SUBJECT PROGRESSION- Conceptual Knowledge and Understanding			
Games			
EYFS	**KS1**	**LKS2**	**UKS2**
• Catch a large ball • Chase or dodge others safely. • Experiment catching and kicking a variety of equipment • Practice hitting and rolling equipment with some accuray. • Accept playing with others	• Recognise underarm and overarm • Move into space during game situations. • Throw and catch a variety of equipment in a mini game situation. • Use hitting, kicking, throwing or rolling in a game • Play within a team.	• Apply underarm and overarm effectively. When stationary and whilst moving. • Move (dribble) and stop a ball safely and under control with my hands/feet or equipment. • Pass and catch with a partner and with control in a game situation. • Hit a ball into a space • Comment on tactics and recognise attacking and defending.	• Apply throwing and catching techniques whilst considering the tactics of where to throw. • Use a number of techniques to pass, dribble, shoot and move in competitive situations. • Choose the correct technique during striking or attacking/defending games • Show control over where to hit a ball in a competitive situation • Use attacking and defending strategies when required in a game. • Choose appropriate PE vocabulary to evaluate and support others' performance
Catch, chase, dodge	Underarm, overarm, hitting, kicking, throwing, rolling	Pass, dribble, tactics, control, attack, defend	Evaluate, strike, technique, evaluation

Physical			
EYFS	**KS1**	**LKS2**	**UKS2**
• Walk and move around safely and confidently • Move fast/slow safely and with obstacles • Balance on one foot • Jump two feet to two feet	• Walk, jog and run safely including in different directions using a variety of body parts • Climb apparatus safely exploring a number of ways to do so • Hop on the spot for a set number without falling • Jump safely and controlled	• Exercise without getting out of breath and giving up whilst travelling safely in different directions at various speeds • Hold my own body weight in different position showing agility and balance during sessions • Hop and jog for a set amount of time • Perform a variety of jumps from various heights with a controlled landing	• Exercise demonstrating stamina showing agility at a variety of speeds and directions attempting to beat my personal best and set targets • Hold my own bodyweight during fitness sessions remaining balanced whilst travelling in a variety of ways • Pace myself in order to take full part in fitness sessions staying active for set amounts of time • Jump and throw for distance competing against my personal targets. • Swim 25 metres
Balance, jump, walk	Jog. hop, travel, climb, explore	Exercise, control, directions, pace, sprint, hold, positions, agility	Stamina, fitness, stamina

Gymnastics / Dance			
EYFS	**KS1**	**LKS2**	**UKS2**
• Explore a variety of ways to move • Explore ways of moving with their body • Roleplay to different dances whilst stopping and starting to music or sounds • Go under or over apparatus	• Perform dances using simple movement patterns to music • Think of more than one way to create a sequence to a set of rules • Move in time to different music repeating a short routine • Demonstrate balance. • Use my body to attempt to roll recognising and performing a variety of rolls • Understand how to land a jump safely recognising and performing a variety of jumps	• Use a stimulus to translate ideas into a movement • Compare and contrast sequences working with partners to create, repeat and improve a sequence • Understand how music affects performance and use movements to communicate an idea • Adapt sequences of moves to suit different types of apparatus showing a variety of shapes • Continue to explore a variety of different rolls, balances, jumps and ways of travelling • Apply my knowledge of rolls, jumps, balances and ways of travelling to work in a controlled way	• Make complex extended routines using my knowledge of gymnastics or dance moves • Develop sequences in a specific style and link them to timings performing to different audiences • Combine action balance and shape in routines showing clarity, fluency and accuracy in routines • Plan and create an individual, paired or group routine adapting moves to different equipment and spaces • Analyse, modify and refine my own routine and critique that of others • Choose appropriate PE vocabulary to evaluate and support others
Explore, apparatus, under, over, movement	Perform, patterns, balance, roll, jump, sequence	Adapt, ideas, routine, repeat, improve, shapes, control, communicate	Accuracy, audience, evaluate, plan, create, consistency, develop, analyse, modify, refine

Physiological / Social			
EYFS	**KS1**	**LKS2**	**UKS2**
• Say how exercise makes me feel • Say why I did something well • Know what I wear for PE and what I wear for school • Understand that equipment is to be used safely and why we need to keep safe in PE • Aware of not being aggressive to others • Aware of boundaries set	• Describe and comment on performance • Start to understand personal bests • Understand why we wear PE kits • Follow instructions to use equipment safely • Understand winning and losing in PE without getting upset • Behave appropriately in PE	• Suggest ways in which I and others can improve their performance • Set targets to improve on • Get changed and organise myself independently • Use equipment respectfully and safely • Understand how to help others choosing an appropriate partner to work with • Behave appropriately in PE respecting the equipment and other equipment users	• Understand how others feel during sport giving and receiving constructive feedback to each other thoughtfully • Accept challenge and personal bests making tactical suggestions to improve performance • Take on a leadership role • Organise and use PE equipment both safely and to help the session • Understand the importance of each member of the team • Behave appropriately with a variety of different coaches and sports leaders
Feelings, safe, boundaries	Appropriate, behaviour	Organise, independence, respect, improve	Feedback, tactical suggestions, leadership, constructive