PE Medium Term Knowledge Curation Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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Explore skipping as a travelling action. Jump and hop with bent same control. Throwing larger abilis and beanbags into space. Balance whilst stationary and on the move. Change technique to the word on the move. Change different body parts together. Explore skipping as a travelling action. Begin to link running and jumping movements with some control. Show hopping and jumping movements with some control. Show hopping and jumping actions using different take offs and landing. Show hopping and jumping actions using balance and chorsing which allows them to jump from distance and himply from distance and height with an awareness of throw for distance. Change technique to throw for distance. Show control and balance when travelling at different travelling at different travelling at different body parts together. Demonstrates balance when changing direction. Demonstrate balance when changing direction in combination with other skills. Demonstrate balance when changing direction in combination with other skills. Demonstrate balance when changing direction in combination with other skills. Demonstrate balance when changing direction. Show balance when changing direction. Demonstrate balance when changing direction in combination with other skills. Demonstrate balance when changing direction in combination with other skills. Demonstrate balance when changing direction in combination with other skills. Demonstrate balance when changing direction in combination with other skills. Demonstrate balance when changing direction in combination with other skills. Demonstrate balance when changing direct		with some	different speeds	co-ordination when	ordination and	when to speed up and	appropriate speed	controlled running
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							direction.	
					increased		Can co-ordinate a	the challenge.
consistency in a range of body parts								the chancinge.
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	Copy basic body	Copy, remember and	Copy, remember and	Copy remember and	Copy, remember and	Accurately copy	Perform dances
	actions and	repeat actions.	repeat a series of	perform a dance	adapt set	and repeat set	confidently and fluently
	rhythms.		actions.	phrase.	choreography.	choreography in	with accuracy and good
		Choose actions for				different styles of	timing.
	Choose and use	an idea.	Select from a wider	Create short dance	Choreograph	dance showing a	
	travelling		range of actions in	phrases that	considering structure	good sense of	Work creatively and
	actions, shapes	Use changes of	relation to a	communicate an	individually, with a	timing.	imaginatively
	and balances.	direction, speed and	stimulus.	idea.	partner and in a		individually, with a
		levels with guidance.			group.	Choreograph	partner and in a group
	Travel in		Show a character	Use canon, unison		phrases individually	to choreograph longer
	different	Show some sense of	through actions,	and formation to	Use action and	and with others	phrases and structure
	pathways using	dynamic and	dynamics and	represent an idea.	reaction to represent	considering	dance considering
	the space	expressive qualities.	expression.	·	an idea.	actions, dynamics,	actions, space,
	around them.			Match dynamic and		space and	relationship and
Dance		Begin to use counts.	Use mirroring and	expressive qualities	Change dynamics to	relationships in	dynamics in relation to
Jan	Begin to use		unison when	to a range of ideas.	express changes in	response to a	a theme.
"	dynamics and		completing actions	5	character or narrative.	stimulus.	
	expression with		with a partner.	Use counts to keep			Improvise and combine
	guidance.			in time with a	Use counts when	Confidently	dynamics
	Baraarreer		Use pathways, levels,	partner and group.	choreographing short	perform choosing	demonstrating an
	Begin to count		shapes, directions,	partner and group.	phrases.	appropriate	awareness of the
	to music.		speeds and timing		pinases.	dynamics to	impact on
	to music.		with guidance.			represent an idea.	performance.
			with guidance.			represent an idea.	performance.
			Use counts with help			Use counts	Use counts when
			to stay in time with			accurately when	choreographing and
			the music.			choreographing to	performing to improve
						perform in time	the quality of work.
						with others and the	the quality of work.
						music.	
						music.	

	Drop and catch	Drop and catch a ball	Dribble a ball with	Dribble the ball with	Link dribbling the ball	Use dribbling to	Use dribbling to change
	with two hands.	after one bounce on	two hands on the	one hand with some	with other actions	change the	the direction of play
	with two hands.	the move.	move.	control in game	with increasing	direction of play	with control under
	Move a ball	the move.	move.	situations.	control.	with some control	pressure.
	with feet.	Move a ball using	Dribble a ball with	Situations.	Control.		pressure.
	with feet.	_		طفنين المام ماطانين	Change divention	under pressure.	lles sussistives
	T I	different parts of the	some success,	Dribble a ball with	Change direction	B.31.1. 20. C	Use a variety of
	Throw and roll a	foot.	stopping it when	feet with some	when dribbling with	Dribble with feet	dribbling techniques to
	variety of		required.	control in game	feet with some control	with some control	maintain possession
	beanbags and	Throw and roll		situations.	in game situations.	under increasing	under pressure.
	larger balls to	towards a target	Throw and roll	_		pressure.	_
	space.	with some varying	towards a target	Use a variety of	Use a variety of		Use a variety of
		techniques.	using varying	throwing techniques	throwing techniques	Use a variety of	throwing techniques
	Kick larger balls		techniques with	in game situations.	with increasing	throwing	including fake passes to
	to space.	Kick towards a	some success.		success in game	techniques with	outwit an opponent.
		stationary target.		Kick towards a	situations.	some control under	
	Stop a beanbag		Show balance when	partner in game		increasing	Select and apply the
	or large ball	Catch a beanbag and	kicking towards a	situations.	Kick with increasing	pressure.	appropriate kicking
	sent to them	a medium-sized ball.	target.		success in game		technique with control.
	using hands.			Catch a ball passed	situations.	Use a variety of	
40		Attempt to track	Catch an object	to them using one		kicking techniques	Catch and intercept a
Games	Attempt to stop	balls and other	passed to them, with	and two hands with	Catch a ball passed to	with some control	ball using one and two
gal	a large ball sent	equipment sent to	and without a	some success.	them using one and	under increasing	hands with increasing
	to them using	them.	bounce.		two hands with	pressure.	success in game
	feet.			Receive a ball sent to	increasing success.		situations.
		Strike a stationary	Move to track a ball	them using different		Catch and intercept	
	Hit a ball with	ball using a racket.	and stop it using feet	parts of the foot.	Receive a ball using	a ball using one	Receive a ball with
	hands.		with limited success.		different parts of the	and two hands with	consideration to the
		Run, stop and		Strike a ball with	foot under pressure.	some success in	next move.
	Run and stop	change direction	Strike a ball using a	varying techniques.		game situations.	
	when	with some balance	racket.		Strike a ball using		Strike a ball using a
	instructed.	and control.		Change direction	varying techniques	Receive a ball using	wider range of skills to
			Run, stop and	with increasing	with increasing	different parts of	outwit an opponent.
	Move around	Recognise space in	change direction	speed in game	accuracy.	the foot under	Apply these with
	showing limited	relation to others.	with balance and	situations.		pressure with	increasing control
	awareness of		control.		Change direction to	increasing control.	under pressure.
	others.	Begin to use simple		Use space with some	lose an opponent with		
		tactics with	Move to space to	success in game	some success.	Strike a ball using a	Confidently change
	Make simple	guidance.	help score goals or	situations.	Create and use space	wider range of	direction to
	decisions in		limit others scoring.		with some success in	skills. Apply these	successfully outwit an
	response to a			Use simple tactics	game situations.	with some success	opponent.
	situation.		Use simple tactics.	individually and		under pressure.	
			,	within a team.			
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		Use simple tactics to	Use a variety of	Effectively create and
		help their team score	techniques to	use space for self and
		or gain possession.	change direction to	others to outwit an
			lose an opponent.	opponent.
			Create and use	Work collaboratively to
			space for self and	create tactics within
			others with some	their team and
			success.	evaluate the
				effectiveness of these.
			Understand the	
			need for tactics	
			and can identify	
			when to use them	
			in different	
			situations.	

					1		
	Create shapes	Perform balances	Perform balances on	Complete balances	Use body tension to	Show increasing	Combine and perform
	showing a basic	making their body	different body parts	with increasing	perform balances both	control and	more complex balances
	level of stillness	tense, stretched and	with some control	stability, control and	individually and with a	balance when	with control, technique
	using different	curled.	and balance.	technique.	partner.	moving from one	and fluency.
	parts of their					balance to another.	
	bodies.	Take body weight on	Take body weight on	Demonstrate some	Demonstrate		Demonstrate more
		hands for short	different body parts,	strength and control	increasing strength,	Use strength to	complex actions with a
	Begin to take	periods of time.	with and without	when taking weight	control and technique	improve the quality	good level of strength
	weight on		apparatus.	on different body	when taking own and	of an action and	and technique.
	different body	Demonstrate poses		parts for longer	others weight.	the range of	·
	parts.	and movements that	Show increased	periods of time.		actions available.	Confidently transition
	•	challenge their	awareness of		Demonstrate		from one action to
S	Show shapes	flexibility.	extension and	Demonstrate	increased flexibility	Use flexibility to	another showing
Gymnastics	and actions that	,	flexibility in actions.	increased flexibility	and extension in more	improve the quality	appropriate control
l ü	stretch their	Remember, repeat	,	and extension in	challenging actions.	of the actions they	and extension for the
\ \	bodies.	and link simple	Copy, remember,	their actions.		perform as well as	complexity of the
		actions together.	repeat and plan		Plan and perform	the actions they	action.
	Copy and link		linking simple	Choose actions that	sequences showing	choose to link	35.5
	simple actions		actions with some	flow well into one	control and technique	them.	Plan and perform with
	together.		control and	another both on and	with and without a	chem.	precision, control and
	together.		technique.	off apparatus.	partner.	Create and perform	fluency, a sequence of
			teerinique.	on apparatus.	partiter.	more complex	actions including a
						sequences of	wide range of skills.
						•	wide fallge of skills.
						actions with a good	
						level of quality,	
						control and	
						technique with and	
						without a partner.	

	Follow simple	Follow instructions.	Follow instructions	Follow instructions	Accurately follow	Use clear	Communicate with
	•	FUIIOW ITISTITUCTIONS.			•		
	instructions.	Donin to would with a	accurately.	from a peer and give	instructions given by a	communication	others clearly and
		Begin to work with a		simple instructions.	peer and give clear	when working in a	effectively when under
	Share their	partner and a small	Work co-operatively		and usable	group and taking	pressure.
	ideas with	group.	with a partner and a	Work collaboratively	instructions to a peer.	on different roles.	
	others.		small group, taking	with a partner and a			Confident to lead
		Understand the rules	turns and listening to	small group, listening	Confidently	Begin to lead	others and show
	Explore	of the game and	each other.	to and accepting	communicate ideas	others, providing	consideration of
	activities	suggest ideas to		others' ideas.	and listen to others	clear instructions.	including all within a
	making own	solve simple tasks.	Try different ideas to		before deciding on the		group.
	decisions in		solve a task.	Plan and attempt to	best approach.	Plan and apply	
	response to a	Copy a simple		apply strategies to		strategies with	Use critical thinking
	task.	diagram/map.	Follow and create a	solve problems.	Plan and apply	others to more	skills to form ideas and
			simple diagram/map.		strategies to solve	complex	strategies selecting and
OAA	Make decisions	Identify own and		Orientate and follow	problems.	challenges.	applying the best
	about where to	others' success.	Understand when a	a diagram/map.			method to solve a
	move in space.		challenge is solved		Identify key symbols	Orientate a map	problem.
			successfully and	Reflect on when and	on a map and use a	confidently using it	
	Follow a path.		begin to suggest	why challenges are	key to help navigate	to navigate around	Confidently and
			simple ways to	solved successfully	around a grid.	a course.	efficiently orientate a
	Begin to identify		improve.	and use others'			map, identifying key
	personal			success to help them	Watch, describe and	Explain why a	features to navigate
	success.			to improve.	evaluate the	particular strategy	around a course.
				'	effectiveness of their	worked and alter	
					team strategy, giving	methods to	Accurately reflect on
					ideas for	improve.	when challenges are
					improvements.		solved successfully and
							suggest well thought
							out improvements.
	J		l			l	out improvements.

Swimming	EYFS	Year 1	Year 2	Year 3	Confidently combine sk object from greater dep Confidently co-ordinate consistent breathing te of strokes. Confidently demonstra a wider range of stroke distances. Combine gliding and tra appropriate stroke with Confidently link a variet together demonstrating control. Select and apply the aptechnique to the situation of the	e a smooth and chnique with a range te good technique in sover increased ensitioning into an a good control. Ety of floating actions g good technique and propriate survival	Year 6
	LII3	Teal 1	Teal 2	Teal 3	Teal 4	Teal 3	Teal 0
Social	Take turns. Learn to share equipment with others. Share their ideas with others.	Encourage others to keep trying. Talk to a partner about their ideas and take turns to listen to each other. Work with a partner and small group to play games and solve challenges.		their personal best. Work with others to achieve a shared goal. Work with others to self-manage games. decide on the beau including all with		decide on the best a Lead others and show including all within a Communicate with communicate with communicate and communicate with communic	w consideration of group.

	T : : : £ + b		Danas and the finding a shall are a difficult	I live described to the state of the state o
	Try again if they	Show determination to continue working	Persevere when finding a challenge difficult.	Understand what maximum effort looks and
	do not succeed.	over a longer period of time.	Understand what their best looks like and	feels like and show determination to achieve it.
	Practise skills	Determined to complete the challenges and	they work hard to achieve it.	lt.
_	independently.	tasks set.	they work hard to achieve it.	Use different strategies to persevere to
one	macpenachtry.	tusks set.	Begin to use rules showing awareness of	achieve personal best.
Emotional	Confident to try	Explore skills independently before asking	fairness and honesty.	defineve personal sest.
EB	new tasks and	for help.	Tamess and nonesty.	Compete within the rules showing fair play
	challenges.	1	Show an awareness of how other people feel.	and honesty when playing independently.
		Confident to share ideas, contribute to class		, , , , , , ,
		discussion and perform in front of others.		Confident to attempt tasks and challenges
				outside of their comfort zone.
	Begin to identify	Make decisions when presented with a	Pupils make quicker decisions when selecting	Reflect and evaluate their performances both
	personal	simple challenge. E.g. move to an open	and applying skills to a situation. E.g. who to	as a group and as an individual and suggest
	success.	space towards goal.	pass to and where to move.	areas for improvement.
	Choose own	Begin to select and apply skills to use in a	Select and apply from a wider range of skills	Recognise and explain their thought process
	movements and	variety of differing situations. E.g. choose to	and actions in response to a task.	when playing games or completing tasks. E.g I
	actions in	use a balance on their bottom on a wider	and detions in response to a task.	moved here because my teammate was over
	response to	piece of apparatus.	Provide feedback using key terminology.	there.
	simple tasks e.g.	Proceedings of the control of the co	, , , , , , , , , , , , , , , , , , , ,	
i.	choosing to	Provide feedback beginning to use key words		Identify their own and others' strengths and
Cognitive	travel by	from the lesson.		areas for development providing sensitive
ြိတ္တိ	skipping.			feedback and can suggest ways to improve.
	Burista and Ma			Colored and a color of the diffe for the
	Begin to provide simple feedback			Select and apply appropriate skills for the
	saying what			situation when under pressure.
	they liked or			
	thought was			
	good about			
	someone else's			
	performance.			
	Awareness of	Awareness of why exercise is important for	Describe why and how the body changes	Describe the basic fitness components and
ess	the changes felt	good health.	during and after exercise.	explain how often and how long we should
<u>i</u> j.	when			exercise to be healthy.
⊗	exercising.	Explain the physical changes to the body	Explain why we need to warm up and cool	
Health & Fitness		before, during and after exercise.	down.	Record and monitor how hard I am working.
Hea		Use equipment appropriately and move and		
_		land safely.		
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