



Progression of Skills and Knowledge in Physical Education



KNOWLEDGE, SKILLS AND UNDERSTANDING

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Dance</u>	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
<u>Games</u>	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
<u>Athletics</u>	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

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<u>Gymnastics</u>	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 own work with that of others I can create complex and well executed sequences that include a wide range of movements
<u>Outdoor/ adventurous</u>					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
<u>Swimming</u>			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		