



## Knowledge Progression in P.E.

<p>Personal, Social and Emotional Development</p>	<p><b>3 and 4 Year Olds</b></p> <ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• Manage their own needs. -personal hygiene</li> <li>• Know and talk about the different factors that support overall health and wellbeing: -regular physical activity</li> </ul>
<p>Physical Development</p>	<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl,</li> </ul>	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired:             <ul style="list-style-type: none"> <li>• rolling - running</li> <li>• crawling - hopping</li> <li>• walking - skipping</li> <li>• jumping - climbing</li> </ul> </li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</li> <li>• Develop overall body strength, balance, coordination and agility.</li> </ul>

	<p>walk or run across a plank, depending on its length and width.</p> <ul style="list-style-type: none"> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul>	
Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul> <p>Explore and engage in music making and dance, performing solo or in groups.</p>

ELG- End of Reception Assessment	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing.</li> </ul>
		Building Relationships	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> </ul>

Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics						
<b>Health and Fitness- Diet and Hygiene, Healthy Bodies, Healthy Mind, Personal and Social</b>	<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 determination, Identify whether a target has been met, Identify the</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 achievements, Begin to</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</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 affects sporting performance, Explain</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.</p> <p>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</p>

	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.	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 ca have when bringing up children	share happiness, Discuss the difference between health of people from different countries or regions	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, Identify something they are confident in, Make links between a balanced lifestyle and being happy, Explain how confidence can effect performance	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.
<b>Key Vocabulary</b>	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,

<p><b>Skills</b></p>	<p>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 Link skills and actions in different ways, Establish a clear sequence of skills. Describe and comment on performance</p>	<p>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 over arm using the correct technique Structure sequence of skills in different orders Compare their performance with others</p>	<p>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 contrast their performance with others</p>	<p>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</p>	<p>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 performance and use subject specific vocabulary</p>	<p>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 or performance can influence the outcome and suggest the best possible strategy.</p>
<p><b>Key Vocabulary</b></p>	<p>Balance, catch, climb, control, coordination, effort jump, land, obstacle, race, space, sprint, target, throw, travel,</p>	<p>Aim, bat, bowl, combine, competitive, feedback, fielder, hurdle, opponent, pace, power, take off, strike, tactics, teamwork, target, underarm</p>	<p>Attack, block, bounce, defend, dodge, dribble, evaluate, intercept, mark, pivot, sidestep,</p>	<p>Accuracy, adapt, chest pass, back pass, personal best, modify, opposition, possession, sequence, strength, stamina, strategy, technique</p>	<p>Agility, choreograph, crouch start, flight, flexibility, linking, lunge, pike, press up, push up, push pass, springboard, squat, standing start, track, tuck, event, unison, vault,</p>	<p>Backhand, contact, forehand man to man marking, obstruction, offside, umpire</p>
<p><b>Swimming</b></p>	<p>Recognise the names of colours</p>	<p>Enter the water safely, Jump in from the poolside, Be at ease with wetting the face, Blow bubbles underwater,</p>	<p>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</p>	<p>Perform a sequence of changing shapes whilst floating on the surface, Swim approximately 10m using a range of different strokes</p>	<p>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</p>	<p>Exit the water without using steps, Swim 25m using any stroke, Perform a range of movements in deep water demonstrating</p>

		Maintain a floating position with aids , Reain an upright podition 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	object from the bottom, Have a reasonable knowledge of the water safety code		forward somersault tucked in water	confidence and competence
<b>Key Vocabulary</b>		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,