



St Nicholas Church of England First School

Progression of Disciplinary Knowledge

Physical Education

The What and The Why

What does this progression document outline?

This progression document outlines the disciplinary knowledge we aim for our children to acquire and apply; it outlines **what we expect children to do to gain new knowledge, and what they do with that new knowledge**. On the other hand, essential substantive knowledge related to this subject are mapped out on a separate document to outline what we need and aim for our children to know and remember.

What is the rationale behind our building block approach for disciplinary knowledge?

- We recognise and appreciate that our children will progress at different rates and therefore it is important to be open-minded and flexible with how their disciplinary knowledge is developed, as opposed to being prescriptive; this is why our disciplinary knowledge has been organised across the school by Key Stage; it is equal in ambition, accessibility, and appreciation of children's development.
- We have set out our disciplinary knowledge into progressive building blocks (that build on and feed into one another) with clearly set expectations that these will lead to by the end of each key stage.
- Plans for units of learning set out the focused building blocks of disciplinary knowledge that children will aim to develop; our building block approach means that prior building blocks of disciplinary knowledge are activated and applied over time for greater depth and breadth.

St Nicholas CE First School
Physical Education
Progression in Disciplinary Knowledge

	Year 1 Building Blocks	Year 2 Building Blocks	Year 3 Building Blocks	Year 4 Building Blocks
	Athletics			
	- Starting and stopping at speed. - Show power in run, use arms. - Take off on two feet. - Use leading arm to throw. - Compete in relay teams. - Perform agile movements. - Work for sustained periods of time. - Negotiate obstacles. - Jumping and bounding. - Run from different starting positions.	- Aware of others when running in space. - Create more power with legs and apply to agility test. - Select best throw for conditioned games. - Perform some static and dynamic balances. - Explore emotions around different challenges. - Attempt more accuracy in throws. - Perform under pressure. - Explore breathing techniques.	- Combination jumps. - Recognising and performing different paced runs. - Approaching hurdles. - Pull action when throwing. - Recording scores accurately.	- Aiming at targets. - Accelerating over short distances. - Taking off from run with one foot to increase distance. - Sling action when throwing. - Perform baton exchanges.
	Dance			
	- Exploring storytelling through dance. - Use a theme to create a dance. - Dance with start middle and end. - Perform with feeling. - March in time. - Move and turn as a group. - Perform simple cannon and in rounds.	- Dance in solo and duet. - Explore creative footwork. - Discuss how a dance can develop. - Respond to visual stimulus. - Comment on contrasting actions. - Use a given theme develop a dance. Perform 'freestyle' moves. - Perform a motif to music. - Explore movement pathways.	- Perform a jazz square. - Perform 2 contrasting characters. Communicate ideas as part of a group. - Use a prop in a 4-action dance phrase. Discuss examples of professional work. Create own floor patterns. - Demonstrate stylistic elements of barn dance. - Apply feedback to improve own performance.	- Develop dance freeze frames. - Perform a slide and roll. - Replicate a set phrase. - Work collaboratively to sequence movements. - Create a 5-action routine. - Use formations to tell a story. - Perform without prompts. - Use devices to manipulate movements. Perform contact work as a group.

				Identify strengths in their performance.
Gymnastics				
	- Carry equipment safely. - Perform magic chair landing. - Explore body tension. - Linking movements. - Rock, spin, turn. - Move on, off and over.	- Use start & finish shapes. - Power in jumping. - Levels and speed. - Back and front support. - Rhythm in performing. - Body management in a range of actions.	- Contrasting shapes, body control when rolling. - Partner unison. - Patterns. - Fluency in movement. - Half lever. - Bouncing, smooth transitions and extension.	- Cartwheel progressions. - Using STEP - Changes in speed. - Shoulder roll. - Shoulder stand. - Showing flow. - Fitness through tabattas.
Invasion Games				
	- Send to targets. - Catch and intercept. - Bounce ball to self. - Defend a target. - Attack and defend as a pair. - Communicate with partner. - Compete in a basic tournament of two-versus-two	- Kick with inside of foot and stop ball with feet. - Control a ball. - Bounce the ball to send it. - Bounce a ball to begin to dribble. Throw/send a variety of equipment. - Pass and move. - Intercepting in a game. - Play goalkeeper.	General - Dribbling, passing in pairs. - Defensive positioning. - Building an attack. - Finding space to receive the ball. - Shot, pass, dribble theory. Basketball - Jump Ball 2-handed shot. - Defensive body position. Football - Using inside and outside of foot - Trapping Hockey - Using flat side of stick. - Close control - Preparing to tackle. Handball - Catching ready position. - Move correctly with the ball. - Attacking formations. - Effective hand grip.	General - Passing over longer distances - Use some marking technique - Introduce some defending principles. Basketball - Use footwork rules - Explore basic marking - Cross over dribble - Bounce pass - Jump shot - Triple threat position Football - Dribbling in different directions, defensive tackling - Front of player and goal side marking Hockey - Push pass - Slap pass - Straight dribble - Stopping and turning with the ball. Handball - Protecting the ball

			• Lacrosse • Underarm and overarm throw. Groundball • Collection • Shot, pass and run. • Netball • Chest, shoulder and bounce pass. Dodging to get free. • Tag Rugby • Ball handling • Running past defenders • Evading taggers and tag protocol	• Basic shooting • 3 man weave • Turn on the move • 7m throw Lacrosse • Following your pass • Maintain unopposed possession • Short range shooting • Receive and turn. Netball • Protecting the ball • Basic shooting • Playing within 3rds • 1to1 marking • Footwork rules. Tag Rugby • Picking up and running with ball, correct ball • Carrying position • Keeping possession
Net and Wall Games				
• Sliding and receiving a ball/beanbag • Explore different ways of sending a ball. • Moving towards and returning balls. • Scoring points against opposition. • Attempt to hit a ball. • Basic rally with slow moving objects • Feeding the ball over a net • Track balls. • Develop core strength to	• Identify dominant and nondominant side. • Use basic serving rules in a game. • Able to self-feed a ball to a partner using a racquet. • Develop agility in isolated challenges. • Develop the ready position to receive a ball. • Play a variety of roles in a simple game. • Throw into space to make it difficult for opponent to	Badminton • Use hard and soft hits. • Hit using direction. • Return a shuttle. • Play using forehand shots, playing to boundaries. • Rally with a partner. • Send and return over a net. Serve using the forehand. Tennis • Ready position. • Hit to different areas of court. • Perform a forehand shot.	Badminton • Underarm forehand shot. • Overhead/clearance shot. • Introducing backhand. • Practice racquet handling skills with trick shots. • Explain different scoring scenarios. • Developing singles play. Tennis • Correct position to return balls. Consistently send forehand to targets.	

	send objects from a sitting, kneeling, and standing position.	return. Play out a point from a serve.	Move towards the ball to return. Serve with some accuracy to targets.	- Introduce backhand. - Work cooperatively to score points in simple doubles play.
Striking and Fielding				
	- Use a range of throwing and rolling skills. - Return a ball to a base/zone. - Work with others to stop players scoring runs. - Self-feed and hit a ball. - Run between bases to score points.	- Hit with bats (some still hitting with hands) - Use kicking to send a ball and score points. - Use underarm bowling. - Play as part of a team. - Run to 'safety'. - Outwit bowler and hit to space. - Move in line to stop ball.	General - Bowl with some accuracy and consistency. - Use the long barrier to collect a rolling ball / collect and return a moving ball. Cricket - Forward drive into space. - Foot placement to hit the ball effectively. - Use overarm throw to send ball longer distances. - Explore role of wicket keeper. Rounders - Consistently hit one handed. - Use underarm bowling action to bowl a 'good' ball. - Selecting best base to throw to get players out. - Understanding role of the backstop.	General - Directing hit to score runs - Attempt to stop a bouncing ground ball with some success. Cricket - Anticipate when to run to score singles. - Bowl overarm from a stationary position. - Attempt a pull shot in a game. Intercept the ball with one hand. Rounders - Run at speed to avoid being stumped. - Play backstop in small game. Use rounders scoring system. - Explain bowling rules. - Full and half rounders.
Outdoor and Adventurous Activity (OAA)				
	- Use thinking skills to follow multi step instructions. - Solve more challenging problems as an individual. - Comprehend that one thing can represent another.	- Use searching skills to find given items from clues and pictures. - Work as a pair to navigate space. - Use and explore unusual	- Work with others to solve problems. - Describe their work and use different strategies to solve problems. - Lead others and be led	- Work well in a team or group within defined and understood roles. - Plan and refine strategies to solve problems. - Identify the relevance of and use maps, compass and symbols.

	Take part in activities with increasing challenge to build confidence.	equipment to develop coordination, problem-solving and motor skills.	Differentiate between when a task is competitive and when it is collaborative.	Identify what they do well and suggest what they could do to improve.
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