![C:\Users\webstert\Local Settings\Temporary Internet Files\IE\UI24WPAM\Sports_icon[1].png]()**Progression of Skills and Knowledge in Physical Education**![C:\Users\webstert\Local Settings\Temporary Internet Files\IE\UI24WPAM\Sports_icon[1].png]()

**KNOWLEDGE, SKILLS AND UNDERSTANDING**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **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 movesI can move safely in a spaceI can make up a short dance | I can change rhythm, speed, level and direction in my danceI can dance with control and coordinationI can use dance to show mood or feeling | I can improvise freely and translate ideas from a stimulus into movementI can share and create phrases with a partner and small groupI can repeat, remember and perform phrases | I can use refined movements when I performI can use dance to communicate an idea | My dance shows clarity, fluency, accuracy and consistencyI can perform expressively and hold a precise and strong body postureI can suggest ways to improve my performance and that of others | I can perform and create complex sequencesI 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 underarmI can hit a ball with a batI can move and stop safelyI can throw and catch with both handsI can throw and kick in different ways | I can use hitting, kicking and/or rolling in a gameI can decide the best space to be in during a gameI understand the difference between attack and defenceI can follow rules | I can throw and catch with controlI am aware of space and use it to support team mates and to cause problems for the oppositionI know and use rules fairlyI can keep possession/control of a ball with my body or an implement | I can throw and catch accurately with both handsI can hit a ball with increasing consistencyI can choose a tactic for defending or attacking | I can gain possession by working as a teamI can send a ball over a net using forehand and backhand strokesI can use a range of fielding techniquesI can vary tactics and adapt skills depending on what is happening in a gameI can use a number of techniques to pass, dribble and shoot | I can choose and combine techniques in game situationsI can field, defend and attack tactically by anticipating the direction of playI can play to agreed rulesI can umpire and explain rulesI 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 waysI can jump in different waysI can take part in a relay, remembering when to run and what to do | I can run over long distancesI can sprint over a short distanceI can hit a target | I am controlled when taking off and landingI can throw with accuracyI 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 relaxedI can copy sequences and repeat themI can roll, curl, travel and balance in different ways | I can plan and perform a sequence of movements showing controlI can improve my sequence based on feedbackI can think of more than one way to create a sequence which follows some ‘rules’ | I can work in a controlled wayI can include changes of speed and directionI can include a range of shapes | I can move between positions with control and fluencyI can work with a partner to create, repeat and improve a sequence with at least three phasesI 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 directionI can hold shapes that are strong, fluent and expressive | I can combine my ow work with that of othersI 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 contextI can solve simple problemsI can show initiative to try new ways of working | I can plan a route and a series of clues for someone elseI 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 carefullyI can put my face in the water and blow bubblesI can swim over 5 metres with a floatation deviceI can swim for a sustained distance using a recognised strokeI can swim for at least 25 metres on my back | I can swim at least 25 metres on my front or backI am beginning to develop controlled breathingI can perform safe self-rescue in different water situations |  |  |