**Physical Education Knowledge and Skills Progressio****n**

**Year 1**

|  |  |  |  |
| --- | --- | --- | --- |
| Outdoors | | Indoors | |
| **Games** | **Athletics** | **Dance** | **Gymnastics** |
| Children to:  Knows how to move in an open space to negotiate obstacles, thinking about adjusting speed and direction.  Knows to how to catch and throw a variety of ball sizes for accuracy in different ways.  Knows how to kick a ball for power and accuracy. Understands how to control a ball when playing in games. | Children to:  Knows how to jump and leap in different ways for height and distance. Knows to negotiate speed and space when running.  Knows how to throw a ball for accuracy and distance. | Children to:  Knows how to move their bodies to reflect the music.  Know how to link movements to compose a short sequence. | Children to:  Know the meaning and differences between a ‘static and dynamic’ balance.  Knows how to travel in a safe manner indoors.  Knows a variety of ways to roll and jump in a controlled manner. Knows the body can be moved into a variety of shapes and ways and can name them correctly.  Know how to use simple vocabulary to describe their movements.  Know that they need to be safe when using gymnastic equipment. |

**Physical Education Knowledge and Skills Progressio****n**

**Year 2**

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| --- | --- | --- | --- |
| **Outdoor** | | **Indoor** | |
| **Games** | **Athletics** | **Dance** | **Gymnastics** |
| Children to:  Know what the terms ‘opponent’ and ‘team mate’ mean.  Know how to combine different movement skills with or without equipment.  Know how to lead others where appropriate.  Knows the rules of simple team games.  Knows the term ‘dodging’ and can apply in a range of activities.  Knows how to throw and catch a ball in a variety of ways, individually or with others. | Children to:  Know how to throw in a variety of ways for accuracy and distance.  Know how to improve their technique for running at speed.  Know that there are different ways and technique of jumping events | Children to:  Know and understand the need for careful control and co-ordination.  Knows how to link movements together appropriately in a sequence, with a beginning and ending.  Know to vary the dynamics, relationships or space to create sequences.  Know that movements can communicate a mood, feeling or idea, with or without a stimulus. | Children to:  Know how to confidently use a range of ‘dynamic’ and ‘static’ balances and apply these individually and with others.  Know how to hop, jump and leap and understands how to in a variety of ways, and apply these individually and with others.  Knows the terms: front, back and side support to create floor shapes.  Know how to name and perform a variety of movements in a controlled manner, on and off equipment. Understands how to climb and |

**Physical Education Knowledge and Skills Progressio****n**

**Year 3**

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| --- | --- | --- | --- | --- | --- |
| **Outdoors** | | | | **Indoors** | |
| **Invasion Games** | **Striking/Fielding** | **Athletics** | **OAA** | | **Swimming** |
| Children to:  Know how to link movements in range of team games  Know how to improve their ability to choose/use simple tactics/strategies  Know that the short-term effects of different exercise activities  Know how to improve stamina  Know how to describe/evaluate effectiveness/quality of performance | Children to:  Know how to consolidate and develop range and consistency of skills in striking/ fielding games  Know how to choose/use a simple tactics/strategies  Know how to keep, adapt, make rules for striking/fielding games  Know how specific activities affect their bodies | Children to:  Know how to develop good basic running, jumping and throwing techniques.  Know how to set a challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.  Know how to achieve the greatest possible speed, height, distance or accuracy. | Children to:  Know how to read and follow different maps and symbol trails. They also take part in a range of trust and communication activities, and in some adventure games.  Know how to follow maps and trails to solve physical prob­lems and challenges.  Know how to work safely in a range of situations. | | Children to:  Know how to perform safe self-rescue in different water based situations  Know how to swim competently, confidently and proficiently over a distance of **at least** 25 metres  Know how to use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. |

**PE Knowledge and Skills Progressio****n**

**Year 4**

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| --- | --- | --- | --- | --- | --- | --- |
| **Outdoors** | | | | | **Indoors** | |
| **Invasion Games** | **Striking/Fielding** | **Athletics** | **Net/Wall** | **OAA** | **Dance** | **Gymnastics** |
| Children to:  Know the need for control when throwing and catching and using equipment.  Know which tactics and movements are appropriate for different games.  Know the term hand eye coordination.  Know the rules for a variety of games. Knowing that games need to be played fairly and for enjoyment.  Know how to lead others and be respectful within a team. | Children to:  Consolidate/develop range/ consistency of skills in striking/ fielding games  Choose/use a range of simple tactics/strategies  keep, adapt, make rules for striking/fielding games  recognise how specific activities affect bodies  begin to understand the importance of warming up  recognise good performance/identify the parts of a performance that need improving | Children to:  Knows that their skills can be developed through strength, control and technique in a variety of manners.  Know that all athletics events can be put in three groups (jumping, throwing, running) | Children to  consolidate/develop range/consistency of skills in net games  choose/use a range of simple tactics/strategies  keep, adapt, make rules for net games  know why warming up is important  recognise how playing affects bodies  recognise what skillful play looks like  suggest ideas/practices to improve play | Children to:  Learn how to read and follow different maps and symbol trails. They also take part in a range of trust and communication activities, and in some adventure games.  In outdoor and adventurous activities as a whole, children follow maps and trails, try to solve physical prob­lems and challenges, and learn how to work safely in a range of situations. | Children to:  Know how to plan, perform and repeat sequences, with a clear beginning, middle and end. Know that movements can be combined. Know how to convey an idea through dance through dynamics, relationships and space.  Know that changing the speed and levels of a performance will impact on the outcome.  Know the need for physical strength and suppleness. | Children to:  Knows the terms and can attempt: point balance and patch balance and apply in sequences.  Know the terms and can attempt: forward rolls and backwards rolls, diving and forward and backwards rolls, and can demonstrate in a controlled manner. Know how to perform different balances, movements and shapes on a variety of equipment and on the floor.  Know how to climb, traverse and perform 3 points hold on equipment and can explain how to be safe. |

**Physical Education Knowledge and Skills Progression**

**Year 5**

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| --- | --- | --- | --- | --- | --- | --- |
| **Outdoors** | | | | | **Indoors** | |
| **Invasion Games** | **Striking/Fielding** | **Athletics** | **Net/Wall** | **OAA** | **Dance** | **Gymnastics** |
| Children to:  Know how to evelop broader range of techniques/skills for attacking/ defending  Know/apply basic strategic/tactical principles of attack, adapt to different situations  Know how to choose/apply skills more consistently in activities  Know/understand basic principles of warming up, understand why it is important for a good-quality performance  Know and understand principles of warming up -choosing appropriate activities for games they are going to play  Know how to choose/use information to evaluate own/others' work | Children to:  Know how to develop range and consistency of skills, especially in specific striking/fielding games  Know how to use/adapt rules, strategies, tactics, using knowledge of basic principles of batting/ fielding  know how to warm up  Know what to include in a warm up in order to improve performance  Know that exercise is good for fitness, health/ wellbeing  Know how to evaluate strengths and weaknesses in own/others' performances, suggest improvements | Children to:  Know how to develop consistency of actions in number of events  Know how to increase number of techniques they use  Know how to choose appropriate techniques for specific events  Know basic principles of warming up  Know that exercise is good for fitness, health, wellbeing  Know how to evaluate their own/others' work suggest ways to improve it | Children to:  Know how to use/adapt rules, strategies, tactics, using knowledge of basic principles of attack/defence  Know how to develop range and consistency of skills, especially in specific net games  know why warming up/cooling down are important  know how physical activity affects health  Know how to evaluate performances, explain what needs improving in own/others' work, suggest possible improvements | Children to:  Know how to read and follow different maps and symbol trails. They also take part in a range of trust and communication activities, and in some adventure games.  Know how to follow maps and trails, try to solve physical prob­lems and challenges, and learn how to work safely in a range of situations. | Children to:  Know how to explore/improvise ideas for dances in different styles, working on own, with a partner/in a group  Know how to compose dances by using, adapting, developing steps, formations, patterning from different dance styles  Know how to perform dances expressively, using a range of performance skills.  Know how to organise own warm-up/cool-down activities to suit the dance show  Know that it is important to warm up/cool downdescribe/analyse/ interpret/evaluate dances, showing an understanding of some aspects of style and context improved | Children to:  Know how to perform actions, shapes, balances consistently, fluently in specific activities  Know how to choose/apply basic compositional ideas to sequences they create, adapt them to new situations  Know/understand basic principles of warming up, why it is important for good-quality performance  Know why physical activity is good for health  Know how to choose/use information/basic criteria to evaluate own/others' work |

**Physical Education Knowledge and Skills Progression**

**Year 6**

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| --- | --- | --- | --- | --- | --- | --- |
| **Outdoors** | | | | | **Indoors** | |
| **Invasion Games** | **Striking/Fielding** | **Athletics** | **Net/Wall** | **OAA** | **Dance** | **Gymnastics** |
| Children to:  Know which techniques to use and how to combine them.  Know how to work alone or as part of a team. Understand the need for accuracy and power.  Know the benefits of different striking and fielding as well as attacking and defending techniques. Select appropriate tactics for a game and adapt where necessary.  Know how to be respectful to other teams as well as own, behaving as a role model. | Children to:  Develop range/consistency of skills, especially in specific striking/fielding games  Use/adapt rules, strategies, tactics, using knowledge of basic principles of batting/ fielding  know how to warm up  understand what to include in a warm up in order to improve performance  understand why exercise is good for fitness, health/ wellbeing  Know how to evaluate strengths and weaknesses in own/others' performances, suggest improvements | Children to:  Know that their skills can be developed through strength, control and technique in a variety of manners (jumping, throwing, running), including demonstrating a positive attitude on how to improve themselves and others. | Children to:  Use/adapt rules, strategies, tactics, using knowledge of basic principles of attack/defence  Develop range/consistency of skills, especially in specific net games  know why warming up/cooling down are important  know how physical activity affects health  evaluate performances, explain what needs improving in own/others' work, suggest possible  improvements | Children to:  In this unit children develop their orienteering and problem-solving skills in familiar and unfamiliar situations and environments. Throughout, there is an emphasis on building trust and working as a team. In outdoor and adventurous activities as a whole, children follow maps and trails, try to solve physical prob­lems and challenges, and learn how to work safely in a range of situations. | Children to:  Know how to compose creative and imaginative dance sequences with a clear beginning, middle and end.  Know how to hold a precise and strong body posture with dynamics, space and relationships.  Know which muscles are involved in different movements.  Know how to improve strength and suppleness for a desired outcome. | Children to:  Know how to combine strength and stamina gained through gymnastic activities. Know the terms and can perform with control: planche, point balance and patch balance and apply in sequences. Know the terms and can perform forward rolls and backwards rolls, diving and forward and backwards rolls, cartwheel, headstand, handstand and can demonstrate in a controlled manner. Know how to demonstrate and explain a number of balances through control including front and pair support pair/trio balances. Can create, perform and, evaluate a sequence with balance, movement and flow on and off equipment. Know how to climb, traverse and perform 3 points hold on equipment and can explain the risks and how to manage them. |