



PE Layer 2: Knowledge and Skills Progression

PE at Millbrook Primary School

Intent:

Our intention is to give children the opportunities to develop their skills, knowledge and understanding of physical education and apply these in competitive situations providing them with the skills to be lifelong sports people.

Aims

- Develop their skills and knowledge to be confident and excel in a wide range of physical activities
- Teaching key techniques which are used in game situations
- To be physically active for sustained periods of time (Over 2 hours per week)
- Engage in competitive sports and activities
- Lead healthy, active lives

Key Stage 1 Targets	Key Stage 2 Targets
<ul style="list-style-type: none"> ❖ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ❖ participate in team games, developing simple tactics for attacking and defending ❖ perform dances using simple movement patterns 	<ul style="list-style-type: none"> ❖ use running, jumping, throwing and catching in isolation and in combination ❖ play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending ❖ develop flexibility, strength, technique, control and balance ❖ perform dances using a range of movement patterns ❖ take part in outdoor and adventurous activity challenges both individually and within a team ❖ compare their performances with previous ones and demonstrate improvement to achieve their personal best
Swimming and Water Safety	
<ul style="list-style-type: none"> ❖ swim competently, confidently and proficiently over a distance of at least 25 metres ❖ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ❖ perform safe self-rescue in different water-based situations. 	

What a lesson typically looks like:



EYFS framework and development matter

Invasion Games							
Substantive Concepts	Reception	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Rules	Know that you must follow the rules	Know simple rules in PE sessions	Begin to know rules to simple activities (i.e. basketball, hockey, dodgeball)	Know the rules and play fairly	Know rules to follow fairly in more complex games that have multiple rules	Know the rules to all regular games played/that they have been taught.	Know the rules to games taught previously and start to recognise and apply similar rules in other games (i.e. Handball none contact)
What this looks like			How to score a point or goal	Apply taught rules to specific games and activities Rugby –non-contact (tags), pass back Netball – Netball – footwork, distance when marking	Understand the rules that are taught to them during the PE sessions and be able to apply them in game situation (i.e. passing back in rugby) Basketball – double dribble, 2 steps	Rugby – To know the offside rule Netball – To know the different positions and stay in the correct areas of the court	Basketball – No contact rules, Travelling
Finding Space	Know what a space is and how to identify if you are in one (when static)	Know how to find space and move into it with control	Know how to move into space with equipment/ a purpose	Know how to find space in a game to help out the team	Know how to and organise the positions with the team to give opportunities to find spaces in games.	Know and be able to move away from the opposition. Stop the opposition finding space.	Know the impact that finding space has.
What this looks like	Progress towards a more fluent style of moving, with developing control and grace Move into space Move an object in space (roll a ball, spin a hoop)	Identify where the space is and move towards it. Be able to reassess if the space is taken	Move into a specific space for a reason (to be away from other people, to score a point etc)	Netball– Find space to be passed to Rugby – Stay behind player with ball, run towards spaces.	Where possible in games arrange positions on the field/court to maximise space Basketball – Defensive and attacking positions	Explore ways of marking and stopping the oppositions attacks. Always try to find space, however well you are being marked. Rugby – Dummy runs Netball – Dodging and moving to create space	Have a larger overview of the game as a whole and understand that having your team in space creates opportunities to succeed. Basketball – Faking passes to create space
Passing (Hitting/Kicking/ Throwing)	Know how to move a ball in different ways	Know how to move a ball/object with control	Know how to pass a ball/object with accuracy	Know how to throw and catch various objects with control and accuracy. Know	Know how to Strike/Pass (and field) with control	Know how to Strike/Catch/Pass a thrown/bowled/volleyed	Know the impact of an accurate pass.



PE Layer 2: Knowledge and Skills Progression

What this looks like	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming			how to maintain possession of a ball.		ball with accuracy and consistency	
	Rolling, Hitting and Kicking an object in different directions (in the air, along the ground, to a partner	Move an object in a controlled ways, keeping the object/ball under control.	Move an object with control to a specific location/ person.	Throw and catch consistently well knowing the correct techniques. In possession apply skills to keep the ball/ object. Rugby –pass from hip, pass backwards Netball – chest pass secure,	Basketball – bounce pass secure and move	Rugby – Pass on the move to either sides, Netball– Pass to partner who is on the move, chest pass secure	Basketball – pass to partner and then move
Teamwork	Know in PE/Sport you have to work together	Know that games often have more than one team. Understand how to complete basic activities as a team attacking and defending	Know the difference between opponent and teammate.	Know how to pass to teammates when appropriate.	Know how to be an effective team member. Know appropriate tactics to cause problems for the opposition.	Know how to work alone or with team mates in order to gain points/possession.	Know how to organise a team effectively in different games and different situations (e.g. attack and defence may differ) I know when to lead and when to follow.
	What this looks like	Work with a partner Take turns Basic communication	Be aware of the terms opponent and teammate.	Work together to develop targets for small games. Can lead others in small games.	Communicate with teammate Know when to move and when to pass communicate position and pass the ball in the games	Communicate position and pass the ball in the games to teammates in space	Work as part of a team to gain points, and come up with ideas about how to win
Developing own performance	Know that you completed a task accurately	Know how you did at various activities	Know how to and set basic targets to improve own performance	Know how to and set targets based on feedback from others.	Know how to lead a team effectively – giving instruction how to improve	Know how to uphold the spirit of fair play and respect in all competitive situations	Know how to and show resilience and a positive attitude in all areas of PE, to their own performance and to the performances of others. Be a role model.
	What this looks like			After matches, discuss positives and what the team need to do better next time	Showing good leadership through encouragement and support	Allow children to self-referee the games/activities and monitor the attitude of the players	Show determination and resilience as a part of the sessions. Overcome barriers and influence others in a positive way

Striking and Fielding							
Substantive Concepts	Reception	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Rules	<p>Know that you must follow the rules</p>	<p>Know simple rules in PE sessions</p>	<p>Begin to know rules to simple 'well known' activities (i.e. Cricket and rounders)</p>	<p>Know the rules and play fairly</p> <p>Apply taught rules to specific games and activities</p> <p>Dodgeball – know all the ways that you are out and leave the court if out</p>	<p>Know rules to follow fairly in more complex games that have multiple rules</p> <p>Understand the rules that are taught to them during the PE sessions and be able to apply them in game situation (i.e. passing back in rugby)</p> <p>Rounders – Know all the rules and ways to get out</p>	<p>Know the rules to all regular games played/that they have been taught.</p> <p>Cricket – Know all the rules and ways to get out and support others</p>	<p>Fully know rules to games played and identify similarities between new/ alternative games and games that they already know</p> <p>Know the rules to games taught previously and start to recognise and apply similar rules in other games (i.e. footwork in Netball and Ultimate Frisbee)</p> <p>Rounders – Similar rules and links between rounders and cricket</p>
Finding Space	<p>Know what a space is and how to identify if you are in one (when static)</p> <p>Move into space Move an object in space (roll a ball, spin a hoop)</p> <p>Progress towards a more fluent style of moving, with developing control and grace</p>	<p>Know how to find space and move into it with control</p> <p>Identify where the space is and move towards it. Be able to reassess if the space is taken.</p>	<p>Know how to move into space with equipment/ a purpose</p> <p>Move into a specific space for a reason (to be away from other people, to score a point etc)</p>	<p>Know how to find space in a game to help out the team</p>	<p>Know how to and organise the positions with the team to give opportunities to find spaces in games.</p> <p>Where possible in games arrange positions on the field/court to maximise space</p>	<p>Know and be able to move away from the opposition. Stop the opposition finding space.</p> <p>Explore ways of marking and stopping the oppositions attacks. Always try to find space, however well you are being marked.</p>	<p>Know the impact that finding space has.</p> <p>Have a larger overview of the game as a whole and understand that having your team in space creates opportunities to succeed.</p>
Passing (Striking/ Throwing, catching)	<p>Know how to move a ball in different ways</p> <p>Rolling, Hitting and Kicking an object in different directions (in the air, along the ground, to a partner)</p> <p>Further develop and refine a range of ball skills including: throwing,</p>	<p>Know how to move a ball/object with control</p> <p>Move an object in a controlled ways, keeping the object/ball under control.</p>	<p>Know how to pass a ball/object with accuracy</p> <p>Move an object with control to a specific location/ person.</p>	<p>Know how to throw and catch various objects with control and accuracy. Know how to maintain possession of a ball.</p> <p>Throw and catch consistently well knowing the correct techniques.</p>	<p>Know how to Strike/Pass (and field) with control</p>	<p>Know how to Strike/Catch/Pass a thrown/bowled/volleyed ball with accuracy and consistency</p>	<p>Know the impact of an accurate pass.</p>



PE Layer 2: Knowledge and Skills Progression

	catching, kicking, passing, batting, and aiming			In possession apply skills to keep the ball/object.			
Teamwork	<p>Know in PE/Sport you have to work together</p> <p>Work with a partner Take turns Basic communication</p>	<p>Know that games often have more than one team. Understand how to complete basic activities as a team.</p> <p>Be aware of the terms opponent and teammate.</p>	<p>Know the difference between opponent and teammate.</p> <p>Work together to develop targets for small games. Can lead others in small games.</p>	<p>Know how to pass to teammates when appropriate.</p> <p>Communicate with teammate Know when to move and when to pass</p>	<p>Know how to be an effective team member. Know appropriate tactics to cause problems for the opposition.</p>	<p>Know how to work alone or with team mates in order to gain points/possession.</p>	<p>Know how to organise a team effectively in different games and different situations (e.g. attack and defence may differ) I know when to lead and when to follow.</p>
Developing own performance	<p>Know that you completed a task accurately</p>	<p>Know how you did at various activities</p>	<p>Know how to and set basic targets to improve own performance</p>	<p>Know how to and set targets based on feedback from others.</p>	<p>Know how to lead a team effectively – giving instruction how to improve</p>	<p>Know how to uphold the spirit of fair play and respect in all competitive situations</p>	<p>Know how to and show resilience and a positive attitude in all areas of PE, to their own performance and to the performances of others. Be a role model.</p>



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Athletics							
Substantive Concepts	Reception	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Movement	<p>Know basic movement skills like being able to run and jump with control and care</p> <p>Revise: walking • jumping • running • hopping • skipping Progress towards a more fluent style of moving, with developing control and grace</p> <p>Combine different movements with ease and fluency</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Develop and refine a range of ball skills including: throwing and aiming.</p>	<p>Begin to explore how to run, throw, catch and jump in different ways</p> <p>Explore different methods of movement, how can we throw in different ways, how can we do our highest jumps</p>	<p>Know how to run, throw, catch and jump competently</p> <p>Continue to look at ways of moving but begin to find a consistent method that produces the best results such as how will I throw, where will my arm be, how will I stand at the start of a race, etc</p>	<p>Show control, accuracy and coordination in Athletic movements</p> <p>Begin to make movements more controlled, arm movements are controlled in races and jumps, body movements are controlled when throwing, etc</p>	<p>Know how to run over a variety of distances</p> <p>Much more focus on types of running, styles of running and movements based on the length of the race, setting small distance targets on longer runs, consideration of where to apply power over different distances.</p>	<p>Know how to control take off and landings to show accuracy</p>	<p>Combine athletic techniques with control and precision</p> <p>For example hurdling (Run and Jump), Vortex (run and throw) etc</p>



PE Layer 2: Knowledge and Skills Progression



Dance							
Substantive Concepts	Reception	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Copying/creating moves – movement to music	<p>Know how to change speed to music</p> <p>Know how to copy simple singular dance moves and repeat</p> <p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Combine different movements with ease and fluency</p>	<p>Know how to move to music</p> <p>Know how to copy a series of dance moves</p>	<p>Know how to change speed rhythm and level</p>	<p>Know how to improvise freely.</p> <p>Know how to create moves from a theme or stimulus</p>	<p>Know how to create a set of repeatable moves to a chose piece of music</p>	<p>Know how to make moves flow, have clarity and are accurate</p>	<p>Know how to add their own style to music they choose</p>
Creating sequences/dances	<p>Know how to join together learnt moves</p>	<p>Make up a short dance</p>	<p>Know how to link moves together</p>	<p>Know how to create phrases with a partner or small group</p>	<p>Know how to lead a group in a dance</p>	<p>Know how to compose own dances in a creative way</p>	<p>Know how to develop a dance sequence in a specific style</p>
Performance	<p>Know how to perform given moves</p>	<p>Know how to perform own dance moves</p>	<p>Know how to show a feeling/mood or theme</p>	<p>Remember, repeat and perform phrases</p>	<p>Know how to use dance to convey a theme or idea</p>	<p>Perform to an accompaniment</p>	<p>Know how to plan a full performance in their chosen style, with their chosen music</p>



PE Layer 2: Knowledge and Skills Progression



Gymnastics							
Substantive Concepts	Reception	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Perform movements	<p>Know how to maintain basic balances</p> <p>Practise balances in different situations – some still and some across equipment</p> <p>Revise fundamental movement: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</p>	<p>Know how to control body in Gymnastics</p> <p>Maintain balance and control when moving across apparatus or when trying more complex still balances</p>	<p>Know how to create own movements from a brief</p> <p>Attempt different styles of movement when given instructions ie on the floor, only using 2 body parts etc</p>	<p>Know how strength and flexibility improve performance</p> <p>Muscle knowledge and how to use them become important as well as small 'tricks' such as staring at one spot when balancing</p>	<p>Know a wide range of shapes/ movements</p> <p>Practise and improve taught movements and alter them to make them their own</p>	<p>Know how to create complex shapes and movements</p> <p>Recap movements AND shapes taught last year. Use them as a basis for creating their own movements and applying them to sessions</p>	<p>Know why some shapes and more effective than others and when to use different types of moves (balances, pauses, movements)</p> <p>Thinking about when shapes/moves can be used and how they would fit into their session/sequence to be most effective</p>
Sequencing	<p>Know how to copy moves that link together</p> <p>Learn basic moves that can be stringed together, at the teachers command, in various orders</p>	<p>Know what a sequence is and copy basic sequences</p> <p>Use known moves to create a simple sequence that they know the next moves for – can be linked to a theme such as animals.</p>	<p>Know how to create a sequence</p> <p>Begin to think about the moves they are creating and deciding on the best order to have them in a sequence</p>	<p>Know how to adapt sequences</p> <p>Thinking about how to adapt a sequence from feedback received or change in setup (i.e. addition of equipment)</p>	<p>Know how to create a sequence in pairs/ groups</p> <p>Adapt sequences to include a partner. Choose a partner with similar gymnastic ability.</p>	<p>Know how to extend sequences and add complexity</p> <p>Add extra moves to a completed sequence or adapt a move to improve the sequence. Be critical of own movements.</p>	<p>Know how to link sequences to other things ie music, a set theme etc.</p> <p>Create a sequence built around a set theme or piece of music. Ensure Gymnastics is the key focus, not dance.</p>
Balancing and Strength	<p>Know how to hold a shape</p> <p>Follow tips to help hold a shape for 3 seconds.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Know how to make a shape look strong</p> <p>Point fingers and toes to show a strong looking shape. Hold shapes still</p>	<p>Know how to hold a shape and show strength</p> <p>Shapes must look strong with finger and toes pointed, must be still and show a use of muscles to hold the balance/ movement.</p>	<p>Know how core strength impacts on balances</p> <p>Work on core exercises in the sessions. Core strength will allow them to hold more complex shapes for longer.</p>	<p>Know how core strength impacts on movement and balance</p> <p>Using core strength to improve movement and balancing. Can be used for</p>	<p>Know how to improve balances and shapes using strength</p>	<p>Know how to use strength in flight</p> <p>Using core strength to improve; height of jumps, quality of landings, ability to climb and swing</p>
Developing own/ others performance	<p>Know how a move should be copied</p>	<p>Know how to copy moves accurately</p>	<p>Know when someone has created a sequence</p>	<p>Know how to comment on a sequence and suggest changes</p>	<p>Know how improve own/each others balance (with</p>	<p>Know how to improve upon a planned sequence – how do you make changes for the better?</p>	<p>Know how to match movements to a theme or music</p>



PE Layer 2: Knowledge and Skills Progression

	Can copy movements that match to the teachers movements	Can copy a movement but know where they have made mistakes in the movement or the direction.	Say something that they like in a person's sequence/ movements	Watch a sequence and recognise where changes could be made linked to the lesson objective	complex shapes/movements) Looking more carefully at individual movements and ways of progressing them (technique, strength, fluency, difficulty levels)	What about a sequence could be improved? Looking at types of moves, links, strength and quality of performance.	How are moves altered to match music, how is the mood shown in the movement – is the theme clear from the type of movement.
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