

Physical Education Progression of Knowledge and Skills



Concepts	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	- Throw and catch a large ball with a partner (catching with both hands) - Jump from two feet to two feet - Show basic actions for rolling, underarm throwing, striking a ball and kicking - Play simplified versions of games which include either attacking or defending principles	- Pass a large ball accurately to a partner over a variety of distances - Use different methods of travel to avoid collisions - Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control and use these in a game - Jump from two feet to one foot and jump from one foot to one foot - Take a ball to a good position for aiming - Hit a ball with a bat - Vary skills and show some understanding of simple tactics - Participate in team games, developing simple tactics for attacking and defending - Stay in a 'zone' during a game and follow rules	- Throw and catch a small ball with control, when under limited pressure - Jump from height and safely land on two feet - Hit a ball accurately with a bat - Use the correct techniques when throwing overarm and underarm - Throw and catch a ball whilst moving - Aware of space, when playing a game and use it for attacking and defending - Aware of teammates and the opposition and starting to use tactics in light of this - Know and use rules fairly	- Keep a game going using a range of different throwing techniques and equipment - Strike a ball with intent (accuracy and control) and throw it more accurately when bowling and/or fielding - Catch with one hand - Jump within a game and maintain balance - Move into space, when not in possession during the game - Make things difficult for their opponent by directing the ball to space, at different speeds and heights - Vary tactics depending on what is happening - Keep and use rules they are given - Show some knowledge of scoring	- Use a range of techniques when passing, e.g. high, low, bounced, fast, slow - Travel with a ball showing changes of speed and directions using either foot or hand - Hit the ball with purpose, varying speed, height and direction - Jump simultaneously, whilst catching an object - Independently find appropriate space during a game - Gain and keep possession by working as a team - Vary tactics and adapt skills according to what is happening - Choose the best tactics for attacking and defending - With support, score games	- Throw within a competitive game using one or either hand - Show precision and accuracy when sending and receiving - Perform skills with accuracy, confidence and control, adapting them to the needs of the situation - Play competitive games showing tactical awareness of attacking and defending - Independently, score games - Explain complicated rules - Make a team plan and communicate it to others
Dance	- Use different methods of travel, which support balance, agility and coordination - Use movement to reflect the mood of the music in a static position - Copy dance moves	- Change speed, level and direction. - Dance with control and coordination - Link some movement to show a mood or feeling	- Translate ideas into a dance - Perform multiple movements simultaneously - Perform dances with an awareness of rhythm on their own or in a group	- Use dance to communicate an idea given - Ensure that dance moves are clear and fluent - Rhythm is maintained throughout a dance	- Use dance to communicate their own idea - Piece together multiple movements to create a sequence - Movements are performed expressively	- Develop imaginative dances in a specific style - Dance shows clarity, fluency, accuracy and consistency
Gymnastics	- Use simple apparatus safely and with confidence - Make body tense, relaxed, circled and stretched - Control body when traveling and balancing - Climb safely - Copy movements - Roll, travel and balance in different ways	- Use simple apparatus safely and with confidence - Improve work using information they have gained by watching and listening - Control movements - Create a sequence which follows a set of 'rules'	- Perform sequences on their own or with a partner - Improve the quality of actions, body shapes and balance - Use a greater number of own ideas for movement in response to a task	- Develop a range of actions, body shapes with control and include a performance - Create gymnastic sequences that meet a theme or set of objectives - Adapt sequences to suit different types of apparatus - Perform sequences, with at least three phases, on their own or with a partner	- Adapt sequences to suit their partner's ability - Perform actions in a fluent and consistent performance	- Make complex or extended sequences - Perform consistently to different audiences - Movements are accurate, clear and consistent
Athletics		Take part in a relay	- Perform a basic pull throw - Run at fast, medium and slow speeds - Perform a sequence of linked jumps (hurdles) - Take part in a relay, remembering when to run and what to do	- Jump for height and distance with control and balance - Throw with speed and power and apply appropriate force - Link running and jumping activities with some fluency, control and consistently (long jump)	- Sprint over a short distance with a controlled and effective technique - Throw in different ways with increased power, using an increased range of equipment - Combine running and jumping (long jump, triple jump)	- Sustain pace over short and longer distances - Use tactics in a race in relation to child's strength - Perform a range of jumps and throws demonstrating increased power and accuracy - Controlled when taking off

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				• Run over a long distance • Sprint over a short distance		and landed in a jump • Follow rules linked to specific events
Outdoor Adventure			• Follow a map in a familiar context • Move from one location to another following a map • Use clues to follow a route • Follow a route safely	• Follow a map in a more demanding but familiar context • Follow a route accurately, safely and within a time limit	• Use clues and compass directions to navigate a route • Change the route if there is a problem • Change plans if they get new information	• Plan a route and series of clues for someone else • Plan with others taking account of safety and danger
Swimming						• Swim a distance of 25m competently, confidently and proficiently • Use a range of strokes effectively • Perform safe self-rescue
Self and Peer Reflection	• Evaluate their work and the quality of performance • Recognise how their work can be improved • Create a verbal or written action plan for personal development • Incorporate a variety of questioning and answering strategies to promote problem solving, team work and					