



Working Physically

Disciplinary Knowledge Progression in Physical Education

This document outlines the disciplinary knowledge which children will develop through P.E lessons.

Learning disciplinary knowledge gives children the tools to unlock the significance of the carefully mapped substantive knowledge, outlined in our P.E Long Term Plan.

'What children should achieve' at each Key Stage are shown in **black**.

Reference to 'what pupils should be taught' is shown in **blue**.

	<i>Purpose of Study Aims (italics)</i>	EYFS	KS1	KS2
<i>Movement</i>	<i>Develop competence to excel in a broad range of physical activities</i>	<p>Children Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>A focus on developing the Gross and fine motor skills experiences and this is incremental throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.</p>	<p>Develop fundamental movement skills, becoming increasingly confident and competent</p>	<p>Continue to apply and develop a broader range of skills</p>

		I can negotiate spaces and obstacles on my own and with friends.	I can Master basic movements such as running, jumping, throwing and catching	I can use running, jumping, throwing and catching in isolation and in combination
<i>Using skills, techniques</i>		Demonstrate strength, balance and coordination when playing.	Access a broad range of opportunities to extend their agility, balance and coordination I can develop my balance, agility and coordination skills within aspects of P.E	Learn how to use (skills) them in different ways and to link them to make actions and sequences of movement I can develop my flexibility, strength, technique, control and balance e.g. through athletics and gymnastics

<i>Range of activities application</i>			I can Begin to apply basic movements in a range of activities and in combination
<i>Dance</i>		I can move energetically when moving in different ways when dancing	I can perform dances using simple movement patterns	I can perform dances using a range of movement patterns
<i>Cooperation (social)</i>	Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect	Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being	(work) individually and with others. Engage in cooperative physical activities	(enjoy) communicating, collaborating with each other ...and within a team
<i>Competition</i>	A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport... <i>Engage in competitive sports and activities</i>		Engage in competitive physical activities (both against self and against others)	(enjoy) competing with each other
<i>Games</i>		I can play games both indoors and outdoors to develop core strength, stability, balance, spatial awareness, co-ordination and agility	I can Participate in team games	I can Play competitive games, modified where appropriate
<i>Tactics Attack/defend</i>			I can develop simple tactics for attacking and defending	I can apply basic principles suitable for attacking and defending
<i>Challenge</i>succeed and excel (in competitive sport) and other physically demanding activities.		Range of increasingly challenging situations	Develop an understanding of how to improve in different physical activities and sports. I can take part in OAA challenges both individually and within a team.

<i>Analysis and evaluation</i>				Learn how to evaluate and recognise their own success I can compare their performances with previous ones and demonstrate improvement to achieve their personal best
<i>Preparation for life and participation</i>	It should provide opportunities for pupils to become physically confident in a way, which supports their health and fitness	The development of Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allows the children to develop proficiency, control and confidence.	Access a broad range of opportunities	I can demonstrate communicational skills, social skills, personal skills, cognitive skills whilst keeping healthy and developing my fitness through physical skills in Physical education.
<i>Health and fitness</i>	<i>Are physically active for sustained periods of time</i> <i>Lead healthy, active lives</i>	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	I can use speed, stamina, strength, flexibility and power in various ways within P.E lessons and when taking part in different sports and activities	
<i>Swimming</i>				I can swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively e.g. front crawl, backstroke, breaststroke Perform safe self-

				rescue in different water-based situations
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