



Knowledge and Progression in P.E.

Early Learning Goals	<p>Moving and handling: Children show good control and coordination 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 and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>					
Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Fitness- Diet and Hygiene, Healthy Bodies, Healthy Mind, Personal and Social	<p>Understand that food is a basic requirement to help us grow and keep healthy, Explain how to stay safe in the sun, Begin to identify ways of stopping harmful germs, Identify the hazardous sign on bottles, Understand that a doctor can help to make you feel better.</p> <p>Identify and name some large bones, Understand why the brain, heart and lungs are important, Begin to understand how our body heals itself, Identify that exercise is good for our mind, Recognise basic emotions in themselves and how and why these happen, Begin to set realistic goals to achieve, Understand the term</p>	<p>Identify different food groups that contain the vitamins A, B and C and understand the importance of having the right amounts, Identify the 5 types of food that make a balanced diet and give examples, Understand the difference between an illness, symptom and prescription, Understand dental hygiene. Identify some of the large bones and muscles band explain why they are important, Identify the importance of our senses and how they help us, Understand that the heart is a muscle that grows during exercise and pumps blood and oxygen around the body, Understand that food is broken down in the digestive</p>	<p>Explain the importance of the appropriate importance of portions of food for a balanced diet and health, Know the importance of following instructions when taking medicines, Importance of dental care, Know sun safety but the importance of the sun for Vit D. Identify the importance and function of the senses, Identify that exercise helps our heart and lungs and improves our coordination, Describe the differences of different body parts, describe the main function of the brain and how it uses the nervous system, Name the parts and process of the digestive system, Understand how the body protects the internal organs Set themselves challenging goals and evaluate their</p>	<p>Explain the food groups needed for a healthy balanced diet, use food labels to explain the energy given by certain foods, Understand that there are good and bad bacteria, Explain the benefits to the body of exercise, Identify that blood transports materials and it also protects, Identify the main features of respiration, Understand that muscles work in pairs to move and support the body, Understand the three functions of the skeleton, Use scientific vocabulary to name specific bones, Identify stress and stressful situations, Understand the importance of mental health, Identify basic coping strategies to cope with emotions, Identify the value of sleep for our health. Identify ways to make themselves happy and to share happiness, Discuss the difference between</p>	<p>Use scientific language to explain the importance of vitamins and minerals, Identify the differences between healthy and unhealthy fats, Explain the effects of fats and the importance for a healthy diet, Identify the main functions of the circulatory system, Explain how our body systems change during exercise, Understand that our muscles work in pairs and we can build them through exercise, Explain the functions of the internal organs, Explain the basic functions of red and white blood cells, Explain how our bodies change as we get older and how this effects sporting performance, Explain the importance of different types of joints and what the joints are, Identify stress and stressful situations and think of ways of dealing with them, Identify the benefits of sleep, Identify where people may need support with their mental health, Recommend different lifestyles for different age groups, Begin to reflect on mistakes and see them as an opportunity to learn from,</p>	<p>Evaluate whether a diet is healthy or not and support their reasons, explain why different food should be eaten for nutritional purposes, Explain the effect of high cholesterol on the body, Understand that endorphins are released in exercise, Explain the different parts of sleep and how these are good for the body. Using scientific language explain what happens to our bodies during and after exercise, Explain the difference between good and bad bacteria, Set achievable goals, reflect and set next steps, explain the various aspects of mental health, Understand different levels of confidence and its effect on life, Understand emotional intelligence, Understand that being healthy incorporates body, mind and lifestyle, Identify the importance of a good social life on happiness, Recognise their role in keeping their environment safe.</p>

	determination, Identify whether a target has been met, Identify the importance of having friends, listen to advice, Understand the importance of family, share a view or opinion	system to give us energy, Identify ways we can increase our body's own protection, Begin to recognise emotions in others, Offer suggestions to alter a negative emotion, Explain reasons as to why a target has not been met. Understand the difference between fair and unfair, State the characteristics of a good friend, understand that some relationships can be challenging at times. Explain their relationship with their own family.	achievements, begin to compare emotional and physical feelings, understand that determination and perseverance are great assets Share their point of view and listen to others' considered opinions, Offer solutions where there are disagreements between friends, Recognise the challenges that parents can have when bringing up children	health of people from different countries or regions	Identify something they are confident in, Make links between a balanced lifestyle and being happy, Explain how confidence can effect performance	
Key vocabulary	Grow, healthy, unhealthy, fruit, vegetables, dairy, food, sleep, sun, rest, doctor, medicine, ill, skeleton, bones, spine, senses, body, mind, brain, heart, lungs, exercise, feelings, recognise, targets, goals, determination, difference, opinion	Nutrition, vitamins, diet, carbohydrates, protein, symptoms, prescription, dentist, teeth, molars, incisors, senses, muscles, organs, oxygen, digestions, energy, fair, unfair	Portion, control, calories, energy, sunscreen, SPF, nerves, nervous system, lungs, brain, internal organs, challenges, solutions,	Bacteria, blood, coping, meditation, rest, relaxation, respiration, strategies,	Minerals, fats, healthy fats, circulation, circulatory, blood cells, joints, stress, anxiety, mindfulness, reflection, evaluation,	Cholesterol, endorphins, benefits, responsibility, citizen, life style, balance, mental health, well-being,
Skills	Hold a balance whilst walking along a straight line. Zig Zag through evenly spaced markers, Hop on the spot using the same foot, Jump for distance, Jump for height, Catch a bean bag, Throw a small ball underarm using the right technique	Zig Zag through tightly spaced markers, Hop along a straight line using the same foot, Jump for distance controlling the landing, Jump for height with a controlled landing, Catch a small ball, Throw a small ball	Balance on one foot, Climb a set of wall bars, perform a side stepping gallop, Run at a speed over distance, Vary skills, actions and ideas in different ways to suit different activities, Vary their response to tactics, strategies and sequences used. Compare and	Complete a forward roll and land on feet, Skip forwards in a fluid motion, Kick a ball accurately, Pass a ball from chest height to a partner, Apply skills and tactics with a partner, in a group, as part of a team. Compare and contrast their performance with others	Perform a sequence of one footed leaps, Gallop with a fluid motion, Dribble a football between cones, Participate in recognised activities and games with skill and precision showing creativity with tactics, strategies and composition, Develop interest in participating in sports and events at a competitive level, Identify different levels of	Perform a drop kick, Perform a basketball dribble, Strike a ball with a range of bats for accuracy and distance, When planning activities and actions take into account a range of strategies, tactics and routes to success considering their strengths and weaknesses and those of others. Analyse, modify and refine skills and techniques and how these are applied. Consider how specific aspects of an activity

	Link skills and actions in different ways, Establish a clear sequence of skills. Describe and comment on performance	over arm using the correct technique Structure sequence of skills in different orders Compare their performance with others	contrast their performance with others		performance and use subject specific vocabulary	or performance can influence the outcome and suggest the best possible strategy.
Key vocabulary	Balance, catch, climb, control, coordination, effort jump, land, obstacle, race, space, sprint, target, throw, travel,	Aim, bat, bowl, combine, competitive, feedback, fielder, hurdle, opponent, pace, power, take off, strike, tactics, teamwork, target, underarm	Attack, block, bounce, defend, dodge, dribble, evaluate, intercept, mark, pivot, sidestep,	Accuracy, adapt, chest pass, back pass, personal best, modify, opposition, possession, sequence, strength, stamina, strategy, technique	Agility, choreograph, crouch start, flight, flexibility, linking, lunge, pike, press up, push up, push pass, springboard, squat, standing start, track, tuck, event, unison, vault,	Backhand, contact, forehand man to man marking, obstruction, offside, umpire
Swimming	Recognise the names of colours	Enter the water safely, Jump in from the poolside, Be at ease with wetting the face, Blow bubbles underwater, Maintain a floating position with aids, Reain an upright position from a back or front float, Push and glide in a horizontal position, Push and glide on the back, Demonstrate an understanding of water safety, Perform a 360 from front to back	Jump into the pool and submerge briefly, Sink, push away from the wall and glide underwater for a short distance, submerge fully to pick up an object from the bottom, Have a reasonable knowledge of the water safety code	Perform a sequence of changing shapes whilst floating on the surface, Swim approximately 10m using a range of different strokes	Perform a surface dive Swim over 10m using a range of strokes accurately, Perform a range of jumps into deep water and tread water, Perform a forward somersault tucked in water	Exit the water without using steps, Swim 25m using any stroke, Perform a range of movements in deep water demonstrating confidence and competence
Key vocabulary		Back, breathe, copy, float, front, glide, kick, lie flat, push, swim, turn, underwater,	Entry, horizontal, regain position, submerge, travel, width,	Accurate, control, fluency, link, precision, recognisable, stroke, technique,	Back crawl, breast stroke, combine, front crawl, length, streamlined, tread, turn,	Butterfly, speed, scull, straddle entry, tuck jump,