

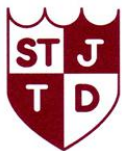


**Progression of knowledge & skills in PE**

|                             | Year 1   | Year 2   | Year 3  | Year 4  | Year 5  | Year 6  |
|-----------------------------|--|--|---|---|---|---|
| <b>Health &amp; Fitness</b> | Describe how body feels before, during and after physical activity   | I can show how to exercise safely<br>I can explain what my body needs to keep healthy  | I can explain why it is important to warm up and cool down  | I can identify some muscle groups used in physical activities   | I can choose appropriate warm up and cool down activities for the muscle groups I will/have used  | I can explain how the body reacts to different kinds of exercise and why we need it regularly and safely  |
| <b>Dance</b>                | Copy and explore basic movements<br>Remember simple movements and dance steps to form a short sequence<br>Link movements to sounds<br>Respond to a range of stimuli<br>Develop repertoire of different starting positions  | Exert clear control when exploring basic movements<br>Vary speed and levels in a sequence<br>Vary size and shape of body<br>Add change of direction to sequence<br>Respond imaginatively to range of stimuli<br>Describe short dance using appropriate vocabulary<br>Link dance moves, gesture and change of direction in time to music.   | Improvise with a partner to create a simple dance with rhythm and expression<br>Adapt movements and motifs to create longer dance sequences.<br>Use simple dance vocabulary to improve work<br>Perform in front of others with increasing confidence  | Improvise on their own with increasing confidence<br>Create longer dance sequences in groups to tell a story<br>Demonstrate precision and some control in movements<br>Vary dynamics and develop actions and motifs<br>Demonstrate rhythm<br>Demonstrate spatial awareness<br>Modify part of sequence following selfevaluation<br>Use simple dance vocabulary to compare and improve work   | Exaggerate dance movements and motifs to use expression within movement<br>Demonstrate strong movements throughout a dance sequence<br>Combine flexibility, techniques and movements to create a fluent sequence of movements<br>Chooses an appropriate style in relation to the stimulus<br>Identify elements of chosen style<br>Use more complex dance vocabulary to describe a style   | Demonstrate imagination when creating own dance sequences and motifs<br>Show a change of pace and timing in the movements<br>Move to the beat in dance sequences<br>Improvise with confidence, demonstrating fluency across the sequence<br>Ensure movements link and flow to develop fluency<br>Demonstrate consistency and precision when performing dance sequence<br>Use more complex dance vocabulary to describe own sequence |
| <b>Gymnastics</b>           | Explore travelling on low-level equipment, eg benches, in different ways<br>Explore body shapes – stretched, tucked, standing on the floor<br>Balance on one point with some control on the floor, eg set in stone, on one leg, kneeling & on large body parts<br>Perform a two-footed jump safely<br>Link 2-3 movements to create a sequence including a balance and jump | Explore body shapes – squat, front support, straddle on the floor<br>Explore and create pathways between 2 pieces of equipment and to use the space effectively<br>Rock to build momentum<br>Explore different rolls, eg egg roll, pencil roll, teddy roll, and perform them safely<br>Link 3 movements including a balance, jump and roll<br>Develop balances on one point on the floor eg arabesque, T balance, shoulder stand and perform them safely<br>Describe short gym sequence using appropriate vocabulary | Explore different ways of jumping and link to other gymnastics actions<br>Develop coordination to use alternate feet and hands whilst moving<br>Explore different rolls, eg side roll from kneeling, forward roll, backward roll, and perform them safely<br>Work with a partner to create a sequence of gymnastics actions eg matching balances<br>Choose appropriate gymnastics actions to suit a piece of music<br>Develop 2 & 3 point balances on the floor eg headstand, back support and perform them safely<br>Use simple gym vocabulary to improve work | Use turns whilst travelling<br>Develop counterbalances and perform them safely<br>Incorporate counterbalances into sequences<br>Perform movements with a partner in unison and canon<br>Develop 4 point balances on the floor eg crab, bridge and perform them safely<br>Work with a partner to create a sequence of gymnastics actions eg linked arm balances<br>Practise symmetrical and asymmetrical body shapes<br>Develop strength, technique and flexibility throughout performances<br>Use simple gym vocabulary to compare and improve work | Work with a partner to create a sequence of gymnastics actions eg contrasting balances, part body weight balances and perform them safely<br>Perform movements in a small group in canon<br>Explore combinations of forward and backward rolls eg straddle, stand to roll to tuck, tuck, back roll to stand. And perform them safely<br>Create a sequence showing a clear beginning, middle & end<br>Adapt a sequence to include different levels, speeds and directions<br>Use more complex gym vocabulary to describe work with partners and groups | Work with a partner to create a sequence of gymnastics actions eg supported headstands, full body weight balances and perform them safely<br>Perform actions, shapes and balances consistently, clearly and fluently with good body tension and extension<br>Select how to work with a partner and use more complex gym vocabulary to describe own sequence   |



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| Strike & Field Games<br>(e.g. rounders, cricket)       | Skills  | Show accuracy and control with the basic actions of underarm throwing and striking a ball   | Catch and receive balls into the body from throws at a range of heights                           | Strike a ball with intent<br>Throw a ball with increased accuracy when bowling or fielding   | Intercept and stop the ball with consistency<br>Return the ball quickly and accurately   | Use different ways of bowling eg underarm & overarm<br>Vary bowling technique<br>Field with increased accuracy  | Bowl underarm accurately<br>Bat effectively using different types of shot<br>Throw overarm over long distances  |
|  | Tactics | Understand the concept of hitting into space.<br>Recognise space in their games and plan where to stand to make it difficult for opponents when fielding          | Know how to keep score<br>Follow the rules of the game  | Choose and use throwing and batting skills to make the game hard for the opponents<br>Judge how far they can run to score points<br>Judge where to throw the ball to stop the opponents scoring points<br>Know key rules and follow them | Choose where to stand as a fielder to make it hard for the batter<br>Work well as a team to make it harder for the batter<br>Use the rules to keep a game going without disputes                               | Hit the ball from both sides of the body<br>Use tactics which involve fielders working together   | Direct the ball away from fielders<br>Gauge when to run after hitting the ball<br>Plan to outwit the opposition either with a partner or as a team when batting, bowling or fielding  |
| Net & Wall Games<br>(e.g. netball, basketball, tennis) | Skills  | Understand the concept of tracking the ball and get in line with the ball to receive it.<br>Show accuracy and control with the basic actions of underarm throwing | Throw and strike the ball with control  | Use a range of different ways of throwing<br>Vary the speed and direction of the ball  | Get body into good positions to receive ball<br>Hit/throw a ball fed to them accurately<br>Keep a rally going of bat-ball/throw-catch  | Hit/throw ball with purpose, varying the speed, height and direction<br>Explain what they are trying to do and why  | Spot the spaces in their opponent's court and hit the ball into them/move into the spaces to receive the ball<br>Position themselves well on the court  |
|  | Tactics | Understand the concept of taking the ball to a good position for aiming.  | Recognise space in their games and plan where to stand to make it difficult for opponents.        | Choose good places to stand when receiving the ball & give reasons for choice<br>Try to make things difficult for their opponent by directing the ball to a space  | Identify people of the same team to pass the ball to<br>Turn the body to defend the ball from opponents  | Play shots on both sides of the body and above the head in practise and in the game when the opportunity arises   | Direct the ball towards the opponent's court or target area<br>Show good feet positioning<br>Pass the ball to specific members of the team based on their position or strengths   |
| Invasion Games<br>(e.g. football, hockey, rugby)       | Skills  | Understand the concept of tracking the ball and get in line with the ball to receive it.  | Show a good awareness of others when running, making simple decisions about where and when to run | Pass, receive and dribble the ball<br>Stop the ball appropriately<br>Stop the ball on the move to change direction   | Use a range of techniques when passing eg high,low,fast,slow,bounce<br>Change direction and speed when dribbling the ball<br>Show growing consistency and control in games<br>Play with greater speed and flow | Know the difference between attacking and defending skills<br>Perform skills with increasing accuracy, confidence and control   | Perform skills with greater speed<br>Combine and perform skills with control, adapting them to meet the needs of the situation  |
|  | Tactics | Recognise space in their games and plan where to stand to make it difficult for opponents.  | Choose and use tactics to suit different situations   | Weigh up options and make good decisions about what to do<br>Know how to use space in games  | Follow rules they are given<br>Suggest how rules could be changed to improve the game<br>Use a range of tactics to keep possession of the ball<br>Get into positions to shoot/score                            | Choose positions in their teams and know how to help when attacking<br>Fund and use space to help their team<br>Use a variety of tactics to keep possession of the ball eg change speed/direction<br>Know and find ways to get the ball towards their opponents' goal<br>Know how to mark and defend their goal | Use attacking and defending skills appropriately in games<br>Choose and use different formations to suit the needs of the game<br>Choose when to pass or dribble so that they keep good possession and make progress towards the goal |



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| Athletics                | Track                               | Show the difference between jogging & sprinting  | Run continuously for at least one minute<br>Change speed/ direction when running   | Run consistently and smoothly at different speeds  | Pace self over longer distances  | Sustain pace over longer distances   | Demonstrate understanding of the basic principles of relay take-overs   |
|                          | Field                               | Develop underarm and overarm throws with increasing accuracy and coordination into targets of differing distances, developing coordination | Jump from standing positions<br>Demonstrate 5 basic jumps in isolation and in combination  | Throw a range of implements into a target area with consistency & accuracy   | Demonstrate different combinations of jumps, showing control and coordination  | Throw with greater control, accuracy and efficiency  | Perform a range of jumps showing power, control and consistency at both take-off and landing  |
| Sportsmanship            |                                     | Explain how to play the game fairly<br>Understand emotions associated with winning and losing  | Explain what sportsmanship is<br>Understand why it is hard sometimes when you lose<br>Articulate feelings when winning or losing                     | Demonstrate sportsmanship at the start and end of competitive activities by shaking hands and talking sensitively to all participants  | Accept the decisions of the referee, even when they do not benefit you or your team  | Identify positive role models in sport who demonstrate sportsmanship consistently  | Demonstrate sportsmanship within a game eg being honest when you've broken a rule   |
| Swimming                 |                                     | N/A  | N/A  | Swim competently, confidently & proficiently over at least 25m.<br>Use a range of strokes effectively eg front crawl, backstroke, breaststroke<br>Perform safe self-rescue in different water-based situations | N/A  | N/A  | N/A   |
| Orienteering             |                                     | N/A  | N/A  | Keep a map orientated so it lines up with the area<br>Follow a map with pictorial representations around familiar space<br>Collect numbers/letters to add to create score/word                                 | Identify orienteering map symbols<br>Follow a map with symbols around larger familiar space<br>Collect numbers/letters to add to create score/word | Follow a map around cones in the correct order<br>Collect numbers/letters on cones to add to create score/word                     | Work within pairs to collect as many clues as possible within given time<br>Plan the most effective route to collect as many clues as possible within given time                                    |
| Evaluation & Improvement | Games & Athletics                   | Explain what is successful and what they have to do to perform better  | Recognise what is successful<br>Use evaluations to improve own skills  | Identify what they do best and what they find most difficult<br>Recognise players who play well in games and give some reasons why   | Know and explain tactics and skills they are confident using and use well in games<br>Describe the help they need to improve their play            | Explain why a performance is good<br>Recognise parts of a performance that could be improved and identify practices that will help | Recognise and describe the best points in an individual's and a team's performance<br>Identify aspects of their own and others' performance that need improvement & suggest how to improve them     |
|                          | Movement<br>Eg dance and gymnastics | Watch others' movements carefully<br>Describe what they have done or what they have seen others do<br>Say why it is good                   | Describe aspects in their own or others' performances<br>Choose one aspect of their own or others' performances to improve and say how to improve it | Explain the differences between 2 performances<br>Understand what is involved in the process of improving a performance  | Make simple assessments of performance based on success criteria<br>Modify and refine sequences based on self and peer-assessment                  | Comment on the quality of movements, shapes<br>Identify aspects which were performed consistently, accurately, fluently            | Use criteria to make judgments and suggest improvements<br>Explain how a sequence is formed using appropriate terminology to describe technique and composition of their own & others' performances |