

# Physical Education Progression of Knowledge by Year Group KS1

	EYFS	Year 1	Year 2
Games	<p><b>Know how to travel:</b></p> <ul style="list-style-type: none"> <li>Can move freely and with pleasure and confidence in a range of ways, such as walking, running, jumping, hopping, skipping, galloping and sliding.</li> <li>can experiment in traveling in different directions such as backwards and sideways</li> <li>can experiment with different ways of moving.</li> <li>negotiates space successfully adjusting speed or changing direction to avoid obstacles.</li> </ul> <p><b>Know how to use bean bags:</b></p> <ul style="list-style-type: none"> <li>can balance bean bags on different body parts whilst walking in different directions.</li> <li>can jump, hop etc over bean bags on the floor.</li> <li>can pass bean bags round different parts of the body.</li> <li>can perform aim type activities using underarm throwing and looking at the target.</li> <li>can throw into spaces, over lines and at targets.</li> <li>throw and catch a bean bag.</li> </ul> <p><b>Know how to use a ball:</b></p> <ul style="list-style-type: none"> <li>can roll and receive a ball individually and with a partner.</li> <li>can pass a ball around different body parts.</li> <li>can pat and bounce a ball downwards.</li> <li>can individually throw and catch a ball high and low.</li> <li>can throw and catch a small ball and bounce it downwards.</li> <li>can aim at a target, individually and with a partner.</li> <li>can kick and dribble a ball.</li> </ul> <p><b>Know how to use bats and balls;</b></p> <ul style="list-style-type: none"> <li>can push a ball along the ground, with a hand or bat, forwards and in different directions.</li> <li>can balance a ball on a bat when standing still and then when walking around</li> <li>can bounce a ball downwards and upwards with the hand and then with a bat</li> <li>can hit a ball along the ground with a hand and then with a bat</li> <li>can hit a ball along the ground to a partner</li> <li>can move to get in line with a ball when receiving it</li> <li>can play aiming games in twos using bats and balls</li> </ul> <p><b>Know how to use ropes, hoops and quoits;</b></p> <ul style="list-style-type: none"> <li>can travel around and over skipping ropes when they are laid out in different shapes on the floor</li> <li>can use a hoop in imaginative and different ways, e.g. stepping in and out, jumping over, moving around the outside edge</li> <li>can hula hoop around different body parts</li> <li>can roll the hoop along the ground</li> <li>can use a quoit in imaginative and different ways, e.g. balancing, twirling, rolling and spinning, throwing and catching can pass the quoit around different parts of the body</li> </ul> <p><b>Know how to play small sided games;</b></p> <ul style="list-style-type: none"> <li>Can follow simple rules</li> </ul>	<p><b>Know how to travel in different ways :</b></p> <ul style="list-style-type: none"> <li>can use different ways of travelling in different directions or pathways</li> <li>can run at different speeds and begin to use space in a game</li> <li>can combine travelling movements with simple defensive skills such as marking a player or defending a space</li> <li>can combine travelling movements with simple attacking skills such as dodging to get past a defender</li> <li>can combine travelling movements with travelling with equipment in different directions (side to side, forwards and backwards) with control and fluency</li> </ul> <p><b>Know how to use a ball ;</b></p> <ul style="list-style-type: none"> <li>can demonstrate coordination when passing a ball around different parts of the body</li> <li>can bounce and pat bounce a ball with a degree of control</li> <li>can dribble a ball with control</li> </ul> <p><b>Know how to use a bat and ball and work with a partner;</b></p> <ul style="list-style-type: none"> <li>can steer a ball along the ground with a bat in a controlled way using different directions and weaving through slaloms</li> <li>can balance a ball on a bat when standing still or walking</li> <li>can hit a ball with a bat, upwards and downwards with some control can send a ball along the ground and through the air for a partner to catch or receive</li> </ul> <p><b>Know how to send and receive, showing a degree of control, individually and in pairs using a variety of apparatus;</b></p> <ul style="list-style-type: none"> <li>can throw and catch individually and in pairs using a variety of apparatus including hoops</li> <li>can send a ball, beanbag or quoit, using under arm throw, roll or kick</li> <li>can receive a ball, beanbag or quoit with control, understanding how to get in line with the equipment to receive it</li> <li>can roll and retrieve a hoop</li> </ul> <p><b>Know how to skip ;</b></p> <ul style="list-style-type: none"> <li>can show skipping with a rope</li> </ul> <p><b>Know how to play simple games;</b></p> <ul style="list-style-type: none"> <li>can follow simple rules to play games, including team games.</li> <li>can play safely with a partner in running games and when using equipment</li> <li>can send a ball in various ways to play individual target games or target games with a partner</li> <li>can aim consistently between, into, at or over a variety of targets using a range of small equipment</li> <li>can play aiming games cooperatively with a partner and ‘keep the score’</li> <li>can practise and develop sending and receiving skills in cooperative games with a partner</li> <li>can use steering, hitting along the ground and hitting through the air to play individual and cooperative target games</li> <li>can understand the concept of simple games and how to make games harder</li> </ul>	<p><b>Know how to travel with control and fluency:</b></p> <ul style="list-style-type: none"> <li>can use different ways of traveling with increasing speed and agility</li> <li>can use different ways of travelling at different speeds and following different pathways, directions or courses.</li> <li>can change speed and direction whilst running can begin to choose and use the best space in a game</li> </ul> <p><b>Know how to bounce, throw, catch, dribble, kick and hit (strike) equipment with control and accuracy ;</b></p> <ul style="list-style-type: none"> <li>can demonstrate consistency and accuracy in bouncing, throwing, catching, dribbling, kicking and striking skills,</li> <li>can show continuous and controlled bouncing with one hand and two hands, whilst static and on the move, changing speed and direction</li> <li>can show sending and receiving skills using throwing, catching and kicking with consistency, coordination and control, using a variety of apparatus, when in a stationary position and when on the move</li> <li>can demonstrate passing and receiving skills when under pressure</li> <li>can understand and demonstrate striking, passing and receiving with a partner using a range of apparatus</li> <li>can understand and use ‘beat your own record’ activities to put skills under pressure and improve performance</li> </ul> <p><b>Know how to play group games and invent rules ;</b></p> <ul style="list-style-type: none"> <li>can identify and use simple attacking and defending strategies e.g. vary the height and speed of the pass</li> <li>can understand and use simple tactics e.g. passing at different angles to outwit an opponent</li> <li>can understand and use simple tactics to work as a team e.g. when defending there must always be one person between the goal and the person with the ball</li> <li>can play co-operative and competitive striking, net, aiming and invasion type games with a partner using appropriate apparatus and skills</li> <li>can play with confidence in varying formations e.g. 2v2, 4v4, 3v1</li> <li>can know how to score, invent rules and explain how to improve the game</li> <li>can understand and use a range of strategies for making games harder (e.g. high/low, different directions, over the head, over arm throwing, one hand, the other hand etc)</li> </ul>

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## Gymnastics

### Know the basic gymnastics shapes:

can recognise and perform the basic shapes on the floor.  
can straight, star, tuck, pike, straddle and dish and arch  
can perform the shapes on low apparatus and on high apparatus.

### Know how to travel:

can use space safely can both personal and general space.  
can travel in different directions on the floor (forwards, backwards, sideways, up and down)  
can recognise directions and travel on the floor with control using large / small steps, quietly / heavily, springy / flat, travel quickly and slowly  
can travel on feet on the floor in different ways (hopping, bouncing, striding, slithering, shuffling, rolling, crawling, walking, running, jumping, sliding )  
can explore travelling in different ways on hands and feet  
can identify and use different body parts to travel on the floor

### Know how to jump:

can travel along the floor and low apparatus using one foot to two feet jumping  
can know and understand how to jump, land and sink down safely

### Know how to balance:

can recognise different body parts to balance on, both on the floor and low apparatus

### Know how to combine gymnastics skills in shape, travel and balance:

can show curled up / stretched balances on different body parts on the floor and low apparatus  
can travel in different curled up / stretched positions – travelling stretched out high – away from the ground / low apparatus and stretched out low – as close to the ground / low apparatus as possible  
can travel along the floor and low apparatus taking weight on feet, hands and feet, sliding (on front, back, side, on different body parts)

### Know how to develop a sequence, when instructed,

can copy and start to link movements together

### Know how to use apparatus:

can work cooperatively to move simple apparatus can move off / under / in and out of simple apparatus

### Know gymnastics shapes:

can perform the basic shapes on different body parts on the floor, e.g. on my back, side, front, bottom and feet, exploring different levels  
can perform the shapes on low apparatus and on high apparatus

### Know different ways to travel in gymnastics:

can demonstrate ways of traveling on the floor on small and large body parts including step, jump and hop, hopscotch, skipping and galloping  
can hop and bounce in different directions, forwards, sideways and backwards  
can travel showing long and narrow, wide and short shapes  
can know and use a variety of ways of travelling in a curled-up shape  
can make a simple shape for a partner to step over or travel underneath  
can perform these travelling movements on low and high apparatus

### Know different ways to jump in gymnastics;

can understand the safety implications and show a tucked jump, straight jump, half turn jump on the floor  
can bounce using feet in different combinations and repeat a pattern of movements on the floor  
can jump from one foot to two feet and from one foot to the other foot and understand how to land safely on the floor  
can understand high and low level and link two jumps with a low level movement

### Know different ways to balance in gymnastics:

can understand which small parts of the body  
can safely take weight and show high and low balanced positions using different combinations on the floor  
can balance upon large body parts and know how to make the shape of the balance on the floor  
can show a variety of wide and narrow balances on the floor  
can perform the balances on low apparatus

### Know how to roll in gymnastics;

can understand and show which parts of the body can be used for spinning or rocking on the floor  
can rock on different parts of the body to stand up or turn over on the floor (progressions for forward roll)  
can understand the safety implications involved in various types of rolling (egg roll, log roll, teddy bear roll) ) and be able to show rolling sideways in curled and stretched shapes and move into and out of a sideways roll in different ways on the floor

### Know how to and can confidently combine gymnastics skills in shape, travel, jumps and balance:

can show different combinations of shapes, linked by a travelling movement on the floor, on low apparatus and high apparatus  
can link together a jump, safe landing and balance on low apparatus  
can understand high and low level and link two jumps with a low level movement on low apparatus  
can select two balances and link them together using travel on low apparatus, showing control and change of speed

### Know how to develop a sequence:

can choose and link movements together can start to consider the beginning, middle and end of a sequence

### Know how to use apparatus:

### Know and understand how to perform different balance in gymnastics:

can take weight confidently on my hands to lift my feet high. (bunny hop)  
can take weight on hands and feet to perform a front support, back support or side support  
can understand and demonstrate various ways of travelling and balancing with different parts of the body being the highest point or the closest to the ground.  
can travel underneath a partner who is holding a balanced position  
can understand how one movement can link with another smoothly and continuously and that movement can be performed at different speeds and on different levels.

### Know and understand how to use hand, low and high apparatus and develop sequence work in gymnastics:

can show various ways of travelling and balancing with the body close to, or far away from the ground or apparatus  
can plan and link together two or three movements showing control and coordination  
can understand and perform movements where different parts of the body lead into the next action e.g. hands and head can lead into a forward roll and knees and hips lead into a shoulder stand  
can compose a short sequence of three movements using different combinations of travel, balance and shape and show changes in direction  
can perform a simple sequence with a partner  
can understand and show different pathways on the floor or apparatus e.g. straight, zig zag and curving and travel along them using different directions  
can show an understand of different curves and levels  
can understand and identify appropriate movements to travel along different shaped pathways  
can select and link three different ways of travelling to create an interesting pathway (have a definite beginning, middle and end)  
can observe and copy a partner in follow my leader formation to show different pathways and link appropriate movements  
can understand and show a variety of controlled jumps e.g. ¼ ½ ¾ or full turn using one foot to two feet or two feet to two feet  
can understand the safety implications and show a variety of rolls and spins on different parts of the body showing contrast in the speed  
can link together a turning movement in the air with a turning or spinning movement on the floor using a jump  
can understand that fixing one half of the body to the floor and turning the other half produces a twisted position and show various ways of moving out of it  
Know how to use apparatus:  
can carry and place small apparatus and follow instructions to set up large apparatus

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		can follow instructions to carry and place apparatus.	
Dance	<p><b>Know about actions in dance related activities;</b>  can practise performing basic actions such as walking, jumping, landing, hooping, skipping, stretching, twisting and turning  can change my actions by considering directions, ( up, down and sideways), levels, ( high and low)  can practise travel, turn, jump and balance with a degree of control and coordination  can show movement control, for example going and stopping, move and freeze  can show coordination, for example moving two body parts at the same time  can show balance, for example standing on one leg  can show tension, for example holding a shape or stretching to fullest range  can copy the teacher and repeat short simple phases /actions on my own  can remember and repeat short movement patterns</p> <p><b>Know about dynamics in dance related activities:</b>  can explore how actions can be changed and linked together  can change the speed of my dance actions – fast /slow</p> <p><b>Know about space in dance related activities:</b>  can develop spatial awareness by making different shapes with my body, for example stretched, curled, wide and thin  can move about a space without bumping into others</p> <p><b>Know about performance in a dance related activity:</b>  can move with confidence and perform to others  can respond spontaneously, explore and move to a variety of stimuli and accompaniment  can select actions and join them together, such as starting and finishing positions</p>	<p><b>Know about actions and dynamics in dance related activities:</b>  can make shapes with my whole body showing how to make the shapes large and small  can know and perform the basic dance actions with some understanding of mood and feeling in relation to the dance idea  can demonstrate travelling actions, such as walking, stepping running skipping, galloping, creeping, rolling, sliding and hopping, at different speeds  can demonstrate jumping actions such as springing, bounding, leaping and pouncing in different ways  can demonstrate turning actions such as spinning, twirling, pivoting, rolling and spiralling  can demonstrate gesturing actions such as punching, stamping, stretching, leaning and reaching  can demonstrate stillness such as go and stop, freezing, holding, pausing  can demonstrate the ability to hold clear body shapes both in movement and stillness  can change and vary actions – demonstrate using contrasting levels, directions, speeds and weights (dynamic elements)  can copy and perform simple actions/ movements and rhythmic patterns,</p> <p><b>Know about space in dance related activities:</b>  can change and vary actions – demonstrate using contrasting sizes (spatial elements)  can go and stop in control showing this in personal and using general space</p> <p><b>Know about relationships in dance related activities:</b>  can copy and perform short dance phrases in different formations i.e. circle / line / pair  can use simple choreographic devices such as unison, canon and mirroring.</p> <p><b>Know about performance in dance related activity;</b>  can remember and repeat short dance phrases and simple routines  can keep in time with a steady beat to perform a short dance phrase</p>	<p><b>know and understand actions and dynamics in dance related activities;</b>  can make shapes with my whole body and with isolated body parts, showing how to make the shapes round, spikey, twisty, flat  can know and perform the basic dance actions with expressions to show mood and feelings  can demonstrate travelling actions at different speeds (fast / slow) that fit to a purpose, for example in a hurry  can demonstrate travelling actions at different levels (high / medium / low) that fit to a purpose, for example trying to hide  can demonstrate jumping actions such as springing, bounding, leaping, pouncing in different ways (light and heavy) to fit a purpose, for example for joy  can demonstrate turning actions that fit a purpose, for example away from source  can demonstrate gesturing actions that fit a purpose, for example to a friend  can demonstrate stillness to fit a purpose, for example waiting for something  can begin to give consideration to the timing of their actions, considering rhythm</p> <p><b>Know and understand space in dance related activities:</b>  can travel using curved and zig zag pathways  can move confidently in a wider space as well as in own personal space</p> <p><b>Know and understand relationships in dance related activities:</b>  can dance using an awareness of different formations to communicate different ideas  can work with a partner to show simple relationships and compositional ideas including follow my leader, copying movements, follow side by side, back to back, moving at the same time or one after another</p> <p><b>Know how to perform a dance activity:</b>  Can improvise, create and perform simple movements / rhythmic patterns in different formations in response to a variety of stimuli, including dancing with an object  can perform short dances, linking actions fluently and with control</p>

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Athletics	<p><b>Know how to run:</b>  can run with control, showing good posture and balance.  can start, stop and change pace with control in response to instructions.  can run and change direction.  can show awareness of space and safety of others.</p> <p><b>Know how to throw:</b>  can roll a ball accurately  can practise throwing different equipment over lines, into space and at targets</p> <p><b>Know how to jump;</b>  can practise jumping from two feet to two feet and one foot to two feet and know and understand how to jump, land and sink down safely  can demonstrate control in landing  can explore how to jump high and how to jump far</p> <p><b>Know and understand how to take part in competition:</b>  can individually practise to improve  can compete to improve personal best</p>	<p><b>Know how to run:</b>  can develop specific basic skills for running focusing on the technique needed for different speeds  can run with a basic technique over different distances  can change speeds can develop my spatial awareness when running and control my movement</p> <p><b>Know how to throw;</b>  can show control in picking up / putting down equipment  can complete an underarm throw with accuracy  can begin to show the difference between a push throw (underarm throwing) and a pull throw (overarm throwing)  can explore how different body positions and pieces of equipment are suitable for different situations and tasks, showing that I can improve distance throwing</p> <p><b>Know how to jump:</b>  can show simple take offs and landings (1-1, 1- other 1, 2-2)  can show a variety of jumping techniques – jumping for distance, jumping for height  can perform a simple jumping sequence, e.g. hop and jump</p> <p><b>Know and understand how to take part in competition:</b>  can compete to improve personal best</p>	<p><b>know how to run:</b>  can develop a technique to use in short distance running and when following a curved line  can pace myself when running and travel at different speeds, starting to be aware of my different stride lengths  can run over a series of hurdles without knocking them over</p> <p><b>Know how to throw:</b>  can push throw with two hands and with a bounce  can underarm throwing (fling throw) for distance and accuracy  can pull throw (overarm throwing)</p> <p><b>Know how to jump:</b>  can jump with different take offs and landings (2 – 1, 1 – other 1 starting with non-dominant foot)  can jump for height with control, showing an understanding of how the arms  can affect jumping for height- using different patterns of take offs and landings,  can increase my ability to jump far</p> <p><b>Know and understand how to take part in competition:</b>  can perform learnt skills with increasing control  can compete against myself and others</p>
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