



Knowledge and Skills Progression for PE

Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Project Driving questions	<ol style="list-style-type: none"> How can we show compassion, care and love to those in need? How can we care for our world? What makes someone a hero? 	<ol style="list-style-type: none"> How can we be compassionate, caring and loving towards others? How can we look after our planet? What is it like at the seaside? What does it mean to be an explorer? Growing, Changing, Belonging -Why are differences important? Why did London burn and how can we design it safer today? 		<ol style="list-style-type: none"> How can we be more compassionate, caring and loving towards others? How could looking through 'my window' help me to be a better steward of the environment? What can we learn from the Romans about work, innovation, and community? Can rocks show us how to be sustainable? Why is it important to hear everyone's story before we judge what happened in the past? How did the Anglo Saxons build a life they could trust? 		<ol style="list-style-type: none"> How can we show compassion, care and love to those in need? What can we learn about stewardship from the medieval monarchs? Why does Britain have the Benin bronzes and should they be given back? Why is Earth special and how can we protect it? How can learning about past and present lifestyles help us understand why we should not judge others? How did trust help Ancient Egyptian society thrive, and how can we build fair and trusting communities today? 	
Curriculum Topics - History/ Science	<p>Ourselves People that help us Superheroes Journeys and transport</p>	<p>Neil Armstrong, Explorers, Fire of London, Holidays and Seaside, Homes and Houses, Mary Seacole</p> <p><i>Seasonal Changes, Plants, Animals including humans, Living things and their habitats, Everyday Materials</i></p>		<p>Vikings and Anglo Saxons, Romans, Stone age to Iron age, Anglo Saxons to Scots, Victorians</p> <p><i>Plants , Light, Living things and their habitats, Animals including humans, Sound , Electricity, States of Matter, Forces and magnets</i></p>		<p>Tudors, Ancient Egypt, Benin, Ancient Greece, WW2</p> <p><i>Light, Electricity, Living things and their habitats, Earth and Space, Evolution and Inheritance, Properties and changes of materials, Animals including humans, Forces and Magnets</i></p>	
Gymnastics		<p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>participate in team games, developing simple tactics for attacking and defending</p>		<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>			
		Can travel around and through a space.	Travel around and through space, and am able to stop safely.	Travel in a range of different ways. Create a simple sequence with a partner.	Perform actions, balances, body shapes and movements with control.	Combine and perform a range of complex actions, balances, body shapes and	Plan and perform a complex and well-structured sequence on my own and with a partner.

		<p>Change pathway to avoid contact with others.</p> <p>Copy a simple action.</p> <p>Link and repeat 2 simple actions.</p> <p>Follow a series of simple instructions.</p>	<p>Find and use space safely avoiding the pathways of others.</p> <p>Describe my movements, e.g. travelling, balancing, climbing etc.</p> <p>Choose and link actions to create a simple sequence.</p> <p>Start and finish an action or sequence.</p>	<p>Describe my own and others movements, balances and body shapes.</p> <p>Perform basic actions with control and co-ordination.</p> <p>Perform a longer sequence with a clear beginning, middle and end, showing changes in level and clear shapes.</p>	<p>Adapt my actions and balances when performing with a partner or in a small group.</p> <p>Identify aspects of my own and others performances that can be improved.</p> <p>Perform a well-structured sequence on my own and with a partner.</p> <p>Plan, perform and repeat longer sequences that include changes in speed, level, direction, clear shapes and quality of movement.</p>	<p>movements with precision and control.</p> <p>Combine my work with that of others to create complex and varied sequences.</p> <p>Identify and apply clear and appropriate criteria when evaluating my own and others' work.</p>	<p>Link my sequences to specific timings.</p>
Games		<p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>participate in team games, developing simple tactics for attacking and defending</p>		<p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>			
		<p>Throw a ball underarm.</p> <p>Roll a ball along the ground.</p> <p>Use two hands to catch a ball or a small beanbag.</p>	<p>Hit a ball with a bat. Intercept and stop a ball.</p> <p>Throw, kick and hit a ball.</p> <p>Play simple ball games in a small group.</p>	<p>Throw a ball under and over arm from a range of distances.</p> <p>Track, intercept and stop a ball.</p> <p>Take part in team games, tracking and anticipating the movement of the ball.</p> <p>Begin to talk about and develop strategies and tactics to outwit my opponent.</p>	<p>Hit a bowled ball with intent and force, while beginning to bowl and field with increasing control.</p> <p>Make good tactical decisions with speed. Recognise and use a range of tactics linked to a range of games, e.g. netball, football.</p> <p>Identify my own strengths and suggest ways of improving my performance.</p>	<p>Bat, bowl and field with control.</p> <p>Use a range of tactics for attacking and defending.</p> <p>Plan and adapt individual and team tactics in response to the play.</p> <p>Identify by own and others' strengths and weaknesses and identify ways in which</p>	<p>Explain complicated rules.</p> <p>Make a team plan and communicate it to others.</p> <p>Lead others in a game situation</p>

				Identify and begin to apply rules fairly.	Identify and describe features of good game play.	performance can be improved. Identify and explain the key principles of play.	
Running		master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities		use running, jumping, throwing and catching in isolation and in combination compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
		<p>Vary their pace and speed when running.</p> <p>Run with a basic technique over different distances.</p> <p>Show good posture and balance.</p> <p>Jog in a straight line.</p> <p>Change direction when jogging.</p> <p>Sprint in a straight line.</p> <p>Change direction when sprinting.</p> <p>Maintain control as they change direction when jogging or sprinting.</p>	<p>Run at different paces, describing the different paces. Use a variety of different stride lengths.</p> <p>Travel at different speeds.</p> <p>Begin to select the most suitable pace and speed for distance.</p> <p>Complete an obstacle course.</p> <p>Vary the speed and direction in which they are travelling.</p> <p>Run with basic techniques following a curved line.</p> <p>Be able to maintain and control a run over different distances</p>	<p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action to improve their sprinting technique.</p> <p>Begin to combine running with jumping over hurdles.</p> <p>Focus on trailing leg and lead leg action when running over hurdles.</p> <p>Understand the importance of adjusting running pace to suit the distance being run.</p>	<p>Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Speed up and slow down smoothly.</p>	<p>Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start.</p> <p>Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.</p> <p>Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</p> <p>Identify and demonstrate stamina, explaining its importance for runners.</p>	<p>Recap, practise and refine an effective sprinting technique, including reaction time.</p> <p>Build up speed quickly for a sprint finish.</p> <p>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</p> <p>Accelerate to pass other competitors. Work as a team to competitively perform a relay.</p> <p>Confidently and independently select the most appropriate pace for different distances and different parts of the run.</p>

Jumping		<p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>use running, jumping, throwing and catching in isolation and in combination</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>				
		<p>Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Perform a short jumping sequence.</p> <p>Jump as high as possible.</p> <p>Jump as far as possible.</p> <p>Land safely and with control.</p> <p>Work with a partner to develop the control of their jumps.</p>	<p>Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Combine different jumps together with some fluency and control.</p> <p>Jump for distance from a standing position with accuracy and control.</p> <p>Investigate the best jumps to cover different distances.</p> <p>Choose the most appropriate jumps to cover different distances.</p> <p>Know that the leg muscles are used when performing a jumping action.</p>	<p>Use one and two feet to take off and to land with.</p> <p>Develop an effective take-off for the standing long jump.</p> <p>Develop an effective flight phase for the standing long jump.</p> <p>Land safely and with control.</p>	<p>Learn how to combine a hop, step and jump to perform the standing triple jump.</p> <p>Land safely and with control.</p> <p>Begin to measure the distance jumped.</p>	<p>Improve techniques for jumping for distance.</p> <p>Perform an effective standing long jump.</p> <p>Perform the standing triple jump with increased confidence.</p> <p>Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</p> <p>Land safely and with control.</p> <p>Measure the distance and height jumped with accuracy.</p> <p>Investigate different jumping techniques.</p>	<p>Develop the technique for the standing vertical jump.</p> <p>Maintain control at each of the different stages of the triple jump.</p> <p>Land safely and with control.</p> <p>Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>Perform and apply different types of jumps in other contexts.</p> <p>Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p>

Throwing		<p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>		<p>use running, jumping, throwing and catching in isolation and in combination</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>			
		<p>Throw underarm and overarm.</p> <p>Throw a ball towards a target with increasing accuracy.</p> <p>Improve the distance they can throw by using more power</p>	<p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw with accuracy at targets of different heights.</p> <p>Investigate ways to alter their throwing technique to achieve greater distance.</p>	<p>Throw with greater control and accuracy.</p> <p>Show increasing control in their overarm throw.</p> <p>Perform a push throw.</p> <p>Continue to develop techniques to throw for increased distance</p>	<p>Perform a pull throw.</p> <p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform a heave throw.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance and support others in improving their personal best.</p> <p>Develop and refine techniques to throw for accuracy</p>	<p>Perform a heave throw.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance and support others in improving their personal best.</p> <p>Develop and refine techniques to throw for accuracy</p>
OAA (Outdoor, Adventurous Activities)				<p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>			
				<p>Orientate themselves with increasing confidence and accuracy around a short trail</p> <p>Identify and use effective communication to begin to work as a team.</p>	<p>Orientate themselves with accuracy around a short trail</p> <p>Create a short trail for others with a physical challenge</p> <p>Start to recognise features of an orienteering course</p>	<p>Start to orientate themselves with increasing confidence and accuracy around an orienteering course.</p> <p>Design an orienteering course that can be followed and offers some challenge to others.</p>	<p>Orientate themselves with confidence and accuracy around an orienteering course when under pressure</p> <p>Design an orienteering course that is clear to follow and offers challenge to others</p> <p>Use navigation equipment (maps.</p>

				<p>Identify symbols used on a key</p> <p>Begin to choose equipment that is appropriate for an activity</p>	<p>Communicate clearly with other people in a team and with other teams</p> <p>Have experience of a range of roles within a team and begin to identify the skills required to succeed at each</p> <p>Associate the meaning of a key in the context of the environment</p> <p>Try a range of equipment for creating and completing an activity</p> <p>Make an informed decision on the best equipment to use for an activity</p> <p>Plan and organise a trail that others can follow</p>	<p>Begin to use navigation equipment to orientate around a trail.</p> <p>Use clear communication to effectively complete a particular role in a team.</p> <p>Complete orienteering activities both as part of a team and independently</p> <p>Identify a key on a map and begin to use the information in activities.</p> <p>Choose the best equipment for an outdoor activity</p> <p>Create an outdoor activity that challenge others</p> <p>Create a simple plan of an activity for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p> <p>Use a map for an orienteering course.</p> <p>Begin to use a compass.</p>	<p>Compasses) to improve the trail.</p> <p>Use clear communication to effectively complete a particular role in a team</p> <p>Compete in orienteering activities as part of a time and independently</p> <p>Use a range of map styles and make an informed decision on the most effective.</p> <p>Choose the best equipment for an outdoor activity.</p> <p>Prepare an orienteering course for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p> <p>Manage an orienteering event for others to compete in.</p> <p>Use a compass for navigation</p> <p>Organise an event for others.</p>
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Dance		perform dances using simple movement patterns.		perform dances using a range of movement patterns			
		compare their performances with previous ones and demonstrate improvement to achieve their personal best.					
		<p>Can repeat and copy simple movements, e.g. tap my foot, hop....</p> <p>Move in response to the music, e.g. fast, slow, on tip toe, stamping feet.</p> <p>Copy and repeat a series of 3 simple movements.</p>	<p>Copy and repeat a wide range of body movements and actions.</p> <p>Move different parts of my body simultaneously in response to the music, e.g. march while swinging my arms.</p> <p>Make and join 2 or 3 movements together to create a sequence and repeat.</p> <p>Describe the movements I make.</p>	<p>Copy and repeat an increasing range of complex movements and actions.</p> <p>Repeat with accuracy and control short dance phrases and simple dances.</p> <p>Choose and sequence movements that reflect the dance idea, feel or mood of the music.</p> <p>Talk about the movements I make and give suggestions for improvement.</p>	<p>Explore, improvise and combine movement and ideas effectively.</p> <p>Perform showing an awareness of rhythm and dynamics.</p> <p>Improvise freely on my own, developing ideas in response to the stimulus, e.g. music, sound, images etc.</p> <p>Create and link a series of dance phrases.</p> <p>Talk about and evaluate my work and the work of others.</p>	<p>Create, repeat and refine a series of complex dance phrases or a short dance.</p> <p>Perform with a partner or in a small group to music or an accompaniment.</p> <p>Improvise freely on my own and with a partner developing ideas in response to the stimulus, e.g. music, sound, images etc</p> <p>Create increasingly complex phrases and dance sequences.</p> <p>Describe in detail how a dance is formed and performed.</p>	<p>Can develop imaginative dances in a specific style.</p> <p>Can choose own music, style and dance</p>
Swimming		<ul style="list-style-type: none"> - Swim competently, confidently and proficiently over a distance of at least 25 metres - Use a range of strokes effectively such as front crawl, backstroke and breaststroke - Perform safe self-rescue in different water-based situations. 					
		<p>Can swim between 25 and 50 metres unaided.</p> <p>Can keep swimming for 30 to 45 seconds, using swimming aids and support</p> <p>Can use a variety of basic arm and leg actions when on front and on back.</p> <p>Can swim on the surface and lower themselves under water.</p>					

		Takes part in group problem-solving activities on personal survival. Recognises how body reacts and feels when swimming.
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Key

Purple - National Curriculum

Red - St Vincent's Curriculum

Black - Skills Progression