## PE Progression of Knowledge and Skills - TLG-PE

## Key to understanding this document: Black = National Curriculum objectives Blue = Knowledge Red = Skills to be taught

At The Discovery School, we follow the TLG-PE scheme. All resources are listed in the scheme and are not referenced on this progression document.

At The Discovery School we understand the importance of our children knowing more, remembering more and doing more. With this in mind, we teach the children the knowledge they require, ensuring they have opportunities for the retrieval of knowledge and the chance to apply new skills during their learning.

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Area of	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	Year 4	<u>Year 5</u>	<u>Year 6</u>
<u>Learning</u>							
Sending	ELG: Gross	Master basic	Master basic	Use running,	Use running, jumping,	Use running, jumping,	Use running, jumping,
and	Motor Skills	movements including	movements including	jumping, throwing	throwing and catching	throwing and catching	throwing and catching
receiving		running, jumping,	running, jumping,	and catching in	in isolation and in	in isolation and in	in is olation and in
<b>3</b>	Demonstrate	throwing and	throwing and	is olation and in	combination. Play	combination. Play	combination. Play
Attacking	strength,	catching.	catching.	combination. Play	competitive games.	competitive games.	competitive games.
and	balanceand	55-11		competitive games.		O 6	
Defending	coordination	Can dribble a ball	Can dribble a ball		Safely demonstrate	Demonstrate	Demonstrate selection
Deterioring	when playing.	using a range of body	using a variety of	Strike/kick/pass a ball	the required skills to	understanding of	and application of the
		parts.	equipment.	with accuracy and	get the ball from an	attacking principles in	skills and tactics when
Invasion	Move	: O.F. (N.)		control when moving.	opponent.	conditioned, small-	attacking in a small-
games:	energetically,	Can pass a ball	Can pass a ball			sided games.	sided game.
Hockey	such as running,	accurately using a	accurately using a	To receive the ball in	Find creative solutions	17.5	
Football	jumping,	range of body parts.	variety of equipment.	a moving position.	to beat a defender in	Demonstrate	Demonstrate selection
Netball	dancing,				a 1v1 and 2v1	understanding of	and application of the
Rugby	hopping,	3.47	Can receive a ball		situation.	defensive principles in	skills and tactics when
Handball	skippingand	Can receive a ball	using a variety of			conditioned, small-	defending in a small-
Dodgeball	climbing.	using a range of body	equipment.		Demonstrate the	sided games.	sided game.
Basketball		parts.			attacking principles to		
	Revise and		Can shoot at a target		successfully execute a	Demonstrate	Demonstrate an ability
	refine a range of	Can shoot at a target	using a variety of		2v1 situation.	understanding of self	to evaluate the
Social and	fundamental	using rolling and	equipment.		~~~	and others	performance of self
emotional	movement	kicking.			6. 11.	performance against	and other.
links:	skills.		Can use a variety of	The same of the sa	1.7	the objectives.	Domonstrate on ability
Team work	Fronth on aloual and		equipment correctly	112	100	Demonstrate	Demonstrate an ability
Cooperation	Further develop		and safely.			Demonstrate	to offer advice and
	and refine a					understanding of	feedback to improve
Enjoyment	range of ball					potential solutions to	

	skills including: throwing, catching, kicking, passing, batting, and aiming.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	se the best you say	Can demonstrate basic attacking principles.  Can demonstrate basic defending principles.  Can demonstrate basic tactics in a game.  Can make in game decisions about space and act on them accordingly.  Can demonstrate basic attacking principles.  Can demonstrate basic defending principles.  Can demonstrate basic tactics in a game.  Can make in game decisions about space and act on them accordingly.			improve the performance of self and others.	the performance of self and others.  Successfully referee/umpire and keep score in the games being played.
Net and wall	N/A	Master basic movements including	Master basic movements including	Use running, jumping, throwing	Use running, jumping, throwing and catching		
Wall		running, jumping,	running, jumping,	and catching in	in isolation and in		
Social and		throwing and	throwing and	is olation and in	combination. Play		
<mark>emotional</mark>		catching.	catching.	combination. Play	competitive games.		
links:				competitive games.			

Team work		Can demonstrate	Can return a ball over		In tennis:		
Cooperation		control of a racket	a net using suitable	In tennis:	Hit a moving ball with		
Enjoyment		when balancing	parts of the body	m temms.	a forehand to a target.		
Lingoyment		objects on it	parts of the body	Hit a self-fed	a forenana to a target.		
		objects on it	Can serve a ball over	forehand to a target.	Hit a moving ball with		
		Can demonstrate the	a net, into a specific	Torcharia to a target.	a backhand to a		
		correct technique	area, using suitable	Hit a self-fed	target.		
		when holding a	body parts	backhand to a target.	target.		
		racket	body parts	backilatid to a target.	Use foot positioning		
		Tacket	Can usea backhand	Can perform the	to strike a ball.		
		Can serve a ball over	technique to push a	ready position prior	to strike a barr.		
		a net using suitable	moving ball along the	to striking the ball.		0	
		body parts	floor	to striking the ball.			
		body parts	11001	Make contact with			
		Can usea backhand	Can use a forehand	the ball with a		. "	
		technique to push a	technique to push a	controlled racket.			
		stationery ball along	moving ball along the		The second second	1 PM	
		the floor	floor	33	and the second	( 1 2 )	
		200				4	
		Can use a forehand		190			
		technique to push a	100				
		stationery ball along				September 1	
		the floor				Control of the Contro	
Striking	ELG: Gross	Master basic	Master basic	Use running,	Use running, jumping,	Use running, jumping,	Use running, jumping,
and	Motor Skills	movements including	movements including	jumping, throwing	throwing and catching	throwing and catching	throwing and catching
fielding		running, jumping,	running, jumping,	and catching in	in isolation and in	in isolation and in	in isolation and in
J	Move	throwing and	throwing and	isolation and in	combination. Play	combination. Play	combination. Play
Throwing	energetically,	catching.	catching.	combination. Play	competitive games.	competitive games.	competitive games.
and	such as running,	20.7		competitive games.	A		
	jumping,	Can demonstrate the	Can pick up and		Accurately throw	Begin to bowl with	Effectively umpire and
Catching	dancing,	correct grip and	throw a moving ball	Accurately throw	underarm at a target	accuracy and the	score the game being
	hopping,	stance with a range	in one movement	underarm at a target	from a moving	correct technique.	played.
Striking	skippingand	of equipment		from a stationary	position.		
and	climbing.		Can run safely with	position.	C 1 -	Use the correct	Demonstrate an ability
fielding:		Can demonstrate an	equipment in a range		Accurately throw	technique to attack the	to evaluate the
Cricket	Revise and	understanding of	of sport specific ways	Accurately throw	overarm at a target	ball.	performance of self
Rounders	refine a range of	how to stay safe		overarm at a target	from a moving		and others.
Tri-Golf	fundamental	when others are		from a stationary	position.	Demonstrate an	
				position.		understanding of basic	
	l	l	l	l	<u>L</u>	<u> </u>	

Social and emotional links: Team work Cooperation Enjoyment	movement skills.  Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	using striking equipment  Can pick up and throw a stationery ball in one movement  Can strike a ball accurately along the floor  Can throw underarm	Can strike a ball accurately over varying distances  Can strike a ball off a tee using a range of equipment  Can catch, whilst moving, a variety of different sized and weight balls	Successfully stop a ball travelling towards them on the floor.  Catch a ball in a game environment.  Strike a stationary ball accurately.	Strike a moving ball using the correct technique.  Understand the mechanics of bowling.	tactics for defending, both whilst fielding and balling during a game.  Demonstrate an understanding of basic tactics for attacking, both whilst fielding and balling during a game.	Demonstrate basic tactics for defending, both whilst fielding and batting.  Demonstrate basic tactics for attacking, both whilst fielding and batting.
	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Can throw overarm  Can throw a variety of different size and weight balls using a range of styles  Can catch a variety of different size and weight balls	Can accurately throw, whilst moving, a variety of balls using a range of styles  Can use different throwing techniques to shoot at targets  Can catch a range of other PE equipment (Quoits, Frisbees, etc.)  Can accurately throw a range of other PE equipment (Quoits, Frisbees, etc.)			Sery Se	
Dance	ELG: Gross Motor Skills	To perform dances using simple	To perform dances using simple	To perform dances using a range of	To perform dances using a range of	To perform dances using a range of	To perform dances using a range of
Social and emotional	Negotiate space	movement patterns.	movement patterns.	movement patterns.	movement patterns.	movement patterns.	movement patterns.
<mark>links:</mark>	and obstacles		Perform basic actions	Perform	Perform movement	Perform movement	Combine and perform
Enjoyment Desire to improve	safely, with consideration	Use basic actions using changes in speed and directions,	with control and co- ordination.	combinations of movements to a piece of music.	patterns with increased consistency and fluency.	patterns with different levels, speeds and direction.	movement patterns with control and balance with fluency

Confidence	for themselves	including travelling,	Repeat a sequence of				and an increasingly
Self-esteem	and others.	rolling, jumping and	movements to music	Adapt a sequence of	Combine actions and	Repeat longer, more	difficult sequence.
Physical Phy		climbing.	including transitions	movement patterns	show clarity of shape,	difficult movement	
well-being	Demonstrate		and moments of still.	to include different	control and balance in	patterns accurately,	Create and perform a
Emotional	strength,			levels, speeds and/or	longer sequences	emphasising body	longer, fluent
wellbeing	balanceand		Create and perform a	direction.	alone or in partners.	shape and changes in	movement patterns,
<b>Cultural</b>	coordination		short sequence with	117	1.00	direction, alone, with a	using planned variation
<mark>understandi</mark>	when playing.		a clear beginning,			partner or a small	and contrasts in
ng ng	. , ,		middle and end,		///	group.	actions and speed.
	Move	N.	independently or				·
	energetically,		with a partner.				
	such as running,	1.0		700		X	
	jumping,	10%	//			-4	
	dancing,	100	ALC: NO PORT OF THE PARTY OF TH	7			
	hopping,			1716		. 3	
	skippingand	-3 //					
	climbing.				73.85	1.00	
	-	- 1		3.5		(3.7)	
	ELG: People,						
	Culture and	4-1					
	Communities	100	100				
		0.0	And the second			Separate Sep	
	Children at the	1.00	1007/			Continue	
	expected level				100	male.	
	of development	11.0			100	(7.3)	
	will:	. (0)				- Carrier	
		G 1			3337		
	Know some					The same of the sa	
	similarities and	100					
	differences		733000000000000000000000000000000000000		- N	2	
	between	132					
	different		- 1000		the said		
	religious and				100		
	cultural						
	communities in				1 7 "		
	this country,			The	100		
	drawingon			11 1 50			
	their						
	experiences and			111,			

	what has been read in class.  Revise and refine a range of fundamental movement skills.  Progress towards a more fluent style of moving, with developing control and grace.  Combine different movements with ease and fluency.	Sest you can				S S S	
Gymnastics	ELG: Gross	To develop balance,	To develop balance,	To develop flexibility,	To develop flexibility,	To develop flexibility,	To develop flexibility,
Social and	Motor Skills	agility and co- ordination.	agility and co-	strength, technique, control and balance.	strength, technique, control and balance.	strength, technique, control and balance.	strength, technique, control and balance.
emotional	Negotiate space				1000	Part Control	
<mark>links:</mark>	and obstacles	Use basic actions	Perform basic	Floor gymnastics:	Floor gymnastics:	Floor gymnastics:	Floor gymnastics:
Enjoyment	safely, with	using changes in	gymnastic actions			m <sup>2</sup> ) ]	
Desire to	consideration for themselves	speed and directions,	with control and co- ordination.	Execute a teddy bear roll with correct form	Execute a bent leg linking move with	Execute an arabes que with correct form and	Demonstrate dynamic
improve Confidence	and others.	including travelling, rolling, jumping and	oramation.	and technique.	correct form and	technique.	movements, using apparatus as an
Self-esteem	and others.	climbing.	Repeat a sequence of	and technique.	technique.	teeninque.	obstacle.
Physical Physical	Demonstrate		gymnastic actions	Execute a dish	cominque	Execute a forward roll	obstacie.
well-being	strength,	Show good	including transitions	balance with correct	Execute a side roll	with correct form and	Execute a cartwheel
	balanceand	awareness of space,	and moments of still.	form and technique.	with correct form and	technique.	linking move with
	coordination	apparatus and the			technique.		correct form and
	when playing.	actions of others.	Create and perform a	Execute a stork stand		Execute a tuck jump	technique.

	Link and repeat basic	short sequence with	on the mat with	Execute a shoulder	from apparatus with	Execute a straddle
Move	actions to copy or	a clear beginning,	correct form and	balance with correct	correct form and	jump from apparatus
energetically,	create and perform a	middle and end, to	technique.	form and technique.	technique.	with correct form and
such as running,	movement phrases	include apparatus or	~ A A			technique.
jumping,	with a beginning,	partner.	Execute a star jump	Execute a full turn	Execute a full spin	
dancing,	middle and end.		from apparatus with	jump with correct	linking move with	Execute a headstand
hopping,		Use appropriate	a safe and secure	form and technique	correct form and	with correct form and
skippingand	Know the difference	language to	landing.	from apparatus.	technique.	technique.
climbing.	between tension and	accurately describe a		///		
	relaxation	gymnastic sequence.	Land correctly when	Execute a halfturn	Create a group balance	Demonstrate dynamic
Revise and	17.27		jumping off a	jump with correct	with 5 people, with all	movements, using
refine a range of			medium/high piece	form and technique	people linked together	partner as an obstacle.
fundamental	177	11	of apparatus.	from apparatus.	in some way.	
movement	/ 627		A 1			Create a group balance
skills.			Execute a forward,	Create a group	Rhythmic gymnastics:	with 6 people, with all
	-3 //		straight leg linking	balance with 4 people,		people linked together
Progress	(5)		step with correct	with all people linked	Execute the ribbon	in some way.
towards a more	no.x	The of the same	form and technique.	together in some way.	swing and ribbon	
fluent style of					snake combined whilst	Complete a 14 piece
moving, with	14-2		Execute a backwards,	Demonstrate	travelling.	sequence including 4
developing	121	And the second	straight leg linking	advanced counter		different components.
control and	0.0		step with correct	balances with one	Throw and catch the	
grace.	14		form and technique.	partner off the	hoop and execute a	Evaluate the
				ground.	movement whilstthe	performance of others
Develop the	100		Demonstrate basic		hoop is in flight.	and offer constructive
overall body	(0)		counter balances	Complete a 7 piece	The same of the sa	feedback for
strength, co-	(a) 1		with a partner on the	sequence including a	Roll the ball from one	improvement.
ordination,			mat.	minimum of 2	hand to another across	
balanceand	100		U L	different components.	the chest without	Rhythmic gymnastics:
agility needed	China China	700000000000000000000000000000000000000	Rhythmic	- N	losing control of the	
to engage	132		gymnastics:	Rhythmic gymnastics:	ball.	Execute a 2 foot to 1
successfully		- 1000		the same of the sa		foot leap whilst moving
with future			Create low, medium	Execute the ribbon	Roll the ball from the	the ribbon.
physical			and high spirals with	swing with correct	base of the neck to	
education			a ribbon. Create	technique and fluidity.	catch it behind the	Rotate or spin the
sessions and			horizontal and		back without losing	hoop around different
other physical			vertical spirals with a	Execute the ribbon	control of the ball.	body parts in a
disciplines.			ribbon.	snake with correct		stationary position.
			116	technique and fluidity.	Execute the helicopter	

d m w fill contains a a a a a a a a a a a a a a a a a a a	Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall pody-strength, palance, coordination and agility.	you hest your can		Skip with the hoop in a stationary position. Skip with the hoop whilst travelling.  Bounce a ball at a variety of heights in a stationary standing position.  Bounce a ball at a variety of heights in a stationary crouching position.  Bounce a ball at a variety of heights in a stationary kneeling position.  Skip with the rope in a forward motion whilst in a stationary position.  Create a 5 piece sequence with a minimum of 1 components	Swing the hoop overhead whilst passing it from hand to hand.  Throw and catch the hoop in a stationary position.  Swing the ball from one hand to another whilst transferring weight from one leg to the other.  Bounce a ball at a variety of heights whilst travelling.  Travel forward whilst skipping, using the jogging step.  Swing the rope from hand to hand using the correct technique and fluidity.  Create a 7 piece sequence including a minimum of 2 different components.	rope swing with correct technique & fluidity in a stationary position.  Execute the stagleap with correct technique and fluidity.  Self-evaluate own performance and offer constructive feedback for improvement.  Create a 10 piece sequence including a minimum of 3 different components.	Rotate or spin the hoop around different body parts whilst travelling.  Execute a cat leap with correct technique and fluidity.  Throw and catch the ball in a stationary position, whilst performing movements whilst the ball is in flight.  Throw and catch the ball when travelling, whilst performing movements whilst the ball is in flight.  Skip with the rope in a backward motion whilst in a stationary position.  Execute the helicopter rope swing with correct technique & fluidity whilst travelling.  Evaluate the performance of others and offer constructive feedback for improvement.
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Athletics  Social and emotional links: Enjoyment Desire to improve Confidence Self-esteem Physical well-being Resilience	ELG: Gross Motor Skills  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  Revise and refine a range of fundamental movement skills.	To develop balance, agility and coordination.  Adjust running pace smoothly.  Can demonstrate a variety of jumping styles.  Can describe the effect of throwing from sitting, kneeling or standing.  Can perform hop and jump combinations with balance and control.  Can throw and retrieve equipment safely.	To develop balance, agility and coordination.  Can accelerate from a variety of static positions and explain the differences.  Can demonstrate the ability to change speed.  Can hop for distance.  Can jump from side to side with balance, speed and rhythm.  Can run/jog at a consistent pace for a few minutes.	To develop flexibility, strength, technique, control and balance.  Demonstrate good running posture.  Accelerate and decelerate rapidly.  Jump for distance from two feet to two feet.  Demonstrate correct technique for throwing a vortex.	To develop flexibility, strength, technique, control and balance.  Maintain a good running technique when sprinting over obstacles.  Jump for distance from one foot to two feet.  Demonstrate effective technique for throwing a javelin.  Demonstrate effective technique using the sling throw.  Demonstrate effective technique using the heave throw.  Demonstrate effective	To develop flexibility, strength, technique, control and balance.  Demonstrate a dynamic sling throw.  Demonstrate a dynamic heave throw.  Demonstrate a dynamic push throw.  Demonstrate a dynamic javelin throw.  Demonstrate the ability to maintain a smooth running pace relevant to distance covered.  Hop, step and jump in the correct sequence.	Create a 14 piece sequence including 4 different components.  To develop flexibility, strength, technique, control and balance.  Demonstrate understanding of stamina and effectively run over a long distance.  Sprint over obstacles using constant stride lengths.  Pass a relay baton at speed using a "push pass".  Sprintrapidly over short distances as an individual and in relays.  Hop, step and jump with speed and balance.
OAA	N/A	Can follow basic	Can follow basic	To take part in	technique using a push throw.  To take part in	To take part in outdoor	To take part in outdoor
Social and emotional links: Enjoyment Team work		directional instructions.  Can achieve success in basic hunt and find games.	directional instructions.  Can achieve success in basic hunt and find games.	outdoor and adventurous activity challenges both individually and within a team.	outdoor and adventurous activity challenges both individually and within a team.	and adventurous activity challenges both individually and within a team.	and adventurous activity challenges both individually and within a team.

Cooperation			Can find North from a	Can understand how	
Confidence	Can identify obj	jects Can identify objects	compass.	to make route choice	
Resilience	from above.	from above.	A	decisions.	
			Can understand and		
	Can navigate us	cing Can navigate using	use a compass to	Can work as part of a	
	aerial photogra	phy. aerial photography.	navigate.	team to implement	
			117	creative solutions to	
			Can use a compass to	problems.	
		CI	show a basic	///	
		1	understanding of	Can use pacing to	
			maps.	prepare simple maps	
		- ( -		for others to follow.	
		55 11	Can sketch maps of		
			simple outside areas	Can use pacing and	
		The second second	and use the correct	compass skills to	
		A CONTRACTOR OF THE PARTY OF TH	symbols to represent	follow basic maps	
	173	10 mm (Carlo	features.	devised by others.	
Provided in Year 4 and scoop up sessions in Year 6	Use a range of strokes effectively. Perform safe-rescue in different w. Social and emotional links: Enjoyment Desire to improve Confidence Self-esteem Physical well-being Resilience	ater-based situation.		Se les	
Key Vocabulary	Please See TLG-PE planning for voc	cabulary associate <mark>d with each ye</mark>	ar group.		
				Die	