

Skills and knowledge progression: PE

PE	
Athletics	
Willow	<ul style="list-style-type: none"> • Carry out simple stretches. • Children begin to experience athletic skills of running, jumping, throwing and balances linked to sports day. • Perform individual movements. • Copy actions and movement • Engage muscle linked to task • Travel in different ways, changing direction and speed. • Carry out a range of simple jumps, landing safely. • Begin to move with control and care. • Children begin to experience fun competition with themselves and others. • Children begin to develop resilience and are encouraged to try their best and enjoy
Elm	<ul style="list-style-type: none"> • To know how your body feels when you are exercising. • To know how to run in different ways for a variety of purposes. • To know the 'lip to hip' technique for running. • To know how to run over obstacles • To know how to skip when running. • To know how to perform different jumps. • To know how to perform a short jumping sequence. • To know how to begin to jump competitively (long jump) • To know how to throw in a variety of ways for different purposes.
Birch	<ul style="list-style-type: none"> • To know how to recognise and describe how the body feels during and after different physical activities. • To know how to run in different ways. • To know how to run for speed and distance. • To know the 'lip to hip' technique for running. • To know how to perform and compare different types of jumps: (link to gymnastics work on jumps. • To know how to jump for distance. • To know how to skip and skip when running. • To know how to support each other in improving techniques.
Maple	<ul style="list-style-type: none"> • To know how to recognise and describe the effects of exercise on the body. • To know how to improve and build on running skills

	<ul style="list-style-type: none"> • To know the 'lip to hip' technique for running. • To know how to run and jump over hurdles • To know how to jump for distance. • To know how to jump for height • To be able to throw with increasing accuracy and control . • To experience stamina based running events and how the body feels during and following the event (heart and lungs) • To know how to skip using a rope and to skip when running. • To know how to help each other with techniques in athletics
Pine	<ul style="list-style-type: none"> • To know how the body reacts at different times and in different ways to exercise • To know how to use differing running and sprinting techniques. • To know the 'lip to hip' technique for running. • To begin to perform the Frosbury Flop in high jump. • To know how to perform a range of throws. • To be able to throw with increased distance and accuracy. • To know how to throw in the shot put. • To further develop fitness elements of stamina and strength and conditioning • To know how to comment on each others throws and help technique.
Beech	<ul style="list-style-type: none"> • To know how to explain some safety principles when preparing for and during exercise. (Health) • To know how to run using increasing technique. • To know how to perform a standing triple and long jump. • To know how to perform the Frosbury Flop in high jump • To know the 'lip to hip' technique for running. • To know how to improve own running techniques and others. • To know how to run over a sustained distance. • To know how to throw with increased technique and accuracy. • To know how to use peer review in PE
Oak	<ul style="list-style-type: none"> • To know how to explain some safety principles when preparing for and during exercise • To know that there are so many reasons why exercise is important • To know how to develop the technique for the standing vertical jump. • To know how to improve techniques for jumping for distance. • To know different skills and techniques for running and sprinting • To know how to perform the Frosbury Flop in high jump • To know the 'lip to hip' technique for running. • To know how to run over hurdles. • To know how to work as a team to competitively perform a relay. • To know how to demonstrate endurance and stamina over longer distances in order to maintain a sustained run. • To know how to perform a fling throw. • To know how to use peer review in PE.

PE

Dance

Willow	<ul style="list-style-type: none"> • Carry out simple stretches. • Perform individual movements. • Copy actions and movement • Engage muscle linked to shape or balance hold • Link two actions to make a sequence. • Travel in different ways, changing direction and speed. • Hold still shapes and simple balances. • Carry out a range of simple jumps, landing safely. • Move around, under, over, and through different objects and equipment. • Begin to move with control and care.
Elm	<ul style="list-style-type: none"> • To know how to warm up and cool down for dance • To know how to copy and repeat actions. • To know how to perform using a range of actions and body parts with some coordination. • To know how to begin to perform learnt skills with some control. • To know how to vary the speed of their actions. • To know how to use simple choreographic devices such as unison, canon and mirroring. • To know how to put a sequence of actions together to create a motif. • To know how to begin to improvise independently to create a simple dance. • To know how to watch and describe performances. • To know how to begin to say how they could improve and evaluate performances.
Birch	<ul style="list-style-type: none"> • To know how to warm up and cool down and stretch ready for dance. • To know the importance of strength and flexibility for physical activity • To know how to perform with some awareness of rhythm and expression. • To know how to begin to improvise with a partner or small group to create a simple dance. • To know how to begin to compare and adapt movements to create a larger sequence. • To know how to begin to improvise independently to create a simple dance. • To know how to move in time to music and to improve the timing of their actions. • To know how to create a short motif inspired by a stimulus. • To know how to change the speed and level of their actions. • To know how to use simple choreographic devices such as unison, canon and mirroring • To know how to perform sequences of their own composition with coordination and increased control. • To know how to watch and describe performances, and use what they see to improve their own performance. • To know how to talk about the differences between their work and that of others.
Maple	<ul style="list-style-type: none"> • To know the importance of strength and flexibility for physical activity. • To know how to perform with some awareness of rhythm and expression. • To know how to create motifs from different stimuli. • To know how to warm up, cool down and stretch for dance • To know how to demonstrate rhythm and spatial awareness. • To know how to begin to vary dynamics and develop actions in response to stimuli with more precision and control.

	<ul style="list-style-type: none"> • To know how to compose a dance that reflects the chosen dance style using some basic steps. • To know how to confidently improvise with a partner or on their own. • To know how to compose longer dance sequences in a small group with fluency and expression. • To know how to identify and repeat the movement patterns and actions • To know how to begin to compare and adapt movements and motifs to create a larger sequence. • To know how to use simple dance vocabulary to compare and improve work. • To know how to watch, describe and evaluate the effectiveness of a performance. • To know how to describe how their performance has improved over time.
Pine	<ul style="list-style-type: none"> • To know how to warm up, cool down and stretch for dance. • To know what Dance Music is and where it came from. • To know some movements from street dance and add timing and pace. • To know about locking and popping and how to include moves with confidence and fluency. • To know how to demonstrate imagination and creativity in the movements they devise in response to stimuli • To know how to use transitions to link motifs smoothly together. • To know how to compose individual, partner and group dances that reflect the chosen dance style. • To know how to improvise a sequence ensuring that their actions fit the rhythm of the music as a result of peer review • To know how to explain why they have used particular skills or techniques, and the effect they have had on their performance • To know how to watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.
Beech	<ul style="list-style-type: none"> • To know that warm up, cool down and spatial awareness are important. • To know what Street Dance is and where it came from. • To know some movements from street dance and add timing and pace. • To know about locking and popping and how to include moves with confidence and fluency. • To know how to demonstrate imagination and creativity in the movements they devise in response to stimuli. • To know how to use transitions to link motifs smoothly together. • To know how to compose individual, partner and group dances that reflect the chosen dance style. • To know how to improvise a sequence ensuring that their actions fit the rhythm of the music as a result of peer review. • To know how to explain why they have used particular skills or techniques, and the effect they have had on their performance.
Oak	

PE	
Fitness	
Willow	<ul style="list-style-type: none"> • To begin to experience fitness elements of running, jumping, Agility, balance and coordination • To develop the overall body strength • To develop the enjoyment of movement and fun game play • To develop awareness of individual muscles • To understand that the body will feel differently when exercising
Elm	<ul style="list-style-type: none"> • To know how your body feels when you are exercising. • To know how to run in different ways for a variety of purposes. • To know some basic muscle groups and how to engage them in activity • To know how to perform different jumps and steps.

	<ul style="list-style-type: none"> • To begin to know the correct technique for some key fitness movements • To know that your heart and lungs will work harder and feel different after intense activity
Birch	<ul style="list-style-type: none"> • To know how to recognise and describe how the body feels during and after different physical activities. • To know how to run in different ways. • To know how to run for speed and distance. • To know how to improve some fitness techniques and to develop further • To know how to perform and support a partner in fitness activities • To know how to jump and land safely. • To know how to skip.
Maple	<ul style="list-style-type: none"> • To know how to recognise and describe the effects of exercise on the body. • To know how to improve and build stamina and strength • To know how to run smoothly over longer distances • To know how to complete a basic fitness circuit • To know how to enjoy exercise with effort • To know how to skip using a rope and to skip when running. • To know how to help each other with techniques in athletics
Pine	<ul style="list-style-type: none"> • To know how the body reacts at different times and in different ways to exercise • To know how to use different running and sprinting techniques to improve cardiovascular fitness. • To know how to comment on each others technique and identify improvements needed. • To know how to complete a basic fitness circuit • To know how to stretch before and after physical activity to prevent injury and increase bodies flexibility.
Beech	<ul style="list-style-type: none"> • To know how to explain some safety principles when preparing for and during exercise. • To know all fitness components: Strength and Conditioning, Agility, Flexibility, Muscular Endurance, Cardiovascular Endurance. • To know how to perform using the correct technique • To know how to improve own running techniques. • To know how to run over a sustained distance.
Oak	<ul style="list-style-type: none"> • Building on previous learning and experiences • To know how to explain some safety principles when preparing for and during exercise • To know different skills and techniques for running and sprinting • To know how to work as a team to competitively perform. • To develop own fitness circuit for identified fitness component and lead to others • To know how to perform during circuit training activities with endurance • To know how to demonstrate endurance and stamina over longer distances in order to maintain a sustained run.

PE

Gymnastics

Willow	<ul style="list-style-type: none"> • Perform basic stretches • Copy actions and movement • Engage muscle linked to shape or balance hold • Travel in different ways, changing direction and speed. • Hold still shapes and simple balances. • Carry out a range of simple jumps, landing safely. • Move around, under, over, and through different objects and equipment. • Begin to move with control and care. • Begin to develop balancing on floor and basic apparatus
Elm	<ul style="list-style-type: none"> • To know that it is important to stretch our bodies before gymnastics. • To know how to perform simple gymnastic rolls. • To know how to carry out a range of jumps. • To know how to use a springboard • To know how to perform simple gymnastic elements • To know how to travel in gymnastics. • To know how to perform some gymnastic balances. • To know what a good gymnastic sequence looks like and has a beginning, middle and an end,
Birch	<ul style="list-style-type: none"> • To know how to behave safety when performing movements in gymnastics. • To know how to jump in a variety of ways and land safely. • To know how to use rolls in gymnastics sequences. • To know how to perform more complex gymnastic movements. • To know how to perform some gymnastic balances. • To know how to perform balances on apparatus.. • To know how to perform balances with partners and simple sequences. • To know how to travel using a springboard. • To know how to link movements to build a sequence. • To know how to copy, explore and remember actions and movements to create their own sequence. • To know how to begin to comment on others' sequences.
Maple	<ul style="list-style-type: none"> • To know how to stretch and prepare for gymnastics. • To know how to add jumps into sequences. • To know how to use different rolls in gymnastics. • To know how to use different balances on apparatus and with a partner. • To know how to do more complex movements in gymnastics.

	<ul style="list-style-type: none"> • To know how to begin to use the vault in gymnastics. • To know how to choose ideas to compose a movement sequence independently and with others. • To know how to link combinations of actions with increasing confidence, including changes of direction, speed or level.
Pine	<ul style="list-style-type: none"> • To know some reasons for warming up and cooling down • To know how to complete a range of different jumps. • To know how to use the vault to perform some gymnastic movements • To know how to balance using different points • To know how to use more complex movements in gymnastics. • To know how to create a sequence of actions that fit a theme. • To know how to support each other and comment on performance.
Beech	<ul style="list-style-type: none"> • To know how to prepare for gymnastics. • To know how to travel in different ways and link movements. • To know and use different rolls from standing positions. • To know and use different jumps in gymnastics • To know how to perform various balances on apparatus, with a partner • To know how to use a springboard and the vault to perform particular gymnastic movements • To know how to perform more complex gymnastic movements. • To know how to select ideas to compose specific sequences of movements, shapes and balances. • To know how to transfer on to bigger apparatus • To know how to comment on each others sequences and how each other can improve.
Oak	<ul style="list-style-type: none"> • To know how to prepare for gymnastics. • To know how to travel using gymnastic movements • To know a range of gymnastic jumps • To use a range of gymnastic rolls. • To know how to perform a range of balances • To know how to perform more complex gymnastic movements. • To know how to perform cartwheel in different ways • To know how to create their own complex sequences involving the full range of actions and movements and comment on each others. • To know how to transfer sequences on to bigger apparatus and modify to suit

PE

Invasion Games

Willow	<ul style="list-style-type: none"> • Begin to develop running skills and awareness of others • Can begin to recognise space and areas • Can begin to start and stop on command • Can begin to change direction with some control • Can begin to use different shaped balls to roll, throw and catch
Elm	<ul style="list-style-type: none"> • To know why exercise is important • To know how to use a ball in different ways. • To know how to roll a ball. • To know how to use kicking skills in a game. • To know how to pass the ball to a player in a game. • To know how to use different ways of travelling in different directions or pathways. • To know how to use some skills which you have learnt to play a game together. • To know how to stretch and cool down after exercise.
Birch	<ul style="list-style-type: none"> • To know how to pass the ball in different ways. • To know how to travel in different ways at different speeds. • To know how to bounce and kick a ball whilst moving. • To know how to start to understand the terms attacking and defending. • To know how to use kicking skills. • To know how to use dribbling skills. • To know how to use a variety of types of turns whilst dribbling. • To know the importance of rules in games. • To know how to recognise and describe how the body feels during and after different physical activities.
Maple	<ul style="list-style-type: none"> • To know how to move with the ball in different ways and find a useful space and get into it to support teammates. • To know how to pass the ball in two different ways in a game situation with some success. • To know how to keep and win back possession of the ball in a team game. • To know how to use simple attacking skills. • To know how to shoot in netball. • To know and begin to apply basic principles and rules of netball. • To know how to recognise and describe the effects of exercise on the body and why it is important to warm up and cool down.
Pine	<ul style="list-style-type: none"> • To know how to describe how the body reacts at different times and how this affects performance. • To know how to move with the ball using a range of techniques showing control and fluency. • To know how to pass the ball with increasing speed, accuracy and success in a game situation. • To know how to use a range of attacking and defending skills and techniques in a game. • To know how to shoot in a hockey game. • To know how to vary the tactics they use in a game of hockey. • To know the rules of hockey and adapt rules to alter games and use each other's strengths.

Beech	<ul style="list-style-type: none"> • To know the importance of warm up and cool down in PE • To know how to keep and win back possession of the ball effectively in a team game. • To know how to shoot in a game. • To know how to show an awareness of space. • To know how to keep and win back possession of the ball effectively in a team game. • To know how to choose the best tactics for attacking and defending. • To know how to devise and adapt rules to create their own game.
Oak	<ul style="list-style-type: none"> • To know and understand the importance of warming up and cooling down and know how to do this. • To know how to demonstrate a good awareness of space. • To know how to show confidence in using ball skills in various ways in a game situation, and link these together effectively. • To know how to pass a rugby ball. • To know how to restart the game after a tackle: • To know how to tackle correctly: • To know how to score correctly: • To know how to keep and win back possession of the ball effectively and in a variety of ways in a team game. • To know how to apply knowledge of skills for attacking and defending and think ahead and create a plan of attack or defence. • To know and follow rules to play multiple games successfully.

PE	
Striking and Fielding	
Willow	<ul style="list-style-type: none"> • To be able to collect and roll a ball • To use basic techniques to serve • Develop use of under arm throws • To begin to work as a team to collect • To begin to strike balls of different size off the floor and using a tee
Elm	<ul style="list-style-type: none"> • To know how to describe how the body feels when still and when exercising • To know how to send and receive a ball. • To know how to be able to run at different speeds. • To know how to begin to use space in a game. • To know how to travel with a ball in different ways. • To know how to apply skills in games. • To know how to create and describe games that involve striking and fielding.
Birch	<ul style="list-style-type: none"> • To know how health and fitness helps us stay well • To know how to strike or hit a ball with increasing control. • To know how to throw different types of equipment. • To know how to throw a ball for a distance. • To know how to throw, catch and bounce a ball with a partner. • To know how to use a variety of throwing and catching skills to play rounders.

Maple	<ul style="list-style-type: none"> • To know why exercise is important. • To know how to throw a ball in different ways. • To know how to throw and catch with accuracy. • To know how to strike a ball for distance. • To know how to bowl overarm effectively and safely. • To know how to use striking and fielding skills. • To know how to bat correctly in cricket.
Pine	<ul style="list-style-type: none"> • To know that team games are good for well being • To know how to develop different ways of throwing. • To know how to develop catching skills. • To know how to use a bat to hit the ball with accuracy and control. • To know how to have an accurate underarm bowl for rounders. • To know how to use hand eye co-ordination to field accurately in rounders. • To know how to support and encourage team mates. • To know the rules for rounders games and apply the skills taught.
Beech	<ul style="list-style-type: none"> • To know why exercise is important. • To know how to throw a ball in different ways more precisely. • To know how to throw and catch with accuracy and apply techniques learnt through the years. • To know how to strike a ball for distance in cricket. • To know how to bowl overarm effectively and safely. • To know how to use striking and fielding skills. • To know the rules of cricket and play a game.
Oak	<ul style="list-style-type: none"> • To know how health and fitness helps us stay well • To know how to use good hand-eye coordination to be able to direct a ball when striking or hitting. • To know how to hit a bowled ball over longer distances. • To know how to throw and catch accurately and successfully under pressure in a game. • To know how to throw, catch and bounce a ball with a partner. • To know how to use a variety of throwing and catching skills to play rounders. • To know how to communicate plans to others during a game and to lead others during a game.

PE	
Outward Adventurous Activities OAA	
Maple	<p>To know how to recognise and describe the effects of exercise on the body.</p> <p>To know how to build team work skills and work together</p> <p>To know how to run and jump over Obstacles</p> <p>To know how to help each other with techniques</p> <p>To know how to read a map and develop own maps</p> <p>To know how to recognise points of interest</p> <p>To know cardinal points</p>

Oak	<p>To know how to explain some safety principles when preparing for and during exercise.</p> <p>To know how to run over a sustained distance.</p> <p>To know how to guide and be guided by a team mate</p> <p>To know how to complete a picture orienteering map</p> <p>To know how to develop own control plotting map</p> <p>To know Ordinal compass points</p>
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