



Subject: PE
Progression of Knowledge and Skills



Strand	EYFS	Year 1	Year 2
Fundamental Movement Skills <i>Through fundamentals and athletics</i>	- I can run and stop with some control. - I can explore skipping as a travelling action. - I can jump and hop with bent knees. - I can throw larger balls and beanbags into space. - I can balance whilst stationary and on the move. - I can change direction at a slow pace. - I can explore moving different body parts together.	- I can attempt to run at different speeds, showing an awareness of technique. - I am beginning to link running and jumping movements with some control. - I can jump, leap and hop and choose which allows me to jump the furthest. - I can throw towards a target. - I show some control and balance when travelling at different speeds. - I am beginning to show balance and coordination when changing direction. - I use coordination with and without equipment.	- I show balance and coordination when running at different speeds. - I link running and jumping movements with some control and balance. - I show hopping and jumping movements with some balance and control. - I change technique to throw for distance. - I show control and balance when travelling at different speeds. - I demonstrate balance and coordination when changing direction. - I can perform actions with increased control when coordinating my body with or without equipment.
Vocabulary	balance bend crawl direction fast hop jog jump land rules run safe safely slide slow space stop target throw travel	EYFS and control dodge further jog leap overarm quickly ready position skip swing time underarm walk	EYFS, Year 1 and aim distance far height hurdle landing speed sprint take off weight
Body Management <i>Through gymnastics</i>	- I create shapes, showing a basic level of stillness, using different parts of my body - I am beginning to take weight on different body parts. - I can show shapes and actions that stretch their bodies. - I can copy and link simple actions together. .	- I can perform balances, making my body tense, stretched or curled. - I can take body weight on my hands for a short period of time. - I demonstrate poses and movements that challenge my flexibility. - I can remember, repeat and link simple actions together.	- I perform balances on different body parts with some control and balance. - I take body weight on different body parts, with and without apparatus. - I show increased awareness of extension and flexibility in actions. - I can copy, remember, repeat and plan linking simple actions with some control and technique.

Vocabulary	around balance bend copy hold jump land over rock roll shape squeeze star still straight through travel	EYFS and action control direction level speed	EYFS, Year 1 and link pathway pike sequence straddle tuck
Games <i>Through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games</i>	- I can drop and catch with two hands. - I can move a ball with my feet. - I can throw and roll a variety of beanbags and larger balls into space. - I can kick larger balls into space. - I can stop a beanbag or large ball, sent to me, using my hands. - I can attempt to stop a large ball, sent to me, using my feet. - I can hit a ball with my hands. - I can run and stop when instructed. - I can move around showing limited awareness of others. - I can make simple decisions in response to a situation.	- I can drop and catch a ball after one bounce, on the move. - I can move a ball using different parts of my foot. - I can throw and roll towards a target with some varying techniques. - I can kick towards a stationary target. - I can catch a beanbag and a medium-sized ball. - I attempt to track balls and other equipment sent to me. - I can strike a stationary ball using a racket. - I can run, stop and change direction with some balance and control. - I can recognise space in relation to others. - I am beginning to use tactics with guidance.	- I can dribble a ball with two hands on the move. - I can dribble a ball with some success, stopping it when required. - I can throw and roll towards a target, using varying techniques with some success. - I can show balance when kicking towards a target. - I can catch an object passed to me, with or without a bounce. - I can move to track a ball and stop it using my feet, with limited success. - I can strike a ball with a racket. - I run, stop and change direction with balance and control. - I can move into a space to help others score goals or limit others scoring. - I can use simple tactics.
Vocabulary	aim ball bounce catch caught direction dribble dribbling hit jog jump kick land lose partner pass path points ready roll rules run safely score space stop target team throw win	EYFS and attacker balance batter batting bowl bowler control defender distance dodge fielder fielding further goal hit out mark net overarm ready racket ready position soft swing track underarm	EYFS, Year 1 and accurate attack against ahead backstop collect defend goalkeeper opponent possession prepare quickly receive return release runs send shoot stump strike teammate tactics trap touch
Dance	- I can copy basic body actions and rhythms. - I can choose and use travelling actions, shapes and balances. - I can travel in different pathways using the space around me. - I am beginning to use dynamics and expression with guidance. - I am beginning to count to music.	- I can copy, remember and repeat actions. - I can choose actions for an idea. - I use changes of direction, speed and levels with guidance. - I show some sense of dynamic and expressive qualities. - I am beginning to use counts.	- I can copy, remember and repeat a series of actions. - I select from a wider range of actions in relation to a stimulus. - I use pathways, levels, shapes, directions, speeds and timing with guidance. - I can use mirroring and unison when completing actions with a

			partner. - I can show a character through actions, dynamics and expression. - I use counts to help me to stay in time with the music.
Vocabulary	action counts direction finish position high low move quickly shape slowly space start position travel	EYFS and balance beat copy fast level pathway pose timing	EYFS, Year 1 and create dynamics expression matching mirroring perform speed unison
SET Social Emotional Thinking	- I can take turns. - I can share equipment with others. - I can share my ideas with others. - I try again if I do not succeed. - I can practise skills independently. - I am confident to try new tasks and challenges. - I am beginning to identify personal success. - I choose my own movements and actions in response to simple tasks. - I am beginning to provide simple feedback saying what I liked, or thought was good, about someone else's performance.	- I encourage others to keep trying. - I can talk to a partner about my ideas and take turns to listen to each other. - I work with a partner and in a small group to play games and solve challenges. - I show determination to continue working over a long period of time. - I am determined to complete the challenges and tasks set. - I explore skills independently before asking for help. - I am confident to share ideas, contribute to class discussion and perform in front of others. - I can make decisions when presented with a simple challenge. - I am beginning to select and apply skills to use in a variety of differing situations. - I can provide feedback, using key words from the lesson.	
Fine Motor Skills and Handwriting	- I can use a range of tools safely (scissors/paint brushes/knives/forks/spoons). - I can hold a pencil in the tripod grip. - I can write recognisable letters. - I can form most of my letters correctly.	- I can use a wide range of tools with increasing control. - I can hold a pencil correctly. - I can form lower case letters correctly. - I can form capital letters. - I can form the digits 0-9 correctly. - I know which letters belong to which handwriting families. - I can form cursive letters. - I am beginning to join letters. - I can sit my letters on the line.	- I use a wide range of tools safely and effectively. - I can form lower case letters that are the correct size. - I can form lower case letters that are of relative size. - I can form capital letters that are of relative size. - I can form digits that are of relative size. - I can join my handwriting using a cursive script. - I can use spacing that reflects the size of the letters.
Vocabulary	tools, scissors, paintbrush, knives, forks,	tools, safely, control, hold, direction, tripod	tool, safely, effectively, hold, direction, tripod

	spoons, hold, safe, tripod grip, form, handwriting rhymes from Read Write Inc.	grip, form, lower case letters, capital letters, digit, cursive	grip, form, lower case letters, capital letters, digit, cursive, size, spacing
Health Education Taught knowledge Social and Emotional skills	• I know what the word 'healthy' means. • I know some things I need to do to keep healthy (moving, eating well, sleeping, washing hands, brushing teeth). • I know I need to exercise to keep healthy. • I know the names for some parts of the body. • I know when and how to wash my hands properly. • I know that sleep is good for me. • I know how to help myself get to sleep. • I know how to say no to strangers. • I know what to do if I get lost. • I can explain what to do to stay healthy. • I can talk about how exercise makes me feel. • I can give examples of healthy foods. • I can talk about ways to keep safe when crossing the road. • I can explain what to do if a stranger approaches me. • I can talk about how I might feel if I do not get enough sleep. • I recognise how different foods can make me feel.	• I know the difference between healthy and unhealthy. • I know how to keep myself clean. • I can talk about lots of ways to keep healthy. • I know how to make healthy lifestyle choices. • I know that medicines can help me if I am feeling poorly. • I know that all household products, including medicines, can be harmful if not used properly. • I know how to be safe when crossing the road. • I know that germs can cause disease/illness. • I know about people who help to keep me safe. • I can keep myself safe. • I recognise how being healthy helps me to feel happy. • I recognise ways to look after myself if I am feeling poorly. • I recognise when I feel frightened and know how to ask for help. • I feel good about myself when I make a healthy choice.	• I know what my body needs to stay healthy. • I know why healthy snacks are good for my body. • I know which foods give my body energy. • I know that it is important to use medicines safely. • I know how medicines work in my body. • I know what relaxed means. • I know what makes me feel relaxed/stressed. • I know how to make some healthy snacks. • I feel positive about caring for my body and keeping it healthy. • I have a healthy relationship with food. • I desire to make healthy lifestyle choices. • I identify when a feeling is strong and when a feeling is weak. • I express how it feels to share healthy food with friends.
Vocabulary	health, healthy, exercise, body part names, food, drink, sleep, rest, cavity, dentist, screentime, wash, clean, stranger, scare, feel, feelings, energy, look, listen, wait, trusted adult	health, healthy, unhealthy, balanced, energy, exercise, sleep, choices, clean, body part names, hygienic, safe, unsafe, medicines, safety, green cross code, eyes, ears, look, listen, wait, harm, harmful, disease, illness, germs, frightened, trusted adult	health, healthy, unhealthy, balanced, choices, lifestyle, motivation, motivated, exercise, sleep, balanced diet, body part names, hygienic, relax, relaxation, tense, calm, stress, dangerous, harmful, medicines, disease, illness, germs, portion, proportion, energy, fuel, nutritious

