

Staynor Hall Physical Education Knowledge and Skills Progression Overview - EYFS, KS1, KS2

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Invasion Games	Social	Begin to Use positive words to encourage, describe and comment others performances Begin to Describe and comment on my own performance Begin to use team talks to make a plan to affect outcomes	Use positive words to encourage, describe and comment others performances Describe and comment on my own performance Use team talks to make a plan to affect outcomes	Begin to suggest ways others can improve their performances and feedback to them Begin to choose an appropriate partner or group to work with Begin to use team talks to help improve attacking and defending outcomes individually or with a partner	Suggest ways others can improve their performances and feedback to them Choose an appropriate partner or group to work with Use team talks to help improve attacking and defending outcomes individually or with a partner	Begin to feedback constructively and positively to peers Begin to take on an officiating and coaching role Begin to communicate plans to others during a game Begin to Use team talks to improve attack and defence outcomes with a partner or a group	Feedback constructively and positively to peers Take on an officiating and coaching role Communicate plans to others during a game Use team talks to improve attack and defence outcomes with a partner or a group
	Cognitive	Recognise own success in an activity Begin to develop simple tactics for attacking and defending games	Recognise own and others success in an activity Develop simple tactics for attacking and defending games	Begin to design tactics to help to try and improve my teams performance Begin to understand the rules of game activities Begin to understand that there are different positions in different games and that these positions have different responsibilities Begin to recognise and begin to articulate the differences between attacking and defending	Design tactics to help to try and improve my teams performance Understand the rules of game activities Understand that there are different positions in different games and that these positions have different responsibilities Recognise and begin to articulate the differences between attacking and defending	Begin to evaluate the effectiveness of performance and recognise aspects that need improving both in myself and others Begin to understand scoring systems in various activities Begin to make tactical suggestions to improve performance Begin to understand the positions of every team member and also the job responsibilities of this role	Describe and evaluate the effectiveness of performance and recognise aspects that need improving both in myself and others Understand scoring systems in various activities Make tactical suggestions to improve performance Understand the positions of every team member and also the job responsibilities of this role Add in my own rules to adapt activities to increase challenge
	Affective	Begin to Talk about how they feel before and after an activity Begin to Express how they feel when they find something difficult	Talk about how they feel before and after an activity Express how they feel when they find something difficult	Express how they feel when they win Express how they feel when they lose	Express how they feel when they continuous find something difficult Describe how the body reacts at different times and how this affects performance	Begin to control emotions and accept decisions when they don't go there way Begin to understand fair play in sport and follow the rules of the game	Can control emotions and accept decisions when they don't go there way Understand fair play in sport and follow the rules of the game/activity
	Physical	Begin to engage in competitive activities and team games Use simple attacking skills such as dodging Use simple defensive skills such as tagging. Know how to pass a ball in a variety of ways Begin to be able to throw and catch a variety of equipment with more confidence	Engage in competitive activities and team games Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player. Know how to pass a ball in a variety of ways Be able to throw and catch a variety of equipment with more confidence Identify where space is	Begin to be able to throw and catch in isolation and in combination Begin to Pass an object with increasing speed, accuracy Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Begin to find space to pass and receive the ball Use some attacking and defending skills and techniques in a game.	Able to throw and catch in isolation and in combination Pass the ball with increasing speed, accuracy and success in a game situation Contribute towards helping their team to keep and win back possession of the ball in a team game. Make the best use of space to pass and receive the ball Use a range of attacking and defending skills and techniques in a game.	Begin to throw and catch in isolation and combination and under pressure in a game situation Begin to show confidence in using ball skills in various ways in a game situation, and link these together effectively Pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. Demonstrate awareness of space in a game/activity situation	To throw and catch in isolation and combination and under pressure in a game situation Show confidence in using ball skills in various ways in a game situation, and link these together effectively Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. Demonstrate good awareness of space
Net and Wall	Social	Use words to encourage and comment on others performances Describe and comment on my own performance	Use positive words to encourage and comment others performances Describe and comment on my own performance	Begin to suggest ways others can improve their performances and feedback to them Begin to Choose an appropriate partner or group to work with Begin to describe the difference between a variety of sending skills	Suggest ways others can improve their performances and feedback to them choose an appropriate partner or group to work with describe the difference between a variety of sending skills	Begin to feedback positively to peers Begin to take on an officiating and coaching role Begin to communicate plans to others during a game, e.g. partners in tennis or modified versions of net/wall activities Begin to describe different shots from various games and activities	Feedback constructively and positively to peers Take on an officiating and coaching role Communicate plans to others during a game, e.g. partners in tennis or modified versions of net/wall activities Can describe different shots from various games and activities
	Cognitive	Begin to try simple tactics Begin to choose the correct throws/shots to do in different situations	Develop tactics for activities Choose the correct throws/shots to do in different situations	Say what I do well in a game and what I need help with and what I need to practice Understand the rules of game activities Understand that there are different positions in different games and that these positions have different responsibilities To select and use appropriate skills and simple tactics in a small game activity	Say what I do well in a game and what I need help with and what I need to practice Understand the rules of game activities Understand that there are different positions in different games and that these positions have different responsibilities To select and use appropriate skills and simple tactics in a small game activity	Describe and evaluate the effectiveness of performance and recognise aspects that need improving both in myself and others. Choosing appropriate vocabulary Understand scoring systems in various activities Can make tactical suggestions to improve performance	Describe and evaluate the effectiveness of performance and recognise aspects that need improving both in myself and others. Choosing appropriate vocabulary Understand scoring systems in various activities Can make tactical suggestions to improve performance

	Affective	Begin to talk about how they feel before and after an activity Begin to express how they feel when they find something difficult Begin to Express what activity they are confident in doing	Talk about how they feel before and after an activity Express how they feel when they find something difficult Express what activity they are confident in doing	Begin to express how they feel when they continuous find something difficult Begin to describe how the body reacts at different times and how this affects performance	Express how they feel when they continuous find something difficult Describe how the body reacts at different times and how this affects performance	Can control emotions and accept decisions when they don't go there way Begin to understand fair play in sport and follow the rules of the game Begin to articulate the difference between sportsmanship and gamesmanship	Can control emotions and accept decisions when they don't go there way Understand fair play in sport and follow the rules of the game Articulate the difference between sportsmanship and gamesmanship
	Physical	Send and receive an object in different ways with control . Begin to throw and catch an object in a variety of ways Use hand-eye coordination to strike a moving and a stationary object Begin to throw and catch a variety of equipment with more confidence	Send and receive a ball in different ways with control and increased accuracy. Throw and catch a ball in a variety of ways Use hand-eye coordination to strike a moving and a stationary ball. Be able to throw and catch a variety of equipment with more confidence	Begin to be Able to throw and catch in isolation and in combination Use hand-eye coordination to develop sending a moving or stationary ball along the ground or in the air	Able to throw and catch in isolation and in combination with increased accuracy Use hand-eye coordination to develop sending a moving or stationary ball along the ground or in the air more effectively	Begin To throw and catch in isolation and combination and under pressure in a game situation Begin to use hand-eye coordination to be able to direct a ball accurately into space, using a variety of shots, when sending or striking Begin to anticipate where your opponent is going to send the ball Begin Play shots on both sides of the body Begin to develop rallying skills	To throw and catch in isolation and combination and under pressure in a game situation Use good hand-eye coordination to be able to direct a ball accurately into space, using a variety of shots, when sending or hitting Anticipate where your opponent is going to send the ball Play shots on both sides of the body with reasonable control Develop rally skills
Gym and dance	Social	Behave appropriately in PE Begin to work with a partner to create a short balance or sequence Understand why we wear PE kits	Behave appropriately in PE Work with a partner to create a short balance or sequence Describe and comment on my performance	Able to choose an appropriate group or partner to work with Use appropriate language to help others Respect the school equipment Begin to use appropriate PE vocabulary in my lessons	Able to choose an appropriate group or partner to work with Use appropriate language to help others Use appropriate PE vocabulary in my lessons	Begin to understand the importance of each member of the team when performing a partner/group performance Begin to take on a leadership role Understand how to collaborate well Begin to feedback positively and constructively to my peers	Understand the importance of each member of the team when performing a partner/group performance Take on a leadership role Understand how to collaborate well Feedback positively and constructively to my peers
	Cognitive	Think about how to create a sequence by linking different movements together on the floor Think about creating shapes/balances on the floor Begin to understand the difference between 'points' and 'patch' balances	Think about creating a sequence by linking different movements together on equipment Think about creating shapes/balances using different equipment Understand the difference between 'points' and 'patch' balances	Suggest movements, balances or shapes to help try and improve my groups (working with a partner) performance on the floor Begin to understand the difference between canon and unison	Suggest movements, balances or shapes to help try and improve my groups (working with a partner) performance using equipment Understand the difference between canon and unison	Make informative suggestions to improve performance Begin to use appropriate PE vocabulary to evaluate and support others	Make informative suggestions to improve performance Evaluate other children's performances to try and help them improve Choose appropriate PE vocabulary to evaluate and support others
	Affective	Begin to Express how I feel before and after the activity Begin to Express how I feel if I find something difficult to do	Express how I feel before and after the activity Express how I feel if I find something difficult to do	Begin to express how I feel when I have completed a task Begin to express how I feel when I can not complete a task React in a positive manner when other people in my group are not following instructions	Express how I feel when I have completed a task Express how I feel when I can not complete a task React in a positive manner when other people in my group are not following instruction	Begin to control my emotions and accept other people's decisions when my ideas do not get chosen Begin to express how confident I am when doing movements/activities	Control my emotions and accept other people's decisions when my ideas do not get chosen Express how confident I am when doing movements/activities
	Physical	Begin to recognise and perform a variety of jumps Begin to recognise and perform a variety of rolls Demonstrate balance in a variety of situations on the floor Begin to perform dance using movement patterns Perform a small sequence using different movements on the floor Understand and practice how to land safely on the floor and off apparatus	Recognise and perform a variety of jumps Recognise and perform a variety of rolls Demonstrate balance in a variety of situations Perform dance using movement patterns Perform a small sequence using different movements on the floor and with equipment Land safely from jumping on the floor and off apparatus	Work with a partner to create and repeat a sequence on the floor Apply my knowledge of rolls, jumps, balances and ways of travelling Begin to use movements to communicate an idea	Work with a partner to create, repeat and improve a sequence Apply my knowledge of rolls, jumps, balances and ways of travelling to work in a controlled way Begin to use movements to communicate an idea Adapt the sequence to include apparatus or a partner use different combinations of floor, mats and apparatus, showing control, accuracy and fluency	Begin to Plan and create a paired or group routine on the floor Begin to Develop sequences in a specific style and link them to timings Begin to create a sequence and adapt it to different apparatus layouts. Begin to explore range of symmetric and asymmetric actions, shapes and balances	Plan and create a paired or group routine which includes all previous learning and some equipment Develop sequences in a specific style and link them to timings Make up a sequence and adapt it to different apparatus layouts. Explore range of symmetric and asymmetric actions, shapes and balances in a group
Striking and Fielding	Social	Use words to encourage and comment on others performances Describe and comment on my own performance	Use positive words to encourage and comment others performances Describe and comment on my own performance	Begin to suggest ways others can improve their performances and feedback to them Begin to Choose an appropriate partner or group to work with Begin to describe the difference between a variety of striking skills	Suggest ways others can improve their performances and feedback to them choose an appropriate partner or group to work with describe the difference between a variety of striking skills	Begin to feedback positively to peers Begin to take on an officiating and coaching role Begin to communicate plans to others during a game, e.g fielding plans in modified rounders Begin to describe different positions in activities	Feedback constructively and positively to peers Take on an officiating and coaching role Communicate plans to others during a game, e.g striking plans in modified rounders Can describe different shots from various games and activities

	Cognitive	Begin to develop simple tactics for games Begin to choose the correct throws/shots to do in different situations	Develop tactics for games Choose the correct throws/shots to do in different situations	Begin to understand what I did well in a game and what I need help with Begin to understand the rules of game activities Begin to understand that there are different positions in different games Begin to select and use appropriate skills and simple tactics in a small game activity	Say what I do well in a game and what I need help with and what I need to practice Understand the rules of game activities and add in some of my own Understand that there are different positions in different games and that these positions have different responsibilities To select and use appropriate skills and simple tactics in a small game activity	Begin to describe and evaluate the effectiveness of performance and recognise aspects that need improving both in myself and others. Choosing appropriate vocabulary Begin to understand scoring systems in various activities Make tactical suggestions to improve performance Begin to understand the positions of every team member	Describe and evaluate the effectiveness of performance and recognise aspects that need improving both in myself and others. Choosing appropriate vocabulary Understand scoring systems in various activities Make tactical suggestions to improve performance Understand the positions of every team member and also their role responsibility
	Affective	Begin to talk about how they feel before and after an activity Begin to express how they feel when they find something difficult Begin to Express what activity they are confident in doing	Talk about how they feel before and after an activity Express how they feel when they find something difficult Express what activity they are confident in doing	Begin to express how they feel when they continuously find something difficult Begin to describe how the body reacts at different times and how this affects performance	Express how they feel when they continuously find something difficult Describe how the body reacts at different times and how this affects performance	Can control emotions and accept decisions when they don't go their way Begin to understand fair play in sport and follow the rules of the game Begin to articulate the difference between sportsmanship and gamesmanship	Can control emotions and accept decisions when they don't go their way Understand fair play in sport and follow the rules of the game Articulate the difference between sportsmanship and gamesmanship
	Physical	Begin to strike and receive a ball in different ways with control Begin to throw and catch a ball in a variety of ways Begin to use hand-eye coordination to strike a stationary ball Begin to throw and catch a variety of equipment with more confidence	Send and receive a ball in different ways with control and increased accuracy. Throw and catch a ball in a variety of ways Use hand-eye coordination to strike a moving and a stationary ball. Be able to throw and catch a variety of equipment with more confidence	Begin to throw and catch in isolation and in combination Begin to use hand-eye coordination to develop striking a moving or stationary ball along the ground or in the air Begin to Field and intercept a ball	Able to throw and catch in isolation and in combination with increased accuracy Use hand-eye coordination to develop striking a moving or stationary ball along the ground or in the air more effectively Field and intercept a ball and return it accurately	Begin to throw and catch in isolation and combination and under pressure in a game situation Begin to use good hand-eye coordination to be able to direct a ball accurately into space, using a variety of shots, when striking or hitting Begin to anticipate where the batter is going to strike the ball Begin to use correct fielding techniques Begin to strike an object from a bowler	To throw and catch in isolation and combination and under pressure in a game situation Use good hand-eye coordination to be able to direct a ball accurately into space, using a variety of shots, when striking or hitting Anticipate where the batter is going to strike the ball Use correct fielding techniques when moving or in isolation when stopping a ball or object Begin to strike an object from a bowler with reasonable control
Athletics and Multi-skills	Social	Begin to use positive words to encourage others Begin to share equipment with other children	Use positive words to encourage others Share equipment with other children	Begin to suggest ways others can improve their performances Start to choose an appropriate partner or group to work with	Suggest ways others can improve their performances Choose an appropriate partner or group to work with	Begin to feedback constructively and positively to peers using PE vocab Begin to take on an officiating and coaching role	Feedback constructively and positively to peers using PE vocab Take on an officiating and coaching role
	Cognitive	Begin to recognise own success in an activity Begin to understand the importance of evading objects and staying safe in a PE lesson	Recognise own success in an activity Understand the importance of evading objects and staying safe in a PE lesson	Begin to understand the difference between the difference between a long and short distance race Begin to evaluate my own and other players performances	Understand the difference between the difference between a long and short distance race Evaluate my own and other players performances and try to make suggestions to try improve them	Begin to describe and evaluate the effectiveness of performance and recognise aspects that need improving both in myself and others Begin to understand scoring systems in various activities	Describe and evaluate the effectiveness of performance and recognise aspects that need improving both in myself and others Understand scoring systems in various activities. eg Triple Jump
	Affective	Begin to talk about how they feel before and after an activity Begin to express how they feel when they find something difficult Begin to Express what activity they are confident in doing	Talk about how they feel before and after an activity Express how they feel when they find something difficult Express what activity they are confident in doing	Begin to express how they feel when they continuously find something difficult Begin to describe how the body reacts at different times and how this affects performance	Express how they feel when they continuously find something difficult Describe how the body reacts at different times and how this affects performance	Begin to control emotions and accept decisions when I don't beat my personal best Begin to understand fair play in sport and follow the rules of the game Begin to accept other children may beat my personal best score	Control emotions and accept decisions when I don't beat my personal best Understand fair play in sport and follow the rules of the game Accept other children may beat my personal best score and that I may not be the 'best' in class or in a group
	Physical	Begin to perform fundamental skills for a longer distance and time Throw various objects, using different techniques Combine different jumps together	Perform fundamental skills for a longer distance and time Throw various objects, using different techniques with increased accuracy Combine different jumps together with some fluency and control	Begin to measure throwing and jumping activities Explore using running speeds and techniques for various distances Begin to take part in a range of games and mini competitions Begin to learn how to combine a hop, step and jump to perform the standing triple jump and land safely	Measure throwing and jumping activities accurately Select and maintain running speeds and techniques for various distances Take part in a range of games and mini competitions Learn how to combine a hop, step and jump to perform the standing triple jump and land safely	Begin to show control, speed, strength and stamina when performing jumping in isolation and combination Select the most appropriate pace for different distances and different parts of the run Select the most appropriate type of throw for distance and accuracy Ability to measure and time, jumping, throwing and running races accurately for their peers	Show control, speed, strength and stamina when performing jumping in isolation and combination Confidently and independently select the most appropriate pace for different distances and different parts of the run Confidently and independently select the most appropriate type of throw for distance and accuracy Ability to measure and time, jumping, throwing and running races accurately for their peers