



PHYSICAL EDUCATION

Knowledge, Skills & Progress



The Physical Education Progression of skills and knowledge gives an overview of the skills and knowledge covered in each term and year group and how these skills are developed in order to enable pupils to reach the end of key stage outcomes outlined in the National Curriculum. St Andrew's uses the REAL PE Platform to plan the children's knowledge, skills and progress in PE. Real PE is broken down into Fundamental Movement Skills and Multi-Ability Cogs. The Fundamental Movement Skills are as follows:

- 1 Leg Balance
- Seated Balance
- Stance
- Jumping and Landing
- Sending and Receiving
- Footwork
- Reaction and Response
- Floorwork
- Counter Balance
- Dynamic Balance
- Ball Skills
- Ball Chasing



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This is an example of the progression of skills and knowledge for one area of learning, the 1 leg balance. The progression documents are available on request for all the areas of learning listed above.



Static Balance: 1 Leg
Progression of skills, knowledge and vocabulary





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Skill progression	PROGRESSION OF SKILL	PROGRESSION OF KNOWLEDGE	PROGRESSION OF VOCABULARY	
	Declarative	Procedural	Key Vocabulary	
	On both legs: 1. Stand still for 10 seconds with...	<ul style="list-style-type: none"> ● minimum wobble. ● standing foot still. ● non-standing foot off the floor. 	<ul style="list-style-type: none"> ● Keep head up and still. ● Keep tummy tight. ● Keep back straight. 	<ul style="list-style-type: none"> ● back (body) ● challenging ● wobble ● muscles ● straight
	On both legs: 1. Stand still for 30 seconds with... 2. Complete 5 mini-squats with...	<ul style="list-style-type: none"> ● minimum wobble (control). ● standing foot still. ● non-standing foot off the floor. 	<ul style="list-style-type: none"> ● Keep head up and still. ● Keep tummy (core muscles) tight and back straight. ● Use arms to help you balance. 	<ul style="list-style-type: none"> ● core muscles ● non-standing ● balance ● control ● tight ● mini-squat ● freeze ● dominant (non)
Expected - end of Key Stage 1				
	On both legs: 1. Stand still for 30 seconds with eyes closed with... 2. Complete 5 squats with... 3. Complete 5 ankle extensions with...	<ul style="list-style-type: none"> ● minimum wobble (control). ● smooth, controlled movements. ● non-standing foot off the floor. 	<ul style="list-style-type: none"> ● Look forward and imagine a focus point. ● Use your arms to help you balance. ● Keep your tummy (core muscles) tight and back straight. 	<ul style="list-style-type: none"> ● focus ● point ● support (with and without) ● static ● improve ● heel raises ● practise ● feedback



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Expected - end of lower Key Stage 2

<p>On both legs:</p> <ol style="list-style-type: none"> Stand still on uneven surface for 30 seconds with... Stand still on uneven surface for 30 seconds with eyes closed with... Complete 10 squats into ankle extensions with... Complete 5 squats with eyes closed with... 	<ul style="list-style-type: none"> ● stability. ● smooth, controlled movements. ● consistent performance. 	<ul style="list-style-type: none"> ● Keep your tummy (core muscles) tight. ● Use your arms to help you balance. ● Use smooth, controlled movements. 	<ul style="list-style-type: none"> ● movement ● repeatable ● smooth ● uneven ● maintain ● ankle extension ● controlled
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Expected - end of upper Key Stage 2

<p>On both legs:</p> <ol style="list-style-type: none"> Complete 5 ankle extensions with eyes closed with... Complete 10 squats into ankle extensions with eyes closed with... Complete above 2 challenges on uneven surface with eyes open with... Complete first 2 challenges on uneven surface with eyes closed with... 	<ul style="list-style-type: none"> ● stability. ● smooth, controlled movements. ● consistent performance. 	<ul style="list-style-type: none"> ● Keep your centre of gravity over your base of support. ● Keep your core muscles tight. ● Use smooth, controlled movements. 	<ul style="list-style-type: none"> ● centre of gravity ● stability ● base ● vigorous ● persevere ● performance
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Expected - end of upper Key Stage 2

<p>On both legs:</p> <ol style="list-style-type: none"> Place cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with same hand with... Perform above challenge with eyes closed with... Stand on uneven surface and pace cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with same hand with... 	<ul style="list-style-type: none"> ● stability. ● smooth, controlled movements. ● consistent performance. 	<ul style="list-style-type: none"> ● Keep your core muscles tight. ● When reaching, you may need to stretch your other arm and leg back to counter balance. ● Use smooth, controlled movements. 	<ul style="list-style-type: none"> ● stretch ● counterbalance
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Skill progression



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Underpinning the Fundamental Movement Skills are the Multi-Ability 'Cogs'. These are:



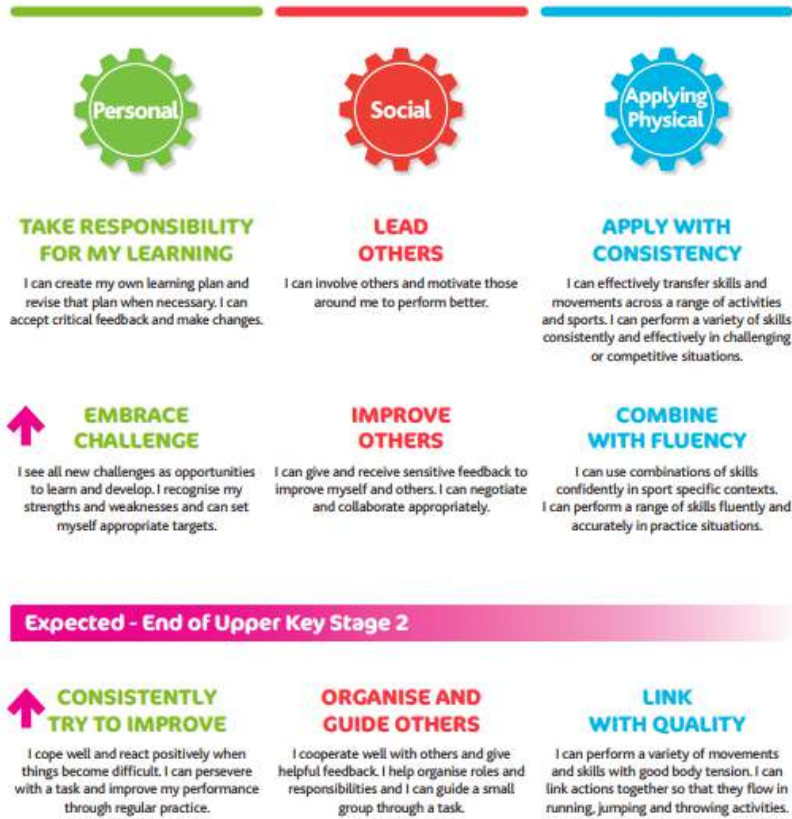


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These 'cogs' allow children to develop a range of transferable life skills alongside their development of the athletic ability focused on in the Fundamental Movement Skills progression.





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Expected - End of Lower Key Stage 2



TAKE CONTROL

I know where I am with my learning and I have begun to challenge myself.

WORK WELL WITH OTHERS

I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.

PERFORM WITH CONTROL

I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.

Expected - End of Key Stage 1



KEEP TRYING

I try several times if at first I don't succeed and I ask for help when appropriate.

HELP AND ENCOURAGE

I can help, praise and encourage others in their learning.

PERFORM SIMPLE SEQUENCES

I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.



STAY ON TASK

I can follow instructions, practise safely and work on simple tasks by myself.

UNDERSTAND OTHERS

I can work sensibly with others, taking turns and sharing.

PERFORM SINGLE SKILLS

I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.



STAY ON TASK WITH HELP

I enjoy working on simple tasks with help.

PLAY WITH OTHERS WITH HELP

I can play with others and take turns and share with help.

TRAVEL IN DIFFERENT WAYS

I can move confidently in different ways.



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↑ ANALYSE PERFORMANCE

I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.



VARIETY AND DISGUISE

I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.



PLAN MY OWN FITNESS

I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.

↑ MAKE GOOD DECISIONS

I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.

EXPRESS, ADAPT AND ADJUST

I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.

PREPARE MYSELF FOR ACTIVITY

I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.

Expected - End of Upper Key Stage 2

↑ DESCRIBE HOW TO IMPROVE

I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.

REFINE AND CHANGE

I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.

EXPLAIN HOW TO EXERCISE

I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.



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Expected - End of Lower Key Stage 2



EXPLAIN WHY

I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.

RECOGNISE AND RESPOND

I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.

EXPLAIN WHY

I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.

Expected - End of Key Stage 1



RECOGNISE AND ORDER

I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well.

COMPARE AND DEVELOP

I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.

PRACTISE SAFELY

I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.



OBSERVE AND DESCRIBE

I can understand and follow simple rules. I can name some things I am good at.

EXPLORE AND DESCRIBE

I can explore and describe different movements.

EXPLAIN BENEFITS OF EXERCISE

I am aware of why exercise is important for good health.



FOLLOW INSTRUCTIONS

I can follow simple instructions.

OBSERVE AND COPY

I can observe and copy others.

DESCRIBE SIMPLE CHANGES

I am aware of the changes to the way I feel when I exercise.