

PE Progression of skills, knowledge and vocabulary

Term One

Coordination :Footwork				
Skill progression	Progression of skills	Progression of knowledge		Progression of Vocabulary
	Declarative		Procedural	Key Vocabulary
	1. Side-step in both directions with... 2. Gallop, leading with either foot with... 3. Hop on either foot with... 4. Skip with...	• good control. • good balance. • smooth movements.	• Keep head up. • Bend knees to help you balance. • Work off balls of feet.	• fluency • gallop • side-step • control • hop • skip • directions • forwards • backwards
	1. Combine side-steps with 180° front pivots off either foot with... 2. Combine side-steps with 180° reverse pivots off either foot with... 3. Skip with knee and opposite elbow at 90° angle with... 4. Hopscotch forwards and backwards, hopping on the same leg (right and left) with...	• balance and control throughout. • fluent, smooth movements. • movements performed in both directions/on both sides.	• Keep head up and back straight. • Work off balls of feet looking straight ahead. • Bend knees to push off and land.	• 180° - half turn • combine • opposite • half turn • pivot • elbow • hopscotch • 90° - quarter turn
Expected – end of Key Stage One				

Static Balance: One Leg				
Skill progression	Progression of skills	Progression of knowledge		Progression of Vocabulary
	Declarative		Procedural	Key Vocabulary
	On both legs: 1. Stand still for 10 seconds with...	• minimum wobble • standing foot still. • non-standing foot off the floor.	• Keep head up and still. • Keep tummy tight. • Keep back straight.	• back (body) • challenging • wobble • muscles • straight
	On both legs: 1. Stand still for 30 seconds with... 2. Complete 5 mini-squats with...	• minimum wobble (control) • standing foot still. • non-standing foot off the floor.	• Keep head up and still. • Keep tummy (core muscles) tight and back straight. • Use arms to help you balance.	• Core muscle • Non-standing • Balance • Control • Tight • Mini-squat • Freeze • Dominant (non)
Expected – end of Key Stage One				

Term Two

Dynamic balance to agility – Jumping and Landing				
Skill progression	Progression of skills	Progression of knowledge		Progression of Vocabulary
	Declarative		Procedural	Key Vocabulary
	1. Jump from 2 feet to 2 feet forwards, backwards and side- to-side with...	• good take off and height • balance and control on landing. • soft landings.	• Bend knees on take-off and landing • Keep feet a shoulder width apart • Keep head up and land on balls of feet.	• Width • take-off • balance • jump
	1. Jump from 2 feet to 2 feet with quarter turn in both directions with... 2. Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot) with...	• good take off and height • balance and control on landing. • soft landings.	• 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.	• Swing • height • control • landing (soft)
Expected – end of Key Stage One				

Static balance: seated				
Skill progression	Progression of skills	Progression of knowledge		Progression of Vocabulary
	Declarative		Procedural	Key Vocabulary
	In a seated position: 1. Balance with both hands/ feet down with... 2. Balance with 1 hand/ 2 feet down with... 3. Balance with 2 hands/ 1 foot down with... 4. Balance with 1 hand/ 1 foot down with... 5. Balance with 1 hand or 1 foot down with... 6. Balance with no hands or feet down with...	• hands/feet up for 10 seconds. • minimum wobble (control). balance held without strain.	• Keep back straight. • Keep head up and still. • Keep tummy tight.	• Seated • balance • wobble • position • touching • control
	In a seated position: 1. Pick up a cone from one side, swap hands and place it on the other side. with... 2. Return the cone to the opposite side with...	• feet and hands off the floor throughout. • minimum wobble. • balance held without strain.	• Keep weight going through your bottom. • Keep tummy tight (core muscles) and back straight. • Keep head up and breathe throughout.	• cone • return • core • swap • opposite • muscles
Expected – end of Key Stage One				

Term Three

Dynamic Balance: On a line				
Skill progression	Progression of skills	Progression of knowledge		Progression of Vocabulary
	Declarative		Procedural	Key Vocabulary
	1. Walk forwards with fluidity and minimum wobble with... 2. Walk backwards with fluidity and minimum wobble with...	- smooth movements. - balance maintained on the line. - opposite arm and leg moving forwards.	- Keep back straight. - Keep head up and still. - Swing arms to help move and balance.	- minimum - line - wobble - backwards
	1. Walk fluidly, lifting knees to 90° with... 2. Walk fluidly, lifting heels to bottom with...	- smooth, controlled movements and minimum wobble. - balance maintained on the line. - opposite arm and leg moving forwards.	- 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).	- fluidity - maintain - heels - forwards 90° - lifting
Expected – end of Key Stage One				

Static Balance: Stance				
Skill progression	Progression of skills	Progression of knowledge		Progression of Vocabulary
	Declarative		Procedural	Key Vocabulary
	1. Stand on line with good stance for 10 seconds with...	- both feet facing forwards. - feet still. - minimum wobble (control).	- Keep feet a shoulder width apart. - Keep balls of feet on the line. - Keep back straight and head up.	- stance - balance - ball - line - heel
	1. Stand on low beam with good stance for 10 seconds with...	- both feet facing forwards. - feet still. - minimum wobble (control).	- Keep feet a shoulder width apart and knees bent. - Keep weight on balls of feet. - Keep back straight, head up and look forward.	- low beam - stand
Expected – end of Key Stage One				

Term 4

Coordination: ball skills				
Skill progression	Progression of skills	Progression of knowledge		Progression of Vocabulary
	Declarative		Procedural	Key Vocabulary
	1. Sit and roll a ball along the floor around body using 2 hands with... 2. Sit and roll a ball along the floor around body using 1 hand (right and left) with... 3. Sit and roll a ball down legs and around upper body using 2 hands with... 4. Stand and roll a ball up and down legs and round upper body using 2 hands with...	- ability to move the ball in both directions. - control of the ball maintained throughout. - smooth movements with the ball.	- Use fingers to move the ball. - Keep tummy tight and weight through your bottom. - Focus on moving the ball smoothly rather than on speed.	- sit - along - hand - roll - around - right
	1. Sit and roll a ball up and down legs and round upper body using 1 hand with... 2. Stand and roll a ball up and down legs and round upper body using 1 hand with...	- ability to move the ball in both directions. - control of the ball maintained throughout. - smooth movements with the ball.	- Move the ball with fingertips. - Focus on maintaining good balance throughout. - Perform movements smoothly and then gradually increase speed.	- upper body - legs - down - stand - up
Expected – end of Key Stage One				

Counter Balance: With a partner				
Skill progression	Progression of skills	Progression of knowledge		Progression of Vocabulary
	Declarative		Procedural	Key Vocabulary
	1. Sit holding hands with toes touching, lean in together then apart with... 2. Sit holding 1 hand with toes touching, lean in together then apart with... 3. Sit holding hands with toes touching and rock forwards, backwards and side-to-side with...	- balance maintained throughout. - smooth, controlled movements. - coordinated movements with partner.	- Keep tummy tight. - Keep back straight and head up. - Hold on to your partner's forearms.	- toes - rock - lean - side-to-side
	1. Hold on and, with a long base, lean back, hold balance and then move back together with... 2. Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together with...	- balance maintained throughout. - smooth, controlled movements. - coordinated movements with partner.	- 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.	- long base - hold balance - long base - core muscles
Expected – end of Key Stage One				

Term 5

Coordination: Sending and Receiving				
Skill progression	Progression of skills	Progression of knowledge		Progression of Vocabulary
	Declarative		Procedural	Key Vocabulary
	1. Roll large ball and collect the rebound with... 2. Roll small ball and collect the rebound with... 3. Throw large ball and catch the rebound with 2 hands with...	- accuracy when sending. - appropriate power/weight when sending. - a good position when receiving.	- 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.	- roll - partner - ready position - rebound - backswing - power - weight
	1. Throw tennis ball, catch rebound with same hand after 1 bounce with... 2. Throw tennis ball, catch rebound with same hand without a bounce with... 3. Throw tennis ball, catch rebound with other hand after 1 bounce with... 4. Throw tennis ball, catch rebound with other hand without a bounce with... 5. Strike large, soft ball along ground with hand 5 times in a rally with...	- accuracy when sending. - appropriate power/weight when sending. - a good position when receiving.	- 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.	- strike - along the ground - catch - rally - bounce - throw - soft hands
Expected – end of Key Stage One				

Agility: Reaction/Response				
Skill progression	Progression of skills	Progression of knowledge		Progression of Vocabulary
	Declarative		Procedural	Key Vocabulary
	From 1, 2 and 3 metres: 1. React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg with...	- quick reaction. - quick, controlled movement. - control when slowing down after catch.	- 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.	- react - shoulder height - catch
	From 1, 2 and 3 metres: 1. React and catch tennis ball dropped from shoulder height after 1 bounce with...	- quick reaction. - quick, controlled movement. - control when slowing down after catch.	- 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.	- bounce - quickly - ready position - dropped - accelerate
Expected – end of Key Stage One				

Term 6

Agility: Ball Chasing				
Skill progression	Progression of skills	Progression of knowledge		Progression of Vocabulary
	Declarative		Procedural	Key Vocabulary
	1. Roll a ball, chase and collect it in balanced position facing opposite direction with... 2. Chase a ball rolled by a partner and collect it in balanced position facing opposite direction with...	- control when starting and stopping quickly. - timing to get in the right position. - balance/control when collecting the ball.	- 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.	- roll - collect - chase
	1. Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction with... 2. Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction with...	- control when starting and stopping quickly. - timing and movement to get in the right position. - balance/control when collecting the ball.	- 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.	- Seated - position - accelerate - lying - bouncing
Expected – end of Key Stage One				

Static Balance: Floor Work				
Skill progression	Progression of skills	Progression of knowledge		Progression of Vocabulary
	Declarative		Procedural	Key Vocabulary
	1. Hold mini-front support position with... 2. Reach round and point to ceiling with either hand in mini-front support with...	- balance maintained throughout. - correct position held. - control when changing balance/position.	- Keep back straight and tummy tight. - Keep knees in line with hips. - Complete this slowly.	- mini-front support - position - reach round - hold
	1. Place cone on back and take it off with other hand in mini-front support with... 2. Hold mini-back support position with... 3. Place cone on tummy and take it off with other hand in mini-back support with...	- balance maintained throughout. - correct position held by keeping back straight. - control when changing balance/position.	- 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.	- cone - mini-back support - maintain - tummy - balance
Expected – end of Key Stage One				