PE Knowledge document

National Curriculum statement

KS1: Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

By the end of each Key Stage, children are expected to

EYFS	KS1
Early Learning Goals: Personal, Social and Emotional Development ELG: -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge -Explain the reasons for rules, know right from wrong and try to behave accordingly -Work and play co-operatively and take turns with others -Show sensitivity to their own and to others' needs **Physical Development ELG:** - 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	**Pupils should be taught to:** • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns

Invasion Games Skills Progression				
	EYFS (Nursey)	EYFS (Reception	Year 1	Year 2
Skills	**Sending & receiving:** I am beginning to explore sending and receiving with hands and feet using a variety of equipment. **Dribbling:** I am beginning to explore dropping and catching with two hands and moving a ball with their feet. **Space:** I am developing an awareness of my own space. **Attacking & defending:** I am beginning to changing direction to avoid obstacles when moving	**Sending & receiving:** I can explore sending and receiving with hands and feet using a variety of equipment. **Dribbling:** I can explore dropping and catching with two hands and moving a ball with my feet. **Space:** I can recognise their own space. **Attacking & defending:** I can explore changing direction and tagging games.	**Sending & receiving** I can explore sending and receiving with hands and feet to a partner. **Dribbling:** I can explore dribbling with hands and feet. **Space:** I can recognise good space when playing games. **Attacking:** I can explore changing direction to move away from a partner. **Defending:** I can explore tracking and moving to stay with a partner.	**Sending & receiving:** I am developing sending and receiving with increased control. **Dribbling:** I can explore dribbling with hands and feet with increasing control on the move. **Space:** I can explore moving into space away from others. **Attacking:** I am developing moving into space away from defenders. **Defending:** I can explore staying close to other players to try and stop them getting the ball.
Knowledge	**Sending & receiving:** I know to look at the target when sending a ball and watch the ball to receive it. **Dribbling:** I know I can kick a ball for and kick a ball to stay close **Space:** I know what space is and how to try and keep my personal space **Attacking & defending:** I know how to play some games **Tactics:** I understand how to play a game **Rules:** I know that rules help us to play games	**Sending & receiving:** I know to look at the target when sending a ball and watch the ball to receive it. **Dribbling:** I know that keeping the ball close will help with control. **Space:** I know that being in a space gives me room to play. **Attacking & defending:** I know that there are different roles in games. **Tactics:** I know how to make simple decisions in response to a task. **Rules:** I know that rules help us to stay safe.	**Sending & receiving:** I know to look at my partner before sending the ball. **Dribbling:** I know that moving with a ball is called dribbling. **Space:** I understand that being in a good space helps us to pass the ball. **Attacking:** I know that being able to move away from a partner helps my team to pass me the ball. **Defending:** I know that staying with a partner makes it more difficult for them to receive the ball. **Tactics:** I know that tactics can	**Sending & receiving:** I know to control the ball before sending it. **Dribbling:** I know that keeping my head up will help me to know where defenders are. **Space:** I know that moving into space away from defenders helps me to pass and receive a ball. **Attacking:** I know that when my team is in possession of the ball, I am an attacker and we can score. **Defending:** I know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. I know that standing between the ball and the attacker will help me to stop them from getting the ball.

			help us when playing games. **Rules:** I know that rules help us to play fairly.	**Tactics:** I understand and apply simple tactics for attack and defence. **Rules:** I know how to score points and follow simple rules.

Gymnastics Skills Progression				
	EYFS (Nursey)	EYFS (Reception	Year 1	Year 2
Skills	**Shapes:** I can use my body to make shapes **Balances:** I can explore shapes using different parts of my body with **Rolls:** I can explore rocking and rolling. **Jumps:** I can jump and land on both feet	**Shapes:** I can show contrast with my body including wide/narrow, straight/curved. **Balances:** I can explore shapes in stillness using different parts of my body. **Rolls:** I can explore rocking and rolling. **Jumps:** I can explore jumping safely.	**Shapes:** I can explore basic shapes straight, tuck, straddle, pike. **Balances:** I can perform balances making my body tense, stretched and curled. **Rolls:** I can explore barrel, straight and forward roll progressions. **Jumps:** I can explore shape jumps including jumping off low apparatus	**Shapes:** I can explore using shapes in different gymnastic balances. **Balances:** I remember, repeat and link combinations of gymnastic balances. **Rolls:** I can explore barrel, straight and forward roll and put into sequence work. **Jumps:** I can explore shape jumps and take off combinations
Knowledge	**Shapes:** I am beginning to understand that I can make different shapes with my body. **Balances**: I know what balancing means **Rolls:** I know that I can move my body to roll. **Jumps:** I know that landing on both feet at the same time is part of a safe jump. **Strategy:** I know that I need to keep skill to make a shape	**Shapes:** I understand that I can make different shapes with my body. **Balances**: I know that I should be still when holding a balance. **Rolls:** I know that I can change my body shape to help me to roll. **Jumps:** I know that bending my knees will help me to land safely.	**Shapes**: I understand that I can improve my shapes by extending parts of my body. **Balances**: I know that balances should be held for 5 seconds. Rolls. I know that I can use different shapes to roll. **Jumps:** I know that landing on the balls of my feet helps me to land with control. **Strategy:** I know that if I use a starting and finishing position,	**Shapes:** I know that some shapes link well together. **Balances:** I understand that squeezing my muscles helps me to balance. **Rolls:** I understand that there are different teaching points for different rolls **Jumps:** I understand that looking forward will help me to land with control. **Strategy:** I know that if I use shapes that link well together it will help my

		Strategy: I know that if I hold a shape and count to five people will see it clearly	people will know when my sequence has begun and when it has ended.	sequence to flow.

Fundamentals Skills Progression				
	EYFS (Nursey)	EYFS (Reception	Year 1	Year 2
Skills	**Running:** I am beginning to explore running and stopping. I am beginning to explore changing direction safely. **Balancing:** I am beginning to explore balancing whilst stationary and on the move. **Jumping:** I can jump using both my feet, beginning to understand the need to land safely **Hopping:** I can explore hopping on one foot. **Skipping:** I am beginning to explore skipping as a travelling action.	**Running:** I can explore running and stopping. Explore changing direction safely. **Balancing:** I can explore balancing whilst stationary and on the move. **Jumping:** I can begin to explore take-off and landing safely. **Hopping:** I can explore hopping on both feet. **Skipping:** I can explore skipping as a travelling action.	**Running:** I can explore changing direction and dodging. I can discover how the body moves at different speeds. **Balancing:** I can move with some control and balance. Explore stability and landing safely. **Jumping:** I can demonstrate control in take-off and landing when jumping. **Hopping:** I can begin to explore hopping in different directions. **Skipping:** I can show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.	**Running:** I can demonstrate balance when changing direction. Clearly show different speeds when running. **Balancing:** I can demonstrate balance when performing movements. **Jumping:** I can demonstrate jumping for distance, height and in different directions. **Hopping:** I can demonstrate hopping for distance, height and in different directions. **Skipping:** I can explore single and double bounce when jumping in a rope.
Knowledge	**Running:** I am exploring how to make big steps to run and small steps to stop. I am beginning to understand that moving into	**Running:** I know that I use big steps to run and small steps to stop. I know that moving	**Running:** I understand that bending my knees will help me to change direction. I understand that if I swing my arms it will	**Running:** I know that putting weight into the front of my feet helps me to stop in a balanced position. I know that running on the balls of my feet, taking

	space away from others helps to keep me safe. **Balancing**: I am beginning to know that I can hold my arms out to help me to balance. **Jumping:** I am beginning to know that bending my knees will help me to land safely. **Hopping**: I am beginning to understand that I use one foot to hop. **Skipping:** I am exploring how to skip	into space away from others helps to keep me safe. **Balancing**: I know that I can hold my arms out to help me to balance. **Jumping:** I know that bending my knees will help me to land safely. **Hopping**: I understand that I use one foot to hop. **Skipping:** I know that if I hop then step that will help me to skip.	help me to run faster. **Balancing:** I know that looking ahead will help me to balance. I know that landing on my feet helps me to balance. **Jumping:** I know that landing on the balls of my feet helps me to land with control. **Hopping:** I know that I should hop with a soft bent knee. **Skipping:** I know that I should use the opposite arm to leg when I skip. I know that jumping on the balls of my feet helps me to keep a consistent rhythm.	big steps and having elbows bent will help me to run faster. **Balancing:** I understand that squeezing my muscles helps me to balance. **Jumping:** I know that swinging my arms forwards will help me to jump further. **Hopping:** I know that if I look straight ahead it will stop me falling over when I land. **Skipping:** I know that I should swing opposite arm to leg to help me balance when skipping without a rope.

Fitness Skills Progression				
	EYFS (Nursey)	EYFS (Reception	Year 1	Year 2
Skills	**Agility:** I can change direction as I move **Balance:** I am beginning to explore balancing both when stationary and, on the move, **Co-ordination:** I am beginning to move on different body parts **Speed:** I can explore being fast and slow when I move **Strength:** I can step from one foot to another when walking and running **Stamina:** I am beginning to move for a sustained period of time	**Agility:** I can explore changing direction safely. **Balance:** I can explore balancing whilst stationary and on the move. **Co-ordination:** I can explore moving different body parts together. **Speed:** I can explore moving and stopping with control. **Strength:** I can explore taking weight on different body parts. **Stamina:** I can explore moving for extended periods of time.	**Agility:** I can change direction whilst running. **Balance:** I can explore balancing in more challenging activities with some success. **Co-ordination:** I can explore co-ordination when using equipment. **Speed:** I can explore running at different speeds. **Strength:** I can explore exercises using my own body weight. **Stamina:** I can explore moving for longer periods of time and identify how it makes me feel	**Agility:** I can demonstrate improved technique when changing direction on the move. **Balance:** I can demonstrate increased balance whilst travelling along and over equipment. **Co-ordination:** I can perform actions with increased control when co-ordinating my body with and without equipment. **Speed:** I can demonstrate running at different speeds. **Strength:** I can demonstrate increased control in body weight exercises. **Stamina:** I can show an ability to work for longer periods of time
Knowledge	**Agility:** I am beginning to be aware of my own and others space **Balance:** I am exploring how I can keep my balance **Coordination:** I am becoming aware that moving my arms and legs at the same time helps me to walk, run and jump **Speed:** I can explore using big steps to run and small steps to stop.	**Agility:** I know that moving into space away from others helps to keep me safe. **Balance:** I know that I can hold my arms out to help me to balance. **Co-ordination.** I know that moving my arms and legs at the same time helps me to walk, run and jump. **Speed:** I know that I use big steps to run and small steps to stop.	**Agility:** I understand that bending my knees will help me to change direction. **Balance:** I know that looking ahead will help me to balance. **Co-ordination:** I know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing. **Speed:** I understand that if I swing my arms it will help me to run faster. **Strength:** I understand that exercise helps me to become stronger.	**Agility:** I know using small quick steps helps me to change direction. **Balance:** I understand that I can squeeze my muscles to help me to balance. **Co-ordination:** I understand that some skills require me to move body parts at different times such as skipping. **Speed:** I know that I take shorter steps to jog and bigger steps to run. **Strength:** I know that strength helps us with everyday tasks such as carrying our school bag. **Stamina:** I know that I need to run

	Strength: I can explore holding my weight on different parts of my body **Stamina:** I am becoming aware of how moving can make me tired	**Strength:** I understand that I can hold my weight on different parts of my body. **Stamina:** I understand that moving for a long time can make me feel tired.	**Stamina:** I understand that when I move for a long time it can make me feel hot and I breathe faster.	slower if running for a long period of time.

Dance Skills Progression				
	EYFS (Nursey)	EYFS (Reception	Year 1	Year 2
Skills	**Actions:** I can explore how my body moves. I can copy basic body actions and rhythms **Dynamics:** I am beginning to explore actions in response to music and an idea **Space:** Iam becoming aware of pathways and the space around me and in relation to others with some support **Performance:** I can perform short phases of movement in a large class group	**Actions:** I can explore how my body moves. I can copy basic body actions and rhythms **Dynamics:** I can explore actions in response to music and an idea **Space:** I am beginning to explore pathways and the space around me and in relation to others **Performance:** I can perform short phases of movement in front of others	**Actions:** I can copy, remember and repeat actions to represent a theme. I can create my own actions in relation to a theme **Dynamics:** I can explore varying speeds to represent an idea **Space:** I can explore pathways within my performance **Relationships:** I can begin to explore actions and pathways with a partner **Performance:** I can perform on my own and with others to an audience	**Actions:** I can accurately remember, repeat and link actions to express an idea. **Dynamics:** I can develop an understanding of dynamics. **Space:** I can develop the use of pathways and travelling actions to include levels. **Relationships:** I can explore working with a partner using unison, matching and mirroring. **Performance:** I can develop the use of facial expressions in my performance.
Knowledge	**Actions:** I can explore that I can move my body in different ways **Dynamics:** I understand that I can change my action **Space:** I am beginning to move into my own space, away from others **Performance:** I am beginning to enjoy watching others perform **Strategy:** I am beginning to understand that space helps me move with ease	**Actions:** I understand that I can move my body in different ways to create interesting actions **Dynamics:** I understand that I can change my action to show an idea **Space:** I know that if I move into space it will help to keep me and others safe **Performance:** I know that when watching others I sit quietly and clap at the end **Strategy:** I know that if I use lots of space it help to make	**Actions:** I understand that actions can be sequences to create a dance **Dynamics:** I understand that I can create fast and slow actions to show an idea **Space:** I understand that there are different directions and pathways within space **Relationships:** I understand that when dancing with a partner it is important to be aware of each other and keep in time **Performance:** I know that standing still at the start and at	**Actions:** I know that sequencing actions in a particular order will help me to tell the story of my dance. **Dynamics:** I understand that I can change the way I perform actions to show an idea. **Space:** I know that I can use different directions, pathways and levels in my dance. **Relationships:** I know that using counts of 8 will help me to stay in time with my partner and the music. **Performance:** I know that using facial expressions helps to show the mood of my dance.

		my dance look interesting	the end of the dance lets the audience know when I have started and when I have finished **Strategy:** I know that if I use exaggerated actions it helps the audience to see them clearly	**Strategy:** I know that if I practice my dance my performance will improve.

Ball Skill Progression				
	EYFS (Nursey)	EYFS (Reception	Year 1	Year 2
Skills	**Sending:** I can explore sending an object with hands and feet **Catching:** I can explore catching to self and with a partner **Tracking:** I can explore stopping a ball with hands and feet **Dribbling:** I can explore dropping and catching with two hands and moving a ball with feet	**Sending:** I can explore sending an object with hands and feet **Catching:** I can explore catching to self and with a partner **Tracking:** I can explore stopping a ball with hands and feet **Dribbling:** I can explore dropping and catching with two hands and moving a ball with feet	**Sending:** I can roll and throw with some accuracy towards a target **Catching:** I am beginning to catch with two hand. I can catch after a bounce **Tracking:** I can track a ball being sent directly **Dribbling:** I can explore dribbling with hands and feet	**Sending:** I can roll, throw and kick a ball to hit a target **Catching:** I can develop catching a range of objects with two hands I can catch with and without a bounce **Tracking:** I can ***consistently*** track a ball being sent directly **Dribbling:** I can explore dribbling with hands and feet with increasing control on the move.
Knowledge	**Sending:** I am becoming aware of how to look at the target when sending a ball **Catching:** I know that I need to to have hands out ready to catch **Tracking:** I know that I should watch the ball as it comes towards me **Dribbling:** I am becoming aware that keeping the ball close will help with control	**Sending:** I know how to look at the target when sending a ball **Catching:** I know to have hands out ready to catch **Tracking:** I know to watch the ball as it comes towards me and scoop it with two hands **Dribbling:** I know that keeping the ball close will help with control	**Sending:** I know how to look at the target when sending a ball **Catching:** I know to have hands out ready to catch **Tracking:** I know to watch the ball as it comes towards me and scoop it with two hands **Dribbling:** I know that keeping the ball close will help with control	**Sending:** I know that stepping with opposite foot to throwing arm will help me to balance **Catching:** I know to use wide fingers and pull the ball in to my chest to help securely catch **Tracking:** I know that it is easier to move towards a ball to track it than chase it. **Dribbling:** I know to keep my head up when dribbling to see space/opponents

Athletics Skill Progression				
	EYFS (Nursey)	EYFS (Reception	Year 1	Year 2
Skills	**Running:** I am beginning to explore running and stopping safely **Jumping:** I am beginning to explore jumping and hopping safely **Throwing:** I can explore throwing into a target	**Running:** I can explore running and stopping safely **Jumping:** I can explore jumping and hopping safely **Throwing:** I can explore throwing to a target	**Running:** I can explore running at different speeds **Jumping:** I can develop balance whilst jumping and landing I can explore hopping, jumping and leaping for distance **Throwing:** I can explore throwing for distance and accuracy	**Running:** I can develop the sprinting action **Jumping:** I can develop jumping, hopping and skipping actions I can explore safely jumping for distance and height **Throwing:** I can develop overarm throwing for distance
Knowledge	**Running:** I am exploring how to make big steps to run and small steps to stop. I am beginning to understand that moving into space away from others helps to keep me safe. **Jumping:** I am beginning to know that bending my knees will help me to land safely. **Throwing:** I am beginning to understand that bigger targets are easier to hit **Rules:** I am aware that rules help us to stay safe	**Running:** I know that I use big steps to run and small steps to stop. I understand that moving into space away from others helps to keep me safe **Jumping:** I know that bending my knees will help me to land safely **Throwing:** I understand that bigger targets are easier to hit **Rules:** I know that rules help us to stay safe	**Running:** I understand that if I swing my arms it will help me run faster **Jumping:** I know that landing on the balls of my feet helps me to land with control. I understand that if I bend my knees it will help me to jump further. **Throwing:** I know that stepping forward with my opposite foot to hand will help me to throw further **Rules:** I know that rules help us to play fairly	**Running:** I know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster **Jumping:** I know that swinging my arms forward will help me to jump further **Throwing:** I know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object **Rules:** I know how to follow simple rules when working with others

Net and Wall Games - Skill Progression				
	EYFS (Nursey)	EYFS (Reception	Year 1	Year 2
Skills	**Hitting:** I can explore hitting a ball with hands and pushing with a racket. **Feeding and rallying:** I can explore sending a ball. **Footwork:** I can explore changing direction, running and stopping	**Hitting:** I can explore hitting a ball with hands and pushing with a racket. **Feeding and rallying:** I can explore sending and tracking a ball with a partner. **Footwork:** I can explore changing direction, running and stopping	**Hitting:** I can explore hitting a dropped ball with a racket. **Feeding:** I can throw a ball over a net to land into the court area. **Rallying:** I can explore sending a ball with hands and a racket. **Footwork:** I can use the ready position to move towards a ball.	**Hitting:** I can develop hitting a dropped ball over a net. **Feeding:** I can accurately underarm throw over a net to a partner. **Rallying:** I can explore underarm rallying with a partner catching after one bounce. **Footwork:** I can consistently use the ready position to move towards a ball.
Knowledge	**Hitting:** I know how to hit a ball with my hand **Feeding and rallying:** I a, beginning to know to look at the target when sending a ball and watch the ball to receive it. **Footwork:** I know to use big steps to run and small steps to stop. **Tactics:** I understand how to make simple decisions in response to a task with support **Rules:** I am becoming aware that rules help us to stay safe.	**Hitting:** I know to point my hand/object at my target when hitting a ball. **Feeding and rallying:** I know to look at the target when sending a ball and watch the ball to receive it. **Footwork:** I know to use big steps to run and small steps to stop. **Tactics:** I understand how to make simple decisions in response to a task. **Rules:** I know that rules help us to stay safe.	**Hitting:** I know to use the centre of the racket for control. **Feeding:** I know to use an underarm throw to feed to a partner. **Rallying:** I know that throwing/hitting to my partner with not too much power will help them to return the ball. **Footwork:** I know that using a ready position will help me to move in any direction. **Tactics:** I know that tactics can help us to be successful when playing games. **Rules:** I know that rules help us to play fairly.	**Hitting:** I know to watch the ball as it comes towards me to help me to prepare to hit it. **Feeding:** I know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it. **Rallying:** I know that sending the ball towards my partner will help me to keep a rally going. **Footwork:** I know that using a ready position helps me to react quickly and return/catch a ball. **Tactics:** I understand that applying simple tactics makes it difficult for my opponent. **Rules:** I know how to score points and follow simple rules.

Outdoor Adventurous Activities (OAA)- Skill Progression				
	EYFS (Nursey)	EYFS (Reception	Year 1	Year 2
Skills	**Problem solving:** I can explore activities where I have to make a decisions. **Navigational skills**: I can explore moving in space and following a path. **Communication:** I can develop confidence in expressing myself.	**Problem solving:** I can explore activities where I have to make my own decisions. **Navigational skills**: I can explore moving in space and following a path. **Communication:** I can develop confidence in expressing myself.	**Problem solving:** I can suggest ideas in response to a task. **Navigational skills:** I can follow a path and lead others. **Communication:** I can communicate simple instructions and listen to others.	**Problem solving:** I can begin to plan and apply strategies to overcome a challenge. **Navigational skills:** I can follow and create a simple diagram/map. **Communication:** I can work cooperatively with a partner and a small group.
Knowledge	**Problem solving:** I know how to make simple decisions in response to a task with support **Navigational skills**: I know that how to move into a space, trying to be careful to watch the space of others **Communication:** I am beginning to talk about my actions **Reflection:** I can show pride in what I have done **Rules:** I am beginning to know that rules help us to stay safe.	**Problem solving:** I know how to make simple decisions in response to a task. **Navigational skills**: I know that moving into space away from others will help me to stay safe. I know how leaving a gap when following a path will help me to stay safe. **Communication:** I know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'. **Reflection:** I can begin to identify when I am successful. **Rules:** I know that rules help us to stay safe.	**Problem solving:** I know that working collaboratively with others will help to solve challenges. **Navigational skills:** I know that deciding which way to go before starting will help me. **Communication:** I know that using short instructions will help my partner e.g. start/stop. **Reflection:** I can identify when I am successful and make basic observations about how to improve. **Rules:** I know that rules help us to play fairly.	**Problem solving:** I know that listening to each other's ideas might give us an idea we hadn't thought of. **Navigational skills:** I understand that the map tells us what to do. **Communication:** I know to use encouraging words when speaking to a partner or group to help them to trust me. **Reflection:** I know how to verbalise when I am successful and areas that I could improve. **Rules:** I know how to follow and apply simple rules.

Striking And Fielding - Skill Progression				
	EYFS (Nursey)	EYFS (Reception	Year 1	Year 2
Skills	**Striking:** I can explore sending a ball. **Fielding:** I can explore tracking and stopping a rolling ball. **Throwing and catching:** I can explore rolling, throwing and catching using a variety of equipment.	**Striking:** I can explore sending a ball to a partner. **Fielding:** I can explore tracking and stopping a rolling ball. **Throwing and catching:** I can explore rolling, throwing and catching using a variety of equipment.	**Striking:** I can explore striking a ball with their hand and equipment. **Fielding:** I can develop tracking and retrieving a ball. **Throwing:** I can explore technique when throwing over and underarm. **Catching:** I can develop co-ordination and technique when catching.	**Striking:** I can develop striking a ball with their hand and equipment with some consistency. **Fielding:** I can develop tracking a ball and decision making with the ball. **Throwing:** I can develop co-ordination and technique when throwing over and underarm. **Catching:** I can catch with two hands with some co-ordination and technique.
Knowledge	**Striking:** I know how to use my hand to strike a ball **Fielding:** I know to scoop a ball with two hands. **Throwing and catching:** I know I have to have hands out ready to catch. **Tactics:** I know how to make simple decisions in response to a task.with support **Rules:** I am beginning to understand that rules help us to stay safe.	**Striking:** I know to point my hand at my target when striking a ball. **Fielding:** I know to scoop a ball with two hands. **Throwing and catching:** I know to point my hand at my target when throwing. I know I have to have hands out ready to catch. **Tactics:** I understand how to make simple decisions in response to a task. **Rules:** I know that rules help us to stay safe.	**Striking:** I understand that the harder I strike, the further the ball will travel. **Fielding:** I know that throwing the ball back is quicker than running with it. **Throwing:** I know which type of throw to use to throw over longer distances. **Catching:** I know to watch the ball as it comes towards me. **Tactics:** I know that tactics can help us when playing games. **Rules:** I know that rules help us to play fairly.	**Striking:** I understand the role of a batter. I know that striking quickly will increase the power. **Fielding:** I understand that there are different roles within a fielding team. I know to move towards the ball to collect it to limit a batter's points. **Throwing:** I know that stepping with opposite foot to throwing arm will help me to balance. **Catching:** I know to use wide fingers and pull the ball in to my chest to help me to securely catch. **Tactics:** I understand and apply simple tactics for attack (batting) and defence (fielding). **Rules:** I know how to score points and follow simple rules.

Target Games - Skill Progression				
	EYFS (Nursey)	EYFS (Reception	Year 1	Year 2
Skills	**Throwing:** I can explore throwing using a variety of equipment. **Catching:** I can explore catching using a variety of equipment.	**Throwing:** I can explore throwing using a variety of equipment. **Catching:** I can explore catching using a variety of equipment.	**Throwing overarm:** I can explore technique when throwing overarm towards a target. **Throwing underarm:** I can explore techniques when throwing underarm towards a target.	**Throwing overarm:** I can develop co-ordination and technique when throwing overarm towards a target. **Throwing underarm:** I can develop co-ordination and technique when throwing underarm towards a target. **Striking:** I can develop striking a ball with equipment with some consistency.
Knowledge	**Throwing:** I am beginning to know to point my hand at my target when throwing. **Catching:** I know to have hands out ready to catch. **Tactics:** I understand how to make simple decisions in response to a task. with support. **Rules:** I am beginning to understand that rules help us to stay safe.	**Throwing:** I know to point my hand at my target when throwing. **Catching:** I know to have hands out ready to catch. **Tactics:** I understand how to make simple decisions in response to a task. **Rules:** I know that rules help us to stay safe.	**Throwing:** I know which type of throw to use for distance and accuracy. I know that my body position will affect the accuracy of my throw. **Tactics:** I know that tactics can help us when playing games. **Rules:** I know that rules help us to play fairly.	**Throwing:** I know that stepping with opposite foot to throwing arm will help you to balance. I know that moving my arm quicker will give me more power. **Striking:** I know to finish with my object/hand pointing at my target. **Tactics:** I understand and apply simple tactics. **Rules:** I know how to score points and follow simple rules.

Yoga - Skill Progression				
	EYFS (Nursey)	EYFS (Reception	Year 1	Year 2
Skills	**Balance:** I can explore shapes in stillness using different parts of my body. **Flexibility:** I can explore shapes and actions to stretch my body. **Strength:** I can explore taking weight on different body parts. **Mindfulness:** I can explore my own feelings in response to an activity or task.	**Balance:** I can explore shapes in stillness using different parts of my body. **Flexibility:** I can explore shapes and actions to stretch my body. **Strength:** I can explore taking weight on different body parts. **Mindfulness:** I can explore my own feelings in response to an activity or task.	**Balance:** I can perform balances and poses making my body tense, stretched and curled. **Flexibility:** I can explore poses and movements that challenge my flexibility. **Strength:** I can explore strength whilst transitioning from one pose to another. **Mindfulness:** I can recognise my own feelings in response to a task or activity.	**Balance:** I can remember, copy, and repeat sequences of linked poses. **Flexibility:** I can show increased awareness of extension in poses. **Strength:** I can demonstrate increased control in performing poses. **Mindfulness:** I can explore controlling my focus and sense of calm.
Knowledge	**Balance:** I know what a balance is **Flexibility:** I know that I can make my body longer by reaching out with my arms and legs. **Strength:** I am beginning to understand that I can hold my weight on different parts of my body. **Mindfulness:** I am beginning to know how movement makes me feel.	**Balance:** I know that it is easier to balance using more parts of my body than fewer parts. **Flexibility:** I know that I can make my body longer by reaching out with my arms and legs. **Strength:** I understand that I can hold my weight on different parts of my body. **Mindfulness:** I understand how movement makes me feel.	**Balance:** I know that if I focus on something still it will help me to balance. **Flexibility:** I know that yoga helps to improve flexibility which we need in everyday tasks. **Strength:** I know that I can use my strength to move slowly and with control. **Mindfulness:** I understand that yoga can make me feel happy	**Balance:** I understand that I can squeeze my muscles to help me to balance. **Flexibility:** I know that flexibility helps us to stretch our muscles and increase the movement in our joints. **Strength:** I know that strength helps us with everyday tasks such as carrying our school bag. **Mindfulness:** I understand that I can use yoga to make me feel calm.