

## KNOWLEDGE PROGRESSION IN PE AT THE FOUNDATION STAGE

### EARLY LEARNING GOALS FOR PHYSICAL DEVELOPMENT

#### Gross Motor Skills and Fine Motor Skills

<p>Early Learning Goals</p>	<p><b>Gross Motor Skills</b>                      Negotiate space and obstacles safely, with consideration for themselves and others.                      Demonstrate strength, balance and coordination when playing.                      Move energetically such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>Fine Motor Skills</b>                      Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.                      Use a range of small tools, including scissors, paint brushes and cutlery.                      Begin to show accuracy and care when drawing</p>
<p>Early Years Foundation Stage</p>	<ul style="list-style-type: none"> <li>• To understand how to warm up and cool down.</li> <li>• To know that their bodies feel different when exercising.</li> <li>• To begin to know that being active is good for them and fun.</li> </ul>

## KNOWLEDGE PROGRESSION IN PE AT KEY STAGE ONE

<p>National Curriculum</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns</li> </ul>
<p>Year 1</p>	<ul style="list-style-type: none"> <li>• To understand the importance of warming up and cooling down.</li> <li>• To recognise how their body feels when still and when exercising.</li> <li>• To recognise what their bodies feel like during different types of activity.</li> <li>• To lift, move and place equipment safely.</li> <li>• To recognise that being active is good for them and fun.</li> </ul>

Year 2	<ul style="list-style-type: none"> <li>• To understand the importance of warming up and cooling down and the impact this can have upon their body.</li> <li>• To recognise and describe how their body feels when still and when exercising.</li> <li>• To recognise and describe what their bodies feel like during different types of activity.</li> <li>• To lift, move and place equipment safely and understand the importance of this.</li> <li>• To recognise that being active is good for them and fun and the effects this has on their overall health.</li> </ul>
<b>KNOWLEDGE PROGRESSION IN PE AT LOWER KEY STAGE TWO</b>	
National Curriculum	<ul style="list-style-type: none"> <li>• play competitive games, modified where appropriate</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> <li>• develop flexibility, strength, technique, control and balance</li> <li>• perform dances using a range of movement patterns</li> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• To know they need to warm up and cool down.</li> <li>• To know what you need to do to warm up and cool down.</li> <li>• Describe how the body reacts during different types of activity.</li> <li>• To recognise and describe the short term effects of exercise on the body.</li> <li>• Understand how to improve stamina.</li> <li>• Know the importance of suppleness and strength.</li> <li>• To recognise which activities help their speed, strength and stamina.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• To keep up activity over a period of time and know they need to warm up and cool down.</li> <li>• To know and describe what you need to do to warm up and cool down.</li> <li>• Describe how the body reacts during different types of activity and how this affects the way they perform.</li> <li>• To recognise and describe the short term effects of exercise on the body during different activities.</li> <li>• Understand how to improve stamina and the important this has on your health.</li> <li>• Know the importance of suppleness and strength.</li> <li>• To recognise which activities help their speed, strength and stamina and why these elements are important in games.</li> </ul>

**KNOWLEDGE PROGRESSION IN PE AT UPPER KEY STAGE TWO**

National Curriculum	<ul style="list-style-type: none"> <li>• play competitive games, modified where appropriate</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> <li>• develop flexibility, strength, technique, control and balance</li> <li>• perform dances using a range of movement patterns</li> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Understand why warming up and cooling down are important for good quality performance.</li> <li>• Understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves.</li> <li>• Know how to carry out warm ups and cool downs safely and effectively.</li> <li>• To demonstrate that they know and understand the principles of warming up by choosing appropriate activities for the games they are going to play.</li> <li>• To understand the need to prepare properly for games.</li> <li>• To know, measure and describe the short-term effects of exercise on the body</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Understand why warming up and cooling down are important for good quality performance.</li> <li>• Understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves.</li> <li>• Know how to carry out warm ups and cool downs safely and effectively.</li> <li>• To demonstrate that they know and understand the principles of warming up by choosing appropriate activities for the games they are going to play.</li> <li>• To understand the need to prepare properly for games.</li> <li>• To know, measure and describe the short-term effects of exercise on the body</li> </ul>





