

PE Knowledge Sequencing at Osbalwick Primary Academy

EYFS building the foundations for PE:

Nursery

Throughout Early Years, PE runs alongside **Physical Development** (and includes **Gross Motor Skills**). This area is concerned with children exploring the movement and control they have over their body. Nursery is focused on strength, balance and coordination when playing, as well as navigating space and obstacles safely. In Reception, children refine the skills previously explored and begin to explore more energetic movements such as running, jumping, dancing, hopping, skipping and climbing.

Physical Development

- Begin to negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.

Personal, Social and Emotional Development

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Express Arts and Design

- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Reception

Physical Development

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Further demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Personal, Social and Emotional Development

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Express Arts and Design

- Perform songs, rhymes, poems and stories with others, and (when appropriate) move in time with music.

| SUBJECT PROGRESSION- Conceptual Knowledge and Understanding | | |
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| Invasion Games | | |
| KS1 | LKS2 | UKS2 |
| <ul style="list-style-type: none"> ● Travel with a ball, including stopping and changing direction. ● Pass using one or more techniques. ● Receive a ball while stationary, progressing to tracking a ball and getting in line to receive. ● Attack - move a ball through dribbling and passing towards a goal. ● Defend - move into a position to make it difficult for an opponent. | <ul style="list-style-type: none"> ● Dribble under pressure in a game situation, selecting the best direction to travel. ● Pass and receive with increased accuracy over long distances. ● Understand when to pass and when to shoot - introduce feinting. ● Regain possession through interception. ● Move to get back into a defensive position. ● Analyse own strengths and areas for improvements. | <ul style="list-style-type: none"> ● Dribble in sensible areas of the pitch, understanding when to dribble and when to pass. ● Select the best passing technique and select the best receiver, making quick decisions. ● Constant movement to support attack and get into the optimum position to receive. ● Alter tactics if not successful. ● Understand that defending space is different to marking an opponent. ● Analyse the team's strengths and areas for improvements. |
| Attack, defend, dribbling | [As before +] feinting, interception | [As before +] tactics |

| Striking/Fielding | | |
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| KS1 | LKS2 | UKS2 |
| <ul style="list-style-type: none"> ● Strike ball with hand and with bat, with some consistency. ● Explore and develop power of underarm and overarm throws. ● Show some consistency with a two-handed catch. ● Understand what a successful strike looks like and how it can be turned into points. ● Track and stop a moving ball. | <ul style="list-style-type: none"> ● Strike a ball that is bowled with greater consistency. ● Use the correct throwing technique to match the game situation. ● Develop a one-handed catch. ● Understand where to strike the ball and choose when (and where) to run. ● Cover space and adjust position, creating barriers to stop the ball. ● Develop bowling technique. ● Analyse own strengths and areas for improvements. | <ul style="list-style-type: none"> ● Demonstrate technique differences between attacking and defensive shots. ● Strike the ball with power and direction. ● Throw accurately in a game situation. ● Make difficult catches under pressure in a game situation. ● Develop team communication to aid decision making regarding attempting to run. ● Make correct decisions regarding areas to throw to. ● Develop back-stop/wicket keeper roles. ● Fully understand methods of getting out. ● Analyse the team's strengths and areas for improvements. |
| Underarm, overarm, strike | [As before +] bowling, barrier | [As before +] back-stop, wicket keeper, out |

| Net Games | | |
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| KS1 | LKS2 | UKS2 |
| <ul style="list-style-type: none"> ● Hit a dropped ball over a net towards a target. ● Accurately throw a ball over a net for a partner. ● Able to play a stroke so that a partner can catch it after one bounce. ● Track and move towards the ball. | <ul style="list-style-type: none"> ● Show some consistency using backhand, forehand and volley. ● Explore and develop underarm serves. ● Develop a cooperative rally using a full range of strokes. ● Instantly return to a ready position after playing a stroke. ● Analyse own strengths and areas for improvements. | <ul style="list-style-type: none"> ● Demonstrate all strokes with consistency under pressure. ● Serve, making it difficult for an opponent to return. ● Make the correct stroke selection in a competitive rally. ● Use efficient footwork patterns to move into position, including improving pace with this. ● Analyse the team's strengths and areas for improvements. |
| Target, stroke | [As before +] forehand, backhand, volley, serve, rally | [As before +] return, footwork |

| Athletics | | |
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| KS1 | LKS2 | UKS2 |
| <ul style="list-style-type: none"> • Develop sprinting action, hurdling technique and jogging for distance. • Develop jumping action with controlled landing, including hopping and leaping. • Develop overarm throwing technique. • Understand different events. | <ul style="list-style-type: none"> • Combine sprint technique with relay, including pacing for long distance. • Develop rhythm when hurdling. • Explore javelin technique. • Develop technique for jumping events. • Set realistic targets. • Analyse own strengths and areas for improvements. | <ul style="list-style-type: none"> • Develop sprint start. • Demonstrate long run stamina. • Develop baton exchange technique. • Use pacing to beat personal bests. • Make adaptations to own technique after observing others, including throwing and jumping. • Accurately record and measure results. |
| Hopping, leaping, sprinting, hurdling, jogging | [As before +] rhythm, technique, pacing, relay | [As before +] stamina, baton, adaptation |

| Gymnastics | | |
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| KS1 | LKS2 | UKS2 |
| <ul style="list-style-type: none"> ● Explore balances with up to four points. ● Explore shapes using words such as stretch and curl. ● Develop rolling techniques (pencil, egg, forward). ● Develop a variety of jumps, focussing on safe landing techniques. ● Explore different ways to travel with control. ● Perform a routine with a partner. | <ul style="list-style-type: none"> ● Work with a partner to mirror and contrast balances using apparatus. ● Demonstrate a range of rolls including synchronising with a partner. ● Explore jumping from apparatus using safe landing techniques. ● Travel with a partner, considering differing levels, speeds and angles. ● Perform a routine with a partner and evaluate. | <ul style="list-style-type: none"> ● Develop fluency when transitioning between balances. ● Develop partner balance on apparatus including counter balances, symmetrical and asymmetrical. ● Demonstrate synchronised rolling with fluency and a clear start and end point. ● Explore jumping from, along and over apparatus, creating shapes in the air and using safe landing techniques. ● Select appropriate transitions between actions. ● Explore cartwheeling. ● Perform a routine with a partner using apparatus, including fluid transition from floor to apparatus (including in-depth evaluation of their routine and other's). |
| Stretch, curl, pencil roll, egg roll, forward roll, routine | [As before +] technique, apparatus, contrast, mirror, synchronise | [As before +] counter balance, symmetrical, asymmetrical, transition, cartwheel |

| Dance | | |
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| KS1 | LKS2 | UKS2 |
| <ul style="list-style-type: none"> ● Create a movement using different body parts and remember and repeat a series of actions. ● Move fluently along different pathways altering levels. ● Move in response to music using expression to communicate moods and ideas. ● Interact with a partner showing unison and canons. ● Perform with a partner, linking at least four actions. | <ul style="list-style-type: none"> ● Create actions that match ideas and stimuli. ● Respond to movements of others with fluid transitions between actions. ● Show sense of rhythm. ● Explore working collaboratively in a group, using different formations. ● Perform fluently with a group, focussing on count accuracy. ● Demonstrate a clear start, middle and end. ● Analyse a performance using some dance vocabulary. | <ul style="list-style-type: none"> ● Create actions that show creativity and match the style of dance, using different body positions. ● Show full consideration of pathways, directions, levels, space and formations. ● Express a very clear mood and energy. ● Consistently refine and improve as a group. ● Perform with focus and confidence. ● Evaluate other groups with positive feedback, using a range of dance vocabulary. |
| Canon, unison, expression, mood, levels | [As before +] count, collaborative, rhythm, transition | [As before +] pathways, formations, directions |