**Progression of Skills and Knowledge in Physical Education**

**KNOWLEDGE, SKILLS AND UNDERSTANDING**

|  |  |  |  |  |  |  |  |  |  |  |  |
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|  | **Year 1** | | **Year 2** | | **Year 3** | | **Year 4** | | **Year 5** | | **Year 6** |
| **Dance** | **Pupils should perform dances using simple movement patterns** | | | | **Perform dances using a range of movement patterns.** | | | | | | |
| I can copy dance moves  I can move safely in a space  I can make up a short dance | | I can change rhythm, speed, level and direction in my dance  I can dance with control and coordination  I can use dance to show mood or feeling | | I can improvise freely and translate ideas from a stimulus into movement  I can share and create phrases with a partner and small group  I can repeat, remember and perform phrases | | I can use refined movements when I perform  I can use dance to communicate an idea | | My dance shows clarity, fluency, accuracy and consistency  I can perform expressively and hold a precise and strong body posture  I can suggest ways to improve my performance and that of others | | I can perform and create complex sequences  I can express an idea in original and imaginative ways |
| **Games** | **Pupils should master basic movements including running, jumping, throwing and catching. They should participate in team games, developing simple tactics for attacking and defending** | | | | **Use running, jumping, throwing and catching in isolation and in combination. Play competitive games that have been modified where needed and apply basic principles suitable for attacking and defending.** | | | | | | |
| I can throw underarm  I can hit a ball with a bat  I can move and stop safely  I can throw and catch with both hands  I can throw and kick in different ways | | I can use hitting, kicking and/or rolling in a game  I can decide the best space to be in during a game  I understand the difference between attack and defence  I can follow rules | | I can throw and catch with control  I am aware of space and use it to support team mates and to cause problems for the opposition  I know and use rules fairly  I can keep possession/control of a ball with my body or an implement | | I can throw and catch accurately with both hands  I can hit a ball with increasing consistency  I can choose a tactic for defending or attacking | | I can gain possession by working as a team  I can send a ball over a net using forehand and backhand strokes  I can use a range of fielding techniques  I can vary tactics and adapt skills depending on what is happening in a game  I can use a number of techniques to pass, dribble and shoot | | I can choose and combine techniques in game situations  I can field, defend and attack tactically by anticipating the direction of play  I can play to agreed rules  I can umpire and explain rules  I can lead others when called upon and act as a good role model within a team |
| **Athletics** |  | |  | | **Use running, jumping, throwing and catching in isolation and in combination.** | | | | | | |
|  | |  | | I can throw in different ways  I can jump in different ways  I can take part in a relay, remembering when to run and what to do | | I can run over long distances  I can sprint over a short distance  I can hit a target | | I am controlled when taking off and landing  I can throw with accuracy  I can combine running and jumping | | I can demonstrate stamina |
|  | **Year 1** | **Year 2** | | **Year 3** | | **Year 4** | | **Year 5** | | **Year 6** | |
| **Gymnastics** | **Pupils should develop balance, agility and co-ordination and apply these in a range of activities** | | | **Develop flexibility, strength, technique, control and balance.** | | | | | | | |
| I can make my body curled, tense, stretched and relaxed  I can copy sequences and repeat them  I can roll, curl, travel and balance in different ways | I can plan and perform a sequence of movements showing control  I can improve my sequence based on feedback  I can think of more than one way to create a sequence which follows some ‘rules’ | | I can work in a controlled way  I can include changes of speed and direction  I can include a range of shapes | | | I can move between positions with control and fluency  I can work with a partner to create, repeat and improve a sequence with at least three phases  I can show kinaesthetic awareness in order to improve the alignment and placement of body parts | | I can make complex, extended sequences including changes of speed, level and direction  I can hold shapes that are strong, fluent and expressive | | I can combine my ow work with that of others  I can create complex and well executed sequences that include a wide range of movements |
| **Outdoor/**  **adventurous** |  |  | |  | | |  | | **Take part in outdoor and adventurous activity challenges both individually and within a team.** | | |
|  |  | |  | | |  | | I can follow a map in a familiar context  I can solve simple problems  I can show initiative to try new ways of working | | I can plan a route and a series of clues for someone else  I can plan with others taking account of safety and danger |
| **Swimming** |  |  | | **Pupils are taught to swim competently, confidently and proficiently over a distance of at least 25 metres**  **Use a range of strokes effectively.**  **Perform safe self-rescue in different water based situations** | | | | |  | | |
|  |  | | I can enter the water carefully  I can put my face in the water and blow bubbles  I can swim over 5 metres with a floatation device  I can swim for a sustained distance using a recognised stroke  I can swim for at least 25 metres on my back | | | I can swim at least 25 metres on my front or back  I am beginning to develop controlled breathing  I can perform safe self-rescue in different water situations | |  | |  |