



EYFS	Knowledge & Skills	Physical Development ELG
	Knowledge • Can understand rules within an activity • Can identify the ABC's relating to movement • Can identify an effect of exercise on the body • Can identify that food gives us energy • Can identify that the body has different parts • Can play to win • Can identify if they have won or lost in an activity • Can listen to instructions during an activity • Can identify that being active is fun • Can take part in an activity without falling out with others. • Can identify that being active is good for you. • Can confidently take part in a led activity Skills • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	Gross Motor Skills ELG Children at the expected level of development will: • 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. Fine Motor Skills ELG Children at the expected level of development will: • 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.

The ABCs of physical literacy refer to four basic capacities that support human movement: **agility, balance, coordination, and speed**. All four are essential to developing the fundamental movement skills that form the foundation of physical literacy.



Ambergate PE Knowledge and Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge & Vocabulary	• Can identify the ABC's relating to a sporting movement. • Can identify some effects of exercise on the body. • Can identify that the more energy we use the more we have to replace. • Can identify that the body has muscles and bones. • Can identify the difference between participating and competing. • Can identify that trying to win is important. • Can identify how to handle equipment during an activity. • Can identify that being active can help us to feel happy. • Can take turns during an activity. • Can identify the importance of being active. • Can confidently assist with scoring an activity. Vocabulary: rhythm, beat, movement counts, roll, travel, balance position, jump, throw	• Can identify the difference between participating and competing. • Can identify that trying to win is important. • Can identify how to handle equipment during an activity. • Can identify that being active can help us to feel happy. • Can take turns during an activity. • Can identify the importance of being active. • Can confidently assist with scoring an activity. • Can identify the difference between participating and competing. • Can identify that trying to win is important. • Can identify how to handle equipment during an activity. • Can identify that being active can help us to feel happy. • Can take turns during an activity. • Can identify the importance of being active. • Can confidently assist with scoring an activity. Vocabulary: rhythm, beat, movement counts, roll, travel, balance position, jump, throw, catch,	• Can describe the ABC's relating to a sporting movement • Can describe what happens to our heart rate when exercising • Can identify that different foods affect us in different ways • Can identify the name of a muscle/bone in the body (e.g. rather than legs – quadriceps) • Can identify with what a tactic is • Can adopt a positive attitude to winning • Can show care towards equipment being used in an activity • Can show behaviour that helps to make activity fun • Can encourage other children during an activity • Can identify the dangers of being inactive • Can confidently lead the scoring of an activity Vocabulary: rhythm, beat, movement counts, speed, direction, shadow, mirroring, tempo, roll, travel, balance, position, jump, sequence, movements, turns, throw, catch, kick, dribble, bounce, score, run, jump, goal, defend, attack, tactic, run, jump, throw, speed, overarm, underarm, pace, improve, performance, feedback, similar, different	• Can score an activity • Can actively show an understanding of the ABC's • Can identify the role of the heart when exercising • Can identify that the more energy we consume the more energy we have to use • Can identify that muscles and bones are used to help us move • Can identify a tactic for an individual activity • Can adopt a positive attitude to losing • Can share ideas and listen to other children's ideas during an activity • Can show enthusiasm and a 'have a go' attitude to make an activity fun • Can encourage other children during a competitive situation when losing • Can describe one danger of being inactive • Can confidently lead the scoring of various activities Vocabulary: rhythm, beat, movement counts, speed, direction, shadow, mirroring, tempo, roll, travel, balance, position, jump, sequence, movements, turns, improvise, roll, travel, balance, position, jump, sequence, movements, turns, improvise, fluency, pace, style expression, roll, travel, balance position, jump, sequence, movements, turns, flexibility, fluency, height,	• Can enforce rules for an activity • Can identify the correct technique for a sporting movement • Can describe what happens to our heart rate when exercising and how this effects our pulse • Can identify the dangers of over consumption of certain foods and drinks • Can identify the effect of exercise on muscles • Can identify a tactic for a team • Can identify positive role models for winning and losing either teams or individuals • Can show respect for an opposing team or individual in a competitive activity • Can celebrate the achievements of themselves and others within an activity • Can congratulate the opposing team when defeated in an activity • Can describe why it is important to be active • Can confidently assist the leading of a warm up activity Vocabulary: rhythm, beat, movement counts, speed, direction, shadow, mirroring, tempo, improvise, fluency, pace, style expression, roll, travel, balance position, jump, sequence, movements, turns, flexibility, fluency, technique, height,	• Can lead the scoring and officiating for an activity at the same time • Can prescribe another child with the correct technique for a sporting movement • Can identify the effect exercise has on our pulse rate and how this can be used to predict a level of fitness • Can identify the importance of certain foods to aid activity • Can describe how muscles get stronger • Can prescribe a tactic for an individual activity • Can identify examples within a activity of positive reactions to both winning and losing • Can show a respectful manner towards all other people when taking part in an activity • Can identify ways of including others in an activity • Can take the lead in a team in a competitive situation • Can describe the dangers of being inactive • Can confidently lead a warm-up activity Vocabulary: rhythm, beat, movement counts, speed, direction, shadow, mirroring, tempo, improvise, fluency, pace style, expression, motifs, flow roll, travel, balance, position jump, sequence, movements turns, flexibility, fluency,

Ambergate PE Knowledge and Skills Progression



		kick, dribble, score, run, jump, goal, defend, attack, run, jump, throw, speed, overarm, underarm, improve, performance, feedback		tactic, control, run, jump, throw	direction, throw, catch, kick, dribble, bounce, score, run, jump, goal, defend, attack, tactic, control, opposition, run, jump, throw, speed, overarm, underarm, pace, performance, technique, improve, performance, feedback, similar, different, accurate, control, tactics, technique	technique, height, direction, extension, throw, catch, kick, dribble, bounce, score, run, jump, goal, defend, attack, tactic, control, opposition, possession, run
Dance	Copies and explores basic movements and body patterns • Remembers simple movements and dance steps • Links movements to sounds and music. • Responds to range of stimuli. • Show awareness of rhythm	Copies and explores basic movements with clear control. • Varies levels and speed in sequence • Can vary the size of their body shapes • Add change of direction to a sequence • Uses space well and negotiates space clearly. • Can describe a short dance using appropriate vocabulary. • Responds imaginatively to stimuli.	• Beginning to improvise independently to create a simple dance. • Beginning to improvise with a partner to create a simple dance. • Translates ideas from stimuli into movement with support. • Beginning to compare and adapt movements and motifs to create a larger sequence. • Uses simple dance vocabulary to compare and improve work.	• Confidently improvises with a partner or on their own. • Beginning to create longer dance sequences in a larger group. • Demonstrating precision and some control in response to stimuli. • Beginning to vary dynamics and develop actions and motifs. • Demonstrates rhythm and spatial awareness. • Modifies parts of a sequence as a result of self-evaluation. • Uses simple dance vocabulary to compare and improve work.	Beginning to exaggerate dance movements and motifs (using expression when moving) • Demonstrates strong movements throughout a dance sequence. • Combines flexibility, techniques and movements to create a fluent sequence. • Moves appropriately and with the required style in relation to the stimulus. • <i>e.g using various levels, ways of travelling and motifs.</i> • Beginning to show a change of pace and timing in their movements. • Uses the space provided to his maximum potential. • Improvises with confidence, still demonstrating fluency across their sequence. • Modifies parts of a sequence as a result of self and peer evaluation. • Uses more complex dance vocabulary to compare and improve work. • Develops actions in time to music.	Beginning to exaggerate dance movements and motifs (using expression when moving) • Performs with confidence, using a range of movement patterns. • Demonstrates a strong imagination when creating own dance sequences and motifs. • Demonstrates strong movements throughout a dance sequence. • Combines flexibility, techniques and movements to create a fluent sequence. • Moves appropriately and with the required style in relation to the stimulus. • <i>e.g using various levels, ways of travelling and motifs.</i> • Beginning to show a change of pace and timing in their movements. • Is able to move to the beat accurately in dance sequences. • Improvises with confidence, still demonstrating fluency across their sequence.



					• Works with a partner or as part of a group.	• Dances with fluency, linking all movements and ensuring they flow. • Demonstrates consistent precision when performing dance sequences. • Modifies parts of a sequence as a result of self and peer evaluation. • Uses more complex dance vocabulary to compare and improve work
Games	• Receives a ball with basic control • Beginning to develop hand-eye coordination • Pat, throw, kick, stop and sometimes catch a ball. • Can negotiate space when racing, able to adjust speed or change direction to avoid obstacles • Can travel in a variety of ways including running and jumping. • Participates in simple games • Accurately shadow a partners movements	Stop a ball • Catch a ball • Hit with a bat or racket • Beginning to apply and combine a variety of skills (to a game situation) • Develop strong spatial awareness. • Beginning to develop own games with peers. • Understand the importance of rules in games. • Develop simple tactics and use them appropriately. • Beginning to develop an understanding of attacking/defending	Understands tactics and composition by starting to vary how they respond. • Vary skills, actions and ideas and link these in ways that suit the games activity. • Beginning to communicate with others during game situations. • Uses skills with co-ordination and control. • Develops own rules for new games. • Makes imaginative pathways using equipment. • Works well in a group to develop various games. • Beginning to understand how to compete with each other in a controlled manner. • Beginning to select resources independently to carry out different skills.	Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together. • e.g. dribbling, bouncing, kicking • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Works well in a group to develop various games. • Compares and comments on skills to support creation of new games.	Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together. • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination • Marks an opposing player or players to prevent them from gaining possession.	• Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking • Keeps possession of balls during games situations. • Consistently uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Modifies competitive games. • Compares and comments on skills to support creation of new games.

Ambergate PE Knowledge and Skills Progression



				• Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination	• Use different techniques and skills to pass, dribble, travel and shoot in ball games.	• Can make suggestions as to what resources can be used to differentiate a game. • Apply knowledge of skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and in combination.
Gymnastics	• Copies and explores basic movements with some control and coordination. • Can perform different body shapes • Performs at different levels • Can perform 2 footed jump • Can use equipment safely • Balances with some control	• Explores and creates different pathways and patterns. (move over/under/through apparatus) • Uses equipment in a variety of ways to create a sequence • Link movements together to create a sequence.	• Applies compositional ideas independently and with others to create a sequence. • Copies, explores and remembers a variety of movements and uses these to create their own sequence. • Describes their own work using simple gym vocabulary.	- Links skills with control, technique, co-ordination and fluency. • Understands composition by performing more complex sequences. • Beginning to use gym vocabulary to describe how to improve and refine performances.	• Select and combine their skills, techniques and ideas. • Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. • Draw on what they know about strategy, tactics and composition when performing and evaluating.	- Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. • Performs actions, with an emphasis on extension, clear body shape and changes in direction.
	• Can link 2-3 simple movements	• Create a variety of shapes with the body.	• Beginning to notice similarities and differences between sequences. • Uses turns whilst travelling in a variety of ways. • Beginning to show flexibility in movements • Beginning to develop good technique when travelling, balancing, using equipment etc	• Develops strength, technique and flexibility throughout performances. • Creates sequences using various body shapes and equipment. • Combines equipment with movement to create sequences.	• Analyse and comment on skills and techniques and how these are applied in their own and others' work. • Uses more complex gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performances. • Links skills with control, technique, co-ordination and fluency.	• Adapts sequences to include a partner or a small group. • Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. • Draw on what they know about strategy, tactics and composition when performing and evaluating. • Analyse and comment on skills and techniques and how

Ambergate PE Knowledge and Skills Progression



					• Understands composition by performing more complex sequences including change of direction, travelling, speed and height.	these are applied in their own and others' work. • Uses more complex gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performance
Athletics	• Can run at different speeds. • Can jump from a standing position • Performs a variety of throws with basic control	• Can change speed and direction whilst running. • Can jump from a standing position with accuracy landing on the opposite or both feet. • Performs a variety of throws with control and co-ordination. • Throw a projectile overarm • Can use equipment safely	• Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country • Can perform a running jump with some accuracy • Performs a variety of throws using a selection of equipment • Can use equipment safely and with good control.	• Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) • Demonstrates accuracy in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control.	• Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) • Beginning to record peers performances, and evaluate these. • Demonstrates accuracy and confidence in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control	• Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) • Beginning to record peers performances, and evaluate these. • Demonstrates accuracy and confidence in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control.
Evaluation	• Can comment on own and others performance • Can give comments on how to improve performance. • Use appropriate vocabulary when giving feedback.	• Can comment on own and others performance • Can give comments on how to improve performance. • Use appropriate vocabulary when giving feedback.	• Watches and describes performances accurately. • Beginning to think about how they can improve their own work. • Work with a partner or small group to improve their skills. • Make suggestions on how to improve their work, commenting on similarities and differences.	• Watches and describes performances accurately. • Beginning to think about how they can improve their own work. • Work with a partner or small group to improve their skills. • Make suggestions on how to improve their work, commenting on similarities and differences.	• Watches and describes performances accurately. • Learn from others how they can improve their skills. • Comment on tactics and techniques to help improve performances. • Make suggestions on how to improve their work, commenting on similarities and differences.	• Watches and describes performances accurately. • Learn from others how they can improve their skills. • Comment on tactics and techniques to help improve performances. • Make suggestions on how to improve their work, commenting on similarities and differences.



Swimming		Swims competently, confidently and proficiently over a distance of at least 25 metres • Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. • Performs safe self-rescue in different water-based situations.			
-----------------	--	---	--	--	--