

Year Group	Pillars of Progression					
	Motor Competence		Rules, strategies & tactics		Healthy participation	
	Cognitive knowledge (know what/how)	Physical Knowledge (can demonstrate)	Cognitive knowledge (know what/how)	Physical Knowledge (can demonstrate)	Cognitive knowledge (know what/how)	Physical Knowledge (can demonstrate)
EYFS	To be introduced to fundamental movements within their unit of learning.	To explore fundamental movements within their unit of PE learning.	To be introduced to simple rules in their unit of learning.	To explore following simple rules.	To be introduced to the short-term health benefits and movements within their PE unit.	Pupils to explore the short-term health benefits within their PE unit.
Year 1	Children have knowledge of what the fundamental movements from their unit of learning are e.g. jumping.	To begin to perform fundamental movements within their PE unit of learning.	To begin to know what rules are in their PE unit of learning.	To begin to demonstrate that they can follow rules within their PE unit of learning with prompting.	Children can begin to explain the short-term health benefits of their PE unit and the exercises within it. (link to science learning)	Pupils begin to demonstrate an understanding of the short-term health benefits of their PE unit and the exercises within it.
Year 2	Children can explain how to perform fundamental movements from their PE unit of learning.	To perform fundamental movements from their PE unit of learning.	To know that rules exist within their PE unit of learning.	To demonstrate a knowledge of rules within their PE unit of learning with prompting.	Children can explain the short-term health benefits of their PE unit and the exercises within it. (link to science learning)	Children can demonstrate an understanding of the short-term benefits of their PE unit and the exercises within it.
Year 3	Children can explain how to perform fundamental movements from their PE unit of learning and can begin to understand how these can be applied across a range of units.	To refine fundamentals movements and begin to demonstrate the ability to apply these movements across a range of PE units.	To know that rules exist within their PE unit of learning and understand their purpose.	To demonstrate a knowledge of the rules within their PE unit of learning. To begin to independently implement rules within their unit of learning.	Children can explain the short-term health benefits of their PE unit and the exercises within it and begin to explain why they are important. Children can begin to explain the long-term health benefits of PE unit. (link to science learning) Pupils are beginning to understand what the vocabulary aerobic means and how it relates to their PE unit.	Children can demonstrate an understanding of the short-term health benefits of their PE unit and the exercises within it and begin to explain why they are important. Children can begin to demonstrate an understanding of the long-term health benefits of their PE unit. Pupils are beginning to demonstrate an understanding of the vocabulary aerobic and how it relates to their PE unit.
Year 4	Children can explain how to perform fundamental movements from their PE unit of learning and can understand how these can be applied across a range of units. Children can explain how fundamental and more complex movements can be combined together.	To demonstrate the ability to apply fundamental movements across a range of PE units. To begin to combine fundamental movements with more complex movements.	To know that rules exist within their PE unit of learning and understand their purpose. Pupils can explain and make links between different rules over a range of PE units. To be introduced to tactics in their units of learning.	To demonstrate a knowledge of the rules within their PE unit of learning. Pupils can independently implement rules within their unit of learning. To explore tactics in their units of learning.	Children can explain the short-term health benefits of their PE unit and the exercises within it and explain why they are important. Children can explain the long-term health benefits of PE unit. (link to science learning) Pupils understand what the vocabulary aerobic means and how it relates to their PE unit.	Children can demonstrate an understanding of the short-term health benefits of their PE unit and the exercises within it and explain why they are important. Children demonstrate an understanding of the long-term health benefits of their PE unit. Pupils demonstrate an understanding of the vocabulary aerobic and how it relates to their PE unit.

<p>Year 5</p>	<p>Children can explain how to perform fundamental movements and some more complex movements from their PE unit of learning and can understand how these can be applied across a range of units.</p> <p>Children can explain how fundamental movements can be combined with some more advance movements.</p> <p>Pupils can reflect on their choice of movement and its effectiveness.</p>	<p>To demonstrate the ability to apply fundamental movements across a range of PE units.</p> <p>To perform more complex PE movements within their unit of learning.</p> <p>To combine fundamental movements with some more complex movements.</p>	<p>To begin to explain and understand how to implement and create tactics and understand how they link with other PE unit of learnings and implement a strategy.</p> <p>To begin to reflect on their use of tactics and adapt their tactics to increase their effectiveness.</p> <p>To demonstrate an understanding of rules and strategies within their PE unit of learning.</p> <p>To explain newly rules within a pre-existing game.</p>	<p>To begin to demonstrate and create tactics and understand how they link with other PE unit of learnings and a implementing a strategy.</p> <p>To begin to reflect on their use of tactics and adapt tactics to increase their effectiveness.</p> <p>To demonstrate an understanding of rule across a range of PE units.</p> <p>To introduce and follow newly created rules within a pre-existing game.</p>	<p>Children can explain the short-term and long term-term health benefits of their PE unit and the exercises within it and explain why they are important.</p> <p>Children can begin to explain how exercises and health benefits of one PE unit link with another.</p> <p>(link to science learning)</p> <p>Pupils understand what the vocabulary aerobic means and how it relates to their PE unit.</p> <p>Pupils are beginning to understand what the vocabulary anaerobic means and how it relates to their PE unit.</p>	<p>Children can explain the short-term and long-term health benefits of their PE unit and the exercises within it and explain why they are important.</p> <p>Children can begin to demonstrate an understanding of how exercises and health benefits of one PE unit link with another.</p> <p>Pupils demonstrate an understanding of the vocabulary aerobic and how it relates to their PE unit.</p> <p>Pupils are beginning to demonstrate an understanding of the vocabulary anaerobic and how it relates to their PE unit.</p>
<p>Year 6</p>	<p>Children can explain how to perform fundamental and complex movements from their PE unit of learning and can understand how these can be applied across a range of units.</p> <p>Children can explain how fundamental and complex movements can be combined with others.</p> <p>Pupils can reflect on and adapt their choice movement to increase their chance of success.</p>	<p>To demonstrate the ability to apply fundamental and more complex movements across a range of PE units.</p> <p>To combine fundamental and more complex PE movements with others.</p>	<p>To explain and understand how to implement and create tactics and understand how they link with other PE unit of learnings and implement a strategy.</p> <p>To reflect on their use of tactics and adapt their tactics to increase their effectiveness.</p> <p>To demonstrate an understanding of rules and strategies within their PE unit of learning.</p> <p>To explain newly rules within a pre-existing game.</p>	<p>To demonstrate and create tactics and understand how they link with other PE unit of learnings and a implementing a strategy.</p> <p>To reflect on their use of tactics and adapt tactics to increase their effectiveness.</p> <p>To demonstrate an understanding of rule across a range of PE units.</p> <p>To introduce and follow newly created rules within a pre-existing game.</p>	<p>Children can confidently explain the short-term and long term-term health benefits of their PE unit and the exercises within it and explain why they are important.</p> <p>Children can confidently explain how exercises and health benefits of one PE unit link with another.</p> <p>(link to science learning)</p> <p>Pupils understand what the vocabulary aerobic and anaerobic means and how it relates to their PE unit.</p>	<p>Children can confidently demonstrate the short-term and long term-term health benefits of their PE unit and the exercises within it and explain why they are important.</p> <p>Children can confidently demonstrate an understanding of how exercises and health benefits of one PE unit link with another.</p> <p>Pupils demonstrate an understanding of the vocabulary aerobic and anaerobic and how it relates to their PE unit.</p>