



Physical Education: Progression of knowledge and skills

P.E: Key Stage 1						
Gymnastics		Basic movements and Team Games	Dance	Athletics	Swimming	
		<i>developing balance, agility and co-ordination, and begin to apply these in a range of activities</i>	<i>master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending</i>	<i>perform dances using simple movement patterns</i>	<i>use running, jumping, throwing and catching in isolation and in combination</i>	
Year 1	<ul style="list-style-type: none"> • He/she can perform simple rolls e.g. forward, pencil, teddy-bear. • He/she can copy stretching 	<ul style="list-style-type: none"> • He/she can throw a ball underarm, over arm and use a bounce pass. • He/she can pass a ball to a partner using his/her hands and feet. 	<ul style="list-style-type: none"> • He/she can perform the basic dance actions e.g. travel and change direction, turn, jump, gesture, balance/stillness, change of size and shape. • He/she can link two or more actions 	<ul style="list-style-type: none"> • He/she can sprint up to 60m. • He/she can run 100m. • He/she can use over arm and underarm throws to throw items in a straight line. • He/she can jump: side to side; both feet together; one foot to the other. 	<ul style="list-style-type: none"> • He/she can climb out of the pool unaided. • He/she can submerge his/her head under water and blow bubbles. • He/she can get dressed and undressed independently. • He/she is developing 	

	<p>movements for different parts of the body.</p> <ul style="list-style-type: none">• He/she can balance using his/her hands, feet or seat.• He/she can create different shapes when balancing e.g. thin, wide, twisted, curled.• He/she can copy short movements to combine simple balances. e.g. balance - travel - balance• He/she can travel in different		<p>together.</p> <ul style="list-style-type: none">• He/she can copy short motifs (a short phrase, movement or gesture that is repeated.)• He/she can move safely in a space		<p>confidence in the water.</p>
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	ways e.g. Jumping, skipping, walking, leaping, hopping etc.				
Year 2	<ul style="list-style-type: none"> • He/she can plan and perform a sequence of movements • He/she can improve a sequence based on feedback • He/she can think of more than one way to create a sequence which follows some 'rules' 	<ul style="list-style-type: none"> • He/she can hit a ball with a tennis style bat or racquet. • He/she can stop a ball with his/her feet before passing it. • He/she can move into a given space within a game. • He/she is beginning to understand where to stand to make a game more difficult for an opponent. • He/she can move into a given space to catch a ball. 	<ul style="list-style-type: none"> • He/she can change rhythm, speed, level and direction in dance • He/she can make a sequence by linking sections together • He/she can use dance to show a mood or feeling 	<ul style="list-style-type: none"> • He/she can sprint up to 60m. • He/she can run 100m. • He/she can use over arm and underarm throws to throw items 	<ul style="list-style-type: none"> • He/she can swim 10m on his/her front and back without stopping. • He/she can use the correct arm and leg movements to swim front crawl and backstroke.

P.E: Key Stage 2

Athletics

**Competitive
Games**

Gymnastics

Dance

**Outdoor and
Adventurous
Activity**

Swimming

Evaluate

<p><i>use running, jumping, throwing and catching in isolation and in combination</i></p>	<p><i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i></p>	<p><i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i></p>	<p><i>perform dances using a range of movement patterns</i></p>	<p><i>take part in outdoor and adventurous activity challenges both individually and within a team</i></p>		<p><i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i></p>	
<p>Year 3</p>	<ul style="list-style-type: none"> • He/she can run at fast, medium and slow speeds; changing speed and 	<ul style="list-style-type: none"> • He/she can be aware of space and use it to support team-mates and to cause problems for the opposition • He/she knows and use rules fairly • He/she can find space to move 	<ul style="list-style-type: none"> • adapt sequences to suit different types of apparatus and criteria • explain how strength and suppleness affect performance • He/she can perform a range of rolls with a good level of accuracy e.g. forwards, 	<ul style="list-style-type: none"> • He/she can improvise freely and translate ideas from a stimulus into movement • He/she can share and create phrases with a partner and small group • He/she can remember and repeat dance phrases • He/she can 	<ul style="list-style-type: none"> • He/she can follow a map in a familiar context • He/she can use clues to follow a route • He/she can follow a route safely 	<ul style="list-style-type: none"> • He/she can swim a complete length of the pool, on his/her front and back without stopping. • He/she can use the correct arm and leg movements to swim breaststroke. • He/she can tread water for at least 2 	<ul style="list-style-type: none"> • He/she can compare and contrast gymnastic sequences • He/she can recognise own improvement in ball games

	<p>direction</p> <ul style="list-style-type: none"> • He/she can take part in a relay, remembering when to run and what to do 	<p>into within a game.</p>	<p>backwards.</p> <ul style="list-style-type: none"> • He/she can create his/her own stretching routine to prepare for gymnastics. • He/she can balance on pads and points. • He/she can make a range of different shapes when balancing. • He/she can combine shapes and balances in a performance. • He/she can use all parts of his/her body when travelling in different ways. 	<p>perform basic dance actions with greater control over each element</p> <ul style="list-style-type: none"> • He/she can choreograph motifs using repetition, direction, level, speed & space 		<p>minutes.</p> <ul style="list-style-type: none"> • He/she can put his/her head in the water when using different strokes. 	
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Year 4

- He/she can sprint up to 100 m.
- He/she can run 200 m
- He/she can use the correct action to throw a javelin with out a

- He/she can show control of a range of different throws / passes e.g. Over arm, underarm, chest pass.
- He/she can move to catch a ball within a game, maintaining eye contact with the ball.
- He/she can pass a ball accurately when moving around during a

- He/she can move in a controlled way
- He/she can include change of speed and direction in a sequence
- He/she can work with a partner to create, repeat and improve a sequence with at least three phases

- He/she can explore different styles of dance and copy steps from them with increasing accuracy.
- He/she can perform given routines from memory, performing all the elements in the correct order.
- He/she can take the lead when working with a partner or group
- He/she can use dance to communicate an idea
- He/she can explore different styles of dance and copy steps from them with increasing

- He/she can follow a map in a (more demanding) familiar context
- He/she can follow a route within a time limit

- He/she can swim a complete length of the pool, on his/her front and back without stopping.
- He/she can use the correct arm and leg movements to swim breaststroke.
- He/she can tread water for at least 2 minutes.
- He/she can put his/her head in the water when using different strokes.

- He/she can provide support and advice to others in gymnastics and dance
- He/she can be prepared to listen to the ideas of others

	<p>run up.</p> <ul style="list-style-type: none"> • He/s he can use a push throw to throw a discuss and shot put. • He/s he can jump: one foot to the other (high jump 	<p>game.</p> <ul style="list-style-type: none"> • He/she can hit a ball with a range of different bats/racquets. • He/she can use a range of techniques to help keep possession of the ball in a team game. • He/she can dribble a ball in a straight line. e.g. With his/her feet or a hockey stick. He/she can hit a ball with a 		<p>accuracy.</p> <ul style="list-style-type: none"> • He/she can perform given routines from memory, performing all the elements in the correct order. 			
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	<p>p); one foot to two feet (long jump)</p>	<p>range of different bats/racquets.</p> <ul style="list-style-type: none"> • He/she can use a range of techniques to help keep possession of the ball in a team game. • He/she can dribble a ball in a straight line. e.g. With his/her feet or a hockey stick. 					
Year 5	<ul style="list-style-type: none"> • He/she can cha 	<ul style="list-style-type: none"> • He/she can choose the most 	<ul style="list-style-type: none"> • He/she can perform actions in and out of rolls. 	<ul style="list-style-type: none"> • He/she can perform dance actions with control and 	<ul style="list-style-type: none"> • He/she can follow a map into an unknown location 	<ul style="list-style-type: none"> • He/she can swim a distance of 25m without 	<ul style="list-style-type: none"> • He/she can pick up on something a partner does

	<p>nge his/her body shape to decrease air resistance when running.</p> <ul style="list-style-type: none"> • He/she can use the correct action to throw a javelin with a 	<p>appropriate throw to use within a game.</p> <ul style="list-style-type: none"> • He/she can call out for a catch in a game showing they know they are in the best place. • He/she can select the most appropriate person to pass to within a game and the most appropriate style of pass to ensure accuracy. 	<ul style="list-style-type: none"> • He/she can lead others in a stretching routine to prepare for gymnastics. • He/she can hold different positions when balancing and use different shapes to express a given theme/mood. • He/she can select the most appropriate ways to travel from one balance to another. • He/she can make complex extended sequences • He/she can combine action, 	<p>expression.</p> <ul style="list-style-type: none"> • He/she can choose his/her own dance steps and movements and then develop them into a routine. • He/she can perform longer routines from memory adding expression and extension to his/her movements. 	<ul style="list-style-type: none"> • He/she can use clues and a compass to navigate a route • He/she can change route to overcome a problem • He/she can use new information to change route 	<p>stopping and using a consistent stroke.</p> <ul style="list-style-type: none"> • He/she can swim using a range of strokes accurately, e.g. front crawl, backstroke and breaststroke, • 	<p>well and also on something that can be improved</p> <ul style="list-style-type: none"> • He/she knows why own performance was better or not as good as their last
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	<p>run up.</p> <ul style="list-style-type: none">• He/s he can use his/her toe and heel to spin and throw a discus and shot put.• He/s he can jump: one foot to same foot	<ul style="list-style-type: none">• He/she can hit a ball into space to help increase his/her score within a game.• He/she can dribble a ball in different directions and avoid obstacles. e.g. With his/her feet or a hockey stick.• He/she can help other members of his/her team to find space within a	<p>balance and shape</p> <ul style="list-style-type: none">• He/she can perform consistently to different audiences				
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	<p>to two feet (triple jump)</p> <ul style="list-style-type: none">• He/she has a controlled when taking off and landing• He/she can throw with increasing accu	<p>team game.</p> <ul style="list-style-type: none">• He/she can use a range of attacking and defending skills when playing a team game.					
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	<ul style="list-style-type: none"> • racy • He/s he can combine running and jumping 						
Year 6	<ul style="list-style-type: none"> • He/s he can run longer distances knowing when to use a sprint. • He/s he can dem 	<ul style="list-style-type: none"> • He/she can agree and explain rules to others • He/she can work as a team and communicate a plan • He/she can lead others in a game situation when the need arises 	<ul style="list-style-type: none"> • He/she can create sequences that have changes of speed and level. • He/she can perform a range of balances with a high level of control and accuracy. • He/she can develop sequences in a specific style • He/she can choose own 	<ul style="list-style-type: none"> • He/she can choreograph short routines to portray a particular mood or style. • He/she can explore different styles of dance and develop short routines in a those styles. • He/she can develop sequences in a specific style • He/she can choose own music and style 	<ul style="list-style-type: none"> • He/she can plan a route and a series of clues for someone else • He/she can plan with others, taking account of safety and danger 	<ul style="list-style-type: none"> • He/she can perform different self rescue actions. e.g. Using a buoyancy aid, treading water etc. • He/she can synchronise his/her breathing with his/her stroke. 	<ul style="list-style-type: none"> • He/she knows which sports they are good at and find out how to improve further

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