

Physical Education Skills and Knowledge Progression



Subject Domain	YEAR 1	YEAR 2
Dance	<ul style="list-style-type: none"> • To change direction during travelling moves. • To link travelling moves that change direction and level. • To link moves together. • To use a variety of moves. • To explore basic body patterns and movements to music. • To use a variety of moves that change speed and direction. • To link together dance moves with gestures and changing direction in time to music. • To practise taking off from different positions. • To complete an obstacle course with control and agility. 	<ul style="list-style-type: none"> • To explore different levels and speeds of movement. • To compose and perform simple dance phrases. • To show contrasts in simple dances with good body shape and position. • To develop a range of dance movements and improve timing. • To work to music, creating movements that show rhythm and control. • To work to music, creating movements that show rhythm and control.
Gymnastics	<ul style="list-style-type: none"> • To explore movement actions with control and link them together with flow. • To explore gymnastic actions and shapes. • To explore travelling on benches. • To explore movement actions with control, and to link them together with flow. • To choose and use simple compositional ideas by creating and performing sequences. • To repeat and link combinations of gymnastic actions. • To link combinations of movements and shapes with control. 	<ul style="list-style-type: none"> • To remember and repeat simple gymnastic actions with control. • To balance on isolated parts of the body using the floor and hold balance. • To develop a range of gymnastic moves, particularly balancing. • To link together a number of gymnastic actions into a sequence. • To explore ways of travelling around on large apparatus. • To choose and use a variety of gymnastic actions to make a sequence
Multi-skills including bat and ball skills	<ul style="list-style-type: none"> • To explore static balancing and understand the concept of bases. • To combine a number of co-ordination drills, using upper and lower body movements. • To aim a variety of balls and equipment accurately. • To time running to stop or intercept the path of a ball. • To travel in different ways, showing clear transitions between movements. 	<ul style="list-style-type: none"> • To learn skills for playing striking and fielding games. • To position the body to strike a ball. • To develop catching skills. • To throw a ball for distance. • To practise throwing skills in a circuit. • To play a game fairly and in a sporting manner. • To use fielding skills to play a game. • To use hand-eye co-ordination to control a ball.

	<ul style="list-style-type: none"> • To travel in different directions (side to side, up and down) with control and fluency. • To practise ABC (agility, balance and co-ordination) at circuit stations. • To complete BEAM program. • To master basic sending and receiving techniques. • To develop balance, agility and co-ordination. • To master basic sending and receiving skills. • To develop balance, agility and co-ordination. • To master basic sending and receiving techniques • To develop balance, agility and co-ordination. • To master basic sending and receiving as well as developing balance agility and co-ordination. • To make use of coordination, accuracy and weight transfer. • To develop receiving skills. • To use ball skills in gamebased activities. 	<ul style="list-style-type: none"> • To catch a variety of objects. • To vary types of throw. • To kick and move with a ball. • To develop catching and dribbling skills. • To use ball skills in a mini festival such as sports day.
Outdoor Adventure Activities	<ul style="list-style-type: none"> • To follow simple instructions • To work together in small groups • To solve problems relating to objects within an area • To use simple maps to navigate from one place to another. • To ask and give instructions to a partner 	<ul style="list-style-type: none"> • To follow simple instructions • To work together in small groups • To solve problems relating to objects within an area • To use simple maps to navigate from one place to another. • To ask and give instructions to a partner
Athletics	<ul style="list-style-type: none"> • To use varying speeds when running. • To explore footwork patterns. • To explore arm mobility. • To explore different methods of throwing. • To practise short distance running 	<ul style="list-style-type: none"> • To run with agility and confidence. • To learn the best jumping techniques for distance. • To throw different objects in a variety of ways. • To hurdle an obstacle and maintain effective running style. • To run for distance. • To complete an obstacle course with control and agility.

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Subject Domain	YEAR 3	YEAR 4
Dance	<ul style="list-style-type: none"> • To explore dance movements and create patterns of movement. • To work with a partner to create dance patterns. • To perform a dance with rhythm and expression. • To use knowledge of dance to create a story in small groups. • To develop precision of movement. • To work co-operatively with a group to create a dance piece. • To perform in front of others with confidence. 	<ul style="list-style-type: none"> • To identify and practise the patterns and actions of chosen dance style. • To demonstrate an awareness of the music's rhythm and phrasing when improvising. • To create an individual dance that reflects the chosen dancing style. • To create partnered dances that reflect the dancing style and apply the key components of dance. • To perform dance using a range of movement patterns. • To perform and evaluate own and others' work.
Gymnastics	<ul style="list-style-type: none"> • To explore jumping techniques and link them with other gymnastic actions. • To explore jumping techniques and to link them with other gymnastic actions. • To select and adapt gymnastics actions to meet the task. • To work with a partner or a small group to create a sequence that develops jumping skills. • To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music. 	<ul style="list-style-type: none"> • To identify and practise body shapes. • To identify and practise symmetrical and asymmetrical body shapes. • To construct sequences using balancing and linking movements. • To use counterbalances and incorporate them into a sequence of movements. • To perform movements in canon and in unison. • To perform and evaluate own and others' sequences
Ball Skills Games	<ul style="list-style-type: none"> • To be aware of others when playing games. • To choose the correct skills to meet a challenge. • To perform a range of actions, maintaining control of the ball. • To perform a range of catching and gathering skills with control. • To master the basic catching technique. • To catch with increasing control and accuracy. • To master the basic throwing technique. • To throw and hit a ball in different ways (e.g. high, low, fast or slow). 	<p>Invasion (Football/Hockey)</p> <ul style="list-style-type: none"> • To keep possession of a ball. • To use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation. • To use accurate passing and dribbling in a game. • To identify and apply ways to move the ball towards an opponent's goal. • To learn concepts of attack and defence. • To play in a mini competition. <p>Striking and Fielding (Cricket/Rounders)</p> <ul style="list-style-type: none"> • To develop and investigate different ways of throwing,

	<ul style="list-style-type: none"> • To apply skills and tactics in small-sided games. • To identify and follow the rules of games. To choose and use simple tactics to suit different situations. • To react to situations in ways that make it difficult for opponents to win. • To consolidate and develop a range of skills in striking and fielding. <ul style="list-style-type: none"> • To practise the correct technique for fielding and use it in a game situation. • To consolidate the throwing, catching and batting skills already learned. • To strike the ball for distance. • To know how to play a striking and fielding game competitively and fairly. • Be able to explain rules of a game and why they are needed. 	<p>and to know when each is appropriate.</p> <ul style="list-style-type: none"> • To use ABC (agility, balance, co-ordination) to field a ball well. To use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation. • To use hand-eye coordination to strike a moving and a stationary ball. • To develop fielding skills and understand their importance when playing a game. To play in a competitive situation, and to demonstrate sporting behaviour. <p>Racket Skills</p> <ul style="list-style-type: none"> • To become familiar with balls and short tennis rackets. • To get the ball into play. • To accurately serve underarm. • To build up a rally. • To build a rally, focusing on accuracy of strokes. • To play a variety of shots in a game situation and to explore when different shots should be played <ul style="list-style-type: none"> • To play a competitive tennis game. • To understand and explain the need for rules within games.
Athletics	<ul style="list-style-type: none"> • To run in different directions and at different speeds, using a good technique. • To improve throwing technique. • To reinforce jumping techniques. • To understand the relay and passing the baton. • To choose and understand appropriate running techniques. • To compete in a mini competitions, recording scores. 	<ul style="list-style-type: none"> • To select and maintain a running pace for different distances. • To practise throwing with power and accuracy. • To throw safely and with understanding. • To demonstrate good running technique in a competitive situation. • To explore different footwork patterns. • To understand which technique is most effective when jumping for distance. • To utilise all the skills learned in this unit in a competitive situation.
Outdoor Adventure Activities	<ul style="list-style-type: none"> • To develop listening skills and follow several instructions building up from one to four commands. 	<ul style="list-style-type: none"> • To develop listening skills and follow several instructions building up from one to four commands.

	<ul style="list-style-type: none"> • To use simple maps with a key • To work with a partner to discuss problems and suggest solutions. • To explore areas further afield and of a larger area. • To navigate a course and give and follow instructions to do this. 	<ul style="list-style-type: none"> • To use simple maps with a key • To work with a partner to discuss problems and suggest solutions. • To explore areas further afield and of a larger area. • To navigate a course and give and follow instructions to do this.
Swimming	<ul style="list-style-type: none"> • To develop basic pool safety skills and confidence in water. • To develop travel in vertical or horizontal position and introduce floats. • To develop push and glides, any kick action on front and back with or without support aids. • To develop entry and exit, travel further, float and submerge. • To develop balance, link activities and travel further on whole stroke. • To show breath control. Introduction to deeper water. Treading water. 	<ul style="list-style-type: none"> • To develop basic pool safety skills and confidence in water. • To develop travel in vertical or horizontal position and introduce floats. • To develop push and glides, any kick action on front and back with or without support aids. • To develop entry and exit, travel further, float and submerge. • To develop balance, link activities and travel further on whole stroke. • To show breath control. Introduction to deeper water. Treading water.

Physical Education Skills and Knowledge Progression



Subject Domain	YEAR 5	YEAR 6
Dance	<ul style="list-style-type: none"> • To identify and practise the patterns and actions of the chosen dance style. • To demonstrate an awareness of the music's rhythm and phrasing when improvising. • To create and perform an individual dance that reflects the chosen dance style. • To create partnered dances that reflect the chosen dancing style and apply the key components of dance. • To create group dances that reflect the dance style. • To perform a dance using a range of movement patterns. • To perform and evaluate own and others' work. 	<ul style="list-style-type: none"> • To identify and practise the patterns and actions in a street dance style. • To demonstrate an awareness of the music's rhythm and phrasing when improvising. • To create a dance that represents a street dance style. • To create a dance as a group, using any street dance moves. • To create a dance as a group, using any street dance moves. • To perform and analyse own and others' performance.
Gymnastics	<ul style="list-style-type: none"> • To identify and practise body shapes and balances. 	<ul style="list-style-type: none"> • To identify and practise gymnastic shapes and

	<ul style="list-style-type: none"> • To identify and practise symmetrical and asymmetrical body shapes. • To use and refine the following skills: flexibility, strength, balance, power and mental focus. • To develop skills for movement, including rolling, bridging and dynamic movement. • To use counterbalances and incorporate them into a sequence of movements. • To perform movements in canon and in unison. • To perform and evaluate own and others' sequences. 	<p>balances.</p> <ul style="list-style-type: none"> • To identify and practise symmetrical and asymmetrical body shapes. • To construct sequences using balancing and linking movements • To use counterbalances and incorporate them into a sequence of movements • To perform movements in canon and in unison. • To perform and evaluate own and others' sequences.
<p>Games</p>	<ul style="list-style-type: none"> • To demonstrate basic passing and receiving skills using a netball. • To develop an understanding and knowledge of the basic footwork rule of netball. • To use good hand/eye co-ordination to pass and receive a ball successfully. <ul style="list-style-type: none"> • To develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel. • To understand the importance of 'getting free' in order to receive a pass. • To understand how to make space by moving away and coming back and by dodging. • To be able to demonstrate a range of defending skills and understand how to mark an opponent. • To understand how to intercept a pass. • To learn how to shoot. • To understand the different positions in a netball team (five-a-side). • To recognise which positions are attacking and which are defending • To develop skills in batting and fielding. <ul style="list-style-type: none"> • To choose fielding techniques. • To run between the wickets. • To run, throw and catch. • To develop a safe and effective overarm throw. 	<ul style="list-style-type: none"> • To understand the basic rules of tag rugby. • To work as a team, using ball-handling skills. • To pass and carry a ball using balance and co-ordination. • To use skills learned to play a game of tag rugby. • To apply rules and skills learned to a game. • To play in a mini tag rugby competition.) • To throw and catch under pressure. • To use fielding skills to stop the ball effectively. • To learn batting control. • To learn the role of backstop in rounders. • To play in a tournament and work as team, using tactics in order to beat another team. • To play in a tournament and work as team, using tactics in order to beat another team. <p>Racket Skills</p> <ul style="list-style-type: none"> • To demonstrate and use the correct grip of the racket and understand how to get into the ready position. <ul style="list-style-type: none"> • To use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket. • Understand how to serve the shuttle in order to start the game. • Recognise the difference between the low serve and the high serve. • To develop children's ability to perform and understand the 'overhead clear' shot and the impact

	<ul style="list-style-type: none"> • To learn batting control. • To use all the skills learned by playing in a mini tournament. • To identify and apply techniques for hitting a tennis ball. • To develop the techniques for ground strokes and volleys. • To develop a backhand technique and use it in a game. • To practise techniques for all strokes. • To use the scoring system and court for singles tennis. • To play a tennis game using an overhead serve and the correct selections of shots. 	<p>that playing the overhead clear can have on winning points during game play.</p> <ul style="list-style-type: none"> • To understand that the drop shot is an attacking shot, and why. • To know where the drop should be aimed for, for it to be most productive, and why. • To understand how to use different shots to outwit an opponent in a game. • To develop knowledge, understanding and principles within a doubles game, including tactics and strategies used
Athletics	<ul style="list-style-type: none"> • To use correct technique to run at speed. • To develop the ability to run for distance. • To throw with accuracy and power. • To identify and apply techniques of relay running. • To explore different footwork patterns. • To understand which technique is most effective when jumping for distance. • Learn how to use skills to improve the distance of a pull throw. • To demonstrate good techniques in a competitive situation. 	<ul style="list-style-type: none"> • To investigate running styles and changes of speed • To practise throwing with power and accuracy. • To throw safely and with understanding. • To demonstrate good running technique in a competitive situation. • To explore different footwork patterns • To understand which technique is most effective when jumping for distance. • To utilise all the skills learned in this unit in a competitive situation.
Outdoor Adventure Activities	<ul style="list-style-type: none"> • To develop accurate listening and respond skills when giving and receiving instructions in pairs, small and large groups • To use and apply system and strategy techniques to solve problems • To interpret maps and draw simple diagrams • To develop stamina and resilience when undertaking activities • To be able to discuss and plan effectively as a group • To demonstrate how to stay safe in a given environment 	<ul style="list-style-type: none"> • To develop accurate listening and respond skills when giving and receiving instructions in pairs, small and large groups • To use and apply system and strategy techniques to solve problems • To interpret maps and draw simple diagrams • To develop stamina and resilience when undertaking activities • To be able to discuss and plan effectively as a group • To demonstrate how to stay safe in a given environment
Swimming	<ul style="list-style-type: none"> • To develop basic pool safety skills and confidence in water. 	<ul style="list-style-type: none"> • To develop basic pool safety skills and confidence in water.

	<ul style="list-style-type: none"> • To develop travel in vertical or horizontal position and introduce floats. • To develop push and glides, any kick action on front and back with or without support aids. • To develop entry and exit, travel further, float and submerge. • To develop balance, link activities and travel further on whole stroke. • To use different swim strokes with control and co-ordination of limbs to increased distances. • To show breath control. Introduction to deeper water. Treading water. 	<ul style="list-style-type: none"> • To develop travel in vertical or horizontal position and introduce floats. • To develop push and glides, any kick action on front and back with or without support aids. • To develop entry and exit, travel further, float and submerge. • To develop balance, link activities and travel further on whole stroke. • To swim increasing distances using different strokes. • To swim at least 25meters using preferred stroke. • To show breath control. Introduction to deeper water. Treading water. • To understand and be able to explain water safety and rules.
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Evaluation Skills KS1

- Be able to comment and reflect on their own and others performances
- Be able to give suggestions for improvements
- Use appropriate vocabulary when discussing skills during feedback

KS1 and 2 (as above plus)

- Be able to watch and describe performances accurately
- Be able to work with a partner or group to improve skills
- Be able to comment on similarities and differences of performances

Healthy Lifestyles KS1

- Be able to describe the effect of exercise on the body
- Be able to explain the importance of exercise and a healthy lifestyle

KS1 and 2 (as above plus)

- Be able to explain the need for warming up and cooling down before and after exercise