

Progression of Knowledge, Skill Understanding in Physical Education

To knowledge, Skills and Understanding breakdown for Physical Education			
Year 1	Acquiring and developing skills	Evaluating and improving	Health and fitness
	<ul style="list-style-type: none"> To copy actions. To repeat actions and skills. To move with control and care. 	<ul style="list-style-type: none"> To talk about what they have done. To describe what other people did. 	<ul style="list-style-type: none"> To describe how their body feels before, during and after an activity.
Year 1	Dance	Games	Gymnastics
	<ul style="list-style-type: none"> To move to music. To copy dance moves. To perform some dance moves. To make up a short dance. To move around the space safely. 	<ul style="list-style-type: none"> To throw underarm. To roll a piece of equipment. To hit a ball with a bat. To move and stop safely. To catch with both hands. To throw in different ways. To kick in different ways. 	<ul style="list-style-type: none"> To make their body tense, relaxed, curled and stretched. To control their body when travelling. To control their body when balancing. To copy sequences and repeat them. To roll in different ways. To travel in different ways. To balance in different ways. To climb safely. To stretch in different ways. To curl in different ways.
Year 2	Acquiring and developing skills	Evaluating and improving	Health and fitness
	<ul style="list-style-type: none"> To copy and remember actions. To repeat and explore actions with control and coordination. 	<ul style="list-style-type: none"> To talk about what is different between what they did and what someone else did. To say how they could improve. 	<ul style="list-style-type: none"> To show how to exercise safely. To describe how their body feels during different activities. To explain what their body needs to keep healthy.
Year 2	Dance	Games	Gymnastics
	<ul style="list-style-type: none"> To dance imaginatively. To change rhythm, speed, level and direction. To dance with control and co-ordination. To make a sequence by linking sections together. To link some movements to show a mood or feeling. 	<ul style="list-style-type: none"> To use hitting, kicking and/or rolling in a game. To stay in a 'zone' during a game. To decide where the best place to be is during a game. To use one tactic in a game. To follow rules. 	<ul style="list-style-type: none"> To plan and show a sequence of movements. To use contrast in their sequences. Are their movements controlled. To think of more than one way to create a sequence which follows a set of 'rules'. To work on their own and with a partner to create a sequence.

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Year 3	Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance
	<ul style="list-style-type: none"> To select and use the most appropriate skills, actions or ideas. To move and use actions with co-ordination and control. 	<ul style="list-style-type: none"> To explain how their work is similar and different from that of others. To be able to recognise how performances could be improved. 	<ul style="list-style-type: none"> To explain why it is important to warm-up and cool-down. To identify some muscle groups used in gymnastic activities. 	<ul style="list-style-type: none"> To improvise freely, translating ideas from a stimulus into movement. To share and create phrases with a partner and in small groups. To repeat, remember and perform these phrases in a dance.
Year 3	Games	Gymnastics	Athletics	Outdoor/ adventurous
	<ul style="list-style-type: none"> To throw and catch with control when under limited pressure. To be aware of space and use it to support team-mates and cause problems for the opposition. To be able to know and use rules fairly to keep games going. To keep possession with some success when using equipment that is not used for throwing and catching skills. 	<ul style="list-style-type: none"> To use a greater number of their own ideas for movement in response to a task. To adapt sequences to suit different types of apparatus and their partner's ability. To explain how strength and suppleness affect performances. To compare and contrast gymnastic sequences, commenting on similarities and differences. 	<ul style="list-style-type: none"> To run at fast, medium and slow speeds, changing speed and direction. To link running and jumping activities with some fluency, control and consistency. To make up and repeat a short sequence of linked jumps. To take part in a relay activity, remembering when to run and what to do. To be able to throw a variety of objects, changing their action for accuracy and distance. 	<ul style="list-style-type: none"> To follow a map in a familiar context. To move from one location to another following a map. To use clues to follow a route. To follow a route safely.
Year 4	Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance
	<ul style="list-style-type: none"> To select and use the most appropriate skills, actions or ideas. To move and use actions with co-ordination and control. To make up their own small-sided game. 	<ul style="list-style-type: none"> To explain how their work is similar and different from that of others. To use their comparison to improve their work. 	<ul style="list-style-type: none"> To explain why warming up is important. To explain why keeping fit is good for their health. 	<ul style="list-style-type: none"> To take the lead when working with a partner or group. To use dance to communicate an idea. To work on their movements and refine them. To ensure their dance clear and fluent.
Year 4	Games	Gymnastics	Athletics	Outdoor/ adventurous
	<ul style="list-style-type: none"> To catch with one hand. To throw and catch accurately. To hit a ball accurately and with control. To keep possession of the ball. To move to find a space when they are not in possession during a game. To vary tactics and adapt skills according to what is happening. 	<ul style="list-style-type: none"> To work in a controlled way. To include change of speed. To include change of direction. To include range of shapes. To follow a set of 'rules' to produce a sequence. To work with a partner to create, repeat and improve a sequence with at least three phases. 	<ul style="list-style-type: none"> To run over a long distance. To spring over a short distance. To throw in different ways. To hit a target. To jump in different ways. 	<ul style="list-style-type: none"> To follow a map in a more demanding familiar context. To move from one location to another following a map. To use clues to follow a route. To follow a route accurately, safely and within a time limit.

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Year 5	Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance
	<ul style="list-style-type: none"> To link skills, techniques and ideas and apply them accurately and appropriately. To be able to show good control in their movements. 	<ul style="list-style-type: none"> To compare and comment on skills, techniques and ideas that they and others have used. To use their observations to improve their work. 	<ul style="list-style-type: none"> To explain some important safety principles when preparing for exercise. To explain what effect exercise has on their body. To explain why exercise is important. 	<ul style="list-style-type: none"> To compose their own dances in a creative and imaginative way. To perform to an accompaniment, expressively and sensitively. Are their movements controlled. Does their dance show clarity, fluency, accuracy and consistency.
Year 5	Games	Gymnastics	Athletics	Outdoor/ adventurous
	<ul style="list-style-type: none"> To gain possession by working as a team. To pass in different ways. To use forehand and backhand with a racquet. To field. To choose the best tactics for attacking and defending. To use a number of techniques to pass, dribble and shoot. 	<ul style="list-style-type: none"> To make complex or extended sequences. To combine action, balance and shape. To perform consistently to different audiences. To ensure their movements are accurate, clear and consistent. 	<ul style="list-style-type: none"> Are they controlled when taking off and landing in a jump. To throw with accuracy. To combine running and jumping. To follow specific rules. 	<ul style="list-style-type: none"> To follow a map in an unknown location. To use clues and compass directions to navigate a route. To change their route if there is a problem. To change their plan if they get new information.
Year 6	Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance
	<ul style="list-style-type: none"> To be able to apply their skills, techniques and ideas consistently. To be able to show precision, control and fluency. 	<ul style="list-style-type: none"> To analyse and explain why they have used specific skills or techniques. To modify use of skills or techniques to improve their work. To create their own success criteria for evaluating. 	<ul style="list-style-type: none"> To explain how the body reacts to different kinds of exercise. To choose appropriate warm ups and cool downs. To explain why we need regular and safe exercise. 	<ul style="list-style-type: none"> To develop imaginative dances in a specific style. To choose their own music, style and dance.
Year 6	Games	Gymnastics	Athletics	Outdoor/ adventurous
	<ul style="list-style-type: none"> To explain complicated rules. To make a team plan and communicate it to others. To lead others in a game situation. 	<ul style="list-style-type: none"> To be able to combine their own work with that of others. To link their sequences to specific timings. 	<ul style="list-style-type: none"> To demonstrate stamina. To use their skills in different situations. 	<ul style="list-style-type: none"> To plan a route and series of clues for someone else. To plan with others taking account of safety and danger.

Progression of Knowledge, Skill Understanding in Physical Education

Swimming		
Lower attainers	Mid attainers	Higher attainers
<ul style="list-style-type: none"> • To swim between 25 and 50 metres unaided. • To keep swimming for 30 to 45 seconds, using swimming aids and support. • To use a variety of basic arm and leg actions when on their front and on their back. • To swim on the surface and lower themselves under water. • To take part in group problem-solving activities on personal survival. • To be able to recognise how their body reacts and feels when swimming. • To recognise and concentrate on what they need to improve. 	<ul style="list-style-type: none"> • To swim between 50 and 100 metres and keep swimming for 45 to 90 seconds. • To be able to use 3 different strokes, swimming on their front and back. • To control their breathing. • To swim confidently and fluently on the surface and under water. • To be able to work well in groups to solve specific problems and challenges, sharing out the work fairly. • To be able to recognise how swimming affects their body, and pace their efforts to meet different challenges. • To suggest activities and practices to help improve their own performance. 	<ul style="list-style-type: none"> • To swim further than 100 metres. • To swim fluently and confidently for over 90 seconds. • To be able to use all 3 strokes with control. • To swim short distances using butterfly. • To be able to breathe so that the pattern of their swimming is not interrupted. • To perform a wide range of personal survival techniques confidently. • To be able to know what the different tasks demand of their body, and pace their efforts well to meet challenges. • To describe good swimming technique and show and explain it to others.



National Curriculum Requirements of PE at Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements, including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns





National Curriculum Requirements of PE at Key Stage 2

Pupils should continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, catching and throwing in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance, (for example through gymnastics and athletics)
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively, (for example front crawl, backstroke and breaststroke)
- perform safe self-rescue in different water-based situations.