



Bleasby CofE Primary School

P.E Knowledge Progression Map



Year:	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
FS	<p>ABC's- Agility & Gymnastics- Agility: Children use their bodies to roll, travel, jump, make sequences and show they can use their bodies to balance.</p> <p>Focus on climbing safely- during pe sessions using equipment, climbing boxes coma benches warm up games- understanding why it is important to warm up before exercise, focus on following rules, staying safe etc.</p> <p>Balances, stretches and curls: can the children create and hold a balance/ stretch/ curl for three seconds? Work with a partner to copy different moves and then create 'paired movements'</p> <p>Rolls: how many different roles can we think of? Forward rolls, pencil rolls etc.</p> <p>Children to try different roles across a mat.</p> <p>Combining and performing skills together. bulls and equipment used to further their balance and coordination. Working in pairs [paired movements closed bracket and individually to create sequences to be shown and performed as a class.</p> <p>Yoga used to relax, encourage mindfulness and stretching.</p>	<p>ABC's- Balance & Gymnastics- Balance: Children use their bodies to roll, travel, jump, make sequences and show they can use their bodies to balance.</p> <p>Focus on climbing safely- during pe sessions using equipment, climbing boxes coma benches warm up games- understanding why it is important to warm up before exercise, focus on following rules, staying safe etc.</p> <p>Balances, stretches and curls: can the children create and hold a balance/ stretch/ curl for three seconds? Work with a partner to copy different moves and then create 'paired movements'</p> <p>Rolls: how many different roles can we think of? Forward rolls, pencil rolls etc.</p> <p>Children to try different roles across a mat.</p> <p>Combining and performing skills together. bulls and equipment used to further their balance and coordination. Working in pairs [paired movements closed bracket and individually to create sequences to be shown and performed as a class.</p> <p>Yoga used to relax, encourage mindfulness and stretching.</p>	<p>ABC's- Coordination & Dance- Coordination: Dance activities- using different types of music and coordinating movements, moving their bodies in different ways in time to the music e.g walking/marching, skipping.</p> <p>Dance activities- focus on moving their bodies to create actions.</p> <p>Dance activities- moving bodies in different ways to represent different objects/creatures/using bodies to move to different types of music.</p> <p>-Can they move their body to music? -Can they skip in time to music? -Can they copy movements? -Can they move their body to represent thought o Games man down manr feeling?</p>	<p>ABC's- small/invasion games: Developing their skills and understanding of fundamentals used in striking/ fielding and invasion type games. Gameplay developing their knowledge of competitive situations.</p> <p>Dance activities- using different types of music and coordinating movements, moving their bodies in different ways in time to the music e.g walking/marching, skipping.</p> <p>Dance activities- focus on moving their bodies to create actions. - moving bodies in different ways to represent different objects/creatures/using bodies to move to different types of music. -Can they move their body to music? -Can they skip in time to music? -Can they copy movements? -Can they move their body to represent thought or feelings?</p>	<p>ABC's- striking/netball: Explore basic skills, actions, ideas with increasing understanding of how these are implemented in competitive situations- attacking, fielding and defending.</p> <p>-Can they throw accurately underarm? -Can they roll a piece of equipment to a given target? -Can they hit a ball with a large bat? -Can they move and stop safely? -Can they catch with both hands when thrown by an adult? -Can they throw in different ways? -Can they kick a ball?</p> <p>Feel heartbeat/ pulse before and after warmup games and after when they have rested. talk about what they notice and why this occurs.</p>	<p>ABC's- games: Explore basic skills, actions, ideas with increasing understanding of how these are implemented in competitive situations- attacking, fielding and defending.</p> <p>-Can they throw accurately underarm? -Can they roll a piece of equipment to a given target? -Can they hit a ball with a large bat? -Can they move and stop safely? -Can they catch with both hands when thrown by an adult? -Can they throw in different ways? -Can they kick a ball?</p> <p>Feel heartbeat/ pulse before and after warmup games and after when they have rested. talk about what they notice and why this occurs.</p> <p>Sports Day Practice: Can they move in different ways safely around others?</p> <p>Can they negotiate space at different speeds safely when playing games and racing with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Health & Fitness: children talk about growing and what we need to make us healthy- people who help us.</p>



Bleasby CofE Primary School

P.E Knowledge Progression Map



<p>Y1</p>	<p>ABC's- Agility & Gymnastics- Agility: Warm up games- understanding why it is important to warm up before exercise, focus on following rules, staying safe etc.</p> <p>-Copy and remember actions.</p> <p>-Travel in a variety of ways with and without a partner.</p> <p>-Balance on front and back with and without a partner.</p> <p>-Explore dish shapes with arms and legs off the floor and develop control in different rolls.</p> <p>-Use equipment safely, mounting and dismounting safely.</p> <p>-Yoga used to relax, encourage mindfulness and stretching.</p>	<p>ABC's- Balance & Gymnastics- Balance: Warm up games- understanding why it is important to warm up before exercise, focus on following rules, staying safe etc.</p> <p>-Copy and remember actions.</p> <p>-Travel in a variety of ways with and without a partner.</p> <p>-Balance on front and back with and without a partner.</p> <p>-Explore dish shapes with arms and legs off the floor and develop control in different rolls.</p> <p>-Use equipment safely, mounting and dismounting safely.</p> <p>-Yoga used to relax, encourage mindfulness and stretching.</p>	<p>ABC's- Coordination & Dance- Coordination: Coordinated dance sequences demonstrating their ability to follow instructions, move in time with the music and sequence.</p> <p>Children explore creating sequences to music.</p> <p>-Can they move to music? -Can they copy dance moves? -Can they perform some dance moves? -Can they make up a short dance? -Can they move around the space safely?</p>	<p>ABC's- small/invasion games: -Throw underarm successfully with some awareness of space, others and targets. -Work in pairs of small groups performing throwing and catching skills, games used to reinforce learning e.g beat the clock, gateways, hoopla ball. -Children is basic throwing and hitting skills underarm (introducing overarm) to strike a variety of equipment e.g medium sized ball balloons bean bags. Catching skills are practised.</p> <p>Dance- Coordination: -Maypole dancing -Coordinated dance sequences demonstrating their ability to follow instructions, move in time with the music and sequence. Children explore creating sequences to music. -Can they move to music? -Can they copy dance moves? -Can they perform some dance moves? -Can they make up a short dance? -Can they move around the space safely?</p>	<p>ABC's- striking/netball: -Throw underarm successfully with some awareness of space, others and targets. -Work in pairs of small groups performing throwing and catching skills, games used to reinforce learning e.g beat the clock, gateways, hoopla ball. -Children is basic throwing and hitting skills underarm (introducing overarm) to strike a variety of equipment e.g medium sized ball balloons bean bags. Catching skills are practised. - Children should be aware of how they stand, body positioning and be able to explain and describe the correct positions for catching and throwing both under and over arm. -Basic use of tactics to play games to outwit their opponents and describe simple skills and tactics - A range of striking equipment used to practise hitting a variety of equipment e.g hand and balloon, racket and bean bags. -Children to show a basic ability to strike. -Progression to strike with knowledge and understanding of space, target and team play.</p>	<p>ABC's- games: -Throw underarm successfully with some awareness of space, others and targets. -Work in pairs of small groups performing throwing and catching skills, games used to reinforce learning e.g beat the clock, gateways, hoopla ball. -Children is basic throwing and hitting skills underarm (introducing overarm) to strike a variety of equipment e.g medium sized ball balloons bean bags. Catching skills are practised. - Children should be aware of how they stand, body positioning and be able to explain and describe the correct positions for catching and throwing both under and over arm. -Basic use of tactics to play games to outwit their opponents and describe simple skills and tactics - A range of striking equipment used to practise hitting a variety of equipment e.g hand and balloon, racket and bean bags. -Children to show a basic ability to strike. -Progression to strike with knowledge and understanding of space, target and team play.</p> <p>Sports Day Practice: Children develop running and throwing skills through racing and sports day practise. Children encouraged to design their own races, individually, as a group and then as a class to design their class race. Races should encompass a range of skills.</p> <p>Health & Fitness: Feel heartbeat/ pulse before and after warmup games and again after pe when they have rested. talk about what they notice and why this occurs. Children develop their knowledge of the foods they need for a balanced diet, food groups and why we need a certain food groups in our daily diet.</p>
-----------	---	---	--	--	---	---



Bleasby CofE Primary School

P.E Knowledge Progression Map



<p>Y2</p>	<p>ABC's- Agility & Gymnastics- Agility: -Perform basic sequences to show different roles and jumps. Work with a partner to perform and teach sequences to perform together. -Develop strength to demonstrate control when holding arms and feet off the floor to balance. -To demonstrate their ability to explore and perform balances, jumps and turns in the air and landing safely e.g star jump. -Perform gymnastic sequence with a balance, a travelling action, a jump and a roll.</p>	<p>ABC's- Balance & Gymnastics- Balance: -Perform basic sequences to show different roles and jumps. Work with a partner to perform and teach sequences to perform together. -Develop strength to demonstrate control when holding arms and feet off the floor to balance. -To demonstrate their ability to explore and perform balances, jumps and turns in the air and landing safely e.g star jump. -Perform gymnastic sequence with a balance, a travelling action, a jump and a roll.</p>	<p>ABC's- Coordination & Dance- Coordination: Children responding imaginatively to the different scenes and characters in the song. Children work in groups to create their own imaginative sequences of movements and short dances. Use own ideas to create dance sequence. Move with rhythm unvarying speed. Interact with a partner (e.g holding hands, Swapping places, meeting and parting).</p>	<p>ABC's- small/invasion games: Developing their basic skills and understanding of the fundamentals used in striking/ fielding and invasion type games. explore basic skills, actions, ideas with increasing understanding of how these are implemented in competitive situations- attacking, fielding and defending. Dance- Coordination: Children responding imaginatively to the different scenes and characters in the song. Children work in groups to create their own imaginative sequences of movements and short dances. Use own ideas to create dance sequence. Move with rhythm unvarying speed. Interact with a partner (e.g holding hands, Swapping places, meeting and parting).</p>	<p>ABC's- striking/netball: Developing their basic skills and understanding of the fundamentals used in striking/ fielding and invasion type games. explore basic skills, actions, ideas with increasing understanding of how these are implemented in competitive situations- attacking, fielding and defending. -Can they throw underarm and overall with increasing accuracy to a partner and towards and at targets? -Can they roll a piece of equipment to or through a target with consistency? -Can they hit a ball with a bat of varying sizes and shape? -Can they move and stop safely and negotiate areas using tactics to win games? -Can they catch with both hands and with one hand? Strong and weak hand? -Can they kick in different ways? Can they kick to a partner? Dribble a ball and pass to a target or a partner? Can they show basic understanding for team sports and competitive situations? Can they adapt how they play to differing situations?</p>	<p>ABC's- games: Developing their basic skills and understanding of the fundamentals used in striking/ fielding and invasion type games. explore basic skills, actions, ideas with increasing understanding of how these are implemented in competitive situations- attacking, fielding and defending. Children develop their running and throwing skills through racing and sports day practice. children are encouraged to design their own races, individually, as a group and then as a class to design their class race. Races should encompass a range of skills. Health and fitness: Feel heartbeat/ pulse before and after warmup games and again after pe when they have rested. Talk about what they notice and why this occurs. Children develop their knowledge of the foods they need for a balanced diet, food groups and why we need a certain food groups in our daily diet. Knowledge of all aspects of life, not just food but sleep rust water etc and its impact.</p>
-----------	---	---	--	--	---	--



Bleasby CofE Primary School

P.E Knowledge Progression Map



<p>Y3</p>	<p>Tag Rugby: Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking).</p> <p>Apply basic principles of attacking and defending to a range of sports.</p> <p>Gymnastics: Perform a gymnastic sequence with clear changes of speed, different balances with different ways of travelling. Work with a partner to create a sequence. challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet. explore leaping forward in stag jump, taking off from 1 foot and landing on the other. Develop control in rolling actions on the floor cover off and along apparatus or in time with a partner.</p>	<p>Hockey: Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking).</p> <p>Apply basic principles of attacking and defending to a range of sports.</p>	<p>Netball/Basketball: Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking).</p> <p>Apply basic principles of attacking and defending to a range of sports.</p> <p>Table Tennis: Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking).</p> <p>Apply basic principles of attacking and defending to a range of sports.</p>	<p>Football: Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking).</p> <p>Apply basic principles of attacking and defending to a range of sports.</p> <p>Dance: Create a dance phrase with a partner and in a small group. Move in time with music. Perform dance to an audience showing confidence. Demonstrate use of space- levels comma directions comma pathways and body shape. Demonstrate different relationships- mirroring, unison, Canon, complementary and contrasting.</p>	<p>Cricket: Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking).</p> <p>Apply basic principles of attacking and defending to a range of sports.</p> <p>Athletics: Beginning to run at speeds appropriate for the distance.</p> <p>-Can perform a standing and running long jump. Introduced triple jump.</p> <p>-Performs a variety of throws with different equipment, javelin (foam and howler), But, discus, seated chest pass.</p>	<p>Tennis: Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking).</p> <p>Apply basic principles of attacking and defending to a range of sports.</p> <p>Sports Day Practice: Children develop their running and throwing skills through racing and sports day practice. children are encouraged to design their own races, individually, as a group and then as a class to design their class race. Races should encompass a range of skills.</p>
-----------	--	--	---	---	---	--



Bleasby CofE Primary School

P.E Knowledge Progression Map



<p>Y4</p>	<p>Tag Rugby: Choose and combine techniques in game situations (running, throwing, catching com passing, jumping and kicking).</p> <p>work well as a team in competitive games. Self-analyse game situations and begin to lead groups/ teams.</p> <p>Gymnastics: Basic sequences to show different roles and jumps. -work with a partner to perform and teach sequences to perform together. -develop strength to demonstrate control when holding arms and feet off the floor to balance. -To demonstrates their ability to explore and perform balances, jumps and turns in the air and landing safely eg star jump. -Perform gymnastic sequence with the balance, a travelling action, a jump and A roll.</p>	<p>Hockey: Choose and combine techniques in game situations (running, throwing, catching com passing, jumping and kicking).</p> <p>work well as a team in competitive games. Self-analyse game situations and begin to lead groups/ teams.</p>	<p>Netball/Basketball: Choose and combine techniques in game situations (running, throwing, catching com passing, jumping and kicking).</p> <p>work well as a team in competitive games. Self-analyse game situations and begin to lead groups/ teams.</p> <p>Table Tennis: Choose and combine techniques in game situations (running, throwing, catching com passing, jumping and kicking).</p> <p>work well as a team in competitive games. Self-analyse game situations and begin to lead groups/ teams.</p>	<p>Football: Choose and combine techniques in game situations (running, throwing, catching com passing, jumping and kicking).</p> <p>work well as a team in competitive games. Self-analyse game situations and begin to lead groups/ teams.</p> <p>Dance: Remember and repeat a dance phrase with improved clarity and accuracy. Link phrases to music.</p> <p>Show coordination, control and strength. Show focus, projection and musicality. Demonstrate different dance actions- travel cover turn, gesture, jump and stillness. Demonstrate dynamic qualities- speed, energy and continuity.</p>	<p>Cricket: Choose and combine techniques in game situations (running, throwing, catching com passing, jumping and kicking).</p> <p>work well as a team in competitive games. Self-analyse game situations and begin to lead groups/ teams.</p> <p>Athletics: Develop running techniques and confidence. Can perform a standing and running jump with accuracy. Developing triple jump skills and further developing accuracy in throwing using equipment safely.</p> <p>Swimming: See Y4 Autumn 2 →</p>	<p>Tennis: -Choose and combine techniques in game situations (running, throwing, catching com passing, jumping and kicking). -Work well as a team in competitive games. -Self-analyse game situations and begin to lead groups/ teams.</p> <p>Sports Day Practice: Children develop their running and throwing skills through racing and sports day practice. children are encouraged to design their own races, individually, as a group and then as a class to design their class race. Races should encompass a range of skills.</p> <p>Swimming: -Float both with and without the use of aids. -Blow bubbles in the water consistently -Move around the pool independently with and without aids. -Understand how to achieve a streamlined body position. -push and glide front and back. -submerge to pick an object off the bottom of the pool. -tread water -Swim two strokes with a controlled and an efficient technique over 25m. -perform a sculling action. -understand how to perform basic life saving techniques such as shout and rescue.</p>
-----------	--	---	---	---	---	--



Bleasby CofE Primary School

P.E Knowledge Progression Map



<p>Y5</p>	<p>Tag Rugby: Field, defend and attack tactically by anticipating the direction of play.</p> <p>Use the skills e.g of throwing and catching to gain points in competitive games.</p> <p>Be able to extend and add to games ideas to increase or decrease the challenge.</p> <p>Gymnastics: create complex and well executed sequences that include a range of movements- travelling, balances, swinging, bending, stretching, twisting, gestures, linking shapes.</p> <p>-Perform balances with control, showing good body tension. -Mirror and match a partner's balance. -Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus. -Make symmetrical and asymmetrical shapes in the air. -Explore different starting and finishing points when rolling.</p>	<p>Hockey: Field, defend and attack tactically by anticipating the direction of play.</p> <p>Use the skills e.g of throwing and catching to gain points in competitive games.</p> <p>Be able to extend and add to games ideas to increase or decrease the challenge.</p>	<p>Netball/Basketball: Field, defend and attack tactically by anticipating the direction of play.</p> <p>Use the skills e.g of throwing and catching to gain points in competitive games.</p> <p>Be able to extend and add to games ideas to increase or decrease the challenge.</p> <p>Table Tennis: Field, defend and attack tactically by anticipating the direction of play.</p> <p>Use the skills e.g of throwing and catching to gain points in competitive games.</p> <p>Be able to extend and add to games ideas to increase or decrease the challenge.</p>	<p>Football: Field, defend and attack tactically by anticipating the direction of play.</p> <p>Use the skills e.g of throwing and catching to gain points in competitive games.</p> <p>Be able to extend and add to games ideas to increase or decrease the challenge.</p> <p>Dance: Simple motifs and movement patterns to structure their own dance phrases on own, with partner and small groups.</p> <p>Perform dance to an audience showing confidence and clarity of actions.</p> <p>Show coordination, control, alignment, flow of energy and strength.</p> <p>Show focus cover projection, sense and style of musicality.</p> <p>Demonstrate use of space-levels, direction, pathways, size and body shape.</p>	<p>Cricket: Field, defend and attack tactically by anticipating the direction of play.</p> <p>Use the skills e.g of throwing and catching to gain points in competitive games.</p> <p>Be able to extend and add to games ideas to increase or decrease the challenge.</p> <p>Athletics: Develop running techniques and confidence.</p> <p>Can perform a running jump with components.</p> <p>Develop accuracy in throwing using equipment safely.</p> <p>Begin to record players performances.</p>	<p>Tennis: Field, defend and attack tactically by anticipating the direction of play.</p> <p>Use the skills e.g of throwing and catching to gain points in competitive games.</p> <p>Be able to extend and add to games ideas to increase or decrease the challenge.</p> <p>Sports Day Practice: Children develop their running and throwing skills through racing and sports day practice. children are encouraged to design their own races, individually, as a group and then as a class to design their class race. Races should encompass a range of skills.</p>
-----------	--	---	---	---	--	---



Bleasby CofE Primary School

P.E Knowledge Progression Map



<p>Y6</p>	<p>Tag Rugby: Choose the most appropriate tactics for a game.</p> <p>Lead others and act as a respectful team member.</p> <p>Gymnastics: Create a longer more complex sequence of up to 10 elements. explore and develop control in taking some/ all of the partners weight using counterbalance and counter tension. Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus. Travel in time with a partner, move away from and back to a partner. Jump along, over and off apparatus of varying heights with control in the air and on landing. Explore symmetry and asymmetry through the rolling actions.</p>	<p>Hockey: Choose the most appropriate tactics for a game.</p> <p>Lead others and act as a respectful team member.</p>	<p>Netball/Basketball: Choose the most appropriate tactics for a game.</p> <p>Lead others and act as a respectful team member.</p> <p>Table Tennis: Choose the most appropriate tactics for a game.</p> <p>Lead others and act as a respectful team member.</p>	<p>Football: Choose the most appropriate tactics for a game.</p> <p>Lead others and act as a respectful team member.</p> <p>Dance: Remember and repeat a more challenging dance phrase with improved fluency.</p> <p>Work imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances.</p> <p>Demonstrate dynamic qualities- speed, energy, continuity, rhythm.</p> <p>Demonstrate different relationships- mirroring, unison, cannot, complementary and contrasting, body part to body part and physical contact.</p>	<p>Cricket: Choose the most appropriate tactics for a game.</p> <p>Lead others and act as a respectful team member.</p> <p>Athletics: Develop running techniques and confidence.</p> <p>Can perform a running jump with components accurately.</p> <p>developing accuracy in throwing user go equipment safely.</p> <p>begin to record players performances and evaluate them.</p>	<p>Tennis: Choose the most appropriate tactics for a game.</p> <p>Lead others and act as a respectful team member.</p> <p>Sports Day Practice: Children develop their running and throwing skills through racing and sports day practice. children are encouraged to design their own races, individually, as a group and then as a class to design their class race. Races should encompass a range of skills.</p>
-----------	--	---	---	--	--	---