



# Barnett Wood Infant School

## Progression of Knowledge and Skills Document



# Physical Education

At Barnett Wood, we want our children to become physically literate, developing the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport. Our high-quality physical education curriculum:

- ✓ inspires all pupils to succeed and excel in competitive sport and other physically demanding activities.
- ✓ provides opportunities for our children to become physically confident in a way which supports their health and fitness.
- ✓ provides opportunities for our children to compete in sport and other activities to build character and to help embed values such as fairness and respect.

We believe physical activity is essential to the overall development of children, not only does exercise improve a child's overall health and fitness it helps to improve their mental health and cognitive development, by doing physical exercise, children are more likely to concentrate and maintain focus when learning.

Our National Curriculum planning ensures that all children are prepared well for the next stage of their education, and we use the Sport Premium to achieve self-sustaining improvement in the quality of PE and sport. We do this through:

- ✓ High quality professional development of all staff so they gain the necessary subject knowledge to teach Physical Education to a high standard.
- ✓ Long Term and Medium-Term planning which builds in a progressive way and includes clear end points, so children gain the necessary knowledge and skills to be successful.
- ✓ Lessons with clear objectives which provide all our children with stimulating, enjoyable and appropriately challenging learning experiences.
- ✓ Promoting physical activity as an important contributor to a healthy lifestyle, thus encouraging our children to see the importance of lifelong physical activity.
- ✓ Providing a balance of individual, paired and group activities so that children have opportunities to work independently, co-operatively, collaboratively and in competitive situations.
- ✓ Providing opportunities for children so they can take part in activities outside of their normal physical education lessons including sports festivals within the community.
- ✓ Ensuring all children have access to at least 2.5 hours of physical activity each week, consisting of two PE curriculum sessions and includes active playtimes and lunchtimes where fundamental movement skills are also developed.



# Barnett Wood Infant School

## Progression of Knowledge and Skills Document



All PE lessons are carefully planned, the teaching objectives cover the four aspects of PE outlined in the National Curriculum:

- ✓ Acquiring and developing skills.
- ✓ Selecting and applying skills, tactics and compositional ideas.
- ✓ Evaluating and improving performance.
- ✓ Knowledge and understanding of health and fitness

## Early Years Foundation Curriculum

### PHYSICAL DEVELOPMENT

In PE, children are taught to revise and refine the fundamental movement skills they have already acquired:- rolling - running - crawling - hopping - walking skipping - jumping - climbing.

They progress towards a more fluent style of moving, with developing control and grace, developing the overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.

The EYFS Curriculum also teaches children to:

- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.
- Develop overall body strength, balance, coordination and agility.

### Early Learning Goals – Gross Motor Skills

- 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.

### Early Learning Goals – Fine Motor Skills

- 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



# Barnett Wood Infant School

## Progression of Knowledge and Skills Document

### National Curriculum Programme of Study for Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Knowledge in PE can be categorised into substantive and disciplinary knowledge.

### Substantive Knowledge

Substantive knowledge is the facts of the subject that can be sub-divided into a 'know what' element (**declarative**) and a 'know how' element (**procedural**). **Declarative** and **procedural** knowledge are 'performed' differently. **Declarative** includes propositional knowledge 'about' movement, including appropriately pitched knowledge of biomechanical, psychomotor, anatomical, sociological aspects that relate directly to physical activity and sport, e.g. knowing what a warm up is and what it looks like; knowing the positions in a game; or knowing the differences between different types of jump in gymnastics. Statements, descriptions and explanations linked directly to the content being taught that are communicated through spoken and written forms.

**Procedural** includes knowledge 'in' movement, including practical knowledge of the nature and principles underlying human movement, e.g. being able to demonstrate a warm up, participating as a wing defence in netball, or being able to show what different jumps in gymnastics look like.

### Disciplinary knowledge

Disciplinary knowledge is knowing how knowledge is developed in PE, e.g. through purposeful play, experimentation, scientific enquiry or observation. For example, new knowledge of how to outwit an opponent in rugby might be developed through structured play in a modified game-based activity. Disciplinary knowledge in PE comes through opportunities for the children to choose and apply their own actions, balances, movements and skills. Once they have mastered the specific skills, they have opportunities to apply these within sports and games and therefore have to choose different strategies and the best way to approach different challenges. As they move through school and into the next Key Stage, their skills and knowledge around tactics become more complex and they have to work collaboratively to make decisions. There are lots of opportunities for the children to evaluate their performances and reflect on how they will improve next time.



# Barnett Wood Infant School

## Progression of Knowledge and Skills Document



### Adapting the curriculum for pupils with SEND in PE

Adaptive teaching takes place, using the STEP principles:

- SPACE: changing the distance, height, size or location, for example, using targets that are closer, or using smaller areas or playing over shorter distances.
- TASK: changing rules, roles, progressions, conditions or complexity, for example changing the speed of the activity ('everyone must walk') or using bigger spaces to allow for more reaction time.
- EQUIPMENT: changing what is being used, for example using larger balls that are easier to see and catch, or using tennis rackets instead of rounders or cricket bat.
- PEOPLE: changing groupings or how the children play together, for example working in mixed ability groups, using buddy systems or playing in uneven sided teams.



# Barnett Wood Infant School

## Progression of Knowledge and Skills Document



# Physical Education

		EYFS	Year 1	Year 2	Year 3
Athletics	Substantive Knowledge	<p><b>Running:</b> know that I use big steps to run and small steps to stop.</p> <p>Know that moving into space away from others helps to keep me safe.</p> <p><b>Jumping:</b> know that bending my knees will help me to land safely.</p> <p><b>Throwing:</b> understand that bigger targets are easier to hit.</p> <p><b>Rules:</b> know that rules help us to stay safe.</p>	<p><b>Running:</b> understand that if I swing my arms it will help me to run faster.</p> <p><b>Jumping:</b> know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees it will help me to jump further.</p> <p><b>Throwing:</b> know that stepping forward with my opposite foot to hand will help me to throw further.</p> <p><b>Rules:</b> know that rules help us to play fairly.</p>	<p><b>Running:</b> know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.</p> <p><b>Jumping:</b> know that swinging my arms forwards will help me to jump further.</p> <p><b>Throwing:</b> know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object.</p> <p><b>Rules:</b> know how to follow simple rules when working with others.</p>	<p><b>Running:</b> understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.</p> <p><b>Jumping:</b> know that if I jump and land quickly it will help me to jump further.</p> <p><b>Throwing:</b> understand that the speed of the movement helps to create power.</p> <p><b>Rules:</b> know the rules of the event and begin to apply them.</p>
	Disciplinary Knowledge	<p><b>Running:</b> explore running and stopping safely.</p> <p><b>Jumping:</b> explore jumping and hopping safely.</p> <p><b>Throwing:</b> explore throwing to a target.</p>	<p><b>Running:</b> explore running at different speeds.</p> <p><b>Jumping:</b> develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.</p> <p><b>Throwing:</b> explore throwing for distance and accuracy</p>	<p><b>Running:</b> develop the sprinting action.</p> <p><b>Jumping:</b> develop jumping, hopping and skipping actions.</p> <p><b>Explore</b> safely jumping for distance and height.</p> <p><b>Throwing:</b> develop overarm throwing for distance.</p>	<p><b>Running:</b> develop the sprinting technique and apply it to relay events.</p> <p><b>Jumping:</b> develop technique when jumping for distance in a range of approaches and take off positions.</p> <p><b>Throwing:</b> explore the technique for a pull throw.</p>
	Key Vocabulary	Balance, bend, rules, jog, hop, direction, fast, jump, land, run, throw, safely, safe, slow, space, stop, target	Walk, time, quickly, leap, underarm, further, overarm, control	Distance, sprint, landing, aim, height, far, take off	Personal best, technique, relay, accuracy, baton, strength, speed, power, event



# Barnett Wood Infant School

## Progression of Knowledge and Skills Document



		EYFS	Year 1	Year 2	Year 3
Ball Skills	Substantive Knowledge	<p><b>Sending:</b> know to look at the target when sending a ball.</p> <p><b>Catching:</b> know to have hands out ready to catch.</p> <p><b>Tracking:</b> know to watch the ball as it comes towards me and scoop it with two hands.</p> <p><b>Dribbling:</b> know that keeping the ball close will help with control</p>	<p><b>Sending:</b> know to face my body towards my target when rolling and throwing underarm to help me to balance.</p> <p><b>Catching:</b> know to watch the ball as it comes towards me.</p> <p><b>Tracking:</b> know to move my feet to get in the line with the ball.</p> <p><b>Dribbling:</b> know that moving with a ball is called dribbling</p>	<p><b>Sending:</b> know that stepping with opposite foot to throwing arm will help me to balance.</p> <p><b>Catching:</b> know to use wide fingers and pull the ball in to my chest to help to securely catch.</p> <p><b>Tracking:</b> know that it is easier to move towards a ball to track it than chase it.</p> <p><b>Dribbling:</b> know to keep my head up when dribbling to see space/opponents.</p>	<p><b>Sending:</b> know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</p> <p><b>Catching:</b> know to move my feet to the ball.</p> <p><b>Tracking:</b> know that using a ready position will help me to react to the ball.</p> <p><b>Dribbling:</b> know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.</p>
	Disciplinary Knowledge	<p><b>Sending:</b> explore sending an object with hands and feet.</p> <p><b>Catching:</b> explore catching to self and with a partner.</p> <p><b>Tracking:</b> explore stopping a ball with hands and feet.</p> <p><b>Dribbling:</b> explore dropping and catching with two hands and moving a ball with feet.</p>	<p><b>Sending:</b> roll and throw with some accuracy towards a target.</p> <p><b>Catching:</b> begin to catch with two hands. Catch after a bounce.</p> <p><b>Tracking:</b> track a ball being sent directly.</p> <p><b>Dribbling:</b> explore dribbling with hands and feet.</p>	<p><b>Sending:</b> roll, throw and kick a ball to hit a target.</p> <p><b>Catching:</b> develop catching a range of objects with two hands. Catch with and without a bounce.</p> <p><b>Tracking:</b> consistently track and collect a ball being sent directly.</p> <p><b>Dribbling:</b> explore dribbling with hands and feet with increasing control on the move.</p>	<p><b>Sending:</b> send a ball with accuracy and increasing consistency to a target.</p> <p><b>Catching:</b> catch a range of objects with increasing consistency.</p> <p><b>Tracking:</b> track a ball not sent directly.</p> <p><b>Dribbling:</b> dribble a ball with hands and feet with control.</p>
	Key Vocabulary	Dribbling, bounce, ball, catch, kick, hit, points, partner, roll, ready, score, run, target, throw	Ready position, soft, swing, track, underarm, control	Collect, release, receive, prepare, touch	Power, opponent, possession, technique, block, personal best, accurate



# Barnett Wood Infant School

## Progression of Knowledge and Skills Document



		EYFS	Year 1	Year 2	Year 3
Dance	Substantive Knowledge	<p><b>Actions:</b> understand that I can move my body in different ways to create interesting actions.</p> <p><b>Dynamics:</b> understand that I can change my action to show an idea. Space: know that if I move into space it will help to keep me and others safe.</p> <p><b>Performance:</b> know that when watching others I sit quietly and clap at the end.</p> <p><b>Strategy:</b> know that if I use lots of space, it helps to make my dance look interesting.</p>	<p><b>Actions:</b> understand that actions can be sequenced to create a dance. <b>Dynamics:</b> understand that I can create fast and slow actions to show an idea. <b>Space:</b> understand that there are different directions and pathways within space. <b>Relationships:</b> understand that when dancing with a partner it is important to be aware of each other and keep in time. <b>Performance:</b> know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished. <b>Strategy:</b> know that if I use exaggerated actions it helps the audience to see them clearly.</p>	<p><b>Actions:</b> know that sequencing actions in a particular order will help me to tell the story of my dance. <b>Dynamics:</b> understand that I can change the way I perform actions to show an idea. <b>Space:</b> know that I can use different directions, pathways and levels in my dance. <b>Relationships:</b> know that using counts of 8 will help me to stay in time with my partner and the music. <b>Performance:</b> know that using facial expressions helps to show the mood of my dance. <b>Strategy:</b> know that if I practice my dance my performance will improve.</p>	<p><b>Actions:</b> understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance. <b>Dynamics:</b> understand that all actions can be performed differently to help to show effect. <b>Space:</b> understand that I can use space to help my dance to flow. <b>Relationships:</b> understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics. <b>Performance:</b> understand that I can use timing techniques such as canon and unison to create effect. <b>Strategy:</b> know that if I show sensitivity to the music, my performance will look more complete.</p>
	Disciplinary Knowledge	<p><b>Actions:</b> explore how my body moves. Copy basic body actions and rhythms.</p> <p><b>Dynamics:</b> explore actions in response to music and an idea.</p> <p><b>Space:</b> begin to explore pathways and the space around me and in relation to others.</p> <p><b>Performance:</b> perform short phrases of movement in front of others.</p>	<p><b>Actions:</b> copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. <b>Dynamics:</b> explore varying speeds to represent an idea. <b>Space:</b> explore pathways within my performance. <b>Relationships:</b> begin to explore actions and pathways with a partner. <b>Performance:</b> perform on my own and with others to an audience.</p>	<p><b>Actions:</b> accurately remember, repeat and link actions to express an idea. <b>Dynamics:</b> develop an understanding of dynamics. <b>Space:</b> develop the use of pathways and travelling actions to include levels. <b>Relationships:</b> explore working with a partner using unison, matching and mirroring. <b>Performance:</b> develop the use of facial expressions in my performance.</p>	<p><b>Actions:</b> create actions in response to a stimulus individually and in groups. <b>Dynamics:</b> use dynamics effectively to express an idea. <b>Space:</b> use direction to transition between formations. <b>Relationships:</b> develop an understanding of formations. <b>Performance:</b> perform short, self-choreographed phrases showing an awareness of timing.</p>
	Key Vocabulary	Action, direction, high, move, shape, space, travel, counts, finish position, low, quickly, slowly, start position	Balance, beat, copy, fast, level, pathway, pose, timing	Dynamics, expression, matching, mirroring, perform, speed, unison, create	Canon, extend, formation, explore, feedback, interact



# Barnett Wood Infant School

## Progression of Knowledge and Skills Document



		EYFS	Year 1	Year 2	Year 3
Fitness	Substantive Knowledge	<p><b>Agility:</b> know that moving into space away from others helps to keep me safe.</p> <p><b>Balance:</b> know that I can hold my arms out to help me to balance.</p> <p><b>Co-ordination:</b> know that moving my arms and legs at the same time helps me to walk, run and jump.</p> <p><b>Speed:</b> know that I use big steps to run and small steps to stop.</p> <p><b>Strength:</b> understand that I can hold my weight on different parts of my body.</p> <p><b>Stamina:</b> understand that moving for a long time can make me feel tired.</p>	<p><b>Agility:</b> understand that bending my knees will help me to change direction.</p> <p><b>Balance:</b> know that looking ahead will help me to balance.</p> <p><b>Co-ordination:</b> know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing.</p> <p><b>Speed:</b> understand that if I swing my arms it will help me to run faster.</p> <p><b>Strength:</b> understand that exercise helps me to become stronger.</p> <p><b>Stamina:</b> understand that when I move for a long time it can make me feel hot and I breathe faster.</p>	<p><b>Agility:</b> know using small quick steps helps me to change direction.</p> <p><b>Balance:</b> understand that I can squeeze my muscles to help me to balance.</p> <p><b>Co-ordination:</b> understand that some skills require me to move body parts at different times such as skipping.</p> <p><b>Speed:</b> know that I take shorter steps to jog and bigger steps to run.</p> <p><b>Strength:</b> know that strength helps us with everyday tasks such as carrying our school bag.</p> <p><b>Stamina:</b> know that I need to run slower if running for a long period of time.</p>	<p><b>Agility:</b> understand how agility helps us with everyday tasks.</p> <p><b>Balance:</b> understand how balance helps us with everyday tasks.</p> <p><b>Co-ordination:</b> understand how co-ordination helps us with everyday tasks.</p> <p><b>Speed:</b> understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.</p> <p><b>Strength:</b> know that when completing strength activities they need to be performed slowly and with control to help me to stay safe.</p> <p><b>Stamina:</b> understand how stamina helps us in other life activities.</p>
	Disciplinary Knowledge	<p><b>Agility:</b> explore changing direction safely.</p> <p><b>Balance:</b> explore balancing whilst stationary and on the move.</p> <p><b>Co-ordination:</b> explore moving different body parts together.</p> <p><b>Speed:</b> explore moving and stopping with control.</p> <p><b>Strength:</b> explore taking weight on different body parts.</p> <p><b>Stamina:</b> explore moving for extended periods of time.</p>	<p><b>Agility:</b> change direction whilst running.</p> <p><b>Balance:</b> explore balancing in more challenging activities with some success.</p> <p><b>Co-ordination:</b> explore co-ordination when using equipment.</p> <p><b>Speed:</b> explore running at different speeds.</p> <p><b>Strength:</b> explore exercises using my own body weight.</p> <p><b>Stamina:</b> explore moving for longer periods of time and identify how it makes me feel.</p>	<p><b>Agility:</b> demonstrate improved technique when changing direction on the move.</p> <p><b>Balance:</b> demonstrate increased balance whilst travelling along and over equipment.</p> <p><b>Co-ordination:</b> perform actions with increased control when co-ordinating my body with and without equipment.</p> <p><b>Speed:</b> demonstrate running at different speeds.</p> <p><b>Strength:</b> demonstrate increased control in body weight exercises.</p> <p><b>Stamina:</b> show an ability to work for longer periods of time.</p>	<p><b>Agility:</b> show balance when changing direction.</p> <p><b>Balance:</b> explore more complex activities which challenge balance.</p> <p><b>Co-ordination:</b> co-ordinate my body with increased consistency in a variety of activities.</p> <p><b>Speed:</b> explore sprinting technique.</p> <p><b>Strength:</b> explore building strength in different muscle groups.</p> <p><b>Stamina:</b> explore using my breath to increase my ability to work for longer periods of time.</p>
	Key Vocabulary	Balance, fast, jump, safely, still, stop, bend, hold, land, slow, space, copy, hop, run, squeeze, travel	Active, brain, breathing, calm, exercise, healthy, heart, memory, mood, muscles, bones, quick, strong	Sprint, speed, steady, time, tired	Agility, control, stamina, technique, co-ordination, progress, strength





# Barnett Wood Infant School

## Progression of Knowledge and Skills Document



		EYFS	Year 1	Year 2	Year 3
Fundamentals	Substantive Knowledge	<p><b>Running:</b> know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.</p> <p><b>Balancing:</b> know that I can hold my arms out to help me to balance.</p> <p><b>Jumping:</b> know that bending my knees will help me to land safely.</p> <p><b>Hopping:</b> understand that I use one foot to hop.</p> <p><b>Skipping:</b> know that if I hop then step that will help me to skip.</p>	<p><b>Running:</b> understand that bending my knees will help me to change direction. Understand that if I swing my arms it will help me to run faster.</p> <p><b>Balancing:</b> know that looking ahead will help me to balance. Know that landing on my feet helps me to balance.</p> <p><b>Jumping:</b> know that landing on the balls of my feet helps me to land with control.</p> <p><b>Hopping:</b> know that I should hop with a soft bent knee.</p> <p><b>Skipping:</b> know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.</p>	<p><b>Running:</b> know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.</p> <p><b>Balancing:</b> understand that squeezing my muscles helps me to balance.</p> <p><b>Jumping:</b> know that swinging my arms forwards will help me to jump further.</p> <p><b>Hopping:</b> know that if I look straight ahead it will stop me falling over when I land.</p> <p><b>Skipping:</b> know that I should swing opposite arm to leg to help me balance when skipping without a rope.</p>	<p><b>Running:</b> understand that leaning slightly forwards helps to increase speed (acceleration). Leaning my body in the opposite direction to travel helps to slow down (deceleration). Understand how agility helps us with everyday tasks.</p> <p><b>Balancing:</b> understand how balance helps us with everyday tasks.</p> <p><b>Jumping and hopping:</b> know that if I jump and land in quick succession, momentum will help me to jump further.</p> <p><b>Skipping:</b> understand that I should turn the rope from my wrists with wide hands to create a gap to step through.</p>
	Disciplinary Knowledge	<p><b>Running:</b> explore running and stopping. Explore changing direction safely.</p> <p><b>Balancing:</b> explore balancing whilst stationary and on the move.</p> <p><b>Jumping:</b> begin to explore take-off and landing safely.</p> <p><b>Hopping:</b> explore hopping on both feet.</p> <p><b>Skipping:</b> explore skipping as a travelling action.</p>	<p><b>Running:</b> explore changing direction and dodging. Discover how the body moves at different speeds.</p> <p><b>Balancing:</b> move with some control and balance. Explore stability and landing safely.</p> <p><b>Jumping:</b> demonstrate control in take-off and landing when jumping.</p> <p><b>Hopping:</b> begin to explore hopping in different directions.</p> <p><b>Skipping:</b> show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope</p>	<p><b>Running:</b> demonstrate balance when changing direction. Clearly show different speeds when running.</p> <p><b>Balancing:</b> demonstrate balance when performing movements.</p> <p><b>Jumping:</b> demonstrate jumping for distance, height and in different directions.</p> <p><b>Hopping:</b> demonstrate hopping for distance, height and in different directions.</p> <p><b>Skipping:</b> explore single and double bounce when jumping in a rope.</p>	<p><b>Running:</b> change direction. Show an increase and decrease in speed.</p> <p><b>Balancing:</b> demonstrate balance when performing other fundamental skills.</p> <p><b>Jumping and hopping:</b> link jumping and hopping actions.</p> <p><b>Skipping:</b> jump and turn a skipping rope.</p>
	Key Vocabulary	Balance, direction, jump, run, slow, travel, bend, hop, land, safely, space, crawl, fast, rules, slide, stop	Dodge, jog, skip, swing, ready, position	Sprint, weight, take off, hurdle, speed	Agility, stability, co-ordination, control, rhythm, technique



# Barnett Wood Infant School

## Progression of Knowledge and Skills Document



		EYFS	Year 1	Year 2	Year 3
Gymnastics	Substantive Knowledge	<p><b>Shapes:</b> understand that I can make different shapes with my body.</p> <p><b>Balances:</b> know that I should be still when holding a balance.</p> <p><b>Rolls:</b> know that I can change my body shape to help me to roll.</p> <p><b>Jumps:</b> know that bending my knees will help me to land safely.</p> <p><b>Strategy:</b> know that if I hold a shape and count to five people will see it clearly.</p>	<p><b>Shapes:</b> understand that I can improve my shapes by extending parts of my body.</p> <p><b>Balances:</b> know that balances should be held for 5 seconds.</p> <p><b>Rolls:</b> know that I can use different shapes to roll.</p> <p><b>Jumps:</b> know that landing on the balls of my feet helps me to land with control.</p> <p><b>Strategy:</b> know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.</p>	<p><b>Shapes:</b> know that some shapes link well together.</p> <p><b>Balances:</b> understand that squeezing my muscles helps me to balance.</p> <p><b>Rolls:</b> understand that there are different teaching points for different rolls.</p> <p><b>Jumps:</b> understand that looking forward will help me to land with control.</p> <p><b>Strategy:</b> know that if I use shapes that link well together it will help my sequence to flow.</p>	<p><b>Shapes:</b> understand how to use body tension to make my shapes look better.</p> <p><b>Balances:</b> understand that I can make my balances look interesting by using different levels.</p> <p><b>Rolls:</b> understand the safety considerations when performing more difficult rolls.</p> <p><b>Jumps:</b> understand that I can change the take off and shape of my jumps to make them look interesting.</p> <p><b>Strategy:</b> know that if I use different levels it will help to make my sequence look interesting.</p>
	Disciplinary Knowledge	<p><b>Shapes:</b> show contrast with my body including wide/narrow, straight/curved.</p> <p><b>Balances:</b> explore shapes in stillness using different parts of my body.</p> <p><b>Rolls:</b> explore rocking and rolling.</p> <p><b>Jumps:</b> explore jumping safely.</p>	<p><b>Shapes:</b> explore basic shapes straight, tuck, straddle, pike.</p> <p><b>Balances:</b> perform balances making my body tense, stretched and curled.</p> <p><b>Rolls:</b> explore barrel, straight and forward roll progressions.</p> <p><b>Jumps:</b> explore shape jumps including jumping off low apparatus.</p>	<p><b>Shapes:</b> explore using shapes in different gymnastic balances.</p> <p><b>Balances:</b> remember, repeat and link combinations of gymnastic balances.</p> <p><b>Rolls:</b> explore barrel, straight and forward roll and put into sequence work.</p> <p><b>Jumps:</b> explore shape jumps and take off combinations.</p>	<p><b>Shapes:</b> explore matching and contrasting shapes.</p> <p><b>Balances:</b> explore point and patch balances and transition smoothly into and out of them.</p> <p><b>Rolls:</b> develop the straight, barrel, and forward roll.</p> <p><b>Jumps:</b> develop stepping into shape jumps with control.</p>
	Key Vocabulary	Around, balance, bend, copy, hold, jump, land, over, rock, roll, star, shape, squeeze, still, straight, through, travel	Action, control, direction, level, speed	Link, pathway, pike, sequence, straddle, tuck	Body tension, contrast, flow, extend, landing position, match, patch, point take off



# Barnett Wood Infant School

## Progression of Knowledge and Skills Document



		EYFS	Year 1	Year 2	Year 3
Invasion Games	Substantive Knowledge	<p><b>Sending &amp; receiving:</b> know to look at the target when sending a ball and watch the ball to receive it.</p> <p><b>Dribbling:</b> know that keeping the ball close will help with control.</p> <p><b>Space:</b> know that being in a space gives me room to play.</p> <p><b>Attacking &amp; defending:</b> know that there are different roles in games.</p> <p><b>Tactics:</b> make simple decisions in response to a task.</p> <p><b>Rules:</b> know that rules help us to stay safe.</p>	<p><b>Sending &amp; receiving:</b> know to look at my partner before sending the ball.</p> <p><b>Dribbling:</b> know that moving with a ball is called dribbling.</p> <p><b>Space:</b> understand that being in a good space helps us to pass the ball.</p> <p><b>Attacking:</b> know that being able to move away from a partner helps my team to pass me the ball.</p> <p><b>Defending:</b> know that staying with a partner makes it more difficult for them to receive the ball.</p> <p><b>Tactics:</b> know that tactics can help us when playing games.</p> <p><b>Rules:</b> know that rules help us to play fairly</p>	<p><b>Sending &amp; receiving:</b> know to control the ball before sending it.</p> <p><b>Dribbling:</b> know that keeping my head up will help me to know where defenders are.</p> <p><b>Space:</b> know that moving into space away from defenders helps me to pass and receive a ball.</p> <p><b>Attacking:</b> know that when my team is in possession of the ball, I am an attacker and we can score.</p> <p><b>Defending:</b> know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball.</p> <p><b>Tactics:</b> understand and apply simple tactics for attack and defence.</p> <p><b>Rules:</b> know how to score points and follow simple rules.</p>	<p><b>Sending &amp; receiving:</b> know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</p> <p><b>Dribbling:</b> know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.</p> <p><b>Space:</b> know that by spreading out as a team we move the defenders away from each other.</p> <p><b>Attacking and defending:</b> know my role as an attacker and defender.</p> <p><b>Tactics:</b> know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession.</p> <p><b>Rules:</b> know the rules of the game and begin to apply them</p>
	Disciplinary Knowledge	<p><b>Sending &amp; receiving:</b> explore s&amp;r with hands and feet using a variety of equipment.</p> <p><b>Dribbling:</b> explore dropping and catching with two hands and moving a ball with their feet.</p> <p><b>Space:</b> recognise their own space.</p> <p><b>Attacking &amp; defending:</b> explore changing direction and tagging games.</p>	<p><b>Sending &amp; receiving:</b> explore s&amp;r with hands and feet to a partner.</p> <p><b>Dribbling:</b> explore dribbling with hands and feet.</p> <p><b>Space:</b> recognise good space when playing games.</p> <p><b>Attacking:</b> explore changing direction to move away from a partner.</p> <p><b>Defending:</b> explore tracking and moving to stay with a partner</p>	<p><b>Sending &amp; receiving:</b> developing s&amp;r with increased control.</p> <p><b>Dribbling:</b> explore dribbling with hands and feet with increasing control on the move.</p> <p><b>Space:</b> explore moving into space away from others.</p> <p><b>Attacking:</b> developing moving into space away from defenders.</p> <p><b>Defending:</b> explore staying close to other players to try and stop them getting the ball</p>	<p><b>Sending &amp; receiving:</b> explore s&amp;r abiding by the rules of the game.</p> <p><b>Dribbling:</b> explore dribbling the ball abiding by the rules of the game under some pressure.</p> <p><b>Space:</b> develop using space as a team. Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p> <p><b>Defending:</b> develop tracking opponents to limit their scoring opportunities.</p>
	Key Vocabulary	Pass, team safely, space throw, kick, catch, stop, run, direction, bounce, path, dribble, points, partner, score, land, jump, rules, aim, lose, win	Attacker, defender, goal, track, mark, dodge	Goalkeeper, opponent, defend, attack, possession, teammate, tactic, send, receive, shoot	Accurate, communicate, intercept, invasion, offside, tackle, opposition, pitch, court, receiver, referee, teamwork, tournament, control, umpire, onside, technique



# Barnett Wood Infant School

## Progression of Knowledge and Skills Document



		EYFS	Year 1	Year 2	Year 3
Net and Wall Games	Substantive Knowledge	<p>Hitting: know to point my hand/object at my target when hitting a ball.</p> <p>Feeding and rallying: know to look at the target when sending a ball and watch the ball to receive it.</p> <p>Footwork: know to use big steps to run and small steps to stop.</p> <p>Tactics: make simple decisions in response to a task.</p> <p>Rules: know that rules help us to stay safe.</p>	<p>Hitting: know to use the centre of the racket for control.</p> <p>Feeding: know to use an underarm throw to feed to a partner.</p> <p>Rallying: know that throwing/hitting to my partner with not too much power will help them to return the ball.</p> <p>Footwork: know that using a ready position will help me to move in any direction.</p> <p>Tactics: know that tactics can help us to be successful when playing games.</p> <p>Rules: know that rules help us to play fairly.</p>	<p>Hitting: know to watch the ball as it comes towards me to help me to prepare to hit it.</p> <p>Feeding: know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it.</p> <p>Rallying: know that sending the ball towards my partner will help me to keep a rally going.</p> <p>Footwork: know that using a ready position helps me to react quickly and return/catch a ball.</p> <p>Tactics: understand that applying simple tactics makes it difficult for my opponent.</p> <p>Rules: know how to score points and follow simple rules.</p>	<p>Shots: know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately.</p> <p>Rallying: know that hitting towards my partner will help them to return the ball easier and keep the rally going.</p> <p>Footwork: know that moving to the middle of my court will enable me to cover the most space.</p> <p>Tactics: know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space.</p> <p>Rules: know the rules of the game and begin to apply them</p>
	Disciplinary Knowledge	<p>Hitting: explore hitting a ball with hands and pushing with a racket.</p> <p>Feeding and rallying: explore sending and tracking a ball with a partner.</p> <p>Footwork: explore changing direction, running and stopping.</p>	<p>Hitting: explore hitting a dropped ball with a racket.</p> <p>Feeding: throw a ball over a net to land into the court area.</p> <p>Rallying: explore sending a ball with hands and a racket.</p> <p>Footwork: use the ready position to move towards a ball.</p>	<p>Hitting: develop hitting a dropped ball over a net.</p> <p>Feeding: accurately underarm throw over a net to a partner.</p> <p>Rallying: explore underarm rallying with a partner catching after one bounce.</p> <p>Footwork: consistently use the ready position to move towards a ball.</p>	<p>Shots: explore returning a ball using shots such as the forehand and backhand.</p> <p>Rallying: explore rallying using a forehand.</p> <p>Footwork: consistently use and return to the ready position in between shots.</p>
	Key Vocabulary	<p>Safely, catch, space direction, throw, run, score, partner, rules, win, points, aim, lose, hit, target</p>	<p>Net, ready, position, underarm, track, racket</p>	<p>Against, defend, quickly, trap, return, receive</p>	<p>Backhand, control, court, forehand, tactic, react, competition, cooperation, face, opponent, rally, opposition</p>



# Barnett Wood Infant School

## Progression of Knowledge and Skills Document

		EYFS	Year 1	Year 2	Year 3
Striking and Fielding	Substantive Knowledge	<p><b>Striking:</b> know to point my hand at my target when striking a ball.</p> <p><b>Fielding:</b> know to scoop a ball with two hands.</p> <p><b>Throwing and catching:</b> know to point my hand at my target when throwing. Know to have hands out ready to catch.</p> <p><b>Tactics:</b> make simple decisions in response to a task.</p> <p><b>Rules:</b> know that rules help us to stay safe.</p>	<p><b>Striking:</b> understand that the harder I strike, the further the ball will travel.</p> <p><b>Fielding:</b> know that throwing the ball back is quicker than running with it.</p> <p><b>Throwing:</b> know which type of throw to use to throw over longer distances.</p> <p><b>Catching:</b> know to watch the ball as it comes towards me.</p> <p><b>Tactics:</b> know that tactics can help us when playing games.</p> <p><b>Rules:</b> know that rules help us to play fairly.</p>	<p><b>Striking:</b> understand the role of a batter. Know that striking quickly will increase the power.</p> <p><b>Fielding:</b> understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points.</p> <p><b>Throwing:</b> know that stepping with opposite foot to throwing arm will help me to balance.</p> <p><b>Catching:</b> know to use wide fingers and pull the ball in to my chest to help me to securely catch.</p> <p><b>Tactics:</b> understand and apply simple tactics for attack (batting) and defence (fielding).</p> <p><b>Rules:</b> know how to score points and follow simple rules.</p>	<p><b>Striking:</b> know that striking to space away from fielders will help me to score.</p> <p><b>Fielding:</b> know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball.</p> <p><b>Throwing:</b> know that overarm throwing is used for long distances and underarm throwing for shorter distances.</p> <p><b>Catching:</b> know to move my feet to the ball.</p> <p><b>Tactics:</b> know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space.</p> <p><b>Rules:</b> know the rules of the game and begin to apply them.</p>
	Disciplinary Knowledge	<p><b>Striking:</b> explore sending a ball to a partner.</p> <p><b>Fielding:</b> explore tracking and stopping a rolling ball.</p> <p><b>Throwing and catching:</b> explore rolling, throwing and catching using a variety of equipment.</p>	<p><b>Striking:</b> explore striking a ball with their hand and equipment.</p> <p><b>Fielding:</b> develop tracking and retrieving a ball.</p> <p><b>Throwing:</b> explore technique when throwing over and underarm.</p> <p><b>Catching:</b> develop co-ordination and technique when catching.</p>	<p><b>Striking:</b> develop striking a ball with their hand and equipment with some consistency.</p> <p><b>Fielding:</b> develop tracking a ball and decision making with the ball.</p> <p><b>Throwing:</b> develop co-ordination and technique when throwing over and underarm.</p> <p><b>Catching:</b> catch with two hands with some co-ordination and technique.</p>	<p><b>Striking:</b> begin to strike a bowled ball after a bounce with different equipment.</p> <p><b>Fielding:</b> explore bowling to a target and fielding skills to include a two-handed pick up.</p> <p><b>Throwing:</b> use overarm and underarm throwing in game situations.</p> <p><b>Catching:</b> catch with some consistency in game situations.</p>
	Key Vocabulary	Pass, team, space, throw, catch, run, direction, score, points, partner, jump, land, rules, aim, safely stop, lose, win	Batter, batting, bowl, bowler, fielder, fielding, hit, overarm, out, ready, position, track, underarm	Backstop, collect, teammate, runs, stump, tactics	Accuracy, caught out, grip, no ball, run, out, short barrier, strike, technique, tournament, umpire, wicket



# Barnett Wood Infant School

## Progression of Knowledge and Skills Document



		EYFS	Year 1	Year 2	Year 3
Swimming	Substantive Knowledge	<p><b>Strokes:</b> know that pulling water towards them will help them to move forwards, and pushing water away from them will help them to move backwards.</p> <p><b>Breathing:</b> know that I need to take a big breath before submerging.</p> <p><b>Water safety:</b> understand that floating can help me to stay safe.</p> <p><b>Rules:</b> know that walking on poolside helps to keep me safe</p>	<p><b>Strokes:</b> understand that using cupped hands will help me to swim as the water cannot escape between my fingers.</p> <p><b>Breathing:</b> know that I need to take a big breath before submerging.</p> <p><b>Water safety:</b> understand that floating can help me to stay safe.</p> <p><b>Rules:</b> know that walking on poolside helps to keep me safe</p>	<p><b>Strokes:</b> understand that moving my arms quickly will help me to pass through the water.</p> <p><b>Breathing:</b> know that when I swim, I inhale through my mouth when my face is above water and exhale through my mouth or nose when my face is underwater.</p> <p><b>Water safety:</b> understand that floating uses less energy than swimming.</p> <p><b>Rules:</b> know how to safely enter and exit the pool.</p>	<p><b>Strokes:</b> know that lifting my hips will help me to stay afloat whilst swimming.</p> <p><b>Breathing:</b> know that turning my head to the side to breathe will allow me to swim with good technique.</p> <p><b>Water safety:</b> know that treading water enables me to keep upright and in the same space.</p> <p><b>Rules:</b> know that the water should be clear of swimmers before entering.</p>
	Disciplinary Knowledge	<p><b>Strokes:</b> Walks 10 metres in the water in different ways: forwards, backwards and using sidesteps. Can swim over a 5m distance with a buoyancy aid.</p> <p><b>Breathing:</b> can submerge face confidently in the water.</p> <p><b>Water safety:</b> become aware of water safety and explore floating on my front and back.</p>	<p><b>Strokes:</b> can swim over a 10m distance with a buoyancy aid.</p> <p><b>Breathing:</b> can submerge confidently in the water.</p> <p><b>Water safety:</b> become aware of water safety and explore floating on my front and back.</p>	<p><b>Strokes:</b> begin to use arms and legs together, more effectively across the water unaided.</p> <p><b>Breathing:</b> begin to explore breathing in sync with my kicking action.</p> <p><b>Water safety:</b> demonstrate an awareness of water safety and float on my front and on my back.</p>	<p><b>Strokes:</b> explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</p> <p><b>Breathing:</b> begin to explore front crawl breathing technique.</p> <p><b>Water safety:</b> explore techniques for personal survival to include survival strokes such as sculling and treading water.</p>
	Key Vocabulary	<p>Lifeguard, first aider, shallow, deep, pool, edge, pool rail, balance</p> <p>Breathe in, breathe out, dip, float, pedal, dive, splash</p>	<p>Back, backstroke, alternate, dolphin kick, propel, blow, breath, bubbles, front, kick, rules, safely, splash, travel</p> <p>Star float, tuck float, pencil float</p>	<p>Enter, exit, float, glide, pull</p>	<p>Floating, backstroke, front crawl, stroke, technique, breaststroke, handstand, H.E.L.P position, huddle, sidestroke, sinking, surface, surface dive, tactics, treading water, water safety</p>





# Barnett Wood Infant School

## Progression of Knowledge and Skills Document



		EYFS	Year 1	Year 2	Year 3
Target Games	Substantive Knowledge	<p><b>Throwing:</b> know to point my hand at my target when throwing.</p> <p><b>Catching:</b> know to have hands out ready to catch.</p> <p><b>Tactics:</b> make simple decisions in response to a task.</p> <p><b>Rules:</b> know that rules help us to stay safe</p>	<p><b>Throwing:</b> know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw.</p> <p><b>Tactics:</b> know that tactics can help us when playing games.</p> <p><b>Rules:</b> know that rules help us to play fairly.</p>	<p><b>Throwing:</b> know that stepping with opposite foot to throwing arm will help you to balance. Know that moving my arm quicker will give me more power.</p> <p><b>Striking:</b> know to finish with my object/hand pointing at my target.</p> <p><b>Tactics:</b> understand and apply simple tactics.</p> <p><b>Rules:</b> know how to score points and follow simple rules</p>	<p><b>Throwing:</b> know to throw slightly ahead of a moving target.</p> <p><b>Catching (dodgeball):</b> know that beginning in a ready position will help me to react to the ball.</p> <p><b>Striking:</b> know that using a bigger swing will give me more power.</p> <p><b>Tactics:</b> know that using simple tactics will help my team to achieve an outcome e.g. spread out so that we are harder to aim for.</p> <p><b>Rules:</b> know the rules of the game and begin to apply them.</p>
	Disciplinary Knowledge	<p><b>Throwing:</b> explore throwing using a variety of equipment.</p> <p><b>Catching:</b> explore catching using a variety of equipment</p>	<p><b>Throwing overarm:</b> explore technique when throwing overarm towards a target.</p> <p><b>Throwing underarm:</b> explore technique when throwing underarm towards a target.</p>	<p><b>Throwing overarm:</b> develop co-ordination and technique when throwing overarm towards a target.</p> <p><b>Throwing underarm:</b> develop co-ordination and technique when throwing underarm towards a target.</p> <p><b>Striking:</b> develop striking a ball with equipment with some consistency</p>	<p><b>Throwing:</b> explore throwing at a moving target.</p> <p><b>Catching (dodgeball):</b> begin to catch whilst on the move.</p> <p><b>Striking:</b> begin to strike a ball with accuracy and balance</p>
	Key Vocabulary	Aim, ball, bounce, catch, caught, dribble, hit, jog, jump, lose, partner, points, ready, rules, run, safely, score, space, stop, target, team, throw, win	Distance, overarm, underarm, swing, balance, further	Accurate, opponent, release, strike, teammate, ahead	Agility, communicate, drive, opposition, power, caught out, technique, chip, grip, hit, out, putt, tactic, tournament



# Barnett Wood Infant School

## Progression of Knowledge and Skills Document



		EYFS	Year 1	Year 2	Year 3
Yoga	Substantive Knowledge	<p><b>Balance:</b> know that it is easier to balance using more parts of my body than fewer parts.</p> <p><b>Flexibility:</b> know that I can make my body longer by reaching out with my arms and legs.</p> <p><b>Strength:</b> understand that I can hold my weight on different parts of my body.</p> <p><b>Strategy:</b> understand how movement makes me feel.</p>	<p><b>Balance:</b> know that if I focus on something still it will help me to balance.</p> <p><b>Flexibility:</b> know that yoga helps to improve flexibility which we need in everyday tasks.</p> <p><b>Strength:</b> know that I can use my strength to move slowly and with control.</p> <p><b>Strategy:</b> understand that yoga can make me feel happy</p>	<p><b>Balance:</b> understand that I can squeeze my muscles to help me to balance.</p> <p><b>Flexibility:</b> know that flexibility helps us to stretch our muscles and increase the movement in our joints.</p> <p><b>Strength:</b> know that strength helps us with everyday tasks such as carrying our school bag.</p> <p><b>Strategy:</b> understand that I can use yoga to make me feel calm.</p>	<p><b>Balance:</b> understand that if I use the whole of the body part in contact with the floor, it will help me to balance.</p> <p><b>Flexibility:</b> know that if I move as I breathe out I can stretch a little bit further.</p> <p><b>Strength:</b> understand that I need to use different body parts and muscles for different poses.</p> <p><b>Strategy:</b> know that I can use my breath to focus</p>
	Disciplinary Knowledge	<p><b>Balance:</b> explore shapes in stillness using different parts of my body.</p> <p><b>Flexibility:</b> explore shapes and actions to stretch my body.</p> <p><b>Strength:</b> explore taking weight on different body parts.</p> <p><b>Strategy:</b> explore my own feelings in response to an activity or task</p>	<p><b>Balance:</b> perform balances and poses making my body tense, stretched and curled.</p> <p><b>Flexibility:</b> explore poses and movements that challenge my flexibility.</p> <p><b>Strength:</b> explore strength whilst transitioning from one pose to another.</p> <p><b>Strategy:</b> recognise my own feelings in response to a task or activity.</p>	<p><b>Balance:</b> remember, copy, and repeat sequences of linked poses.</p> <p><b>Flexibility:</b> show increased awareness of extension in poses.</p> <p><b>Strength:</b> demonstrate increased control in performing poses.</p> <p><b>Strategy:</b> explore controlling my focus and sense of calm</p>	<p><b>Balance:</b> demonstrate increased control when in poses.</p> <p><b>Flexibility:</b> explore poses and movement in relation to my breath.</p> <p><b>Strength:</b> explore balances showing some stability.</p> <p><b>Strategy:</b> develop my ability to stay still and keep my focus.</p>
	Key Vocabulary	Balance, copy, fast, slow, shape, squeeze, stop, bend, hold, safely, space, still, straight	Feel, breath, stretch, pose, focus, listen	Strength, flow, flexibility, create, choose, perform	Control, link, tilt, mindfulness, hinge, extend, base, contact