

KEY KNOWLEDGE PROGRESSION DOCUMENT – Physical Education

Features

- At Early Years, the key knowledge progression document takes reference from the following documentation: Early Years Framework, Development Matters and Birth to 5 Matters
- At key stage 1, the key knowledge progression document takes full account of the national curriculum's requirements and groups these into the following strands:
 - Basic Movements
 - Team Games
 - Dance
- These strands have been selected to reflect the key knowledge and skills in the national curriculum subject content.
- At key stage 2, the key knowledge progression document takes full account of the national curriculum's requirements and groups these into the following strands:
 - Athletics
 - Gymnastics
 - Competitive Games
 - Outdoor Adventure
 - Dance
 - Swimming
 - Evaluating
- These strands have been selected to reflect the key knowledge and skills in the national curriculum subject content.
- At key stage 3, the knowledge progression document takes full account of the curriculum's strands used in Key Stage 2 and the journey this takes them on once they arrive in secondary school
- Threaded throughout all learning in PE should be the opportunity to practise skills in a wide range of activities and situations. This could include exploration within concepts such as:
 - Evaluation
 - Sportsmanship
 - Technique
 - Health and wellbeing
 - Competition
 - Collaboration
 - Participation

KKPDs match the ambition of the National Curriculum. In some instances, knowledge specified within the KKPDs is more ambitious than the National Curriculum. For example:

- As an additional strand we have included Gymnastic Movements (taken from the Basic Movements strand) as a vehicle for children to develop their balance, agility and coordination as precursors to access the Gymnastics learning in KS2
- As an additional strand we have included an Understanding section to complement our pupils learning particularly around the importance and benefits of staying active. This is not a requirement of the NC
- Elements of evaluation (e.g. PE2.19) and swimming (PE1.22) all start from KS1. In the NC, these begin in KS2.
- In KS1, there is a focus on using space within Basic Movements (PE1.9, PE2.9).
- In KS2, there is a focus on measuring and recording results (PE6.10) linking to personal best

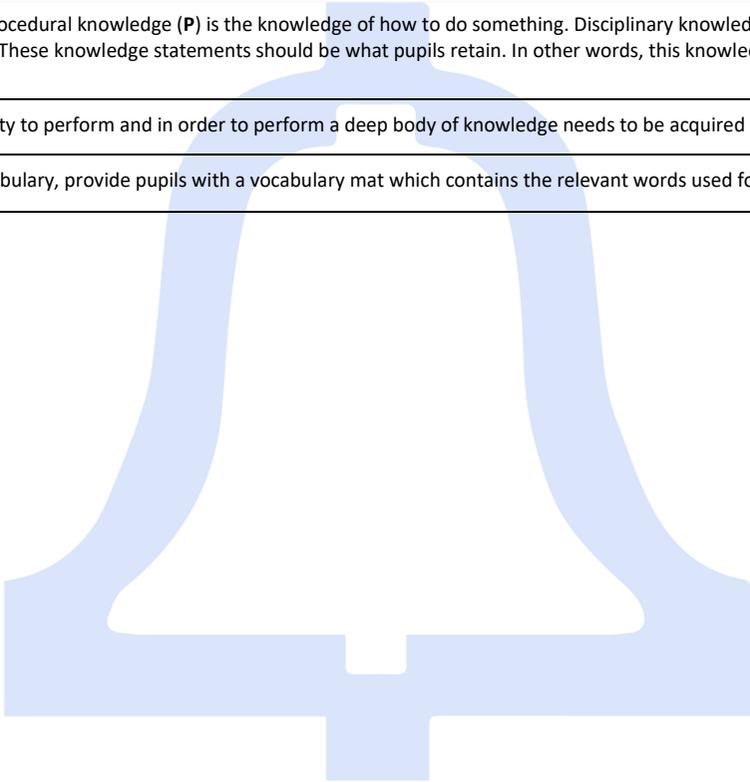
National Curriculum Aims:

- develop competence to excel in a broad range of physical activities.
- are physically active for sustained periods of time.
- engage in competitive sports and activities.
- lead healthy, active lives.

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- Substantive knowledge (**S**) is the truths or facts of a subject. Procedural knowledge (**P**) is the knowledge of how to do something. Disciplinary knowledge (**D**) is the knowledge, practices and traditions of a subject (that enable you to behave as a master of the subject e.g. as an Historian) . These knowledge statements should be what pupils retain. In other words, this knowledge is within their long-term memory and will be remembered.
- Skills are dependent on specific knowledge. A skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained.
- When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains the relevant words used for PE for their age group.



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National Curriculum Subject Content						
Early Years	Early Years Statutory Framework: Educational Programme Physical Development			Early Learning Goal Gross Motor Skills		
	<p><i>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</i></p>			<ul style="list-style-type: none"> 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. 		
Strand	Basic movements		Team Games		Dance	
Key Stage 1	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities 		<ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending 		<ul style="list-style-type: none"> Perform dances using simple movement patterns 	
Strand	Gymnastics	Competitive Games	Athletics	Dance	Outdoor and Adventurous Activity	Evaluate
Key Stage 2	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastic] 	<ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastic] 	<ul style="list-style-type: none"> Perform dances using a range of movement patterns 	<ul style="list-style-type: none"> Take part in outdoor and adventurous activity challenges both individually and within a team 	<ul style="list-style-type: none"> Compare their performances with previous ones and demonstrate improvement to achieve their personal best

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Strand	Nursery	Reception	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6	Year 7
Gymnastic Movements	<ul style="list-style-type: none"> • PEN.1 know how to go up steps and stairs, or climb apparatus, using alternate feet, maintaining balance and stability (P) 	<ul style="list-style-type: none"> • PER.1 know how to copy a simple sequence (P) • PER.2 know how to travel with confidence and skill around, under, over and through balancing and climbing equipment (P) 	<ul style="list-style-type: none"> • PE1.1 know how to copy sequences and repeat them (P) 	<ul style="list-style-type: none"> • PE2.1 know how to plan and perform a sequence of movements (P) • PE2.2 know more than one way to create a sequence which follows some 'rules' (S) 	Gymnastics	<ul style="list-style-type: none"> • PE3.1 know how to adapt sequences to suit different types of apparatus and criteria (D) 	<ul style="list-style-type: none"> • PE4.1 know how to include a change of height and direction in a sequence (P) 	<ul style="list-style-type: none"> • PE5.1 know how to make complex extended sequences (P) 	<ul style="list-style-type: none"> • PE6.1 know how to sequence to specific timings (P) • PE6.2 know how to adapt a sequence and teach others key gymnastic movements (D) 	<ul style="list-style-type: none"> • PE7.1 know how to perform core skills with accuracy and fluidity (P)
	<ul style="list-style-type: none"> • PEN.2 know how to skip and hop on one leg (P) • PEN.3 know how to stand on one leg and hold a pose for a game like musical statues (P) • PEN.4 know how to maintain balance using hands and body to stabilise (P) 	<ul style="list-style-type: none"> • PER.3 know how to jump off an object and land on two feet, appropriately using hands, arms and body to stabilise and balance (P) • PER.4 know how to move fluently, in a variety of movements, (P) with developing control and grace (D) 	<ul style="list-style-type: none"> • PE1.2 know how to make their body curled, tense, stretched and relaxed (P) • PE1.3 know how to control their body when travelling and balancing (P) • PE1.4 know how to roll, curl, travel and balance in different ways (P) • PE1.5 know how to use under and over to move differently (P) 	<ul style="list-style-type: none"> • PE2.3 know how to start and finish using a gymnastic position (P) • PE2.4 know how to safely attempt a variety of jumps and rolls with moderate control (P) 		<ul style="list-style-type: none"> • PE3.2 know how strength and suppleness/ flexibility affect performance (S) 	<ul style="list-style-type: none"> • PE4.2 know how to move in a controlled and challenging way (P) 	<ul style="list-style-type: none"> • PE5.2 know how to combine action, balance and shape (P) • PE5.3 know how to perform a routine consistently to different audiences (P) 	<ul style="list-style-type: none"> • PE7.2 know how to include weight on hands, dance elements and transitions in routines (P) • PE7.3 know how to perform a minimum 8-part routine in pairs or 3s to music (P) 	

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Strand	Nursery	Reception	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6	Year 7
		<ul style="list-style-type: none"> PER.5 know how to make changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping (P) 								
	<ul style="list-style-type: none"> PEN.5 know how to copy movements in a simple sequence (e.g. heads, shoulders, knees and toes) (P) 	<ul style="list-style-type: none"> PER.6 know how to combine different movements to make a simple sequence (P) 		<ul style="list-style-type: none"> PE2.5 know how to improve a sequence (P) based on feedback (D) 		<ul style="list-style-type: none"> PE3.3 know how to work collaboratively to produce a routine (P) 	<ul style="list-style-type: none"> PE4.3 know how to work with a partner to create, repeat and improve a sequence with at least three phases (P) 	<ul style="list-style-type: none"> PE5.4 know how to offer constructive feedback to help others improve (P) 	<ul style="list-style-type: none"> PE6.3 know how to combine own work with that of others to produce a routine (D) 	

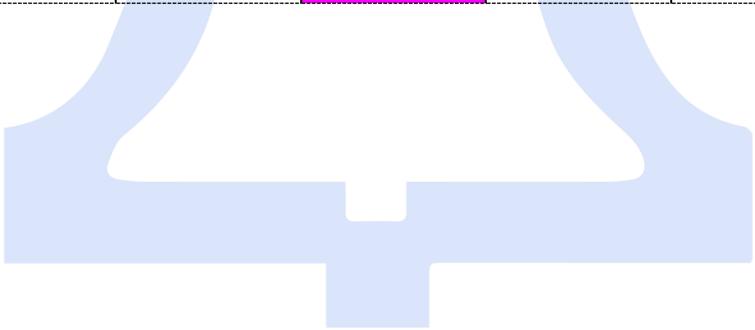
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Strand	Nursery	Reception	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6	Year 7
Basic Movements and Team Games	<ul style="list-style-type: none"> • PEN.6 know how to throw a ball with increasing force and accuracy (P) • PEN. 7 know how to catch a large ball by using two hands and their chest to trap it (P) • PEN.8 know how to kick a stationary ball with either foot (P) • PEN.9 know how to show balance and some control (e.g. throwing a ball, riding a scooter, riding a trike) (P) 	<ul style="list-style-type: none"> • PER.7 know how to throw, catch, kick, pass and strike a ball (P) • PER.8 know how to throw a ball with aim, demonstrating increasing control (P) • PER.9 know how to show increasing control over an object in pushing, patting, throwing, catching or kicking it (P) 	<ul style="list-style-type: none"> • PE1.6 know how to throw underarm towards a target (P) • PE1.7 know how to throw in different ways using different objects (P) • PE1.8 know how to coordinate their body with control (P) 	<ul style="list-style-type: none"> • PE2.6 know how to use hitting, kicking, throwing and/or rolling in a game (P) • PE2.7 know how to catch from a low height and a close throw (P) • PE2.8 know how to throw towards a target with moderate accuracy (P) 	Competitive Games		<ul style="list-style-type: none"> • PE4.4 know how to throw and catch accurately in a team game (P) • PE4.5 know how to strike a ball accurately with control and direction in a team game (P) 	<ul style="list-style-type: none"> • PE5.5 know how to strike a ball, using a varied piece of equipment, into a space (P) 		<ul style="list-style-type: none"> • PE7.4 know how to make the strike technique more strategic and varied (D)
	<ul style="list-style-type: none"> • PEN.10 know how to run taking into account spatial awareness, (P) adjusting speed to avoid obstacles (D) 	<ul style="list-style-type: none"> • PER.10 know how to adjust speed or change direction (P) to avoid obstacles when playing games with other children (D) 	<ul style="list-style-type: none"> • PE1.9 know how to move around an area, with agility, (P) without collision and stop in a space (D) 	<ul style="list-style-type: none"> • PE2.9 know the best space to be in during a game (D) • PE2.10 know how to change direction at speed, (P) with agility, to avoid chasers (D) 		<ul style="list-style-type: none"> • PE3.4 know how to be aware of space (P) and use it to support team-mates and to cause problems for the opposition (D) 				

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	<ul style="list-style-type: none"> • PEN.11 know how to listen and follow one simple instruction in a game (P) 	<ul style="list-style-type: none"> • PER.11 know how to listen and follow two simple instructions in a game (P) 	<ul style="list-style-type: none"> • PE1.10 know how to listen and follow a set of simple instructions in a game (P) 	<ul style="list-style-type: none"> • PE2.11 know how to follow rules (P) • PE2.12 know how to show fairness and respect to others (P) • PE2.13 know how to develop simple tactics for attacking and defending (D) 		<ul style="list-style-type: none"> • PE3.5 know how to use rules fairly (P) • PE3.6 know how to apply basic rules (P) 				



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						<ul style="list-style-type: none"> PE3.7 know how to begin to use suitable techniques (P) 	<ul style="list-style-type: none"> PE4.6 know how to vary tactics and adapt skills depending on what is happening in a game (D) 	<ul style="list-style-type: none"> PE5.6 know how to use a number of techniques to pass, dribble and shoot (P) PE5.7 know how to choose a specific tactic for defending and attacking (D) 	<ul style="list-style-type: none"> PE6.4 know how to work as a team and communicate a plan (P) PE6.5 know how to agree and explain rules to others (P) PE6.6 know how to show competency in a range of sports (D) 	<ul style="list-style-type: none"> PE7.5 know how to build on competency of skills previously learnt (D) PE7.6 know how to apply skills to full game situations, more comparable to the full games including full rules (D) PE7.7 know how to further develop attack and defence principles with a higher focus on defending (D)
	<ul style="list-style-type: none"> PEN.12 know how to run safely on whole foot (P) PEN.13 know how to walk, run and climb on different levels and surfaces (P) 	<ul style="list-style-type: none"> PER.12 know how to run in different directions (P) 	<ul style="list-style-type: none"> PE1.11 know how to change direction on command while running (P) PE1.12 know how to move in different directions copying various movements (P) 	<ul style="list-style-type: none"> PE2.14 know how to move in different ways, identify these and know how they look (P) 			<ul style="list-style-type: none"> PE4.7 know how to work as a team to compete against the opposition (D) 	<ul style="list-style-type: none"> PE5.8 know how to gain possession (P) by working collaboratively and competitively as a team and pass in different ways (D) 	<ul style="list-style-type: none"> PE6.7 know how to lead others in a game situation when the need arises (D) 	

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					Athletics	<ul style="list-style-type: none"> PE3.8 know how to run at fast, medium and slow speeds; changing speed and direction (P) PE3.9 know how to take part in a relay, remembering when to run and what to do (P) 	<ul style="list-style-type: none"> PE4.8 know how to sprint over a short distance and show stamina when running over a long distance (P) 		<ul style="list-style-type: none"> PE6.8 know how to demonstrate stamina and increase strength (P) 	<ul style="list-style-type: none"> PE7.8 know how to display coordination and body management for each of the 3 disciplines (D) PE7.9 know how to identify the health benefits of sustained running and how this relates to benefiting other sports (D)
	<ul style="list-style-type: none"> PEN.14 know how to jump up into the air with both feet leaving the floor (P) PEN.15 know how to jump forward a small distance (P) 	PER.13 know how to jump up into the air and maintain balance (P)	PE1.13 know how to jump and land with control (P)			<ul style="list-style-type: none"> PE3.10 know how to identify different ways to jump linked to athletics (P) 	<ul style="list-style-type: none"> PE4.9 know how to jump in different ways, taking off on one foot and 2 feet and landing with control (P) 	<ul style="list-style-type: none"> PE5.9 know how to breakdown the technique of different jumping events, develop each area to provide an overall improvement (D) 		<ul style="list-style-type: none"> PE7.10 know how to improve skills at high jump, running long jump and pacing themselves over longer distances (P)

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							<ul style="list-style-type: none"> PE4.10 know how to throw in different ways using different objects (P) 	<ul style="list-style-type: none"> PE5.10 know how to throw with increasing distance (P) 		<ul style="list-style-type: none"> PE7.11 know how to become more competent at throwing events using athletics appropriate equipment (e.g. shot putt) (P)
									<ul style="list-style-type: none"> PE6.9 know how to identify the attributes required for various events and be able to improve in different physical activities and sports (D) PE6.10 know how to measure and record results, link to personal best and aiming to improve (P) 	<ul style="list-style-type: none"> PE7.12 know how to develop personal best and target setting (P)
	<ul style="list-style-type: none"> PEN.16 know how to follow adult-led instructions about moving safely (P) 	<ul style="list-style-type: none"> PER.14 know how to follow adult-led instructions about moving safely and 	<ul style="list-style-type: none"> PE1.14 know how to move safely in a space (P) 							

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Dance	<ul style="list-style-type: none"> • PEN.17 know how to move in response to music or rhythms heard (P) 	<ul style="list-style-type: none"> • PER.15 know how to copy a short, repetitive dance pattern (P) 	<ul style="list-style-type: none"> • PE1.15 know how to start and stop movement using music (P) • PE1.16 know how to copy or make up a short dance using simple movement patterns (P) 	<ul style="list-style-type: none"> • PE2.15 know how to change rhythm, speed, level and direction in dance (P) • PE2.16 know how to make a sequence by linking simple movement patterns together (P) • PE2.17 know how to use dance to show a mood or feeling (P) 	Dance	<ul style="list-style-type: none"> • PE3.11 know how to share and create phrases with a partner and small group (P) • PE3.12 know how to remember and repeat a range of movement patterns (P) • PE3.13 know how to improvise freely and translate ideas from a stimulus into movement (P) 	<ul style="list-style-type: none"> • PE4.11 know how to use a theme as a stimulus to create ideas (P) • PE4.12 know how to use dance to communicate an idea (D) • PE4.13 know how to take the lead when working with a partner or group (D) 	<ul style="list-style-type: none"> • PE5.11 know how to dance showing clarity, fluency, accuracy and consistency (D) • PE5.12 know how to compose own dances in a creative way (D) 	<ul style="list-style-type: none"> • PE6.11 know how to develop sequences in a specific style (P) • PE6.12 know how to choose own music and style (P) 	<ul style="list-style-type: none"> • PE7.13 know how to identify different dance routines and genres (P) • PE7.14 know how to follow a stimulus to allow further creativity (P)

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			<ul style="list-style-type: none"> PE1.17 know how to perform own dance moves (P) 	<ul style="list-style-type: none"> PE2.18 know how to perform in a small group to others (P) 				<ul style="list-style-type: none"> PE5.13 know how to perform dance to an accompaniment (P) 		<ul style="list-style-type: none"> PE7.15 know how to perform a routine to others with confidence (P)
					Outdoor Adventurous Activity	<ul style="list-style-type: none"> PE3.14 know how to follow a map in a familiar context, individually and within a team (P) 	<ul style="list-style-type: none"> PE4.14 know how to follow a map in a (more demanding) familiar context, individually and within a team (P) 	<ul style="list-style-type: none"> PE5.14 know how to follow a map into an unknown location, individually and within a team (D) 	<ul style="list-style-type: none"> PE6.13 know how to plan a route and a series of clues for someone else, individually and within a team (D) 	<ul style="list-style-type: none"> PE7.16 know how to use a map (P) PE7.17 know how to identify themselves in a new location and use this to help movement around a new location (transition to new site) (D)
						<ul style="list-style-type: none"> PE3.15 know how to use clues to follow a route (P) PE3.16 know how to follow a route safely (P) 	<ul style="list-style-type: none"> PE4.15 know how to follow a route within a time limit (P) 	<ul style="list-style-type: none"> PE5.15 know how to use clues and a compass to navigate a route (P) PE5.16 know how to use new information to change route (D) PE5.17 know how to change route to overcome a problem (D) 	<ul style="list-style-type: none"> PE6.14 know how to plan with others, taking account of safety and danger (D) 	<ul style="list-style-type: none"> PE7.18 know how to work under pressure from a time activity to perform set tasks (D)

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						<ul style="list-style-type: none"> PE3.17 know the boundaries in place (S) 	<ul style="list-style-type: none"> PE4.16 know how to mark on a map where they are (P) 	<ul style="list-style-type: none"> PE5.18 know how to explain to others how their map is providing help (D) 	<ul style="list-style-type: none"> PE6.15 know how to apply a strategy, work efficiently and effectively with the help of a map (D) 	
Evaluate			<ul style="list-style-type: none"> PE1.18 know what works well in a gymnastic or dance sequence (P) 	<ul style="list-style-type: none"> PE2.19 know what works well and what could be better in a gymnastic or dance sequence (D) 	Evaluate	<ul style="list-style-type: none"> PE3.18 know how to compare and contrast gymnastic sequences (P) 	<ul style="list-style-type: none"> PE4.17 know how to provide support and advice to others in gymnastics and dance (D) 			
			<ul style="list-style-type: none"> PE1.19 know how to improve an action such as throwing, catching or striking (P) 	<ul style="list-style-type: none"> PE2.20 know how to improve an action such as throwing, catching or striking with increasing aim and direction (P) 		<ul style="list-style-type: none"> PE3.19 know how to recognise own improvement in invasion games (D) 	<ul style="list-style-type: none"> PE4.18 know how to listen to the ideas of others (P) 	<ul style="list-style-type: none"> PE5.19 know how to recognise the successful elements of their own performance and why it was better, or not as good as, their last (D) 	<ul style="list-style-type: none"> PE6.16 know which sports they are good at and find out how to improve further (D) PE6.17 know how to identify activities to help improve performance (D) 	<ul style="list-style-type: none"> PE7.19 know how to evaluate strengths and weaknesses of yourself and others (D) PE7.20 know how to identify ways of improving themselves and applying this to a variety of topics (D)

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	<ul style="list-style-type: none"> • PEN.18 know how to take turns and share resources when playing games, with adult support (P) 	<ul style="list-style-type: none"> • PER.16 know how to take turns and share resources when playing games (P) 	<ul style="list-style-type: none"> • PE1.20 know how to regulate own behaviour when playing team games with adult support (D) 	<ul style="list-style-type: none"> • PE2.21 know how to regulate own behaviour when playing team games (D) 	Understanding	<ul style="list-style-type: none"> • PE3.20 know how to evaluate own performance in terms of improving from not winning and then recognising own success both in terms of performance and attitude (D) 	<ul style="list-style-type: none"> • PE4.19 know how to work as team to develop others both in terms of performance and attitude (P) 	<ul style="list-style-type: none"> • PE5.20 know how to articulate to others something a partner has done well and also something that can be improved both in terms of performance and attitude (P) 	<ul style="list-style-type: none"> • PE6.18 know how to modify and adapt games with their own ideas and teach this to others (D) 	
	<ul style="list-style-type: none"> • PEN.19 know that we breathe faster during exercise (S) 	<ul style="list-style-type: none"> • PER.17 know that our heart beats faster during exercise (S) 	<ul style="list-style-type: none"> • PE1.21 know that exercise is part of a healthy lifestyle (S) 			<ul style="list-style-type: none"> • PE3.21 know how to identify how their body has changed as a result of exercise (P) 	<ul style="list-style-type: none"> • PE4.20 know how to discuss the benefits of keeping active (P) 	<ul style="list-style-type: none"> • PE5.21 know how to tell others how they look after themselves based around sport and physical activity (P) 	<ul style="list-style-type: none"> • PE6.19 know the importance of being active (S) • PE6.20 know how to talk about how to stay active in and out of school (P) 	<ul style="list-style-type: none"> • PE7.21 know the immediate effects of exercise (short term) and discuss why these happen (S) • PE7.22 know the benefits of long-term exercise (S)

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										<ul style="list-style-type: none"> PE7.23 know reasons why people do not exercise and try to reason with this drawing on their own experience (D)
Swimming			<ul style="list-style-type: none"> PE1.22 know how to begin to swim competently, confidently (P) <i>If appropriate to your school's PE curriculum planning overview.</i> 	<ul style="list-style-type: none"> PE2.22 know how to swim competently, confidently up to 25 metres (P) <i>If appropriate to your school's PE curriculum planning overview.</i> 	Swimming	<ul style="list-style-type: none"> PE3.22 know how to swim competently and confidently to 25 metres (P) 	<ul style="list-style-type: none"> PE4.21 know how to swim competently, confidently and proficiently to 25 metres (P) 	PE5.22 know how to swim competently, confidently and proficiently over a distance of at least 25 metres (P)	<ul style="list-style-type: none"> PE6.21 know how to swim competently, confidently and proficiently over a distance of at least 25 metres (P) 	<i>Not a requirement of secondary curriculum</i>
						<ul style="list-style-type: none"> PE3.23 know how to begin to use a range of strokes effectively such as front crawl, backstroke and breaststroke (P) 	<ul style="list-style-type: none"> PE4.22 know how to use a range of strokes effectively such as front crawl, backstroke and breaststroke (P) 	<ul style="list-style-type: none"> PE5.23 know how to use a range of strokes effectively such as front crawl, backstroke and breaststroke (P) 	<ul style="list-style-type: none"> PE6.22 know how to use a range of strokes effectively such as front crawl, backstroke and breaststroke (P) 	
				<ul style="list-style-type: none"> PE1.23 know how to stay safe in the water (S) 	<ul style="list-style-type: none"> PE2.23 know why we need to stay safe in the water (S) 		<ul style="list-style-type: none"> PE3.24 know (S) and demonstrate how to stay safe in the water (P) 	<ul style="list-style-type: none"> PE4.23 know, and demonstrate the importance of staying safe 	<ul style="list-style-type: none"> PE5.24 know how to begin to perform safe self-rescue in different 	<ul style="list-style-type: none"> PE6.23 know how to perform safe self-rescue in different

KEY KNOWLEDGE PROGRESSION DOCUMENT – Physical Education

Strand	Nursery	Reception	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6	Year 7
							in the water (P)	water-based situations (D)	water-based situations (D)	

Curriculum End Points

The KKPds are the input to the curriculum. The curriculum end points are the output. Curriculum end points capture the knowledge, skills and understanding that children should have at the end of each year. They build progressively over time so that children leave Year 6 well-prepared for the next stage of education as competent and capable sportspeople.

For subject leaders, they provide a clear overview of the end of year expectations for each year group, which will support the planning and assessment of the curriculum.

For teachers, they provide further clarity around what children should be able to do at the end of each year, using the knowledge they have gained from being taught the KKPds. They support teachers to plan activities that help to develop children as effective sportspeople. They should be used to check what children know and how well they can apply this knowledge across the curriculum.

For children, they ensure that they receive an equitable curriculum which gives them the substantive, procedural and disciplinary knowledge needed to be successful in their future studies.

Curriculum end points	Children should be able to:	Children should be able to:	Children should be able to:	Children should be able to:	Curriculum end points	Children should be able to:	Children should be able to:	Children should be able to:	Children should be able to:	Children should be able to:
	Recall the knowledge specified within the KKPds for Nursery.	Recall the knowledge specified within the KKPds for Reception.	Recall the knowledge specified within the KKPds for Year 1.	Recall the knowledge specified within the KKPds for Year 2.		Recall the knowledge specified within the KKPds for Year 3.	Recall the knowledge specified within the KKPds for Year 4.	Recall the knowledge specified within the KKPds for Year 5.	Recall the knowledge specified within the KKPds for Year 6.	Recall the knowledge specified within the KKPds for Year 7
	Follow adult instructions when participating in games, sharing and taking turns.	Negotiate space and obstacles safely, with consideration for themselves and others.	Safely negotiate a space with agility.	Negotiate a space with agility and avoiding chasers.		Understand and follow technical rules in team games.	Demonstrate stamina, strength, control and accuracy in movements such as running, jumping, throwing, catching.	Apply the appropriate throwing, catching and striking techniques to a variety of different equipment.	Recognise the attributes (e.g. determination and resilience) required for various sports and physical activities.	Use strategic strikes, throws, catches and tactics in game situations.
	Navigate safely around an area including steps and on climbing apparatus using bilateral movements.	Demonstrate strength, balance and coordination when playing.	Regulate behaviour in team games with adult support.	Regulate behaviour in team games independently.		Utilise space in team games and outwit opponents.	Adapt attacking and defending tactics according to what is happening in the game.	Work as a team to outwit opponents and gain possession.	Measure and record results to track and improve personal bests.	Display coordination and body management for each of the 3 disciplines.
	Balance without support for short periods of time.	Throw and kick a ball with increasing accuracy and direction.	Perform own movement patterns.	Recognise how to improve an action such as kicking, throwing or catching with increasing control and accuracy.		Produce own routines in gymnastics/dance performing with strength, flexibility and confidence, and comparing to the work of others.	Co-operate with teammates to improve each other's	Perform and improve own athletic based movements with sustainability.	Lead others to success by working as a team and improving each	Identify benefits of sustained running and explain how this can positively affect performance in
	Jump with both feet leaving the floor.	Execute sequences of movement with	Be aware that exercise contributes to leading a healthy lifestyle.	Use simple taught tactics for attacking and defending.						

KEY KNOWLEDGE PROGRESSION DOCUMENT – Physical Education

Strand	Nursery	Reception	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6	Year 7
	<p>Throw and kick a ball at a target.</p> <p>Copy sequences of movement.</p> <p>Describe how exercise makes us feel.</p>	<p>increasing control.</p> <p>Describe how exercise makes the heart beat faster.</p>		<p>Perform dance and gymnastic sequences with simple movements patterns.</p> <p>Actively respond to feedback to improve performance.</p>		<p>Identify what they and their teammates have done well, even if they have lost.</p> <p>Identify how their body has changed as a result of exercise.</p>	<p>performance and attitude.</p> <p>Use a theme as a stimulus to create a gymnastics or dance performance with a partner, improving the routine as it progresses.</p> <p>Discuss the benefits of keeping active.</p>	<p>Recognise successful elements in own performance and compare to previous performances.</p> <p>Perform extended gymnastic and dance routines to a range of different audiences.</p> <p>Recognise how they look after themselves and improve their fitness.</p>	<p>others' performance.</p> <p>Collaborate with others to teach gymnastic and dance movements and produce routines.</p> <p>Recognise where their individual interests, talents, strengths and areas for development lie, pursuing/improving these through extra-curricular opportunities.</p> <p>Swim 25m confidently, competently and proficiently and use a range of strokes effectively.</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>wide range of sports.</p> <p>Target set in relation to personal best.</p> <p>Work under pressure when map reading.</p> <p>Perform gymnastic and dance routines with accuracy and fluidity.</p> <p>Understand long-term benefits of exercise.</p>