



**Watermoor C of E Primary School**  
**Subject Progression 2024-2025**  
**Subject: PE**



EYFS: Pre-School	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Continuous Provision	<p><b>Gross Motor Skills:</b>            Climbing apparatus, trikes, water play, large scale construction, tyres and planks for course making, balls</p> <p><b>Fine motor skills:</b>            Mark-making with pencils, chalk, pens, paint, water, Cutting, Playdough, coats with zips, puzzles</p>					
Development Matters 3-4:	<p><b>PD:</b>            Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.            Go up steps and stairs, or climb up apparatus, using alternate feet.            Skip, hop, stand on one leg and hold a pose for a game like musical statues.            Use large-muscle movements to wave flags and streamers, paint and make marks.            Start taking part in some group activities which they make up for themselves, or in teams.            Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm            Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.            Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.            Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.            Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>					
Sticky Knowledge  'I will know that...'	<p>I know that I can move my body in different ways</p> <p>The faster I pedal or move my legs, the more quickly I move</p> <p>I know that I can move my body to the beat or rhythm of a piece of music (<a href="#">link to music</a>)</p> <p>I know that I can move my body or change my face to communicate an idea or feeling (e.g. happy face, jump for joy)</p>					
Key Vocabulary:	<p>Run, hop, skip, walk, crawl, slither, jump, roll, push, pull, balance, pedal, climb, wave, carry</p> <p>Snip, cut, draw, mark, press, pinch, hold</p>					



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<b>EYFS: Reception</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
We are learning about:	<b>Gross Motor Skills</b> Getting changed PE Routines Moving in different ways Forest School  <b>Fine Motor Skills -</b> Funky Fingers Play Dough Chunky Chalk Mark Making Construction Puzzles Threading		<b>Gross Motor Skills</b> Balls Skills Gymnastics Forest School  <b>Fine Motor Skills -</b> Funky Fingers Play Dough Chunky Chalk Mark Making Construction Puzzles Threading		<b>Gross Motor Skills</b> Athletics Dance (Seaside) Forest School  <b>Fine Motor Skills -</b> Funky Fingers Play Dough Chunky Chalk Mark Making Construction Puzzles Threading	



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<p>Development Matters Reception:</p>	<ul style="list-style-type: none"> <li>● Revise and refine the fundamental movement skills they have already acquired: ● rolling ● crawling ● walking ● jumping ● running ● hopping ● skipping ● climbing</li> <li>● Progress towards a more fluent style of moving, with developing control and grace.</li> <li>● Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>● Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>● Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>● Combine different movements with ease and fluency.</li> <li>● Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</li> <li>● Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</li> <li>● Develop the foundations of a handwriting style which is fast, accurate and efficient</li> <li>● Further develop the skills they need to manage the school day successfully: ● lining up and queuing ● mealtimes</li> </ul>
<p>Sticky Knowledge 'I will know that...'</p>	<p>I know that I can move my body in different ways e.g. jumping, running, walking and can select the right movement for the activity I am doing</p> <p>I know how to negotiate space successfully and safely when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>I can demonstrate increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>I will know how to use tweezers, pencils with increasing control.</p> <p>I will know how to use cutlery safely and accurately.</p>
<p>Key Vocabulary:</p>	<p>Space, safe, moving, travelling, running, walking, hopping, jumping, stop, go.</p> <p>Tweezers, playdough, pinching, patting,</p> <p>Throw, catch, kick, roll</p> <p>Cutlery, knife, fork, spoon</p>
<p><b>Early Learning Goal/s:</b></p> <p><b>ELG: Gross Motor Skills</b></p> <p>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.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>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</p>	



KS1: Y1	Autumn Term	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What are we learning about?	Ball Skills	Dance	OAA	Athletics	Gymnastics
National Curriculum Statements	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. participate in team games, developing simple tactics for attacking and defending</li> <li>3. perform dances using simple movement patterns.</li> </ol>				
Sticky Knowledge 'I will know how to'	<p>Catch/receive a ball safely.</p> <p>Pass a ball with some control</p> <p>Use footwork to stop in adapted games</p> <p>Move into a space in a game and look to throw/pass the ball to someone in a space</p> <p>Follow an opponent in a game/adapted game Scoring in a variety of ways- into hoops, goals or targets</p> <p>Begin to develop tactics for attacking and defending.</p> <p>Begin to learn rules of adapted games and know that rules are there to keep them safe and encourage fair play.</p>	<p>Listen to the music and begin to move in time to it</p> <p>Perform basic dance movements</p> <p>Perform dance movements showing some levels</p> <p>Perform basic dance travelling movements e.g. stepping, skipping, jumping</p> <p>Perform simple dance moves with some control</p>	<p>Begin to work with a partner to meet a challenge</p> <p>Use communication to guide your partner through a course when blindfolded</p> <p>Begin to travel in different directions under instruction, to locate treasure with a partner</p> <p>Identify ways of travelling to include hopping, jumping and leaping, whilst using co-ordinates to make maps</p> <p>Work as part of a team to match animals to their matching cards</p> <p>Continue to develop team skills while attempting to complete a task</p>	<p>Use running/ pumping arms at various speeds</p> <p>Throw a variety of objects with some accuracy</p> <p>Jumping, bending knees and pushing off – being competitive to improve distance as a pair</p> <p>Co-operate and compete in a team in various running games</p> <p>Leap over throw down strips and low hurdles when moving</p>	<p>Can perform various shapes</p> <p>Perform basic jump (straight jump, Star jump</p> <p>Perform a tuck rock and a tuck roll and rocket roll with pointed toes</p> <p>Perform a simple balance holding for 3 seconds</p> <p>Perform a bunny hop- hands first then feet</p> <p>Perform a basic sequence (roll, jump and roll)</p> <p>Moving on and off apparatus with control</p>



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Key Vocabulary:				
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KS1: Y2	Autumn Term	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What are we learning about?	Ball Skills	Dance	OAA	Athletics	Gymnastics
National Curriculum Statements	<ol style="list-style-type: none"><li>1. 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.</li><li>2. participate in team games, developing simple tactics for attacking and defending</li><li>3. perform dances using simple movement patterns.</li></ol>				



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<p>Sticky Knowledge</p> <p>'I will know how to'</p>	<p>Introduce a various passes (hands/ feet/object) continuing to develop control of pass</p> <p>Adapted games - developing thought process of footwork rule e.g. superhero ball e.g. no running with the ball</p> <p>Move into a space to catch/recieve a ball. Pass the ball to someone in a space</p> <p>Follow/mark an opponent and trying to win (intercept) the ball</p> <p>Scoring in a variety of ways and begin to use in a game situation</p> <p>Develop tactics for attacking and defending</p> <p>Play adapted games-learning different rules. Encourging fair play and respect</p>	<p>Move in time to the music showing some expression</p> <p>Perform dance movements with control</p> <p>Perform dance movements showing a variety of levels</p> <p>Perform dance movements showing travelling in different directions e.g. sliding, turning, gesturing</p> <p>Remember simple dance steps, perform with control in time to the music</p>	<p>Work within a team to find solutions to cross the river</p> <p>Develop the ability to work with a variety of partners, providing instruction while creating an obstacle course</p> <p>Begin to use co-ordinates and confidently navigate through a map using North, South, East and West</p> <p>Have a basic understanding of how to use a compass and create their own instructions</p> <p>Continue to work together as a team and further develop team skills including communication</p> <p>Begin to develop individual leadership qualities while completing tasks as part of a team</p>	<p>Use arms and keeping head still when exploring running patterns</p> <p>Throw in correct stance 'Usain Bolt position'</p> <p>Use arms to improve jumping technique – beating their own score</p> <p>Compete in a team in various running/obstacle games and working together to improve team performance</p> <p>Leap over hurdles beginning to compete against self and others</p>	<p>Can perform shapes with a strong body and control</p> <p>Perform jumps (straight, star, tuck jump) with control and a strong body</p> <p>Perform a tuck rock, tuck roll, forward roll and dish/arch roll</p> <p>Perform a balance on one or more parts of body</p> <p>Perform a bunny hop – hands flat with straight arms</p> <p>Perform a sequence on apparatus– (roll, jump and balance)</p> <p>Moving on and off apparatus with strong body and control</p>
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<b>KS2: Y3</b>	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
What are we learning about?	Tag Rugby	Badminton	Dance	OAA	Athletics	Gymnastics
National Curriculum Statements						
Sticky Knowledge 'I will know how to'	<p>Tag another player, face on and keeping body position low to the ground</p> <p>Move with a ball in their hands using correct position</p> <p>Pass the ball backwards and sideways in isolation</p> <p>Beat a defender to score a try in various scoring zones</p> <p>Adapted games, with variations of rules, begin to apply some basic principles for attacking &amp; defending</p>		<p>Collaborate to make a dance warm up</p> <p>Use a stimulus to create a dance</p> <p>Dance in unison with a partner</p> <p>Perform in canon with a group</p> <p>Use some different levels and pathways</p>	<p>Use a key to follow a plan</p> <p>Communicate with peers to complete challenges</p> <p>Know the eight points of the compass</p> <p>Identify what is at points on a grid using co-ordinates in the form (letter, number)</p> <p>Collaborate with members of a team to begin to solve problems</p> <p>Continue to develop leadership qualities while completing tasks as part of a team</p>	<p>Begin to perform 'FAST' technique</p> <p>Throw a javelin/vortex using correct stance, rotating hips forward</p> <p>Perform a hop, step and jump (standing triple jump) in isolation and in combination</p> <p>Develop running for distance In warm ups</p> <p>Develop relay change over techniques</p> <p>Run and take off over obstacles at some speed</p>	<p>Can perform a variety of shapes with good control</p> <p>Perform a straight jump with a half turn</p> <p>Perform a Teddy bear roll</p> <p>Perform Point and Patch balances</p> <p>Perform a bunny hop across a mat run and onto/across low benches and apparatus</p> <p>Perform a short sequence on mats (using levels directions control)</p> <p>Hopscotch on throw down feet- introduction to hurdle step onto apparatus</p>



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<b>KS2: Y4</b>	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
What are we learning about?	Tag Rugby	Badminton	Dance	OAA	Athletics	Gymnastics
National Curriculum Statements						



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<p>Sticky Knowledge</p> <p>'I will know how to'</p>	<p>Play a tag game whilst moving at speed, keeping close to an opponent</p> <p>Pass the ball backwards/ sideways with control whilst moving</p> <p>Move with control in a variety of directions holding the ball in the correct position</p> <p>Use speed and space to avoid a passive defender</p> <p>Beat a defender at speed to score a try in an isolated game situation</p> <p>Play adapted games, Children encouraged to think of tactics when attacking and defending</p>		<p>Cooperate to make a dance warm up and take on a leadership role</p> <p>Respond imaginatively to a stimulus</p> <p>Dance in unison with a partner/group performing a range of movement patterns</p> <p>Perform in canon showing a range of movement patterns</p> <p>Perform a variety of levels and pathways in a dance</p>	<p>Use a key to accurately place things in the correct locations according to a plan</p> <p>Develop different methods of communication to achieve a goal</p> <p>Give and follow directions using the eight points of the compass</p> <p>Use co-ordinates on a plan to correctly place and locate different objects</p> <p>Listen carefully and follow instructions given by teammates</p> <p>Lead a team to complete a task</p>	<p>Perform 'FAST' technique confidently when sprinting</p> <p>Throw a javelin/vortex with height and distance</p> <p>Perform a hop, step and jump (standing triple jump)</p> <p>Pass a relay baton with control with a partner in adapted games</p> <p>Develop running for distance In warm ups, increasing with each lesson</p> <p>Run and jump over hurdles with some speed and control</p>	<p>Perform a variety of shapes with good control when performing various skills</p> <p>Perform various jumps and develop travelling across the mat</p> <p>Teddy bear roll with a partner/group in sequence with pointed toes</p> <p>Perform matching and mirroring balance routines on apparatus</p> <p>Perform a bunny hop onto a variety of apparatus with control</p> <p>Perform a short sequence on mats and apparatus showing levels, unison, and pointed toes</p> <p>Hopscotch across the floor to develop hurdle step onto low apparatus</p>
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<b>KS2: Y5</b>	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
What are we learning about?	Tag Rugby	Quick	Dance	OAA	Athletics	Gymnastics
National Curriculum Statements						



<p>Sticky Knowledge  'I will know how to'</p>	<p>Tag more than one player using either hand whilst moving</p> <p>Choose different pathways to move with a ball in hands against an opponent</p> <p>Pass the ball and move (loop around a teammate)</p> <p>Introduce looping around your teammate- to try and trick an opponent</p> <p>Working as a team to score a try- supporting runs in practice</p> <p>Developing tactics for attacking e.g working as a team, supporting each other</p> <p>In teams discuss tactics of attacking e.g diagonal line when attacking</p> <p>In a team, discuss tactics of defending e.g make a wall or flat line as a team when defending</p>		<p>Co-operate and collaborate to create a warm up displaying a variety of movement patterns</p> <p>Translate ideas from a stimulus showing control and fluency</p> <p>Dance in unison in a group keeping in time with each other</p> <p>Dance in canon showing good timing</p> <p>Perform using a variety of levels and using the space</p>	<p>Use a key to identify orienteering landmarks on a map</p> <p>Communicate and listen clearly to other members of the team to complete challenges in isolation</p> <p>Use compass directions to navigate around a grid</p> <p>Use 4-figure grid references to read an OS map</p> <p>Work efficiently as part of a team to complete a challenge</p> <p>Effectively lead a team to complete a task</p>	<p>React quickly and accelerate over short distances</p> <p>Throw a javelin/vortex/ tennis ball using correct stance, rotating hips forward with good height and distance</p> <p>Perform a variety of jumps (Long jump and triple jump) and measure for distance</p> <p>Develop pace when running longer distance</p> <p>Pass a relay baton with control and timing in a pairs change over</p> <p>Run and jump over hurdles with fluency</p>	<p>Can perform complex shapes with control and some flexibility</p> <p>Perform more complex jumps, tuck, pike and a scissor kick</p> <p>Perform a T-roll</p> <p>Perform symmetrical and asymmetrical balances</p> <p>Perform a 'squat on and squat off' on various apparatus</p> <p>Link skills to create a sequence with Fluency. Co-operate, communicate and collaborate with others</p> <p>Perform a hurdle step on the floor/springboard</p> <p>Cartwheel on the floor using various apparatus</p>
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<b>KS2: Y6</b>	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
What are we learning about?	Tag Rugby	Bad	Dance	OAA	Athletics	Gymnastics
National Curriculum Statements						



<p>Sticky Knowledge  'I will know how to'</p>	<p>Tag a player using either hand when moving at full speed in a game situation</p> <p>Dodge around a defender at speed with a ball in hands avoiding being tagged</p> <p>Bring in pass and loop into a game situation</p> <p>Looping around your teammate- to try and trick an opponent in game situation</p> <p>Working together as a team to score a try in a tag rugby game, e.g supporting diagonal runs</p> <p>Use techniques learned and apply in a game situation. Apply basic principles for attacking and defending</p> <p>In a team, discuss tactics of attacking and defending (communicate and collaborate)</p>		<p>Co-operate, communicate and collaborate with a group to make up a warm up with good rhythm and timing</p> <p>Translate ideas from a stimulus into movement showing expression, precision, control and fluency</p> <p>Dance in unison in a group showing good timing, energy and strength</p> <p>Dance in canon in a group showing good timing, energy and strength</p> <p>Use levels, travelling and space with timing and musicality</p>	<p>Use a key to follow a route on an orienteering map</p> <p>Use clear and concise communication skills to achieve a challenge</p> <p>Use compass directions to navigate around a familiar area eg school grounds</p> <p>Use 6-figure grid references to read an OS map</p> <p>Work as a team to ensure all members are able to complete a challenge at a competitive pace</p> <p>Effectively lead a team to complete a task and evaluate their own leadership skills</p>	<p>Accelerate quickly with speed and control in movement – timed/competitive races</p> <p>Throw a javelin/vortex /shot put safely, with accuracy and power</p> <p>Perform a jump for distance, varying techniques to improve performance</p> <p>Pass a relay baton in competitive situations (timed)</p> <p>Develop long distance running- learning how to pace and show good technique</p> <p>Run and jump over hurdles with fluency and speed, improving time to achieve a personal best</p>	<p>Can perform complex shapes when performing Sequences and skills with flexibility</p> <p>Perform more complex jumps and travelling on and off apparatus, tuck, pike and leaps scissor kick and cat leap</p> <p>Side star roll, T-roll (with pointed toes), backwards roll</p> <p>Perform various balances counter balance and counter tension</p> <p>Perform a 'squat on and squat off 'apparatus with a run up (with or without a spring board)</p> <p>Compete in teams to win points with sequences and a vault competition</p> <p>Perform a hurdle step on the floor/springboard and onto apparatus</p> <p>Inverted skills shoulder stand, cartwheel, teddy bear roll, head stand, handstand</p>
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