or themes. • Develop movements into various pathways, levels and directions. • Combine movements into a motif; individually and with a partner. • Combine motifs to create a dance sequence. • Perform dance sequences to others. • Watch and evaluate the dance sequences of others. Knowledge; to understand • How to create and develop a character in order to tell a story through movements. • Why it is so important to perform like an 'excellent dancer' • How to peer and self assess, identifying strengths and weaknesses in our own and others' performances.	By the end of Year 6, children will be taught to: Skills • Represent in movement; ideas, images, themes or words. • Create rhythmic patterns using the body • Extending sequences with a partner using compositional principles • Create movement using improvisation • Combine movements into sequences with a partner, a group or a class. • Structure movements into compositional structures; unison, canon, mirror • Perform with technical control and rhythm in a group. • Evaluate the performance of others and provide feedback. Knowledge; to understand • How to perform accurately and

		● What a 'Motif' is and how to successfully create a mini sequence and repeat it. ● What we mean by 'expression' and begin to show this in our movements	● How to develop sequences with our partner that show relationships and interlinking dance moves. ● How to reflect and evaluate to make accurate improvements to our own and others performances.	convincingly in character with big bold actions. ● What canon and unison are ● How to create a sequence, by accurately combining movements with flow and accurate timings. ● Why performing at an 'excellent' standard, with accurate timings and fluidity is so important. ● How to include a change of speed and dynamic in our movements.
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