

Progression of knowledge & skills in PE

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health & Fitness	Describe how body feels before, during and after physical activity Summer Two	I can show how to exercise safely Summer Two I can explain what my body needs to keep healthy Summer Two	I can explain why it is important to warm up and cool down Summer Two	I can identify some muscle groups used in physical activities Summer Two	I can choose appropriate warm up and cool down activities for the muscle groups I will/have used Summer Two	I can explain how the body reacts to different kinds of exercise and why we need it regularly and safely Summer Two
Dance	Copy and explore basic movements Autumn Two Remember simple movements and dance steps to form a short sequence Autumn Two Link movements to sounds Autumn Two Respond to a range of stimuli Autumn Two Develop repertoire of different starting positions Autumn Two	Exert clear control when exploring basic movements Autumn Two Vary speed and levels in a sequence Autumn Two Vary size and shape of body Autumn Two Add change of direction to sequence Autumn Two Respond imaginatively to range of stimuli Autumn Two Describe short dance using appropriate vocabulary Autumn Two Link dance moves, gesture and change of direction in time to music. Autumn Two	Improvise with a partner to create a simple dance with rhythm and expression Autumn Two Adapt movements and motifs to create longer dance sequences. Autumn Two Use simple dance vocabulary to improve work Autumn Two Perform in front of others with increasing confidence Autumn Two	Improvise on their own with increasing confidence Autumn Two Create longer dance sequences in groups to tell a story Autumn Two Demonstrate precision and some control in movements Autumn Two Vary dynamics and develop actions and motifs Autumn Two Demonstrate rhythm Autumn Two Demonstrate spatial awareness Autumn Two Modify part of sequence following selfevaluation Autumn Two Use simple dance vocabulary to compare and improve work Autumn Two	Exaggerate dance movements and motifs to use expression within movement Spring One Demonstrate strong movements throughout a dance sequence Spring One Combine flexibility, techniques and movements to create a fluent sequence of movements Spring One Chooses an appropriate style in relation to the stimulus Spring One Identify elements of chosen style Spring One Use more complex dance vocabulary to describe a style Spring One	Demonstrate imagination when creating own dance sequences and motifs Spring One Show a change of pace and timing in the movements Spring One Move to the beat in dance sequences Spring One Improvise with confidence, demonstrating fluency across the sequence Spring One Ensure movements link and flow to develop fluency Spring One Demonstrate consistency and precision when performing dance sequence Spring One Use more complex dance vocabulary to describe own sequence Spring One



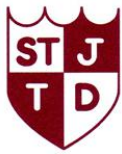
Gymnastics		<p>Explore travelling on low-level equipment, eg benches, in different ways Autumn One</p> <p>Explore body shapes – stretched, tucked, standing on the floor Autumn One</p> <p>Balance on one point with some control on the floor, eg set in stone, on one leg, kneeling & on large body parts Autumn One</p> <p>Perform a two-footed jump safely Autumn One</p> <p>Link 2-3 movements to create a sequence including a balance and jump Autumn One</p>	<p>Explore body shapes – squat, front support, straddle on the floor Autumn One</p> <p>Explore and create pathways between 2 pieces of equipment and to use the space effectively Autumn One</p> <p>Rock to build momentum Autumn One</p> <p>Explore different rolls, eg egg roll, pencil roll, teddy roll, and perform them safely Autumn One</p> <p>Link 3 movements including a balance, jump and roll Autumn One</p> <p>Develop balances on one point on the floor eg arabesque, T balance, shoulder stand and perform them safely Autumn One</p> <p>Describe short gym sequence using appropriate vocabulary Autumn One</p>	<p>Explore different ways of jumping and link to other gymnastics actions Autumn One</p> <p>Develop coordination to use alternate feet and hands whilst moving Autumn One</p> <p>Explore different rolls, eg side roll Autumn One</p> <p>from kneeling, forward roll, backward roll, and perform them safely Autumn One</p> <p>Work with a partner to create a sequence of gymnastics actions eg matching balances Autumn One</p> <p>Choose appropriate gymnastics actions to suit a piece of music Autumn One</p> <p>Develop 2 & 3 point balances on the floor eg headstand, back support and perform them safely Autumn One</p> <p>Use simple gym vocabulary to improve work Autumn One</p>	<p>Use turns whilst travelling Autumn One</p> <p>Develop counterbalances and perform them safely Autumn One</p> <p>Incorporate counterbalances into sequences Autumn One</p> <p>Perform movements with a partner in unison and canon Autumn One</p> <p>Develop 4 point balances on the floor eg crab, bridge and perform them safely Autumn One</p> <p>Work with a partner to create a sequence of gymnastics actions eg linked arm balances Autumn One</p> <p>Practise symmetrical and asymmetrical body shapes Autumn One</p> <p>Develop strength, technique and flexibility throughout performances Autumn One</p> <p>Use simple gym vocabulary to compare and improve work Autumn One</p>	<p>Work with a partner to create a sequence of gymnastics actions eg contrasting balances, part body weight balances and perform them safely Autumn One</p> <p>Perform movements in a small group in canon Autumn One</p> <p>Explore combinations of forward and backward rolls eg straddle, stand to roll to tuck, tuck, back roll to stand. And perform them safely Autumn One</p> <p>Create a sequence showing a clear beginning, middle & end Autumn One</p> <p>Adapt a sequence to include different levels, speeds and directions Autumn One</p> <p>Use more complex gym vocabulary to describe work with partners and groups Autumn One</p>	<p>Work with a partner to create a sequence of gymnastics actions eg supported headstands, full body weight balances and perform them safely Autumn One</p> <p>Perform actions, shapes and balances consistently, clearly and fluently with good body tension and extension Autumn One</p> <p>Select how to work with a partner and use more complex gym vocabulary to describe own sequence Autumn One</p>
	Strike & Field Games (e.g rounders, cricket)	Skills	<p>Show accuracy and control with the basic actions of underarm throwing and striking a ball Summer Two</p>	<p>Catch and receive balls into the body from throws at a range of heights Summer Two</p>	<p>Strike a ball with intent Summer One</p> <p>Throw a ball with increased accuracy when bowling or fielding Summer One</p>	<p>Intercept and stop the ball with consistency Summer Two</p> <p>Return the ball quickly and accurately Summer Two</p>	<p>Use different ways of bowling eg underarm & overarm Summer Two</p> <p>Vary bowling technique Summer Two</p> <p>Field with increased accuracy Summer Two</p>
	Tactics	<p>Understand the concept of hitting into space. Summer Two</p> <p>Recognise space in their games and plan where to stand to make it difficult for opponents when fielding Summer Two</p>	<p>Know how to keep score Summer Two</p> <p>Follow the rules of the game Summer Two</p>	<p>Choose and use throwing and batting skills to make the game hard for the opponents Summer One</p> <p>Judge how far they can run to score points Summer One</p> <p>Judge where to throw the ball to stop the opponents scoring points Summer One</p> <p>Know key rules and follow them Summer One</p>	<p>Choose where to stand as a fielder to make it hard for the batter Summer Two</p> <p>Work well as a team to make it harder for the batter Summer Two</p> <p>Use the rules to keep a game going without disputes Summer Two</p>	<p>Hit the ball from both sides of the body Summer Two</p> <p>Use tactics which involve fielders working together Summer Two</p>	<p>Direct the ball away from fielders Summer One</p> <p>Gauge when to run after hitting the ball Summer One</p> <p>Plan to outwit the opposition either with a partner or as a team when batting, bowling or fielding Summer One</p>



Net & Wall Games (e.g. netball, basketball, tennis)	Skills	Understand the concept of tracking the ball and get in line with the ball to receive it. Spring One, Summer One Show accuracy and control with the basic actions of underarm throwing Spring One, Summer One	Throw and strike the ball with control Spring One, Summer One	Use a range of different ways of throwing Spring One, Spring Two Vary the speed and direction of the ball Spring One, Spring Two	Get body into good positions to receive ball Summer One Hit/throw a ball fed to them accurately Summer One Keep a rally going of bat-ball/throw-catch Summer One	Hit/throw ball with purpose, varying the speed, height and direction Spring Two, Summer One Explain what they are trying to do and why Spring Two, Summer One	Spot the spaces in their opponent's court and hit the ball into them/move into the spaces to receive the ball Spring Two, Summer One Position themselves well on the court Spring Two, Summer One
	Tactics	Understand the concept of taking the ball to a good position for aiming. Spring One	Recognise space in their games and plan where to stand to make it difficult for opponents. Spring One	Choose good places to stand when receiving the ball & give reasons for choice Spring One, Spring Two Try to make things difficult for their opponent by directing the ball to a space Spring One, Spring Two	Identify people of the same team to pass the ball to Summer One Turn the body to defend the ball from opponents Summer One	Play shots on both sides of the body and above the head in practise and in the game when the opportunity arises Spring Two	Direct the ball towards the opponent's court or target area Spring Two, Summer One Show good feet positioning Spring Two, Summer One Pass the ball to specific members of the team based on their position or strengths Spring Two, Summer One
Invasion Games (e.g. football, hockey, rugby)	Skills	Understand the concept of tracking the ball and get in line with the ball to receive it. Spring One, Spring Two	Show a good awareness of others when running, making simple decisions about where and when to run Spring Two	Pass, receive and dribble the ball Autumn One, Spring One Stop the ball appropriately Autumn One, Spring One Stop the ball on the move to change direction Autumn One, Spring One	Use a range of techniques when passing eg high, low, fast, slow, bounce Autumn One, Autumn Two Change direction and speed when dribbling the ball Autumn One, Autumn Two Show growing consistency and control in games Autumn One, Autumn Two Play with greater speed and flow Autumn One, Autumn Two	Know the difference between attacking and defending skills Autumn Two, Spring One Perform skills with increasing accuracy, confidence and control Autumn Two, Spring One	Perform skills with greater speed Autumn One, Autumn Two, Spring One Combine and perform skills with control, adapting them to meet the needs of the situation Autumn One, Autumn Two, Spring One
	Tactics	Recognise space in their games and plan where to stand to make it difficult for opponents Spring One, Spring Two	Choose and use tactics to suit different situations Spring Two	Weigh up options and make good decisions about what to do Know how to use space in games Autumn One, Spring One	Follow rules they are given Autumn One, Autumn Two Suggest how rules could be changed to improve the game Autumn One, Autumn Two Use a range of tactics to keep possession of the ball Autumn One, Autumn Two Get into positions to shoot/score Autumn One, Autumn Two	Choose positions in their teams and know how to help when attacking Autumn Two, Spring One Find and use space to help their team Autumn Two, Spring One Use a variety of tactics to keep possession of the ball eg change speed/direction Autumn Two, Spring One Know and find ways to get the ball towards their opponents' goal Autumn Two, Spring One Know how to mark and defend their goal Autumn Two, Spring One	Use attacking and defending skills appropriately in games Autumn One, Autumn Two, Spring One Choose and use different formations to suit the needs of the game Autumn One, Autumn Two, Spring One Choose when to pass or dribble so that they keep good possession and make progress towards the goal Autumn One, Autumn Two, Spring One
At h.l eti	Track	Show the difference between jogging & sprinting	Run continuously for at least one minute	Run consistently and smoothly at different speeds	Pace self over longer distances Summer One, Summer Two	Sustain pace over longer distances	Demonstrate understanding of the basic principles of relay take-overs



		Summer One, Summer Two	Summer One, Summer Two Change speed/ direction when running Summer One, Summer Two	Summer Two		Summer One, Summer Two	Summer One, Summer Two
	Field	Develop underarm and overarm throws with increasing accuracy and coordination into targets of differing distances, developing coordination Summer One, Summer Two	Jump from standing positions Summer One, Summer Two Demonstrate 5 basic jumps in isolation and in combination Summer One, Summer Two	Throw a range of implements into a target area with consistency & accuracy Summer Two	Demonstrate different combinations of jumps, showing control and coordination Summer One, Summer Two	Throw with greater control, accuracy and efficiency Summer One, Summer Two	Perform a range of jumps showing power, control and consistency at both take-off and landing Summer One, Summer Two
Sportsmanship		Explain how to play the game fairly Throughout year Understand emotions associated with winning and losing Throughout year	Explain what sportsmanship is Throughout year Understand why it is hard sometimes when you lose Throughout year Articulate feelings when winning or losing Throughout year	Demonstrate sportsmanship at the start and end of competitive activities by shaking hands and talking sensitively to all participants Throughout year	Accept the decisions of the referee, even when they do not benefit you or your team Throughout year	Identify positive role models in sport who demonstrate sportsmanship consistently Throughout year	Demonstrate sportsmanship within a game eg being honest when you've broken a rule Throughout year
Swimming		N/A	N/A	Swim competently, confidently & proficiently over at least 25m. Summer One, Summer Two Use a range of strokes effectively eg front crawl, backstroke, breaststroke Summer One, Summer Two Perform safe self-rescue in different water-based situations Summer One, Summer Two	Swim competently, confidently & proficiently over at least 25m. Spring One, Spring Two Use a range of strokes effectively eg front crawl, backstroke, breaststroke Spring One, Spring Two Perform safe self-rescue in different water-based situations Spring One, Spring Two	Swim competently, confidently & proficiently over at least 25m. Autumn One, Autumn Two Use a range of strokes effectively eg front crawl, backstroke, breaststroke Autumn One, Autumn Two Perform safe self-rescue in different water-based situations Autumn One, Autumn Two	N/A
Orienteering		N/A	N/A	Keep a map orientated so it lines up with the area Spring Two Follow a map with pictorial representations around familiar space Spring Two Collect numbers/letters to add to create score/word Spring Two	N/A	Follow a map around cones in the correct order Spring Two Collect numbers/letters on cones to add to create score/word Spring Two	Work within pairs to collect as many clues as possible within given time Spring Two Plan the most effective route to collect as many clues as possible within given time Spring Two
Evaluation & Improvement	Games & Athletics	Explain what is successful and what they have to do to perform better Spring One, Spring Two, Summer One, Summer Two	Recognise what is successful Spring One, Spring Two, Summer One, Summer Two Use evaluations to improve own skills Spring One, Spring Two, Summer One, Summer Two	Identify what they do best and what they find most difficult Spring One, Spring Two, Summer One, Summer Two Recognise players who play well in games and give some reasons why Spring One, Spring Two, Summer One, Summer Two	Know and explain tactics and skills they are confident using and use well in games Autumn Two, Spring Two, Summer One, Summer Two Describe the help they need to improve their play Autumn Two, Spring Two, Summer One, Summer Two	Explain why a performance is good Autumn Two, Spring Two, Summer One, Summer Two Recognise parts of a performance that could be improved and identify practices that will help Autumn Two, Spring Two, Summer One, Summer Two	Recognise and describe the best points in an individual's and a team's performance Autumn Two, Spring Two, Summer One, Summer Two Identify aspects of their own and others' performance that need improvement & suggest how to improve them Autumn Two, Spring Two, Summer One, Summer Two



<p>Movement Eg dance and gymnastics</p>	<p>Watch others' movements carefully Autumn One, Autumn Two Describe what they have done or what they have seen others do Autumn One, Autumn Two Say why it is good Autumn One, Autumn Two</p>	<p>Describe aspects in their own or others' performances Autumn One, Autumn Two Choose one aspect of their own or others' performances to improve and day how to improve it Autumn One, Autumn Two</p>	<p>Explain the differences between 2 performances Autumn One, Autumn Two Understand what is involved in the process of improving a performance Autumn One, Autumn Two</p>	<p>Make simple assessments of performance based on success criteria Autumn One, Spring One Modify and refine sequences based on self and peer-assessment Autumn One, Spring One</p>	<p>Comment on the quality of movements, shapes Autumn One, Spring One Identify aspects which were performed consistently, accurately, fluently Autumn One, Spring One</p>	<p>Use criteria to make judgments and suggest improvements Autumn One, Spring One Explain how a sequence is formed using appropriate terminology to describe technique and composition of their own & others' performances Autumn One, Spring One</p>
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