

Progression of Knowledge and Skills in PE

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive Knowledge	<u>Body Changes</u>	<u>Body Changes</u>	<u>Body Changes</u>	<u>Body Changes</u>	<u>Body Changes</u>	<u>Body Changes</u>	<u>Body Changes</u>
	Understand why exercise is important.	Understand why exercise is important.	Understand why exercise is important.	Awareness of body changes before, during and after exercise.	Awareness of body changes before, during and after exercise.	Awareness of body changes before, during and after exercise.	Awareness of body changes before, during and after exercise.
	Understand body changes such as change in heart rate, shortness of breath and sweating.	Understand body changes such as change in heart rate, shortness of breath and sweating.	Understand body changes such as change in heart rate, shortness of breath and sweating.	Awareness of how exercise is important for a healthy body and lifestyle.	Awareness of how exercise is important for a healthy body and lifestyle.	Awareness of how exercise is important for a healthy body and lifestyle.	Awareness of how exercise is important for a healthy body and lifestyle.
	<u>Team Games</u>	<u>Team Games</u>	<u>Team Games</u>	Awareness of how exercise can help support our mental wellbeing.	Awareness of how exercise can help support our mental wellbeing.	Awareness of how exercise can help support our mental wellbeing.	Awareness of how exercise can help support our mental wellbeing.
	Work individually and as part of a team.	<u>Team Games</u>	Engage in competitive activity.	Understanding the importance of exercise and sport in social environments.	Understanding the importance of exercise and sport in social environments.	Understanding the importance of exercise and sport in social environments.	Understanding the importance of exercise and sport in social environments.
	Use equipment safely	Engage in competitive activity.	Work individually and as part of a team.	Work individually and as part of a team.	<u>Team Games</u>	<u>Team Games</u>	<u>Team Games</u>
	Engage in physical activity while following rules.	Work individually and as part of a team.	Able to reflect on performance.	<u>Team Games</u>	To play games competitively.	Identify a number of rules across a range of games and their importance.	<u>Team Games</u>
	Apply basic movements in a range of activities.	Develop simple tactics.	To play games competitively.	Develop a range of tactics across a range of sports.	Demonstrate good teamwork,	Identify a number of rules across a range of games and their importance.	

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	<p><u>Invasion Games</u></p> <p>To be able to move and stop confidently, negotiating the space around them effectively.</p> <p>Show good control over their bodies when exploring different skills.</p> <p>Start showing an ability to use their dominate hand to work with a partner in different activities.</p> <p>Explore and use skills effectively for particular games.</p> <p>Communicate effectively with others.</p>	<p>Use equipment safely</p> <p><u>Invasion Games</u></p> <p>To be able to throw a ball/beanbag with accuracy.</p> <p>To be able to show an awareness of space.</p> <p>To be able to catch a ball/beanbag with some control.</p> <p>To observe, describe and copy what others are doing.</p> <p>To work collaboratively</p>	<p>Use equipment safely</p> <p><u>Invasion Games</u></p> <p>To kick accurately towards a target.</p> <p>To travel whilst moving a ball with your feet or apparatus.</p> <p>To develop knowledge of stronger and weaker sides of the body.</p> <p>To dribble around various cones and objects.</p> <p>To kick the ball confidently with the inside of your foot.</p>	<p>Develop a range of tactics across a range of sports.</p> <p>Reflect on own performance.</p> <p>To develop teamwork and team play.</p> <p>Become familiar with some basic rules of certain games.</p> <p>Understand how to use equipment safely</p> <p><u>Invasion Games</u></p> <p>Develop their dribbling skills with a stick and/or a ball</p> <p>To use space within the pitch area</p> <p>To develop knowledge of</p>	<p>Reflect on own performance.</p> <p>To develop teamwork and team play.</p> <p>Become familiar with some basic rules of certain games.</p> <p>Understand how to use equipment safely</p> <p><u>Invasion Games</u></p> <p>To know when to move within a game.</p> <p>To know when to pass during a game.</p> <p>Show an awareness of space and know how to use it in games.</p> <p>To travel using change of direction and speed easily.</p>	<p>sportsmanship and resilience.</p> <p>Understand how to use equipment safely.</p> <p>Pupils to assess their own, and other, performance and provide positive comments and areas for improvements</p> <p><u>Invasion Games</u></p> <p>To develop team work through communication.</p> <p>To play games competitively.</p> <p>To pass a ball towards a space for a team mate to receive.</p> <p>To apply a range of tactics and</p>	<p>Demonstrate good teamwork, sportsmanship and resilience.</p> <p>Understand how to use equipment safely.</p> <p>Pupils to assess their own, and other, performance and provide positive comments and areas for improvements</p> <p><u>Invasion Games</u></p> <p>To further develop knowledge of attacking and defending.</p> <p>To know how to intercept a pass.</p> <p>To know how to invade as a team.</p>
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	<p><u>Net and Wall Games</u></p> <p>Guide a ball around space using a piece of equipment.</p> <p>To show control and balance in basic movement.</p> <p>To show spatial awareness during running & chasing games.</p> <p>To run around & over objects, demonstrating control & balance.</p> <p>To become familiar with the names of</p>	<p>y with a partner.</p> <p><u>Invasion Games</u></p> <p>To aim and strike an object towards a set target.</p> <p>To balance a ball on a racket with control.</p> <p>To recognise and begin to use space in games.</p> <p>To attempt to strike a ball over and beyond a target.</p> <p>To attempt to 'set' a ball in the air</p>	<p><u>Invasion Games</u></p> <p>To aim, strike & follow through towards a target.</p> <p>To hit an object with varying power using a racket.</p> <p>To be able to hit a ball or object towards a partner.</p> <p>To explore a badminton racket and shuttlecock.</p> <p>To attempt a 'forearm' or 'bump' pass (Volleyball).</p> <p><u>Striking and Fielding</u></p>	<p>attacking whilst invading</p> <p>To keep possession whilst dribbling</p> <p>Develop their dribbling skills with a stick and/or a ball</p> <p>Develop game awareness</p> <p>Develop effective communication skills when working in a team</p> <p><u>Invasion Games</u></p> <p>To identify & describe some rules of tennis & badminton.</p> <p>To consolidate the underarm serve technique.</p> <p>To explore forehand hitting.</p>	<p>Describe what happens to their bodies when warming up.</p> <p>To play games competitively.</p> <p>To develop teamwork and team play.</p> <p>To develop attacking and defending skills.</p> <p>To consolidate dribbling using a football and/or a hockey stick.</p> <p>Develop skills in finding and using space.</p> <p><u>Invasion Games</u></p> <p>To develop reaction time and agility.</p> <p>To explore backhand hitting.</p>	<p>strategies for defence and attack.</p> <p>To understand how it feels to win and lose.</p> <p>To develop knowledge of attacking and defending.</p> <p>To know how to 'mark' an opponent.</p> <p>To further develop their understanding of space.</p> <p>To recognise the importance of rules within games.</p> <p><u>Invasion Games</u></p> <p>To develop acceleration & speed.</p> <p>To consolidate backhand and forehand strokes.</p>	<p>To communicate effectively with team mates.</p> <p>To develop sportsmanship.</p> <p>To develop teamwork.</p> <p>To further develop knowledge of defending.</p> <p>To dribble a ball with control and fluency using foot or hockey stick.</p> <p>To further develop knowledge of attacking.</p> <p><u>Invasion Games</u></p> <p>To strike a ball or object towards a target or goal with power and accuracy.</p>
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<p>different types of equipment.</p> <p>To hit or push an object towards a stationary target.</p> <p><u>Striking and Fielding</u></p> <p>To develop hand-eye co-ordination.</p> <p>To be able to throw a ball in the right direction.</p> <p>To be able to take turns with a partner.</p> <p>To develop spatial awareness.</p> <p>To run with developing</p>	<p>repetitively (Volleyball).</p> <p><u>Striking and Fielding</u></p> <p>To work collaboratively with a partner.</p> <p>To use a range of small equipment.</p> <p>To throw to a partner with developing accuracy.</p> <p><u>Dance</u></p> <p>To be able to 'mirror' a partner's movements.</p> <p>To be able to listen and observe.</p>	<p>To be able to work effectively within a small group.</p> <p>To attempt to create a group game using small equipment.</p> <p>To develop agility and co-ordination.</p> <p>To negotiate space effectively in group games.</p> <p>To develop co-ordination when running.</p> <p><u>Dance</u></p> <p>Able to demonstrate star and arch shapes.</p>	<p>To move towards a ball or object before striking it.</p> <p>To explore the 'serve' technique (volleyball/badminton).</p> <p><u>Striking and Fielding</u></p> <p>To be able to strike a ball with some accuracy.</p> <p>To vary the speed and direction of a ball.</p> <p>Perform the basic skills needed for the games with control and consistency.</p> <p>To develop understanding of distance and power when striking</p> <p><u>Athletics</u></p>	<p>To attempt an overhand serve in tennis.</p> <p>To develop knowledge of returning & rallying.</p> <p>To attempt to 'Spike' in volleyball.</p> <p>To jump for height & distance.</p> <p>To explore different body positions in flight.</p> <p><u>Striking and Fielding</u></p> <p>Throw an object with varying speed and accuracy.</p> <p>Throw an object or ball overarm.</p> <p>Choose appropriate positioning when fielding.</p>	<p>To explore the 'lobbing' technique in tennis.</p> <p>To understand how to manipulate the opponent with shot selection.</p> <p><u>Striking and Fielding</u></p> <p>To develop a range of skills associated to catching and fielding</p> <p>To develop underarm and overarm throwing techniques</p> <p>To develop bowling technique using overarm and underarm techniques</p> <p><u>Athletics</u></p> <p>To begin a sprint in the crouching position.</p>	<p>To develop aerobic fitness.</p> <p>To develop overall volleyball skills: set, forearm, serve & spike.</p> <p>To develop overall badminton skills: serve and smash.</p> <p>To develop overall tennis skills: fore/backhand, service and lob.</p> <p>To play competitively and evaluate performance.</p> <p><u>Striking and Fielding</u></p> <p>To field as a collaborative team unit.</p> <p>To strike a ball or object 'cleanly'</p>
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<p>control and fluency.</p> <p><u>Dance</u></p> <p>Explore and copy basic body actions and rhythms.</p> <p>To be able to negotiate space confidently, using appropriate strategies.</p> <p>To be able to use their bodies to imitate motifs from stories and topics</p> <p><u>Athletics</u></p> <p>Learn skills of running, jumping and throwing with a range of equipment.</p>	<p>Able to demonstrate large and expansive shapes.</p> <p>Able to demonstrate swinging actions with the arms.</p> <p>Able to demonstrate heavy and strong dynamics.</p> <p>Able to perform in slow motion.</p> <p>Able to develop relationships – canon.</p> <p><u>Athletics</u></p> <p>To consolidate appropriate</p>	<p>Able to demonstrate folk dance actions.</p> <p>Able to demonstrate happy and energetic dynamics.</p> <p>Able to use the space to create different formations.</p> <p>Able to develop relationships – folk dance moves with a partner.</p> <p><u>Athletics</u></p> <p>To run in a coordinated & fluent way over obstacles.</p> <p>Develop awareness of</p>	<p>To consolidate different throwing techniques.</p> <p>To attempt a javelin throw with correct technique.</p> <p>To be able to pass & receive a relay baton.</p> <p>Continually develop awareness of distance</p> <p><u>Dance</u></p> <p>To develop the ability to jump from a standing and moving position</p> <p>Able to demonstrate physical skill – looking at the hands whilst dancing</p> <p>Able to express happy dynamics</p>	<p>Intercept an object or ball.</p> <p>Work collaboratively in small teams.</p> <p>To be able to strike a ball with some accuracy.</p> <p>To vary the speed and direction of a ball.</p> <p>Perform the basic skills needed for the games with control and consistency.</p> <p>To develop understanding of distance and power when striking.</p> <p><u>Athletics</u></p> <p>To jump hurdles with developing technique.</p>	<p>To throw a discus with developing technique.</p> <p>Develop the basic skills for acceleration.</p> <p>To develop knowledge of how to gain & maintain fitness.</p> <p><u>Dance</u></p> <p>Able to develop relationships – unison.</p> <p>Able to explore the space around them – entrances and exits.</p> <p>Able to explore time – continuous and sustained.</p> <p><u>Gymnastics</u></p> <p>Show clear differences between</p>	<p>using different equipment.</p> <p>To retrieve, intercept and stop a ball when fielding.</p> <p>To strike a ball or object using both sides of the body.</p> <p>Recognise their own and other's strengths.</p> <p><u>Athletics</u></p> <p>To choose appropriate techniques for specific events.</p> <p>Too choice the correct jumping style for distance or height.</p> <p>To sustain pace over longer distances.</p>
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<p>Jumping from a standing position and a moving position.</p> <p>Jumping and landing on one foot and two feet.</p> <p>Running while changing direction. Increasing and decreasing speed of running depending on instruction given.</p> <p>Identify when to stop due to a task needing to be done.</p> <p>Throwing underarm across various distances.</p> <p><u>Gymnastics</u></p>	<p>running technique.</p> <p>To jump with control & balance on landing.</p> <p>To jump whilst travelling.</p> <p>To throw towards a stationary target.</p> <p><u>Gymnastics</u></p> <p>To move from one body position to another.</p> <p>To perform balances on different levels.</p> <p>Show a clear beginning & end to</p>	<p>distance & weight.</p> <p>To throw a range of different throwing implements.</p> <p>Developing awareness of distance & height.</p> <p>To hit a ball off a tee.</p> <p><u>Gymnastics</u></p> <p>To control my body whilst balancing & travelling.</p> <p>To turn whilst jumping.</p> <p>To consolidate the positions front, back & side support.</p>	<p>Able to demonstrate physical skill – looking at the hands whilst dancing</p> <p><u>Gymnastics</u></p> <p>To build strength through pushing & pulling motions.</p> <p>To perform with developing symmetry.</p> <p>To use a change of direction in between jumps.</p> <p>To copy and add to a shape.</p> <p>To find different ways to exit and enter apparatus.</p> <p><u>OAA (Team Building)</u></p>	<p>To communicate clearly with partners & teammates.</p> <p>To consolidate different throwing techniques.</p> <p>To attempt a javelin throw with correct technique.</p> <p>To be able to pass & receive a relay baton.</p> <p><u>Dance</u></p> <p>Able to manipulate body parts in order to make various shapes.</p> <p>Listen to the music and dance accordingly.</p> <p>Listen to and copy instructions and techniques provided.</p> <p><u>Gymnastics</u></p>	<p>levels, speeds and directions.</p> <p>Perform actions, shapes and balances clearly, consistently and fluently.</p> <p>Demonstrate body tension and extension.</p> <p>Adapt sequences to include a partner or a small group.</p> <p>Vary direction, levels and pathways.</p> <p><u>OAA (Team Building)</u></p> <p>Take on various roles when working as a team.</p> <p>Follow and give a wide range of instructions that are clear and concise.</p>	<p>Learn to measure & record performance.</p> <p><u>Dance</u></p> <p>Able to express attitude and strong dynamics.</p> <p>Able to develop physical skill - strength in upper body.</p> <p>Able to explore space - directions and formation.</p> <p>Able to develop relationships – leading and following.</p> <p>Able to demonstrate unison as a group.</p> <p><u>Gymnastics</u></p> <p>Move supporting body parts further</p>
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	<p>Using a range of body parts to balance.</p> <p>Identify different areas of contact with the floor in order to perform various balances.</p>	<p>shapes/sequences.</p> <p>To further explore the large and small apparatus.</p> <p>To balance on small body parts with control.</p>	<p>To think of more than one way to create a sequence which follows a set of 'rules'.</p> <p>To climb safely.</p> <p>Travel, showing change of speed and direction.</p> <p>Develop body awareness through varying body balances.</p> <p>To perform 'Teddy bear' & 'Pencil' rolls.</p> <p>To adopt the positions 'happy cat' & 'angry cat'.</p>	<p>Develop problem solving through team challenges</p> <p>Communicate effectively in order to solve various problems.</p> <p>Follow instructions carefully.</p> <p><u>Swimming</u></p> <p>To perform correct front crawl arm action.</p> <p>To perform correct front crawl leg action.</p> <p>To breath correctly with face in and out of water.</p> <p>To demonstrate 'Push & Glide'.</p> <p>Discuss safe self-rescue.</p>	<p>To perform the shapes 'Skydiver' & 'Bridge'.</p> <p>To make movements accurate, clear and consistent.</p> <p>To begin to use counter balance.</p> <p>To introduce symmetry into routines and shapes.</p> <p>To combine action, balance and shape.</p> <p><u>OAA (Team Building)</u></p> <p>Follow and give a wide range of instructions.</p> <p>Develop problem solving through team challenges while ensuring a successful outcome</p>	<p>Communicate effectively in order to reach a successful outcome most of the time.</p> <p><u>Swimming</u></p> <p>To perform correct breast stroke arm action.</p> <p>To perform correct breast stroke leg action.</p> <p>To perform correct breathing technique to breaststroke.</p> <p>To evaluate & compare techniques.</p> <p>Discuss safe self-rescue.</p>	<p>away from each other.</p> <p>Hold and receive body weight.</p> <p>Stretch, extend and elevate unused body parts.</p> <p>To develop the use of counter balance.</p> <p>To use small points to create a spin.</p> <p><u>OAA (Team Building)</u></p> <p>Take on various roles when working as a team and ensure these roles are undertaken effectively and efficiently.</p> <p>Follow and give clear instructions that contribute to success.</p>
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			<p>Create, remember and perform simple movement sequences.</p>		<p>has been achieved some of the time.</p> <p>Communicate efficiently and effectively in order to solve various problems.</p> <p><u>Swimming</u></p> <p>To perform correct back crawl arm action.</p> <p>To perform correct back crawl leg action.</p> <p>To regulate breathing.</p> <p>To evaluate their own performance.</p> <p>Discuss safe self-rescue.</p>		<p>Communicate effectively in order to reach a successful outcome almost all of the time.</p> <p><u>Swimming</u></p> <p>To consolidate front/back crawl.</p> <p>To consolidate breast stroke technique.</p> <p>To tread water for a sustained period of time.</p> <p>To swim a distance of 25 metres.</p> <p>Discuss safe self-rescue.</p>
Disciplinary Knowledge	<p>Disciplinary knowledge in PE comes through opportunities for the children to choose and apply their own actions, balances, movements and skills. Once they have mastered the specific skills, they have opportunities to apply these within sports and games and therefore have to choose different strategies and the best way to approach different challenges. When the children know more, they remember more and can do more. As they move through school, their skills and knowledge around tactics become more complex and they have to work</p>						

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	collaboratively to make decisions. There are lots of opportunities for the children to evaluate their performances and reflect on how they will improve next time. Through deliberate practice, the aim is for the children to know more, remember more and do more.						
Evidence and Interpretation	Tapestry Physical Development Teacher Judgement	Termly Competitions IPEP	Termly Competitions IPEP	Termly Competitions IPEP	Termly Competitions IPEP	Termly Competitions IPEP	Termly Competitions IPEP Swimming Assessment
Key Vocabulary	Jump Catch Hop Skip Stop Go Balance Follow Move Fast Slow Stretch Curl Long Short	DANCE Travel Stillness Direction Space Body parts Levels Speed <u>Games</u> Striking Catching Own space Team Speed Direction Passing Controlling Shooting Scoring <u>Gymnastics</u> Forwards Backwards Sideways	DANCE Travel Stillness Direction Space Body parts Levels Speed Games Striking Catching Own space Team Speed Direction Passing Controlling Shooting Scoring <u>Gymnastics</u> Forwards Backwards Sideways Roll	DANCE Travel Stillness Direction Space Body parts Levels Speed Space Repetition Action and reaction Pattern <u>Games</u> Striking Catching Own space Team Speed Direction Passing Controlling Shooting Scoring Keep possession	DANCE Travel Stillness Direction Space Body parts Levels Speed Space Repetition Action and reaction Pattern <u>Games</u> Striking Catching Own space Team Speed Direction Passing Controlling Shooting Scoring Keep possession	DANCE Travel Stillness Direction Space Body parts Levels Speed Space Repetition Action and reaction Pattern Dance style Technique Pattern Rhythm Variation Unison Canon Action Reaction <u>Games</u> Striking Catching	DANCE Travel Stillness Direction Space Body parts Levels Speed Space Repetition Action and reaction Pattern Dance style Technique Pattern Rhythm Variation Unison Canon Action Reaction <u>Games</u> Striking Catching

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		Roll Slow Body parts Shape Jump Travel Stretch Wide Narrow	Slow Body parts Shape Jump Travel Stretch Wide Narrow	Scoring goals Keeping score Making space Pass/send/receive Travel with a ball Make use of space Points/goals Rules Tactics Batting Fielding Defending Hitting <u>Gymnastics</u> Forwards Backwards Sideways Roll Slow Body parts Shape Jump Travel Stretch Wide Narrow stretch push pull step spring crawl still slowly	Scoring goals Keeping score Making space Pass/send/receive Travel with a ball Make use of space Points/goals Rules Tactics Batting Fielding Defending Hitting <u>Gymnastics</u> Forwards Backwards Sideways Roll Slow Body parts Shape Jump Travel Stretch Wide Narrow stretch push pull step spring crawl still slowly	Own space Team Speed Direction Passing Controlling Shooting Scoring Keep possession Scoring goals Keeping score Making space Pass/send/receive Travel with a ball Make use of space Points/goals Rules Tactics Batting Fielding Defending Hitting <u>Gymnastics</u> Forwards Backwards Sideways Roll Slow Body parts Shape Jump Travel Stretch Wide	Own space Team Speed Direction Passing Controlling Shooting Scoring Keep possession Scoring goals Keeping score Making space Pass/send/receive Travel with a ball Make use of space Points/goals Rules Tactics Batting Fielding Defending Hitting <u>Gymnastics</u> Forwards Backwards Sideways Roll Slow Body parts Shape Jump Travel Stretch Wide
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Outcomes	EYFS Gross motor skills Physical Development	Progression Y1	Progression Y2	Progression Y3	Progression Y4	Progression Y5	Progression by the end of key stage 2
	<p>Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>PSE Development Understanding the importance of healthy food choices.</p>	<p>Games Roll, hit, run, jump, catch and kick with some control. Throw, send and receive a ball in different ways.</p> <p>Dance Copy and explore basic body actions and movement patterns. Select movements to create their own dance phrases with beginnings, middles and ends.</p> <p>Gymnastics Perform the basic actions of travelling, rolling,</p>	<p>Games Use rolling, hitting, running, jumping, throwing, catching and kicking skills in combination. Use basic tactics for attacking and defending.</p> <p>Dance Copy, repeat and remember moves and shapes. Movement shows control and coordination. Perform a dance phrase with 2 or more joined movements / shapes.</p> <p>Gymnastics Move and jump with</p>	<p>Games Choose, use and vary simple tactics for attacking and defending (e.g. positioning). Use a variety of skills consistently in a game e.g. rolling, hitting, kicking, throwing and catching.</p> <p>Dance Experiment with actions, dynamics, directions and levels. Remember and repeat dance phrases.</p> <p>Gymnastics Demonstrate control and coordination when performing a range of actions with transitions. Devise, repeat and perform a short sequence that shows changes in speed, level and direction.</p>	<p>Games Strike, throw and catch with control and clear sense of direction. Follow the formal rules of the game and demonstrate they can play fairly. Keep possession of a ball (with e.g. hockey stick, hands, feet). Show awareness and accuracy in passing.</p> <p>Dance Vary speed and levels within a dance sequence. Link movements into dance sequences.</p> <p>Gymnastics Plan, perform and repeat fluent gymnastic sequences, linking still shapes with travelling. Show changes of direction, speed and level during a gymnastic sequence. Create</p>	<p>Games Carefully select and use a variety of techniques to pass. Develop consistency in their skills of running, throwing, catching, passing, jumping and kicking through practise and repetition of the skills. Develop the skills of forehand or backhand when playing racket games, showing control when hitting. Hit a bowled or volleyed ball with accuracy in return.</p> <p>Dance Learn different dance styles, explaining the patterns and forms of the dance. Actions are controlled and express emotions.</p> <p>Gymnastics Perform a range of gymnastic actions</p>	<p>Games Choose and combine skills in game situations (running, throwing, catching, passing, jumping and kicking. Work alone and with a team to outwit an opponent / opposing team. Use a range of shots and strokes to strike a ball in order to outwit the opponent, considering the direction of play. Act as a good role model within a team, taking a lead role when required.</p> <p>Dance Choreograph creative and imaginative dance sequences, independently and in a group. Choreograph and perform more</p>

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	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Expressive Art and Design Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>	<p>jumping and climbing. Change speed and direction when travelling. Show awareness of body parts, points and position when making still shapes.</p> <p>Evaluating Performance Describe what they and others have done, using appropriate vocabulary with support.</p>	<p>some control and awareness of space. Create a sequence using 2 or more linked actions. Show contrasts on use of body and shape (such as small, tall, straight, curved). Balance on different points of the body, holding a still position.</p> <p>Evaluating Performance Improve their own work through watching and commenting on others work.</p>	<p>Create a sequence using apparatus.</p> <p>OAA Use basic maps and diagrams to orientate themselves and to move from one place to another.</p> <p>Athletics Run at a speed appropriate to the distance. Jump from a standing position. Able to throw a ball using an under and over arm technique.</p> <p>Evaluating Performance Describe the similarities and differences, and evaluate the effectiveness and quality of a performance.</p> <p>Body Changes Explain how their body feels during a range of physical</p>	<p>successful and stable balances and shapes. Decide on strategies, skills and equipment needed to complete a challenge based on previous experience.</p> <p>Athletics Sprint over a short distance. Pace running over longer distances. Develop technique to be able to throw further. Jump in a number of ways (1-1, 2-1, 1-2, 2-2), using a run-up where appropriate.</p> <p>Evaluating Performances Describe their own and others' work, making simple judgements about the quality of performances. Suggest ways to improve their performance.</p> <p>Body Changes</p>	<p>with consistency, fluency and clarity of movement. Show body tension and extension and good weight transference when performing. Combine dynamics when making sequences using changes of speed, level and direction.</p> <p>OAA Use maps and compasses to orientate themselves. Adjusts plans and actions depending on changing situations. Able to work in a group to plan actions to solve a problem.</p> <p>Athletics Choose the best pace for running over a variety of distances. Use a range of throws accurately to hit a target over a range of distances. Combine running</p>	<p>complex sequences. Demonstrate a consistent theme throughout a dance.</p> <p>Gymnastics Create longer, more complex gymnastic sequences that include a good range of well performed gymnastic elements. Incorporate a range of different speeds, directions, levels, pathways and body rotations during gymnastic performances. Rehearse, refine and perfect gymnastic skills.</p> <p>OAA Read a variety of maps and plans of the environment, recognising symbols and features. Value the importance of</p>
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Progression of Knowledge and Skills in PE

				<p>activities, making reference to different parts of the body.</p>	<p>Recognise changes in heart rate, temperature and breathing rate.</p>	<p>and jumping in athletic activities (long jump).</p> <p>Evaluating Performance Compare and contrast the skills and ideas shown in own and others' work. Develop own basic criteria to evaluate own and others' work based on previous learning.</p> <p>Body Changes Explain and demonstrate why and how people warm up for exercise. Explain how physical exercise is important for good health.</p>	<p>planning and thinking as they work through their challenge. Take on both leadership and team roles when solving a problem, demonstrating good sportsmanship skills.</p> <p>Athletics When running over a range of distances, show stamina, speed and control. Throw accurately, perfecting techniques by analysing the movement and body shape. Demonstrate control, balance and power in take-off and landing when jumping. Compete with others, recording results, setting targets and endeavouring to</p>
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Progression of Knowledge and Skills in PE

							<p>improve performance.</p> <p>Evaluating Performance Analyse and appraise skills and techniques used by others and apply in own work. Practice, modify and perfect skills and techniques to improve performance.</p> <p>Health and Fitness Understand and explain the short and long term effects of exercise. Lead warm up and cool down activities in ways that enhance the forthcoming activity. Explain why regular exercise is important to general health and well-being.</p> <p>Swimming</p>
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Progression of Knowledge and Skills in PE

							Swim competently, confidently and proficiently over a distance of at least 25m. Use a range of strokes effectively (front crawl, backstroke, breast stroke). Perform safe self-rescue in different water-based situations.
Enrichment	Multi-sports Martial arts TWSSP Inter-school competitions MUGA Slot	Kwik-cricket Multi-sports Martial arts TWSSP Inter-school competition MUGA Slot	Kwik-cricket Multi-sports Martial arts TWSSP Inter-school competition MUGA Slot	Football Multi-sports Cheerleading Martial arts TWSSP Inter-school competitions MUGA Slot	Football Multi-sports Cheerleading Martial arts TWSSP Inter-school competitions MUGA Slot	Football Multi-sports Cheerleading Martial arts TWSSP Inter-school competitions MUGA Slot	Football Multi-sports Cheerleading Martial arts TWSSP Inter-school competitions MUGA Slot