Cedar Park School

Be kind ★ Be inspired ★ Believe

PE Curriculum Progression 2026-27

Year Group	Knowledge & Understanding	Skills & Enquiry	Resources
EYFS	• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For Example, make an obstacle course. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.	**3-4 Year Olds** • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Collaborate with others to manage large items. **Reception** • Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Develop overall body strength, balance, coordination and agility. **<u>Gross Motor Skills ELG</u>** Children at the expected level of development will: -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.	General EYFS Department resources such as, space hoppers, dragging tyres, climbing frame, balance beams

Year Group	**Knowledge & Understanding**	**Skills & Enquiry**	**Resources**

Year 1	**Health and Fitness** • Describe how the body feels before, during and after exercise • Know how to carry and place equipment safely **Attacking and Defending** • Begin to use the terms attacking and defending **Evaluate** Begin to say how performances could improve	**Striking and hitting a ball** • Use hitting skills within a game • Practise basic striking **Throwing and Catching** • Throw underarm and overarm • Catch and bounce a ball • Roll a ball • Practise accurate throwing **Travelling with a ball** • Travel with a ball in different ways • Travel with a ball in different directions **Passing a ball** • Pass a ball to another player in a game • Use kicking skills **Using Space** • Use different ways of travelling in different directions **Attacking and Defending** • Use defensive skills like marking a player • Use simple attacking skills like dodging **Tactics and rules** • Follow simple rules **Perform** • Perform using a range of actions and body parts • Perform learnt skills with control **Evaluate** • Watch and describe performances	Small balls, targets, soft bigger balls, cones

Year Group	Knowledge & Understanding	Skills & Enquiry	Resources

Year 2	**Health and Fitness** • Recognise how the body feels different before, during and after different physical activities • Explain what you need to do to stay healthy **Passing a ball** • Know the different ways to pass a ball **Attacking and Defending** • Understand the terms attacking and defending **Tactics and rules** • Understand the importance of rules **Evaluate** Talk about the difference between their work and others	**Striking and hitting a ball** • Strike a ball with increased accuracy • Positon the body to strike a ball **Throwing and Catching** • Throw different kinds of equipment in different ways • Throw, catch and bounce with a ball with a partner • Use throwing and catching skills in a game • Throw a ball for distance • Vary the types of throws used **Travelling with a ball** • Bounce and kick a ball whilst moving • Use dribbling skills in a game **Using Space** • Use different ways of travelling at different speeds through different pathways • Change speed and direction whilst running • Begin to choose the best space in a game **Attacking and Defending** • Use at least one technique to attack and defend in a game **Perform** • Perform sequences of body movement of their own composition **Evaluate** • Watch and describe performances and use what they see to improve their own performance	Small balls, targets, soft bigger balls, cones
Year Group	**Knowledge & Understanding**	**Skills & Enquiry**	**Resources**

Year 3	**Health and Fitness** • Recognise and describe the effects of exercise on the body • Know the importance of strength and flexibility for physical activity • Explain why it is important to warm up and cool down **Evaluate** Describe how performance has improved over time	**Striking and hitting a ball** • Practise the correct batting technique in a game • Strike a ball for distance **Throwing and Catching** • Throw with greater accuracy • Practise the correct technique for catching a ball • Perform a range of catching and gathering skills • Throw a ball in different ways • Develop an overarm bowl **Travelling with a ball** • Move with a ball in a variety of ways using control • Use two different ways of moving with a ball in a game **Passing a ball** • Pass the ball in different ways in a game situation **Using Space** • Find a useful space and get into it to support a teammate **Attacking and Defending** • Use simple attacking and defending skills in a game • Use fielding skills to stop a ball travelling past • Understand and begin to apply the basic principles of invasion games **Tactics and rules** • Apply and follow rules fairly **Perform** • Develop the quality of actions in their performance • Perform learnt skills with control and confidence **Evaluate** • Evaluate the effectiveness of a performance	Small balls, targets, soft bigger balls, cones
Year Group	**Knowledge & Understanding**	**Skills & Enquiry**	**Resources**

Year 4	**Health and Fitness** • Describe how the body reacts at certain times and its effects on performance. • Explain why exercise is good for your health • Know some reasons for warming up and cooling down **Tactics and rules** • Vary tactics used in a game • Adapt rules to alter game	**Striking and hitting a ball** • Hit a ball and shuttlecock with accuracy • Accurately serve underarm • Build a rally with a partner • Use hand-eye coordination to strike a moving object **Throwing and Catching** • Develop different ways of throwing and catching **Travelling with a ball** • Moving with the ball showing control and fluency **Passing a ball** • Pass the ball with increasing speed, success and accuracy **Using Space** • Make the best use of space to pass and receive a ball **Attacking and Defending** • Use fielding skills as an individual to stop a player from scoring **Evaluate** • Give ideas for improvements	Small balls, targets, soft bigger balls, cones, badminton racquet and equipment
Year Group	**Knowledge & Understanding**	**Skills & Enquiry**	**Resources**

Year 5	**Health and Fitness** • Explain some safety principles when preparing for and during exercise **Striking and hitting a ball** • Explore the best shots to use at the right times **Attacking and Defending** • Choose the best tactics for attacking and defending **Evaluate** • Choose own criteria to evaluate others performance	**Striking and hitting a ball** • Use different techniques to hit a ball • Apply different techniques to hit a tennis ball • Develop a backhand technique • Play a tennis game using an overhead serve **Throwing and Catching** • Consolidate different ways of throwing and catching and apply within a game **Travelling with a ball** • Use a variety of ways to dribble in a game • Link ball skills together in a sequence **Passing a ball** • Pass the ball with increasing speed, success and accuracy in a game situation **Using Space** • Demonstrate an increasing awareness of space **Attacking and Defending** • Shoot in a game • Use fielding skills to prevent the opposition from scoring **Tactics and rules** • Create your own game	Small balls, targets, soft bigger balls, cones, tennis balls, tennis racquets, footballs, goals
Year Group	**Knowledge & Understanding**	**Skills & Enquiry**	**Resources**

Year 6	**Health and Fitness** • Understand that exercise is goof for health and wellbeing • Know ways that you can become healthier • **Attacking and Defending** • Think ahead and create a plan of attack • Work as a team to develop fielding strategies	**Health and Fitness** • Carry out warm ups and cool downs effectively in small groups **Striking and hitting a ball** • Hit a ball over a long distance • Hit a ball a long way but accurately doing so • Understand how to serve in different ways **Throwing and Catching** • Throw and catch successfully under pressure **Travelling with a ball** • Show confidence to link ball skills together in a game situation **Passing a ball** • Pass the ball with increasing speed, success and accuracy in a game situation, using different techniques • Choose to make the best pass in a game situation **Using Space** • Demonstrate an increasing awareness of space **Attacking and Defending** • Apply some of your own devised plans **Tactics and rules** • Follow and create complicated rules • Lead others in games • Communicate rules to your own game **Evaluate** • Thoroughly evaluate their own work and the work of others suggesting thoughtful improvements	Small balls, targets, soft bigger balls, cones, footballs, goals