

Physical Education – Progression in Knowledge, skills and understanding

The table below outlines the most relevant statements taken from the 2021 Early Learning Goals in the EYFS statutory framework to match the programme of study for PE.

	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> • Become physically confident in a way that supports their health and fitness. • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • Explain and acknowledge rules and why they are needed. Demonstrate the right behaviour in activities and know which behaviours are deemed as wrong. • Manage own attire for sporting activities (E.g. dressing, jewellery, hair).
		Building Relationships	<ul style="list-style-type: none"> • Compete in sport and other activities to build character and embed values such as fairness and respect. • Work and play cooperatively and take turns with others. • Begin to communicate effectively with teammates/opponents.
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> • 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.
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

KS1		LKS2		UKS2	
Acquiring and developing skills.					
Pupils copy, repeat and explore simple skills and actions with basic control and co-ordination.	Pupils explore simple skills. They copy, remember, repeat and explore simple action with control and co-ordination.	Pupils select and use skills, action and ideas appropriately, applying them with co-ordination and control.	Pupils link skills, techniques and ideas and apply them appropriately. Their performance shows control and fluency.	Pupils link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency.	Pupils select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.
Selecting and applying skills, tactics and compositional ideas.					
Pupils start to link their actions and skills to suit certain activities.	They vary skills, actions and ideas and link these in ways that suit the activities. They begin to show some understanding of simple tactics and basic compositional ideas.	They show that they understand tactics and composition by starting to vary how they respond.	Their performance shows that they understand tactics and composition. They vary their responses appropriately.	Their performance shows that they understand tactics and composition.	When performing, they draw on what they know about strategy, tactics and composition and apply to various situations accordingly.
Evaluating and improving performance.					
They describe and comment on their own and others' actions.	They talk about differences between their own and others' performance and suggest improvements.	They can see how their work is similar to and different from others' work and use this understanding to improve their own performance.	They compare and comment on skills, techniques and ideas used in their own and others' work, and use their understanding to improve their performance. Begin to provide constructive criticism.	They compare and comment on skills, techniques and ideas used in their own and others' work. They use their understanding to improve their performance, advising others using appropriate terminology.	They analyse and comment on skills and techniques and how these are applied in their own and others' work. They modify and refine skills and techniques to improve their performance.
Knowledge and understanding of fitness and health.					
They talk about how to exercise safely, and how their bodies feel during an activity.	They understand how to exercise safely, and describe how their bodies feel during different activities.	They give reasons why warming up before and activity is important, and why physical activity is good for their health.	They give reasons why warming up before and activity is important. They can explain the effects exercise has on their bodies and why it is valuable to their health.	They explain and apply basic safety principles in preparing for exercise. They describe what effects exercise has on their bodies, and how if done regularly it is valuable to their fitness and health.	They explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. They explain why regular, safe exercise is good for their fitness and health.