

The Welbeck Federation
PE
Progression of Knowledge



This is how our children's declarative and procedural knowledge builds from EYFS to Year 6.

Early Learning Goals:

Moving and Handling:

Children have good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and Self-care:

Children know the importance for good health of physical exercise, a healthy diet and talk about the ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

The National Curriculum (KS1)

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

The National Curriculum (KS2)

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Motor Competence	Rules, strategies and tactics	Healthy Participation
<p>Pupils have a secure repertoire of fundamental movement skills that form increasingly complex movement patterns within domain-specific contexts • High-quality instruction, purposeful practice and feedback are provided to develop and refine movement patterns • Pupils develop their declarative knowledge and procedural knowledge and have opportunities to 'perform' both forms of knowledge.</p>	<p>Pupils can name and demonstrate increasingly complex tactical knowledge, knowledge of context-specific rules and know how to be successful across a range of activities and sports • High-quality instruction, purposeful practice and feedback are provided to develop and refine knowledge of rules, strategies and tactics</p>	<p>Pupils know and can show how to safely prepare and participate in increasingly specific contexts HEALTHY PARTICIPATION • Pupils know and can show the short-term and long-term impacts of sport and physical activity • High-quality instruction, purposeful practice and feedback are provided to develop and refine knowledge of healthy participation</p>
<p>Declarative knowledge: How well do pupils recall the key points for success in a movement/movement patterns they have learned?</p>	<p>Declarative knowledge: How well do pupils recall the rules, tactics and strategies for success they have learned?</p>	<p>Declarative knowledge: How well do pupils recall the key points for healthy participation they have learned?</p>

Procedural knowledge: How well do pupils demonstrate accurate, safe and efficient movement patterns?

Procedural knowledge: How well do pupils demonstrate rules, strategies and tactics in a specified context?

Procedural knowledge: How well do pupils demonstrate safe practice of how to participate?

Progression Dance							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Actions Explore how their body moves. Copy basic body actions and rhythms.</p> <p>Dynamics Explore actions in response to music and an idea.</p> <p>Space Explore pathways and space around them and in relation to others.</p> <p>Performance Are given opportunities to perform in front of others.</p>	<p>Actions Copy, remember and repeat actions to represent a theme. Explore creating their own actions in relation to a theme.</p> <p>Dynamics Explore varying speeds to represent an idea.</p> <p>Space explore pathways within their performance</p> <p>Relationships Begin to explore actions and pathways with a partner.</p>	<p>Actions Accurately remember, repeat and link actions to express an idea.</p> <p>Dynamics Develop an understanding of dynamics</p> <p>Space Develop the use of pathways and travelling actions to include levels.</p> <p>Relationships Explore working with a partner using unison, matching and mirroring.</p> <p>Performance</p>	<p>Actions Create actions in response to a stimulus individually and in groups.</p> <p>Dynamics Use dynamics effectively to express ideas.</p> <p>Space Use directions to transition between formations.</p> <p>Relationships Develop an understanding of formations.</p> <p>Performance Perform short, self-choreographed phrases showing</p>	<p>Actions Respond imaginatively to a range of stimuli related to character and narrative</p> <p>Dynamics Change dynamics confidently within a performance to express changes in character.</p> <p>Space Confidently use changes in level, direction and pathway.</p> <p>Relationships</p>	<p>Actions Choreograph planned dances by using, adapting and developing actions and steps from different dance styles.</p> <p>Dynamics Confidently use dynamics to express different dance styles.</p> <p>Space Use direction and patterning to express different dance styles.</p> <p>Relationships Confidently use formations, canon</p>	<p>Actions Show controlled movements which express emotion and feeling</p> <p>Dynamics Explore, improvise and combine movements dynamics to express ideas fluently, effectively on their own, with a partner or in small groups.</p> <p>Space and Relationships Use a variety of basic compositional principles when</p>

		<p>Performance Begin to use counts within their performance.</p>	Develop the use of facial expressions.	and awareness of timing.	Use action and reaction to represent ideas. Performance Perform complex dances that communicate narrative and character well, performing clearly and fluently.	and unison to express a dance idea. Performance Perform dances expressively, using a range of performing skills, showing accuracy and fluency.	creating their own dances. Performance Demonstrate a clear understanding of timing in relation to music and other dancers.
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Progression Gymnastics							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Shapes Show contrast with their bodies including wide/narrow, straight/curved. Balances Explore shapes in stillness using different parts of their bodies. Rolls Explore rocking and rolling Jumps Explore jumping safely.</p>	<p>Shapes Explore basic and still shapes straight, tuck, straddle, pike. Balances Perform balances making their body tense, stretched and curled. Rolls Explore barrel, straight, forward roll. Jumps Explore shape jumps including jumping off low apparatus.</p>	<p>Shapes Explore using shapes in different gymnastic balances. Balances Remember, repeat and link combinations of gymnastic balances. Rolls Explore barrel, straight, forward roll and put into sequence work. Jumps Explore shape jumps and take off combinations.</p>	<p>Shapes Explore matching and contrasting shapes. Balances Explore point and patch balances and transition smoothly into and out of them Rolls Develop the straight, barrel and forward roll, Jumps Develop stepping into shape jumps with control.</p>	<p>Shapes Develop the range of shapes they use in their sequences. Inverted movements Develop strength in bridge and shoulder stand. Balances Develop control and fluency in individual and partner balances. Rolls Develop the barrel, straight, forward and straddle roll and perform with increased control Jumps Develop control in performing and landing rotation jumps.</p>	<p>Shapes Develop the range of shapes they use in their sequences. Inverted movements Develop strength in bridge and shoulder stand. Balances Develop control and fluency in individual and partner balances. Rolls Develop the barrel, straight, forward and straddle roll and perform with increased control Jumps Develop control in performing and landing rotation jumps.</p>	<p>Shapes Combine and perform gymnastic shapes more fluently and effectively. Inverted movements Develop control in progressions of cartwheel and headstand. Balances Explore counterbalances and counter tension balances. Rolls Develop fluency and consistency in the straddle, forward and backward roll. Jumps Combine and perform a range of gymnastic jumps more fluently and effectively.</p>

Progression **Ball Skills- Cricket**

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Striking Explore sending a ball to a partner</p> <p>Fielding Explore tracking and stopping a rolling ball.</p> <p>Throwing and Catching Explore rolling, throwing and catching using a variety of equipment.</p>	<p>Striking Explore striking a ball with their hand and equipment.</p> <p>Fielding Develop tracking and receiving a ball for their team.</p> <p>Throwing Explore techniques when throwing over and underarm.</p> <p>Catching Develop coordination and techniques when catching.</p>	<p>Striking Develop striking a ball with their hand and equipment with some consistency.</p> <p>Fielding Understand that there are different roles within a fielding team.</p> <p>Throwing Develop coordination and techniques when throwing over and under arm.</p> <p>Catching Catch with two hands.</p>	<p>Striking Begin to strike a bowled ball using different equipment.</p> <p>Fielding Explore bowling and fielding skills to include a two handed pick up and long and short barriers.</p> <p>Throwing Use overarm and underarm throwing in game situations.</p> <p>Catching Catch with some consistency.</p>	<p>Striking Develop batting techniques consistently with the rules of the game.</p> <p>Fielding Develop bowling with some consistency, abiding by the rules.</p> <p>Throwing Use overarm and underarm throwing with increased consistency in game situations.</p> <p>Catching Beginning to catch with one and two hands with some consistency.</p>	<p>Striking Explore defensive and driving hitting techniques and directional batting.</p> <p>Fielding Develop over and underarm bowling techniques. Select and apply long and short barriers appropriate to the situation.</p> <p>Throwing Demonstrate clear techniques when using a variety of throws under pressure.</p> <p>Catching Explore catching skills (close/deep and wicket keeping)</p>	<p>Striking Strike a bowled ball with increasing accuracy and consistency.</p> <p>Fielding Consistently select and apply the appropriate fielding action for the situation.</p> <p>Throwing Consistently make good decisions on who and when to pass to in order to get batters out.</p> <p>Catching Consistently demonstrate good techniques in catching skills under pressure.</p>

Progression **Ball Skills- Football, Hockey**

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	<p>Sending Explore sending an object with hands and feet.</p> <p>Catching Explore catching a variety of larger balls and beanbags</p> <p>Tracking Explore stopping a ball with hands and feet</p> <p>Dribbling Explore bouncing and catching</p>	<p>Sending Roll and throw with some accuracy towards a target.</p> <p>Catching Begin to catch with two hands, catch after bounce.</p> <p>Tracking Track a ball sent directly.</p> <p>Dribbling Explore bouncing and catching.</p>	<p>Sending and Receiving Developing S R with increased control.</p> <p>Dribbling Explore dribbling with hands and feet with increasing control on the move.</p> <p>Attacking Developing moving into space away from defenders.</p> <p>Defending Explore staying close to other players to try and stop them getting the ball.</p> <p>Space Explore moving with a ball towards goal.</p>	<p>Sending and Receiving Developing S R abiding by rules of the game.</p> <p>Dribbling Explore dribbling the ball abiding by the rules of the game under some pressure.</p> <p>Attacking Developing movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p> <p>Defending Track opponent to limit their scoring opportunities.</p> <p>Space Develop moving with a ball towards a goal with some control.</p>	<p>Sending and Receiving Develop passing to a teammate using a variety of techniques appropriate to the game.</p> <p>Dribbling Develop control whilst dribbling under pressure.</p> <p>Attacking Develop decision making around when to pass and when to shoot.</p> <p>Defending Develop defending one on one and know when to win the ball.</p> <p>Space Move into space to help their team keep possession and score goals.</p>	<p>Sending and Receiving Develop control when S R under pressure.</p> <p>Dribbling Select and apply a variety of dribbling techniques to game situations.</p> <p>Attacking Explore creating tactics with others and applying them to game situations.</p> <p>Defending Develop tracking and marking with a variety of techniques and increased success.</p> <p>Space Move to create space for themselves and others in their team.</p>	<p>Sending and Receiving Develop making quick decisions about when, how and who to pass to.</p> <p>Dribbling Dribble consistently using a range of techniques with increasing control under pressure.</p> <p>Attacking Explore creating attacking tactics with others in response to the game.</p> <p>Defending Develop creating and applying defending tactics with others in response to the game.</p> <p>Space Move to correct space when transitioning from attack to defence.</p>
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Progression Net and Wall- Tennis							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	<p>Hitting Explore hitting a dropped ball with their hands.</p> <p>Feeding and Rallying Explore sending a ball to a partner.</p> <p>Footwork Explore changing direction, running and stopping.</p>	<p>Hitting Explore hitting a dropped ball with a racket</p> <p>Feeding Throw a ball over a net to land into court area.</p> <p>Rallying Explore underarm rallying with a partner.</p> <p>Footwork Use the ready position to move towards a ball.</p>	<p>Hitting Develop hitting a dropped ball over a net.</p> <p>Feeding Accurately underarm throw over a net to a partner.</p> <p>Rallying Explore underarm rallying with a partner catching after one bounce.</p> <p>Footwork Consistently use the ready position to move towards a ball.</p>	<p>Shots Explore returning a ball using focus shots such as forehand and backhand.</p> <p>Serving Explore serving from an underarm serve</p> <p>Rallying Explore rallying with a forehand.</p> <p>Footwork Consistently use and return to the ready position between shots.</p>	<p>Shots Demonstrate increased techniques when using shots both cooperatively and competitively.</p> <p>Serving Develop techniques in serving underarm with increased consistency.</p> <p>Rallying Develop rallying using both forehand and backhand with increased techniques.</p> <p>Footwork Begin to use appropriate footwork patterns to move around the court.</p>	<p>Shots Develop the range of shots used in the games they play.</p> <p>Serving Develop their range of serving techniques appropriate to the game they are playing.</p> <p>Rallying Use a variety of shots to keep a continuous rally.</p> <p>Footwork Demonstrate effective footwork patterns to move around the court.</p>	<p>Shots Demonstrate increased success and techniques in selecting and applying the appropriate shot for the situation.</p> <p>Serving Serve accurately and consistently. Beginning to apply tactics to their serve.</p> <p>Rallying Successfully apply a variety of shots to keep a continuous rally.</p> <p>Footwork Demonstrate a variety of footwork patterns relevant to the game e.g. Split step and a chasse.</p>
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Progression Dodgeball							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	<p>Throwing and Catching Explore rolling, throwing and catching using a variety of equipment.</p>	<p>Throwing Explore technique when throwing over and underarm. Catching Develop coordination and techniques when catching</p>	<p>Throwing Explore technique when throwing over and underarm. Catching Develop coordination and techniques when catching</p>	<p>Throwing Develop coordination and techniques when throwing over and underarm. Catching Catch with two hands with some coordination and techniques.</p>	<p>Throwing Throw with increasing accuracy and success in game situations. Catching Catch with increasing consistency in game situation.</p>	<p>Throwing Demonstrate clear techniques when throwing under pressure. Catching Demonstrate good techniques and consistency in catching skills under pressure.</p>	<p>Throwing Consistently make good decisions on who and when to throw at in order to get opponents out. Catching Make quick decisions on when to catch and when to dodge.</p>
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Progression Athletics							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	<p>Running Explore running and stopping. Explore running on the balls of their feet.</p> <p>Jumping Explore jumping and hopping safely.</p> <p>Throwing Explore throwing to a target.</p>	<p>Running Explore running different speeds. Explore running over obstacles.</p> <p>Jumping Develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.</p> <p>Throwing Explore throwing to a target.</p>	<p>Running Develop the sprinting action. Explore rhythm when running over obstacles.</p> <p>Jumping Develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.</p> <p>Throwing Develop overarm throwing for distance.</p>	<p>Running Develop the sprinting technique and apply it to relay events.</p> <p>Jumping Develop fluency and rhythm when running over obstacles. Develop technique in a range of approaches and take off position.</p> <p>Throwing Explore the technique for a pull throw.</p>	<p>Running Develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.</p> <p>Jumping Develop technique when jumping for distance. Explore fluency and technique in the vertical jump.</p> <p>Throwing Explore power and technique when throwing for distance in a pull throw.</p>	<p>Running Apply fluency and coordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event.</p> <p>Jumping Develop power, control and consistency in jumping for distance. Explore technique and rhythm in the triple jump.</p> <p>Throwing Develop technique and power in javelin and shot put.</p>	<p>Running Demonstrate a clear understanding of pace and use it to develop their own and others sprinting techniques. Hurdle with greater control and coordination.</p> <p>Jumping Develop take off position when jumping for height. Develop power, control and technique in the triple jump.</p> <p>Throwing Develop power, control and technique when throwing discus and javelin.</p>
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Progression Yoga							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	<p>Balance Explore shapes in stillness using different parts of their bodies.</p> <p>Flexibility Explore shapes and actions to stretch their bodies.</p> <p>Strength Explore taking weight on different body parts.</p> <p>Mindfulness Explore their own feelings in response to an activity or task.</p>	<p>Balance Perform balances and poses making their body tense, stretched and curved.</p> <p>Flexibility Explore poses and movements that challenge their flexibility.</p> <p>Strength Explore strength whilst transitioning from one pose to another.</p> <p>Mindfulness Recognise their own feelings in response to a task or activity.</p>	<p>Balance Remember, copy and repeat sequences of linked poses.</p> <p>Flexibility Show increased awareness of extension in poses.</p> <p>Strength Demonstrate increased control in performing poses.</p> <p>Mindfulness Explore controlling their focus and sense of calm.</p>	<p>Balance Demonstrate increased control when in poses and explore control in paired poses.</p> <p>Flexibility Explore poses and movement in relation to their breath.</p> <p>Strength Explore arm balances with some control.</p> <p>Mindfulness Develop their ability to stay still and keep their focus.</p>	<p>Balance Explore using their breath to maintain balance within a pose.</p> <p>Flexibility Demonstrate increased extension in their poses.</p> <p>Strength Demonstrate increased control and strength when in a pose.</p> <p>Mindfulness Can engage with mindfulness activities with increased focus.</p>	<p>Balance Use their breath to maintain balance within a pose.</p> <p>Flexibility Develop flexibility by connecting their movement with their breath.</p> <p>Strength Demonstrate increased control and strength when in and transitioning between poses.</p> <p>Mindfulness Understand that there are methods they can use to control how they feel.</p>	<p>Balance Link combinations of poses for balance with increased control in transition.</p> <p>Flexibility Confidently transition from one pose to another showing extension connected to their breath.</p> <p>Strength Explore poses that challenge their strength and work to maintain increased control and strength when in and transitioning between poses.</p> <p>Mindfulness Explore methods they can use to control how they feel with some success.</p>
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Progression Fitness							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	<p>Agility Explore changing direction safely.</p> <p>Balance Explore balancing whilst stationary and on the move.</p> <p>Coordination Explore moving different body parts together.</p> <p>Speed Explore moving and stopping with control.</p> <p>Strength Explore taking weight on different body parts.</p> <p>Stamina Explore moving for extended periods of time.</p>	<p>Agility Change direction when running.</p> <p>Balance Explore balancing in more challenging activities with some success.</p> <p>Coordination Explore coordination through use of equipment.</p> <p>Speed Explore running at different speeds.</p> <p>Strength Explore exercises using their own body weight.</p> <p>Stamina Explore moving for longer periods of time and identify how it makes them feel.</p>	<p>Agility Demonstrate improved techniques when changing direction on the move.</p> <p>Balance Demonstrate increased balance whilst travelling along and over equipment.</p> <p>Coordination Perform actions with increasing control when coordinating their body with and without equipment.</p> <p>Speed Can demonstrate running at different speeds.</p> <p>Strength Demonstrate increased control in body weight exercises.</p> <p>Stamina Show an ability to work for longer periods of time.</p>	<p>Agility Show balance when changing direction.</p> <p>Balance Explore more complex activities which challenge balance.</p> <p>Coordination Can coordinate their bodies with increased consistency in a variety of activities.</p> <p>Speed Explore sprinting technique.</p> <p>Strength Explore building strength in different muscle groups.</p> <p>Stamina Explore using their breath to increase their ability to work for longer periods of time.</p>	<p>Agility Show balance when changing direction at speed.</p> <p>Balance Show control whilst completing activities which challenge balance.</p> <p>Coordination Explore increased sopped when coordination their bodies.</p> <p>Speed Demonstrate improved sprinting technique.</p> <p>Strength Identify activities which help to strengthen different muscle groups.</p> <p>Stamina Demonstrate using their breath to maintain their work rate.</p>	<p>Agility Demonstrate improved body posture and speed when changing direction.</p> <p>Balance Change their body position to maintain a controlled centre of gravity.</p> <p>Coordination Demonstrate increased speed when coordinating their bodies.</p> <p>Speed Identify the best pace for a set distance or time.</p> <p>Strength Demonstrate increased techniques in body weight exercises.</p> <p>Stamina Use their breath to increase their ability to move for sustained periods of time.</p>	<p>Agility Change direction with a fluent action and can transition smoothly between varying speeds.</p> <p>Balance Show fluency and control when travelling, landing, stopping and changing direction.</p> <p>Coordination Can coordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</p> <p>Speed Can adapt running technique to meet the needs of the distance.</p> <p>Strength Can complete body weight exercises for increased repetitions, with control and fluency.</p> <p>Stamina Use their breath to increase their ability to move for sustained periods of time.</p>
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