



Stoke Canon C of E Primary School PE Progression Framework



Athletics Knowledge

This knowledge will be learnt through a range of athletic activities, including running, throwing a variety of objects, jumping different obstacles and distances, and competition.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Run fluently with grace and control. - Avoid obstacles , including others, when changing direction. - Move with energy when running, throwing and jumping. - Throw objects towards a target. - Share resources and wait their turn. - Understand the reason for specific athletic rules.	- Run at different speeds - Show balance and coordination when changing direction - Link running and jumping movements with some control and balance - Coordinate my body to throw towards a target. - Develop my technique to throw the distance. - Work collaboratively with others and make safe choices. - Play to the rules - Recognise my body changes when I do exercise.	- Show balance and coordination when running at different speeds and at different directions. - Link running and jumping movements with some control and balance - Jump and land with control - Develop throwing for distance. - Show a good technique when throwing towards a target. - Work collaboratively with others - Determine to improve my personal best. - Describe how my body feels during exercise. - Identify good technique.	- Run at a pace that I can maintain. - Use different take offs and landing when jumping. - Develop jumping for distance and height. - Take part in a relay activity remembering when to run and what to do. - Throw a variety of objects changing my action for accuracy and distance. - Be supportive and work collaboratively with others. - Show determination to achieve my best. - Know why it is important to warm up. - Know when I have been successful.	- Demonstrate the difference in running and sprinting techniques. - Jump for distance and height with balance and control. - Throw with some accuracy and power to a target area. - Be supportive and work collaboratively with others. - Show determination to achieve my personal best. - Explain what happens in my body when I warm up. - Identify when I was successful and what I need to do to improve.	- Choose the best pace for a running event. - Perform a range of jumps showing some technique. - Show control at take off and landing activities. - Show accuracy and good technique when throwing for distance. - Lead a partner through short warm up routines. - Show perseverance to achieve my personal best. - Understand how stamina and power help people perform well in different athletic activities. - Identify good athletic performance and explain what it is good.	- Select and apply the best pace for a running event. - Perform jumps for height and distance showing good technique. - Accuracy and good technique when throwing for distance. - Lead a small group through short warm up routines. - Compete within the rules showing fair play and honesty. - persevere to achieve my personal best. - Identify my own and others strengths and areas for development and suggest ways to improve.
Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

• Run • Jump • Hop	• Running at different speeds • Balance when moving and static. • Run over obstacles • Jump, hop and leap	• Running at different speeds • Combine running and jumping • Have agility and coordination • Jump for distance and height • Throw for distance.	• Sprint • Run over obstacles • Jump for distance and height • Push and pull throwing for distance	• Pacing • Sprinting technique • Jump for distance and height • Throw, heave and launch for distance.	• Pacing • Sprinting technique • Relay change overs • Jump for distance and height • Push and pull throwing for distance	• Pacing • Sprinting • Jump for distance • Jump for height • Push throwing for distance • Fling throwing for distance.
Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• Speed • Power • Strength • Accuracy	• Speed • Power • Strength • Accuracy	• Speed • Power • Strength • Vertical • Progressive	• Speed • Power • Strength • Vertical • Progressive	• Consistent • Downsweep • Upsweep • Bounding • momentum	• Consistent • Downsweep • Upsweep • Bounding • momentum

Dance Knowledge						
This will be taught through topic lead inspirations, practised through break times, and occasionally learnt for productions.						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Move with grace and control • Develop body strength, coordination and balance. • Use core body strength to sit on the floor. • Combine movements with ease and fluency. • Dance with energy. • Create dances collaboratively sharing ideas, resources and skills. • Listen to, move to and talk about music, expressing their feelings and responses.	• Use different parts of the body in isolation and together • Use some sense of dynamic and expressive qualities in my dance • Choose appropriate movements from different dance ideas • Copy remember and repeat actions using different counts • Move confidently and safely. • Recognise changes in my body when I do exercise. • Provide feedback to others. • Work with others to share ideas and	• Perform body actions with control and coordination. • Sometimes use counts to stay in time with music • Choose movements with different dynamic qualities to express an idea, mood or feeling. • Remember and repeat dance phrases. • Work with a partner using mirroring and unison. • Describe how my body feels during exercise.	• Create dance phrases that communicate ideas, • Create dance phrases with a partner and in a small group using canon and unison. • Repeat, remember and perform these phrases in a dance. • Use dynamic and expressive qualities in relation to an idea. • Use counts to keep in time with a group and the music. • Recognise and talk about the movements used and the expressive qualities of dance.	• Respond imaginatively to a range of stimuli related to character and narrative. • Use simple motifs and movement patterns to structure dance phrases on my own, with a partner and in a group. • Use formation, canon and unison to develop a dance. • Refine, repeat and remember dance phrases and dances. • Perform dances clearly and fluently. • Describe, interpret and evaluate dance	• Adapt and refine the way I use actions, dynamics and relationships in my dance. • Perform different styles of dance clearly and fluently. • Recognise and comment on dances, showing an understanding of style. • Suggest ways to improve my own and other people's work. • Lead a partner through a short warm up routine.	• Work creatively and imaginatively on my own, with a partner and in a group to choreograph motifs and structure simple dances. • Adapt and refine the way I use actions, dynamics and relationships to improve my dance. • Choreograph a dance using props. • Perform dances fluently and with control. • Use appropriate language to evaluate and refine my own and other work. • Lead a small group

- Watch and talk about dance. - Perform as an individual and as a group, trying to move in time to music.	select actions		Understand why it is important to warm up.	using appropriate language. Explain what happens in my body when I warm up.		through a short warm up routine.
Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Travel - Copy	- Travel - Copy and perform - Cooperate - Communicate effectively - Count - Observe and provide feedback - Select and apply actions.	- Travel - Action - Shape - Space - Perform - Level - Copy counts - Dynamics - Expressions - Speed - Pathway and direction.	- Canon, unison, formation - Phrases - Motif - Dynamics - Pathways and direction	- Canon, unison, formation - Motif - Dynamics - Stimulus - Space - Character - Structure and form	- Canon, unison, formation - Motif - Dynamics - Stimulus - Space - Character - Emotion - Matching and mirroring	- Canon, unison, formation - Motif - Dynamics - Stimulus - Space - Character - Structure and form - Emotion
Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Move	- Swaying - Floating - Gust - Swirling - Galloping	- Expression - Pathways - Direction - Perform - Dynamics	- Stimulus - Dynamics - Formations - Canon - Unison - Shape - relationships	- Stimulus - Dynamics - Formations - Canon - Unison - Expansion and contraction	- Stimulus - Dynamics - Formations - Canon - Unison - Expansion and contraction - Phrases	- Stimulus - Dynamics - Formations - choreograph - Relationship - contracting

Gymnastics Knowledge						
<i>This will be delivered by teaching staff and Premier sports, through PPA, CPD and clubs.</i>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Roll, crawl, hop, jump, walk, skip. - Move with grace and control - Develop body strength, coordination and	- Remember and repeat actions and shapes - Make my body tense, relaxed, stretched and curled - Have an awareness	- Plan and repeat simple sequences of actions - Use shapes when performing other skills - Use directions and	- Use a greater number of my own ideas for movements in response to a task. - Choose and plan sequences of	- Safely perform balances individually and with a partner. - Plan and perform sequences with a partner that include a change of level	- Create and perform sequences using apparatus, individually and with a partner. - Use set criteria to make simple	- Understand what counter balance and counter tension is and show examples with a partner. - Combine and perform gymnastic

- balance. - Use core body strength to sit on the floor.	- of space when travelling - Link simple actions together - Use apparatus safely	- levels to make my work look interesting - Perform the basic gymnastic actions with some control and balance - Describe how my body feels during exercise.	- contrasting actions with increasing balance and control - Move in unison with a partner - Choose actions that flow well into one another - Adapt sequences to suit different types of apparatus. - With help, recognise how performances could be improved. - Know why it is important to warm up.	- and shape. - Understand how body tension can improve the quality and control of movements. - Explain what happens in my body when I warm up. - Watch, describe and suggest possible improvements to others performances and my own. - Identify some muscle groups using gymnastic activities.	- judgements about performances and suggest ways they could be improved. - Use canon and synchronisation and matching and mirroring when performing with a partner and a group and say how it affects the performance. - Use strength and flexibility to improve the quality of a performance. - Lead a partner through a short warm up routine.	- actions, shapes and balanced with control and fluency. - Create and perform sequences using compositional devices to improve the quality. - Lead a small group through a warm up routine. - Suggest changes and use feedback to improve the sequence.
Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Combine movements with ease and fluency.	- Travel - Shapes - Balances - Shape jumps - Take off and land - Barrel roll - Straight roll - Introduction to a forward roll	- Traveling movements - Shapes and balances - Takeoff and land - Shape jumps - Barrel, straight and forwards roll	- Individual point and patch balances - Straight, barrel and forward roll - Straight, tuck and star jump - Rhythmic gymnastics using a hoop	- Individual and partner balances - Jumps using rotation - Straight, barrel, forward and straddle roll - Bridge - Shoulder stand	- Symmetrical and asymmetrical balances - Straightl, forward, backward and straddle roll - Cart wheel - Bridge - Shoulder stand - Handstand	- Forward, backward and straddle roll - Counter balance - Counter tension - Bridge - Shoulder stand - Handstand - Cartwheel - Head stand - vault
Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	- Straight - Barrel - Tuck - Pike - Straddle - sequence	- Straight - Barrel - Tuck - Pike - Straddle - sequence	Extension - Body tension - Rotation - Momentum	Extension - Body tension - Rotation - Momentum - Inversion - pathways	- Inversion - Symmetrical - Asymmetrical - Aesthetics - synchronisation	- Inversion - Symmetrical - Asymmet.. - Counter balance - Counter tension

Outdoor adventurous activity knowledge						
This will be taught using lessons, forest school and residentials.						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	- Follow instructions - Listen to others - Work cooperatively with a partner - Communicate simple instructions - Suggest ideas to solve tasks - Show fair play	- Follow instructions - Work with partner and begin to work in a small group - Share my ideas and help solve tasks - Listen to others - Reflect on when I was successful at solving challenges.	- Follow and give instructions - Communicate ideas and listen to others - Work with a partner and a small group - Plan and attempt to apply strategies to solve problems - Reflect on when and why I was successful at solving challenges - develop map reading skills	- Accurately follow and give instructions - Reflect on when and why I was successful at solving challenges - Work effectively with a partner and small group - Identify key symbols on a map and use a key to navigate around a grid. - Plan and apply strategies to solve problems.	- Reflect on when and why I was successful at solving challenges and alter my methods in order to improve - Work effectively with a partner and small group, sharing ideas and agreeing on a team strategy. - Use critical thinking at approach the task - Use orientation and map reading skills	- Reflect on when and why I was successful at solving challenges and alter my methods in order to improve - Work effectively with a partner and small group. - Use critical thinking to form ideas. - To pool ideas with a group, selecting and applying the best method to solve a problem. - Efficiently navigate using a map.
Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Taking turns	- Listening - Take turns - Plan - Lead - communicate	- Communicate - Team work - Listen - Plan - Trust - lead	- communicate - Teamwork - Listen - Plan - Trust - Map reading - orientation	- communicate - Teamwork - Listen - Plan - Trust - Map reading - orientation	- communicate - Teamwork - Listen - Plan - Trust - Map reading - Orientation - Decision making - Use a compass - Reflect - Design routes	- communicate - Teamwork - Listen - Plan - Trust - Map reading - Orientation - Decision making - Use a compass - Reflect - Design routes
Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	- Teamwork - Communication - Planning - decision	- Teamwork - Communication - Planning - Decision - Resilience - collaboration	- Communication - Obstacle - Reflect - Planning - navigate	- Communication - Obstacle - Reflect - Planning - Navigate - orienteering	- Communication - Obstacle - Reflect - Planning - Navigate - Orienteering - bearing	- Communication - Obstacle - Reflect - Planning - Navigate - Orienteering - Bearing - Check point - contour

Invasion games knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EYFS Playing alone and with others	a variety of games equipment; practicing with a partner; competition, simple rules simple games, goal scoring, playing these games – alone/with a partner	a variety of games equipment; practicing in trios; competition, simple rules and tactics for attacking and defending making up simple games, playing (net/wall, striking, goal scoring), playing these games – alone/pairs/groups	small sided and simplified versions of different types of games, a variety of common skills and game principles; team work; working towards tasks set by themselves and the teacher, competition team games, making up games, own game practices, understanding of game principles	small sided and simplified versions of different types of games, a variety of common skills and game principles; team work; working towards tasks set by themselves and the teacher, competition team games, making up games, own game practices, understanding of game principles	small sided and simplified versions of different types of games, a variety of common skills and game principles; team work; working towards tasks set by themselves and teacher, competition team games – working within prescribed areas, considering and developing rules and scoring systems, understanding of game principles	small sided and modified competitive versions of different types games, a variety of common skills and game principles linked to attacking & defending play; team work; refining their own games, competition team games – working within prescribed areas, considering and developing rules, roles and scoring systems, understanding of game principles
Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EYFS Travel send	travel, send, chase, receive, avoid, dodge, control; awareness of space and partner	travel, send, chase, receive, avoid, dodge, control; awareness of other players	travel, send chase, receive, dodge, avoid, attack, defend, control accuracy; movement into/out of space	travel, send chase, receive, dodge, avoid, attack, defend, control accuracy; movement into/out of space	travel, send chase, receive, dodge, avoid, attack, defend, control accuracy; movement into/out of space	travel, send chase, receive, dodge, avoid, attack, defend, control accuracy; movement into/out of space

Striking and Fielding/Net and Wall knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EYFS	a variety of games equipment; practicing with a partner; competition, simple rules simple games (striking), playing these games – alone/with a partner	a variety of games equipment; practicing in trios; competition, simple rules and tactics for attacking and defending making up simple games, playing (striking), playing these games – alone/pairs/groups	small sided and simplified versions of different types of games, (i.e. strike & field); a variety of common skills and game principles; team work; working towards tasks set by themselves and the teacher, competition team games, making up games, own game practices, understanding of game principles	small sided and simplified versions of different types of games, (i.e. strike & field); a variety of common skills and game principles; team work; working towards tasks set by themselves and the teacher, competition team games, making up games, own game practices, understanding of game principles	small sided and simplified versions of different types of games, (i.e. strike & field); a variety of common skills and game principles; team work; working towards tasks set by themselves and teacher, competition team games – working within prescribed areas, considering and developing rules and scoring systems, understanding of game principles	small sided and modified competitive versions of different types games, (i.e. strike & field); a variety of common skills and game principles linked to attacking & defending play; team work; refining their own games, competition team games – working within prescribed areas, considering and developing rules, roles and scoring systems, understanding of

						game principles
Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EYFS	travel, send, chase, receive, avoid, dodge, control; awareness of space and partner	travel, send, chase, receive, avoid, dodge, control; awareness of other players	travel, send chase, receive, dodge, avoid, attack, defend, control accuracy; movement into/out of space	travel, send chase, receive, dodge, avoid, attack, defend, control accuracy; movement into/out of space	travel, send chase, receive, dodge, avoid, attack, defend, control accuracy; movement into/out of space	travel, send chase, receive, dodge, avoid, attack, defend, control accuracy; movement into/out of space

Swimming Knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	- Enter water safely using sit and swivel. - Move around the water with feet on the floor. - Float on their back for 5 seconds in a star shape - Kick legs using a floatation aid, both on their front and back.	- Enter water safely using sit and swivel with control - Move around the water with feet on the floor, and dipping head in. - Float on their back for 5 seconds in a star shape. - Float on their front in a star or tucked shape for 5 seconds. - Kick legs, on their front and back using a floatation aid for 10 metres.	- Enter safely, using either sit and swivel, or jump tucked. - Push an object with their head, lifting feet off the floor. - Float on their front and back in a range of shapes and with confidence. - Kick legs and pull with 1 arm while using a flotation aid on their front and back. - Explain how cupped hands move the water to result in propulsion. - Use dolphin legs while on their back.	- Enter safely, using either sit and swivel, or jump using tuck and pencil. - Move from a back to front, and front to back float using a star shape. - Use front and back crawl stroke without aids for a distance of 10 metres. - Use 'frog' legs to push themselves to the bottom of the pool to collect an item. - Use dolphin legs on their front and use little arm pulls to come up for breath.	- Jump into a floating hoop - Move between different floating positions fluently. - Discuss benefits of different floating positions, applying best choice to a range of situations. - Use a range of strokes with increasing fluency, while breathing on alternate strokes, for a distance of 15 metres.	- Jump in, copying shapes that other people have used. - Use the 'float, breath, relax' phrase to float for self-rescue. - Complete 25 metres of a range of strokes. - Explain and evaluate the use of different strokes for differing purposes - front crawl for competition but breaststroke for self-rescue. - Work as a group to create the 'huddle' position. - Work as a group to rescue a casualty using wet and dry methods.
Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

N/A	• Float • Swivel • Kick with straight legs	• Swivel • Float in a range of positions • Kick with straight legs	• Swivel • Jump in water • Kick from the hips • Cupped hand position • 2 legged kick	• Jump into water in a range of ways • Float in a range of positions • Kick from the hips • Move arms appropriate to the stroke • 2 legged kick • Breaststroke leg action	• Jump into water in a range of ways • Float in a range of positions • Kick from the hips • Move arms appropriate to the stroke • 2 legged kick • Breaststroke leg action	• Use a range of strokes. • Rescue themselves • Rescue a partner • Jump into the water in a range of ways.
-----	--	--	--	--	--	---

Assessment						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Competent Learner	Move confidently and creatively with control and coordination in large and small movements Perform basic fundamentals of movement (ABC's) with control and confidence Practice a range of movements with control demonstrating balance & coordination Safely negotiate space both indoors and outdoors	Demonstrate some understanding of simple tactics for attacking and defending Move confidently and creatively with control and coordination in large and small movements Perform basic fundamentals of movement (ABC's) with control and confidence Practice a range of movements with control demonstrating balance & coordination Safely negotiate space both indoors and outdoors	Move with confidence and creativity Perform fundamental movement skills in a range of activities Practice fundamental movement skills with control demonstrating balance, coordination & agility Show understanding of how strategies and tactics can improve their work Understanding of effective leadership	Confidently demonstrate creativity in their work with control Demonstrate how strategies and tactics can improve their work Demonstrate improvements to their work Perform fundamental movement skills in a range of activities Understanding of effective leadership	Demonstrate improvements to their work Demonstrate originality, imagination and creativity in techniques, tactics and choreography Perform and link skills with control and consistency Perform/complete fundamental sports skills with control	Demonstrate effective leadership Demonstrate improvements to their work Demonstrate originality, imagination and creativity in techniques, tactics and choreography Perform and link skills with control and consistency Perform/complete fundamental sports skills with control
Active and Healthy Learner	Understand and explain the importance of good health, physical exercise and healthy food Understand and explain which activities are good for our health	Recognise and describe how their body feels during and after activities Understand and explain the importance of good health, physical exercise and healthy food Understand and explain which activities are good for our health	Recognise and describe what effects physical activity can have on the body Understand and explain the importance of good health, physical exercise and healthy food Understand and explain which activities are good for our health	Describe why physical activity is good for health and well being Recognise and describe how their body feels during and after activities Understand how to remain active for sustained periods of time	Describe why physical activity is good for health and well being Understand how having high levels of fitness can improve performance Understand how to remain active for sustained periods of time	Clearly understand how personal fitness can improve performance Demonstrate sustained levels of fitness Remain active for sustained periods of time
Reflective Learner	Describe, explain and comment on their own and others' actions and feelings Listen, respond to set tasks and sounds following expectations and rules	Describe, explain and comment on their own and others' actions and feelings Listen, respond to set tasks and sounds following expectations and rules Make judgements to improve their work	Describe and comment on their own and others' performance with accuracy of actions Make judgements to improve their and others' work Respond to set tasks following rules and expectations	Describe, explain and comment on their own and others' actions and feelings Make judgements to improve their and others' work Respond to set tasks following rules and expectations	Describe and comment on their own and others' performance with accuracy of actions Know what has made their performance effective Make judgements to improve their work	Consistently improve their work Describe and comment on their own and others' performance with accuracy of actions Know what has made their performance effective

Engaged Learner	Communicate, select, prepare and handle appropriate resources effectively Cooperate and work in small teams Dress and undress for PE promptly with minimum help Listen to others and follow instruction	Communicate, select, prepare and handle appropriate resources effectively Cooperate and work in small teams Dress and undress for PE promptly Listen to others and follow instruction	Demonstrate enthusiasm for PE Effectively communicate and collaborate with each other Prepare themselves for PE and Sport Work independently and in small teams cooperatively	Demonstrate enthusiasm for PE Effectively communicate and collaborate with each other Understand the principles and purpose of preparing effectively for PE and sport Work independently for extended periods of time without the need for guidance	Compete respectfully and fairly following rules Eagerly participate in every PE/Sport lesson Effectively communicate and collaborate with each other Understand the principles and purpose of preparing effectively for PE and sport Work independently for extended periods of time without the need for guidance	Compete respectfully and fairly following rules Eagerly participate in every PE/Sport lesson displaying excellent sporting attitudes Effectively communicate and collaborate with each other Work independently for extended periods of time without the need for guidance
-----------------	---	---	---	---	--	--