

Knaphill Lower School: Physical Education- PE Overview and Progression of Knowledge and Skills

PE Long Term Plan 2023/24

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Reception</u>	Swimming	<p>Real PE -Personal – Follow rules.</p> <p>I enjoy working on simple tasks with help.</p> <p>FMS: Coordination: footwork</p> <p>Static balance: one leg.</p>	<p>Real PE – social – Play with others.</p> <p>I can play with others and take turns and share with help.</p> <p>FMS: Dynamic balance to agility: Jumping and landing.</p>	<p>Real PE– cognitive – follow rules.</p> <p>I can follow simple instructions.</p> <p>FMS: Dynamic balance on a line.</p> <p>Static balance: stance.</p>	<p>Real PE –creative – observe and copy</p> <p>I can observe and copy others.</p> <p>FMS: Coordination: balls skills. Counter balance: without a partner.</p>	<p>Real PE – physical – Move in different ways.</p> <p>I am aware of the changes to the way I feel when I exercise.</p> <p>FMS: Coordination: sending and receiving.</p> <p>Agility: reaction/response.</p>
<u>Year 1</u>	Swimming	<p>Real PE – Social- understand others</p> <p>I can work sensibly with others, taking turns and sharing.</p> <p>FMS: Dynamic balance to Agility: jumping and landing</p> <p>Static balance: seated</p>	<p>Real PE – cognitive – observe and describe</p> <p>I can name some things that I am good at.</p> <p>FMS: Dynamic balance: on a line</p> <p>Static balance: stance</p>	<p>Real PE – creative – explore and describe</p> <p>I can explore and describe different movements.</p> <p>FMS: Co-ordination :ball skills</p> <p>Counter balance: with a partner</p>	<p>Real PE – Applying physical – control movement</p> <p>I can perform a single skill or movement with some control.</p> <p>FMS: Coordination: sending and receiving</p> <p>Agility: Reaction/Response</p>	<p>Real PE – health and fitness – exercise and the body</p> <p>I am aware of why exercise is important for good health.</p> <p>FMS: agility: ball chasing</p> <p>Static balance: floor work</p>
	<p>Real PE – Personal – stay on task</p> <p>I can follow instructions and practise safely. I can work on simple tasks by myself.</p> <p>FMS: Coordination: footwork</p>	<p>Real Dance</p> <p>Children will learn and develop shapes and circles and create sequences of movements with these through partnering and artistry.</p>	<p>Real Gym</p> <p>Develop and apply shapes and travel on the floor and apparatus through focused skill development, thematic warm-ups and games.</p>	<p>Real Gym</p> <p>Develop, learn and apply flight and rotation on the floor and apparatus through focussed skill development, thematic warm-ups and games.</p>	<p>Athletics - For Sports day; running, jumping, throwing, obstacle course.</p> <p>Competitive sports opportunity: basketball</p>	

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	Static balance: One leg					
<u>Year 2</u>	Swimming	<p>Real PE – Social – help and encourage</p> <p>I can help, praise and encourage others in their learning.</p> <p>FMS: Dynamic Balance to agility: Jumping and Landing</p> <p>Static balance: Seated</p>	<p>Real PE – creative- link movements</p> <p>I can begin to compare my movements and skills with those of others.</p> <p>FMS: Coordination: ball skills</p> <p>Counter balance: with a partner</p>	<p>Real PE – cognitive – understand and performance</p> <p>With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well.</p> <p>FMS: Dynamic balance: on a line.</p> <p>Static balance: stance</p>	<p>Real PE – physical – sequence movements and skills</p> <p>I can perform a range of skills with some control and consistency.</p> <p>FMS: Coordination: sending and receiving. Agility: Reaction/Response.</p>	<p>Real PE – health and fitness – practise safely</p> <p>I can say how my body feels before, during and after I exercise.</p> <p>FMS: Agility: ball chasing</p> <p>Static balance: floor work</p>
	<p>Real PE – Personal – keep trying</p> <p>I try several times if at first I don't succeed and ask for help when appropriate.</p> <p>FMS: Coordination: footwork</p> <p>Static balance: one leg</p>	<p>Real Dance</p> <p>Learn and develop shapes and circles and create sequences of movements with these through partnering and artistry.</p>	<p>Real Gym – personal</p> <p>Keep trying and persevere with a task</p>	<p>Real Gym –cognitive</p> <p>Developing the ability to recognise similarities and differences in performance.</p>	<p>Athletics - For Sports day; running, jumping, throwing, obstacle course.</p> <p>Competitive sports opportunity: football</p>	

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SEND needs – adaptations

<https://app.realpe.co.uk/support/pe/inclusion>



real PE Personalised Assessment Tools

real PE is an approach that allows **EVERY** learner to succeed at their own level. Personalised, interactive learning journeys support children to develop at their own pace and reach their goals. These supporting resources are for teachers and staff working with learners with additional needs, Special Educational Needs and Disability (SEND) to ensure that we support you to develop **EVERY** learner in their own way using a plan/review process.

Assessment framework

The Assessment framework for the real PE approach is a combination of:

- Multi-abilities (MA)
- Fundamental Movement Skills (FMS)

For many learners with SEND, either in mainstream, resource base or in a specialist education setting, the jump from one level or step to the next in the core real PE assessment framework can be too large, so it is difficult to show progress and motivate the learner. Our interactive learning journey posters can be personalised for these learners. This allows education providers to set and make appropriate statements into the track poster, making it truly individual and appropriate for each learner. This will enable learners to reach specific milestones and track their progress through real PE.

Multi-abilities (MA)

Education providers may also want to supplement the statements in the interactive journey poster with statements from your assessment frameworks, especially for learners with additional needs. This will complement the real PE assessment framework.

Fundamental Movement Skills (FMS)

The progressive Fundamental Movement Skills (FMS) challenges that appear in core real PE (Yellow, Green, Red, Blue, Pink and Black) may prove to be too challenging between colours. Therefore, the FMS progression statements document includes a pre-yellow (grey) level along with additional space to create your own individual progression statements specific to the learner's needs. These can then be copied and pasted into the real PE assessment journey poster for learners to follow.

When deciding on the progressions to be pasted into the FMS challenges, education providers can also change the language and graphics skills to increase the level of adaptation. The inclusion video clip found on your real PE platform / core real PE / Inclusion folder may help prompt ideas for adaptations.

For example, education providers can:

- Use adapted equipment, for example, scarves, balloons (which drop more slowly and are easier to catch), spoons or hoops (easier and easier to catch than a ball), balls with bells in (hearing when the ball is far) for those with visual impairment or specific colours for those with visual impairment.
- Increase the level of adult support, for example, help to set up, help to stand up, guidance to say if they are near an object (visually impaired).
- Change the task, for example, use rolling instead of throwing or a ball into a pot and collect a ball rather than the floor (easier for wheelchair users).
- Change the space by increasing or decreasing the distance or level (standing or sitting).
- Simplify specific language or terminology for the learner's understanding, for example, 'catch' rather than 'receive' the ball and 'swing' rather than 'balance'.

Agility skills may begin with encouraging changes in level and speed.

Balance skills may begin with balancing something on different body parts.

Coordination skills may begin with teaching and teaching out to different objects at different levels.

NOTES

- To allow you to personalise the document and suit the learner's needs, we have not written specific adapted FMS progression statements in learner physical abilities very extensively.
- The school physiotherapist or occupational therapist may be able to help with appropriate physical progression.

This personalised and interactive approach to assessment will allow more learners' journeys to be identified, reviewed, celebrated and shared with families, learners and staff.

This alternative process will also give staff to these and review the learner day by day in this journey, using a range of interactive assessment for learning strategies. These could include, for example, gentle prompts based on the theme, specific questions focused on the learning outcomes. The challenge is to encourage learners to practice, encourage, catch and repeat each step.

This will provide an appropriate, clear and shared learning journey.

The assessment journey needs to be done in a specialist education or a specialist education setting. Resources held at an individual centre or a mainstream setting who has a learner with additional learning need.

How to use the supporting tools

We have created Black MA and FMS, interactive learning journey posters.

- The individual bulletins from the 12 core real PE FMS can be found on the document 'FMS progression statements'.
- The original MA progression statements have been split into shorter statements on the document 'MA progression statements'.
- Staff can now take suggested statements from the progression documents and copy and paste them into a blank learning journey poster to create a developmental and progressive learning journey for each learner or group.
- When choosing the statements, education providers may wish to allow for the:
 - First one or two statements to be behaviours or skills that are already present but need continued focus.
 - Middle statements to be achievable in the decided time range.
 - Final statements to be an ambition.
- Share the progressive journey with staff and learners, select real PE sessions (or part of) which enable the learner to work towards their goals. The curriculum maps for each year group will help you with this.
- With both MA and FMS interactive learning journey posters, learner names can be expected inside individual stages on the interactive learning journey poster as they achieve and progress.
- Remember to celebrate progress when achieving the next level/step.
- Regularly update the individual learner's journey using the plan/review process.

<p>Early Years Framework:</p> <p>Physical Development</p>	<p>Early Learning Goal:</p> <p>To gain the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</p>	<p>Early Learning Goal:</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Early Learning Goal:</p> <p>Moving with fluency and control, safely (navigating space safely). These can be through the mediums of gym and dance.</p>
<p>Nursery</p>	<ul style="list-style-type: none"> Gaining basic gross motor skills through the use of simple, familiar equipment (tricycle, scooters, hoppers, balls) Encourage the children to match the physical activity that they are doing with the appropriate movement. 		

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Reception	<ul style="list-style-type: none"> • Provide regular access to floor space indoors for movement. • Ensure that spaces are accessible to children with varying confidence levels, skills and needs. • Provide children with regular opportunities to practise their movement skills. • Encourage children to use a range of equipment. These might include: wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders, climbing walls, slides and monkey bars. • Encourage precision and accuracy when beginning and ending movements. • Provide opportunities to move that require quick changes of speed and direction. Suggestions: run around in a circle, stop, change direction and walk on your knees going the other way.
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National Curriculum requirements:	Pupils should develop fundamental movement skills.	Become increasingly competent and confident to 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 in physical activities, in a range of increasingly challenging situations.	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.
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<p>Knaphill Lower School PE knowledge</p> <ul style="list-style-type: none"> • Fundamental movement skills • Application • Healthy participation 	<ul style="list-style-type: none"> • Practise the fundamental movement skills of balancing, static balance (one leg), co-ordination, jumping and landing, static balances, ball skills, agility and static balance on the floor. • Counter balancing with a partner, ball skills (sending and receiving), ball chasing and static balance on the floor. 	<ul style="list-style-type: none"> • Core strength through conditioning exercises. • Basic understanding of balance. • Elements of balance (spreading toes, arms out, staring at a spot) • Counter balancing with a partner, ball skills • Static balances, • Dynamic balances • Jumping and landing 	<ul style="list-style-type: none"> • Be able to emotionally regulate. • Have knowledge of healthy participation. • Understand the definition of 'sportsmanship'. 	<ul style="list-style-type: none"> • Understanding of what the basic movements mean (what it is to run, stop, start) • Be able to negotiate space safely. • Be able to change direction. • Use these skills in simple games. 	<ul style="list-style-type: none"> • Understanding what it means to be a 'team'. • Working together. • Listening to peers. • Communication skills. • Introduced to simple rules about attacking and defending as part of a team. 	<ul style="list-style-type: none"> • Comprehension of static balances, coordination. • Definition of dance. • Understanding of the beat and able to listen for the beat in a piece of music.
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PE Knowledge – key Concepts:

Health and nutrition –

this concept means that children are able to participate healthily children need to have a core understanding of nutrition, how to look after their bodies and why it is important.

-Nutrition

Application – this concept means the understanding of how to apply their FMS to a range of different scenarios.

Co-operation – this concept means the ability to apply skills in a team and what it means to work with others through listening and effective communication.



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Fundamental movement

Skills – this concept means that children are able to gain the key skills essential for movement in everyday life; balance, agility, co-ordination.

SUBSTANTIVE KNOWLEDGE

SUBSTANTIVE KNOWLEDGE

DISCIPLINARY KNOWLEDGE

DISCIPLINARY KNOWLEDGE

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PE Knowledge – domains of PE knowledge:

At KLS, our PE knowledge is organised into domains. All domains are included within our PE curriculum, however, have been identified as our prime domains as they support our curriculum drivers (social justice and values/ character education) and key concepts (community, sustainability and innovation).

<p><u>Balance</u></p> <p>Balance is an even distribution of weight enabling someone to remain upright and steady.</p> <p>Knowledge in this domain will include: different types of balance (static, partnered, individual, travelling) how to hold a balance.</p> <p>The Fundamental Movement Skills for balance are:</p> <ul style="list-style-type: none"> • Static balance: Seated • Static balance: One leg • Static balance: Stance • Static balance: floor work • Dynamic balance: on a line • Dynamic balance: Jumping and landing • Counter Balance: In pairs 	<p><u>Co-ordination</u></p> <p>The ability to use different parts of the body, smoothly and efficiently.</p> <p>Knowledge in this domain will include: how to move arms and legs together, how to join movements together.</p> <p>The Fundamental Movement Skills for Co-ordination are:</p> <ul style="list-style-type: none"> • Coordination: Ball Skills • Coordination: Sending and Receiving • Coordination: Footwork 	<p><u>Agility</u></p> <p>The ability to move quickly and easily.</p> <p>Knowledge in this domain will include: how to start and stop, how to control own body, how to change speed and direction.</p> <p>The Fundamental Movement Skills for Agility are:</p> <ul style="list-style-type: none"> • Agility: Ball Chasing • Agility: Reaction and Response
<p><u>Nutrition</u></p> <p>The process of providing and obtaining food necessary for health and growth.</p> <p>Knowledge in this domain will include: what it is to eat healthily, what 'healthy' means, why we need to eat healthily, how our bodies function.</p>	<p><u>Teamwork</u></p> <p>The combined action of a group, especially when effective and efficient.</p> <p>Knowledge in this domain will include: starting with working in pairs, listening, effective communication, negotiation</p>	

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Knowledge of PE concepts		End point	EYFS- Reception	Year 1	Year 2
Concept 1 Health and Nutrition		To have a sound knowledge of how to keep bodies healthy and engage in an active lifestyle and the reasons why. LINKED: Science and PSHE units	<ul style="list-style-type: none"> Have basic understanding of how to keep themselves healthy. Know what it is to keep themselves active and how to do this. What makes up a healthy meal (food plate example). 	<ul style="list-style-type: none"> Have a deeper understanding of why we need to keep ourselves healthy and how we do this. Good comprehension of food and health. LINKED: Science and PSHE units	<ul style="list-style-type: none"> Have a strong understanding of how to keep their bodies healthy and the reasons why. What a healthy meal consists of and to make appropriate food choices themselves. LINKED: Science and PSHE units
Concept 2 Fundamental movement skills	Static balance: Seated	<u>By the end of KS1, children should be able to perform seated balances by:</u> Declarative: Pick up a cone from one side and place it on the other side with the same hand; Return it to the opposite side using the other hand; Sit in a dish shape and hold it for 5 seconds; <ul style="list-style-type: none"> Feet and hand off the floor throughout Minimum wobble (control) Balance held without strain	Declarative: In a balance with both hands/ feet down; Balance with 1 hand/ 2 feet down; Balance with 2 hands/ 1 foot down; Balance with 1 hand/ 1 foot down; Balance with 1 hand/1 foot (other side); Balance with no hands or feet down: <ul style="list-style-type: none"> Hands/ feet up 10 seconds. Minimum wobble (control) Balance held without strain 	Declarative: Pick up a cone from one side, swap hands and place it on the other side; Return the cone to the opposite side: <ul style="list-style-type: none"> Feet and hand off the floor throughout Minimum wobble (control) Balance held without strain 	Declarative: Pick up a cone from one side and place it on the other side with the same hand; Return it to the opposite side using the other hand; Sit in a dish shape and hold it for 5 seconds; <ul style="list-style-type: none"> Feet and hand off the floor throughout Minimum wobble (control) Balance held without strain
		<u>By the end of KS1, children should be able to perform seated balances by:</u> Procedural: <ul style="list-style-type: none"> Keep head up and breathe throughout. Keep weight going through your bottom. Keep tummy tight and back straight. 	Procedural: <ul style="list-style-type: none"> Keep head up and still. Keep tummy tight. Keep back straight. Vocabulary: seated, balance, wobble, position, touching, control	Procedural: <ul style="list-style-type: none"> Keep head up and breathe throughout. Keep weight going through your bottom. Keep tummy tight and back straight. Vocabulary: cone, return, core, swap, opposite, muscles	Procedural: <ul style="list-style-type: none"> Keep head up and breathe throughout. Keep weight going through your bottom. Keep tummy tight and back straight. Vocabulary: cone, return, core, swap, opposite, muscles
	Static balance: One leg	<u>By the end of KS1, children should be able to perform statics balances (one leg) by:</u> Declarative: Stand still for 30 seconds with eyes closed; Complete 5 squats with;	Declarative: Stand still for 10 seconds with: <ul style="list-style-type: none"> minimum wobble standing foot still non standing foot still 	Declarative: Stand still for 30 seconds with; Complete 5 mini-squats with; <ul style="list-style-type: none"> minimum wobble (control) standing foot still non standing foot off the floor 	Declarative: Stand still for 30 seconds with eyes closed; Complete 5 squats with; Complete 5 ankle extensions with: <ul style="list-style-type: none"> minimum wobble (control) smooth, controlled movements

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	<p>Complete 5 ankle extensions with:</p> <ul style="list-style-type: none"> • minimum wobble (control) • smooth, controlled movements • non standing foot off the floor 			<ul style="list-style-type: none"> • non standing foot off the floor
	<p><u>By the end of KS1, children should be able to perform statics balances (one leg) by:</u> <u>Procedural:</u></p> <ul style="list-style-type: none"> • Look forward and imagine a focus point • Use arms to help you balance • Keep your tummy (core muscles) tight and back straight 	<p><u>Procedural:</u></p> <ul style="list-style-type: none"> • Keep head up and still. • Keep tummy tight. • Keep back straight. <p>Vocabulary: back (body), challenging , wobble, muscles, straight</p>	<ul style="list-style-type: none"> • Keep head up and still. • Keep tummy (core muscles) tight and back straight. • Use arms to help you balance. <p>Vocabulary: core muscles, non-standing, balance, control, tight, mini-squat, freeze, dominant (non)</p>	<ul style="list-style-type: none"> • Look forward and imagine a focus point • Use arms to help you balance • Keep your tummy (core muscles) tight and back straight <p>Vocabulary: focus, point, support, static, improve, heel raises, practise, feedback</p>
Dynamic balance: Floor work	<p><u>By the end of KS1, children should be able to perform dynamic balance- floor work by:</u> <u>Declarative:</u> Hold full front support position with; Lift 1 arm and point to the ceiling with either hand in front support with; Transfer cone on and off back in front support with;</p> <ul style="list-style-type: none"> • balance maintained throughout. • correct position held by keeping back straight. • control when changing balance/position. 	<p><u>Declarative:</u> Hold mini-front support position with; Reach round and point to ceiling with either hand in mini-front support with;</p> <ul style="list-style-type: none"> • balance maintained throughout. • correct position held • control when changing balance/ position. 	<p><u>Declarative:</u> Place cone on back and take it off with other hand in mini-front support with; Hold mini-back support position with; Place cone on tummy and take it off with other hand in mini-back support with;</p> <ul style="list-style-type: none"> • balance maintained throughout. • correct position held by keeping back straight • control when changing balance/position. 	<p><u>Declarative:</u> Hold full front support position with; Lift 1 arm and point to the ceiling with either hand in front support with; Transfer cone on and off back in front support with;</p> <ul style="list-style-type: none"> • balance maintained throughout. • correct position held by keeping back straight. • control when changing balance/position.
	<p><u>By the end of KS1, children should be able to perform dynamic balance- floor work by:</u> <u>Procedural:</u></p> <ul style="list-style-type: none"> • Keep back straight and flat. • Keep legs straight and stretched out. • Keep hands in line with shoulders and complete slowly. 	<p><u>Procedural:</u></p> <ul style="list-style-type: none"> • Keep back straight and tummy tight. • Keep knees in line with hips. Complete this slowly. <p>Vocabulary: mini-front, support, position, reach round, hold</p>	<p><u>Procedural:</u></p> <ul style="list-style-type: none"> • Keep hands in line with shoulders and knees in line with hips (mini-front support). • Keep hands in line with shoulders and knees in line with hips (mini-back support). • Point fingers towards feet in the mini-back support <p>Vocabulary: cone, mini-back, support, maintain, tummy, balance</p>	<p><u>Procedural:</u></p> <ul style="list-style-type: none"> • Keep back straight and flat. • Keep legs straight and stretched out. • Keep hands in line with shoulders and complete slowly. <p>Vocabulary: full, front, support, position, point, transfer</p>
Dynamic balance: on a line	<p><u>By the end of KS1, children should be able to perform dynamic balance- one a line- by:</u> <u>Declarative:</u> March, lifting knees and elbows up to a 90° angle with; Walk fluidly with heel to toe landing with; Walk fluidly, lifting knees and using heel to toe landing with;</p>	<p><u>Declarative:</u> Walk forwards with fluidity and minimum wobble with; Walk backwards with fluidity and minimum wobble with;</p> <ul style="list-style-type: none"> • smooth movements. • balance maintained on the line. • opposite arm and leg moving forwards. 	<p><u>Declarative:</u> Walk fluidly, lifting knees to 90° wit; Walk fluidly, lifting heels to bottom with;</p> <ul style="list-style-type: none"> • smooth, controlled movements and minimum wobble. • balance maintained on the line. • opposite arm and leg moving forwards. 	<p><u>Declarative:</u> March, lifting knees and elbows up to a 90° angle with; Walk fluidly with heel to toe landing with; Walk fluidly, lifting knees and using heel to toe landing with;</p> <ul style="list-style-type: none"> • smooth, controlled movements and minimum wobble. • balance maintained on the line.

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	<ul style="list-style-type: none"> smooth, controlled movements and minimum wobble. balance maintained on the line. <p>opposite arm and leg moving forwards smoothly.</p>				<ul style="list-style-type: none"> opposite arm and leg moving forwards smoothly.
	<p><u>By the end of KS1, children should be able to perform dynamic balance- one a line- by:</u></p> <p><u>Procedural:</u></p> <ul style="list-style-type: none"> Keep tummy (core muscles) tight and back straight. Keep head still and look forward. Use arms to help you move and balance as you walk, bringing them from 'hips to lips'. 	<p><u>Procedural:</u></p> <ul style="list-style-type: none"> Keep back straight. Keep head up and still. Swing arms to help move and balance. <p>Vocabulary: minimum, line, wobble, backwards</p>	<p><u>Procedural:</u></p> <ul style="list-style-type: none"> Work off the balls of feet. Keep head still and look forward. Use arms to help you move and balance as you walk (opposite arm and leg). <p>Vocabulary: fluidity, maintain, heels, forwards, 90°, lifting</p>	<p><u>Procedural:</u></p> <ul style="list-style-type: none"> Keep tummy (core muscles) tight and back straight. Keep head still and look forward. Use arms to help you move and balance as you walk, bringing them from 'hips to lips'. <p>Vocabulary: marching action, heel to toe landing, hips to lips</p>	
Dynamic balance: Jumping and landing	<p><u>By the end of KS1, children should be able to perform dynamic balance- jumping and landing- by:</u></p> <p><u>Declarative:</u></p> <p>Jump from 2 feet to 2 feet with 180° turn in either direction with; Complete a tucked jump. Complete a tucked jump with 180° turn in either direction with;</p> <ul style="list-style-type: none"> good take off and height. balance and control on landing. soft landings. 	<p><u>Declarative:</u></p> <p>Jump from 2 feet to 2 feet forwards, backwards and side- to-side with;</p> <ul style="list-style-type: none"> good take off and height. balance and control on landing. soft landings. 	<p><u>Declarative:</u></p> <p>Jump from 2 feet to 2 feet with quarter turn in both directions with; Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot) with;</p> <ul style="list-style-type: none"> good take off and height. balance and control on landing. soft landings. 	<p><u>Declarative:</u></p> <p>Jump from 2 feet to 2 feet with 180° turn in either direction with; Complete a tucked jump. Complete a tucked jump with 180° turn in either direction with;</p> <ul style="list-style-type: none"> good take off and height. balance and control on landing. soft landings. 	
	<p><u>By the end of KS1, children should be able to perform dynamic balance- jumping and landing- by:</u></p> <p><u>Procedural:</u></p> <ul style="list-style-type: none"> Swing arms to help gain height and use them to help balance on landing. Keep head up on landing. Bend knees on landing. 	<p><u>Procedural:</u></p> <ul style="list-style-type: none"> Bend knees on take-off and landing. Keep feet a shoulder width apart. Keep head up <p>Vocabulary: width, take-off, balance, jump</p>	<p><u>Procedural:</u></p> <ul style="list-style-type: none"> Swing arms to help gain height and use them to help balance on landing. Bend knees on take-off and landing. Try to land softly without noise. <p>Vocabulary: Swing, height, control, landing (soft)</p>	<p><u>Procedural:</u></p> <ul style="list-style-type: none"> Swing arms to help gain height and use them to help balance on landing. Keep head up on landing. Bend knees on landing. <p>Vocabulary: straight, dynamic, balls of feet, momentum</p>	
Counter balance: In pairs	<p><u>By the end of KS1, children should be able to perform counter balance in pairs- by:</u></p> <p><u>Declarative:</u></p> <p>Hold on and, with a short base, lean back, hold balance and then move back together with; Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together with; Perform above challenges with eyes closed with;</p>	<p><u>Declarative:</u></p> <p>Sit holding hands with toes touching, lean in together then apart with; Sit holding 1 hand with toes touching, lean in together then apart with; Sit holding hands with toes touching and rock forwards, backwards and side-to-side with;</p> <ul style="list-style-type: none"> balance maintained throughout. smooth, controlled movements. coordinated movements with partner. 	<p><u>Declarative:</u></p> <p>Hold on and, with a long base, lean back, hold balance and then move back together with; Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together with;</p> <ul style="list-style-type: none"> balance maintained throughout. smooth, controlled movements. coordinated movements with partner. 	<p><u>Declarative:</u></p> <p>Hold on and, with a short base, lean back, hold balance and then move back together with; Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together with; Perform above challenges with eyes closed with;</p> <ul style="list-style-type: none"> balance maintained throughout. smooth, controlled movements. coordinated and controlled movements with partner. 	

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	<ul style="list-style-type: none"> balance maintained throughout. smooth, controlled movements. <p>coordinated and controlled movements with partner.</p>			
	<p>By the end of KS1, children should be able to perform counter balance in pairs- by:</p> <p>Procedural:</p> <ul style="list-style-type: none"> Keep tummy (core muscles) tight and body straight throughout. Hold with straight arms when leaning back. Hold on to partner's forearms and keep a short base. 	<p>Procedural:</p> <ul style="list-style-type: none"> Keep tummy tight. Keep back straight and head up. Hold on to your partner's forearms. <p>Vocabulary: toes, rock, lean, side-to-side</p>	<p>Procedural:</p> <ul style="list-style-type: none"> Keep tummy (core muscles) tight and body straight throughout. Hold with straight arms when leaning back. Hold on to partner's forearms and maintain a long base. <p>Vocabulary: long base, hold balance, long base, core muscles</p>	<p>Procedural:</p> <ul style="list-style-type: none"> Keep tummy (core muscles) tight and body straight throughout. Hold with straight arms when leaning back. Hold on to partner's forearms and keep a short base. <p>Vocabulary: short base, forearm, perform, coordinated</p>
Coordination: ball skills	<p>By the end of KS1, children should be able to show coordination- ball skills- by:</p> <p>Declarative:</p> <p>In 20 seconds or less.</p> <p>Stand with legs apart and move a ball around 1 leg 16 times (right and left leg). Move a ball round waist 17 times. Stand with legs apart and move a ball around alternate legs 16 times.</p> <ul style="list-style-type: none"> Control of the ball maintained throughout. Ability to complete challenges in both directions consistently and smoothly. Smooth movements with the ball. 	<p>Declarative:</p> <p>Sit and roll a ball along the floor around body using two hands. Sit and roll a ball along the floor around the body using 1 hand (right and left). Sit and roll a ball down legs and around upper body using 2 hands. Stand and roll a ball up and down legs and round upper body using 2 hands.</p> <ul style="list-style-type: none"> Ability to move the ball in both directions. Control of the ball maintained throughout. Smooth movements with the ball. 	<p>Declarative:</p> <p>Sit and roll a ball up and down legs and round upper body using 1 hand. Stand and roll a ball up and down legs and round upper body using 1 hand.</p> <ul style="list-style-type: none"> Ability to move the ball in both directions. Control of the ball maintained throughout. Smooth movements with the ball. 	<p>Declarative:</p> <p>In 20 seconds or less Stand with legs apart and move a ball around 1 leg 16 times (right and left leg). Move a ball round waist 17 times. Stand with legs apart and move a ball around alternate legs 16 times.</p> <ul style="list-style-type: none"> Control of the ball maintained throughout. Ability to complete challenges in both directions consistently and smoothly. Smooth movements with the ball.
	<p>By the end of KS1, children should be able to show coordination- ball skills- by:</p> <p>Procedural:</p> <ul style="list-style-type: none"> Move the ball with fingers, avoiding it touching body. Focus on maintaining good balance and looking straight ahead throughout. Perform movement smoothly and then gradually increase speed. 	<p>Procedural:</p> <ul style="list-style-type: none"> Use fingers to move the ball. Keep tummy tight and weight through your bottom. Focus on moving the ball smoothly rather than on speed. <p>Vocabulary: sit, along, hand, roll, around, right</p>	<p>Procedural:</p> <ul style="list-style-type: none"> Move the ball with fingertips. Focus on maintaining good balance throughout. Perform movements smoothly and then gradually increase speed. <p>Vocabulary: upper body, legs, down, stand, up</p>	<p>Procedural:</p> <ul style="list-style-type: none"> Move the ball with fingers, avoiding it touching body. Focus on maintaining good balance and looking straight ahead throughout. Perform movement smoothly and then gradually increase speed. <p>Vocabulary: tummy, around, alternate, apart, height</p>

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Coordination: Sending and Receiving	<p><u>By the end of KS1, children should be able to show coordination- sending and receiving - by:</u> Declarative: Strike a ball with alternate hands in a rally. Kick a ball with the same foot. Kick a ball with alternate feet. Roll 2 balls alternately using both hands, sending 1 as the other is returning.</p> <ul style="list-style-type: none"> • Accuracy and weight when sending. • A good position when receiving. • Fluency/rhythm throughout. 	<p>Declarative: Roll large ball and collect the rebound. Roll small ball and collect the rebound. Throw large ball and 2 catch the rebound with 2 hands.</p> <ul style="list-style-type: none"> • Accuracy when sending • Appropriate power/weight when sending. • A good position when receiving. 	<p>Declarative: Throw tennis ball, catch rebound with same hand after 1 bounce. Throw tennis ball, catch rebound with same hand without a bounce. Throw tennis ball, catch with other hand after 1 bounce. Throw tennis ball, catch rebound with other hand without a bounce. Strike a large, soft ball along the ground with hand 5 times in a rally.</p> <ul style="list-style-type: none"> • Accuracy and weight when sending. • A good position when receiving. • Appropriate power/weight when sending. 	<p>Declarative: Strike a ball with alternate hands in a rally. Kick a ball with the same foot. Kick a ball with alternate feet. Roll 2 balls alternately using both hands, sending 1 as the other is returning.</p> <ul style="list-style-type: none"> • Accuracy and weight when sending. • A good position when receiving. • Fluency/rhythm throughout.
	<p><u>By the end of KS1, children should be able to show coordination- sending and receiving - by:</u> Procedural:</p> <ul style="list-style-type: none"> • Vary the speed you send the ball to find which is the most effective. • Watch the ball and move feet to get in line with the ball when receiving. Keep eyes focused on the ball. • Use backswing and follow through when striking/kicking. 	<p>Procedural:</p> <ul style="list-style-type: none"> • Look at partner. Use backswing and follow through. • Adopt a good 'ready position' (weight on balls of feet, wide base.) • Keep eyes focused on the ball. <p>Vocabulary: roll, partner, ready position, rebound, backswing, power, weight</p>	<p>Procedural:</p> <ul style="list-style-type: none"> • Explore and experiment with the speed you send the ball. • Move feet to get in line with the ball when receiving. Try to have 'soft hands' when catching. • Keep eyes focused on the ball. <p>Vocabulary: strike, along the ground, catch, rally, bounce, throw, soft hands.</p>	<p>Procedural:</p> <ul style="list-style-type: none"> • Vary the speed you send the ball to find which is the most effective. • Watch the ball and move feet to get in line with the ball when receiving. Keep eyes focused on the ball. • Use backswing and follow through when striking/kicking. <p>Vocabulary: alternately, same foot, position, kick, return, accuracy</p>
Coordination: Footwork	<p><u>By the end of KS1, children should be able to show coordination- footwork - by:</u> Declarative: Hopscotch forwards and backwards, alternating hopping leg each time. Move in a 3-step zig-zag pattern forwards. Move in a 3-step zigzag pattern backwards.</p> <ul style="list-style-type: none"> • Balance and control throughout. • Fluent, smooth movements performed in both directions/on both sides. 	<p>Declarative: Side-step in both directions. Gallop, leading with either foot. Hop on either foot. Skip.</p> <ul style="list-style-type: none"> • Good control • Good balance • Smooth movements 	<p>Declarative: Combine side-steps with 180o pivots off either foot. Combine side-steps with 180o reverse pivots off either foot. Skip with knee and opposite elbow at 90o angle. Hopscotch backwards and forwards, hopping on the same leg.</p> <ul style="list-style-type: none"> • Balance and control throughout. • Fluent, smooth movements. • Movements performed in both directions/on both sides. 	<p>Declarative: Hopscotch forwards and backwards, alternating hopping leg each time. Move in a 3-step zig-zag pattern forwards. Move in a 3-step zigzag pattern backwards.</p> <ul style="list-style-type: none"> • Balance and control throughout. • Fluent, smooth movements performed in both directions/on both sides.
	<p><u>By the end of KS1, children should be able to show coordination- footwork - by:</u></p>	<p>Procedural:</p> <ul style="list-style-type: none"> • Keep head up 	<p>Procedural:</p> <ul style="list-style-type: none"> • Keep head up and back straight. 	<p>Procedural:</p> <ul style="list-style-type: none"> • Keep head up and back straight.

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	<p>Procedural:</p> <ul style="list-style-type: none"> Keep head up and back straight. Work off balls of feet and increase speed when ready. Bend knees and use arms to help you balance. 	<ul style="list-style-type: none"> Bend knees to help you balance. Work off of balls of feet. <p>Vocabulary: Fluency, gallop, side-step, control, hop, skip, directions, forwards, backwards</p>	<ul style="list-style-type: none"> Work off balls of feet looking straight ahead. Bend knees to push off and land. <p>Vocabulary: 180o half turn, combine, opposite, half-turn, pivot, elbow, hopscotch, 90o quarter turn</p>	<ul style="list-style-type: none"> Work off balls of feet and increase speed when ready. Bend knees and use arms to help you balance. <p>Vocabulary: Alternating, pattern, 3 step, speed, zigzag, increase</p>
Agility: Ball chasing	<p>By the end of KS1, children should be able to show agility- ball chasing- by:</p> <p>Declarative: Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction with; Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction with; Complete above challenges with tennis ball with;</p> <ul style="list-style-type: none"> control when starting and stopping quickly. timing and movement to get in the right position. balance/control when collecting the ball. 	<p>Declarative: Roll a ball, chase and collect it in balanced position facing opposite direction with; Chase a ball rolled by a partner and collect it in balanced position facing opposite direction with;</p> <ul style="list-style-type: none"> control when starting and stopping quickly. timing to get in the right position. balance/control when collecting the ball. 	<p>Declarative: Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction with; Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction with;</p> <ul style="list-style-type: none"> control when starting and stopping quickly. timing and movement to get in the right position. balance/control when collecting the ball. 	<p>Declarative: Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction with; Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction with; Complete above challenges with tennis ball with;</p> <ul style="list-style-type: none"> control when starting and stopping quickly. timing and movement to get in the right position. balance/control when collecting the ball.
	<p>By the end of KS1, children should be able to show agility- ball chasing- by:</p> <p>Procedural:</p> <ul style="list-style-type: none"> Accelerate by pushing off hard with feet and driving arms from 'hips to lips'. Bend knees as you allow the ball to go through your legs. Keep watching the ball and concentrate on timing so you arrive at the right time. Move feet quickly to get in the collecting position in good time. 	<p>Procedural:</p> <ul style="list-style-type: none"> Take up a good ready position and push off hard. Keep head steady and watch the ball. Try rolling the ball at different speeds to get the right challenge. <p>Vocabulary: roll, collect, chase</p>	<p>Procedural:</p> <ul style="list-style-type: none"> Start quickly and accelerate by pushing hard with feet. Drive arms from 'hips to lips' to help you accelerate. Keep watching the ball and concentrate on timing so you arrive at the right time. <p>Vocabulary: seated, position, accelerate, lying, bouncing</p>	<p>Procedural:</p> <ul style="list-style-type: none"> Accelerate by pushing off hard with feet and driving arms from 'hips to lips'. Bend knees as you allow the ball to go through your legs. Keep watching the ball and concentrate on timing so you arrive at the right time. Move feet quickly to get in the collecting position in good time. <p>Vocabulary: hips to lips, driving arms</p>
Agility: Reaction and response	<p>By the end of KS1, children should be able to show agility- reaction and response- by:</p> <p>Declarative: From 1, 2 and 3 metres: 1. React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg with;</p> <ul style="list-style-type: none"> quick reaction. 	<p>Declarative: From 1, 2 and 3 metres: React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg with;</p> <ul style="list-style-type: none"> quick reaction. quick, controlled movement. 	<p>Declarative: From 1, 2 and 3 metres: React and catch tennis ball dropped from shoulder height after 1 bounce with;</p> <ul style="list-style-type: none"> quick reaction. quick, controlled movement. 	<p>Declarative: From 1, 2 and 3 metres: 1. React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg with;</p> <ul style="list-style-type: none"> quick reaction. quick, controlled movement. control when slowing down after catch.

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		<ul style="list-style-type: none"> quick, controlled movement. control when slowing down after catch. 	<ul style="list-style-type: none"> control when slowing down after catch. 	<ul style="list-style-type: none"> control when slowing down after catch. 	
		<p><u>By the end of KS1, children should be able to show agility- reaction and response- by:</u></p> <p><u>Procedural:</u></p> <ul style="list-style-type: none"> Start quickly and accelerate by pushing off hard with feet and looking forwards. Take up a ready position with knees bent and feet apart (front to back). Bend the knee on 'catching leg' and take weight back to enable you to stop quickly. (core muscles) tight and back straight. 	<p><u>Procedural:</u></p> <ul style="list-style-type: none"> Push off hard with feet. Keep head steady and watch the ball. Move feet to get to the ball, rather than stretching, and bend knees. <p><u>Vocabulary:</u> react, shoulder height, catch</p>	<p><u>Procedural:</u></p> <ul style="list-style-type: none"> Start quickly and accelerate by pushing off hard with feet. Take up ready position with knees bent and feet apart (front to back). Bend knees to help you slow down <p><u>Vocabulary:</u> bounce, quickly, ready position, dropped, accelerate</p>	<p><u>Procedural:</u></p> <ul style="list-style-type: none"> Start quickly and accelerate by pushing off hard with feet and looking forwards. Take up a ready position with knees bent and feet apart (front to back). Bend the knee on 'catching leg' and take weight back to enable you to stop quickly. (core muscles) tight and back straight. <p><u>Vocabulary:</u> weight, catching leg, feet apart</p>
Concept 3	Application	To have sound knowledge of how the FMS can be applied and undertaken.	<ul style="list-style-type: none"> Modelling how to undertake the FMS. 	<ul style="list-style-type: none"> Modelling how to undertake the FMS. 	<ul style="list-style-type: none"> Modelling how to undertake the FMS.
Concept 4	Co-operation	To be able to listen attentively to others and to be able to communicate tactics and strategies.	<ul style="list-style-type: none"> Understand the basic rules to ensure safety. Understand the importance of listening and communicating with others and that communication is a two-way process. What it means to be part of a team. 	<ul style="list-style-type: none"> To begin to show an awareness and comprehension of two-way communication and display these skills during games. Importance of a team, what it is to be part of a team. Definition of the word 'team'. 	<ul style="list-style-type: none"> Using the listening skills that they have now acquired they can communicate effectively with their peers in a team situation. Learning effective ways to win a game. Discussing what went well and why. Having the ability to lose gracefully. Identify areas of improvement. Comprehending 'Sportsmanship.'

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Domains of knowledge	End point	EYFS - Nursery	EYFS - Reception	Year 1	Year 2
Balance	<p>Perform (consolidated) tricky balance skills on the floor.</p> <p>Explore tricky balance skills combined with hand apparatus, low apparatus, a partner and large apparatus.</p>	<p>To be able to balance using equipment such as scooters and tricycles.</p> <p>To be able to climb stairs using alternative feet.</p> <p>To be able to hop, skip and stand on one leg.</p> <p>To also be able to hold a pose (e.g. in musical statues).</p>	<p>To perform a static, one-legged balance.</p> <p>To be able to perform a dynamic balance (jump to a steady landing position).</p> <p>To be able to perform a static, seated balance.</p> <p>To be able to perform a dynamic balance on a line.</p> <p>Counter-balancing with a partner.</p>	<p>To complete a one legged balance.</p> <p>To do a dynamic balance.</p> <p>To complete a static, seated balance.</p> <p>To be able to counter-balance with a partner.</p>	<p>Perform (consolidated) tricky balance skills on the floor.</p> <p>Explore tricky balance skills combined with hand apparatus, low apparatus, a partner and large apparatus.</p>
Co-ordination	<p>Being able to apply a range of skills with good control and consistency.</p> <p>Be able to perform a sequence of movements with some changes in level, direction or speed.</p> <p>Perform a single skill or movement with some control and be able to link two movements together.</p>	<p>To begin to show co-ordination when doing everyday activities; using scissors, climbing the stairs, changing from a walk to a run.</p> <p>Dressing themselves; being able to coordinate how to use a button or a zip fastening.</p>	<p>Ball skill.....</p> <p>Sending and receiving a ball.</p> <p>Showing reaction and response to a ball.</p>	<p>To show co-ordination when sending and receiving a ball.</p> <p>To be able to perform a single movement or skill with some control.</p> <p>To be able to link two movements together.</p>	<p>Being able to apply a range of skills with good control and consistency.</p> <p>Be able to perform a sequence of movements with some changes in level, direction or speed.</p> <p>Perform a single skill or movement with some control and be able to link two movements together.</p>
Agility	<p>To be able to move a ball with fingers, avoiding it touching body whilst maintaining control of the ball.</p> <p>Focus on maintaining good balance and looking straight ahead throughout.</p> <p>Perform movements</p>	<p>The children will be beginning to be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Showing a reaction and a response in movements.</p> <p>Having agility when chasing a ball.</p>	<p>To be able to react and respond (in catching a ball or moving towards a goal).</p> <p>To show agility when chasing a ball.</p>	<p>To be able to move a ball with fingers, avoiding it touching body whilst maintaining control of the ball.</p> <p>Focus on maintaining good balance and looking straight ahead throughout. Perform movements smoothly and then gradually increase speed.</p>

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	smoothly and then gradually increase speed.				
Health and Nutrition	To be able to describe how the body feels during and after exercise. Being aware of why exercise is important for good health.	The children will be learning to be increasingly independent in looking after their own care needs. The children be starting to make healthy choices about food, drink and activity.	Being aware of why exercise is important for good health. Being aware of the changes to the way they feel when they exercise.	To be able to say how their body feels before, during and after exercise. Being aware of why exercise if important and good for health. Being aware of the change to the way they feel when they exercise.	To be able to describe how the body feels during and after exercise. Being aware of why exercise is important for good health.
Teamwork	To be able to show patience and support others and be happy to tell others about ideas. To be able to help and praise others and encourage others with their learning. To be able to work sensibly with others, taking turns and sharing.	To start to be able to take part in some group activities which they make up for themselves; creating their own teams. To work together to complete a task e.g. working together to manage to move a large plank safely.	To be able to work sensibly with others, taking turns and sharing. To be able to play with others and take turns and share with help.	To be able to help praise and encourage others in their learning. To be able to work sensibly with others, taking turns and sharing. To be able to play with others and take turns, sharing with help.	To be able to show patience and support others and be happy to tell others about ideas. To be able to help and praise others and encourage others with their learning