

Progress in Knowledge: PE

Updated February 2023



| Knowledge | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
|------------|--|---|---|--|--|--|
| Gym | <p>Identify and use simple gymnastics actions and shapes.</p> <ul style="list-style-type: none"> • Apply basic strength to a range of gymnastics actions. • Begin to carry simple apparatus such as mats and benches. • To recognise 'like' actions and link them. • To perform a variety of basic gymnastics actions showing control. • To introduce turn, twist, spin, rock and roll and link these into movement patterns. • To perform longer movement phrases and link with confidence. | <ul style="list-style-type: none"> • Describe and explain how performers can transition and link gymnastic elements. • Perform with control and consistency basic actions at different speeds and on different levels. • Challenge themselves to develop strength and flexibility. • Create and perform a simple sequence that is judged using simple gymnastic scoring. • Develop body management through a range of floor exercises. • Use core strength to link recognised gymnastics elements, e.g., back support and half twist. • Attempt to use rhythm while performing a sequence. | <p>Modify actions independently using different pathways, directions and shapes.</p> <ul style="list-style-type: none"> • Consolidate and improve the quality of movements and gymnastics actions. • Relate strength and flexibility to the actions and movements they are performing. • To use basic compositional ideas to improve sequence work. • Identify similarities and differences in sequences. • Develop body management over a range of floor exercises. • Attempt to bring explosive moves into floor work through jumps and leaps. • Show increasing flexibility in shapes and balances. | <ul style="list-style-type: none"> • To become increasingly competent and confident to perform skills more consistently. • Able to perform in time with a partner and group. • Independently use compositional ideas in sequences such as changes in height, speed and direction. • Develop an increased range of body actions and shapes to include in a sequence. • Define muscles groups needed to support the core of their body. • Refine taking weight on small and large body parts, for example, hand and shoulder | <p>Create longer and more complex sequences and adapt performances.</p> <ul style="list-style-type: none"> • Take the lead in a group when preparing a sequence. • Develop symmetry individually, as a pair and in a small group. • Compare performances and judge strengths and areas for improvement. • Select a component for improvement. For example - timing or flow. • Take responsibility for own warm-up including remembering and repeating a variety of stretches. • Perform more complex actions, shapes and balances with consistency. • Use information given by others to improve performance. | <p>Lead group warm-up showing understanding of the need for strength and flexibility.</p> <ul style="list-style-type: none"> • Demonstrate accuracy, consistency, and clarity of movement. • Work independently and in small groups to make up own sequences. • Arrange own apparatus to enhance work and vary compositional ideas. • Experience flight on and off of high apparatus. • Perform increasingly complex sequences. • Combine own ideas with others to build sequences. • Compose and practise actions and relate to music. • Show a desire to improve across a broad range of gymnastics actions. |

| Knowledge | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
|--------------|---|---|--|--|---|--|
| Dance | <p>Respond to a range of stimuli and types of music.</p> <ul style="list-style-type: none"> • Explore space, direction, levels and speeds. • Experiment creating actions and performing movements with different body parts. • Able to build simple movement patterns from given actions. • Compose and link actions to make simple movement phrases. • Respond appropriately to supporting concepts such as canon and levels. | <p>Describe and explain how performers can transition and link shapes and balances.</p> <ul style="list-style-type: none"> • Perform basic actions with control and consistency at different speeds and on different levels. • Challenge themselves to move imaginatively responding to music. • Work as part of a group to create and perform short movement sequences to music. • Perform using more sophisticated formations as well as an individual. • Explore relationships through different dance formations. • Explain the importance of emotion and feeling in dance. • Use the stimuli to copy, repeat and create dance actions and motifs. | <p>Practice different sections of a dance aiming to put together a performance.</p> <ul style="list-style-type: none"> • Perform using facial expressions. • Perform with a prop. • Building stylistic qualities of Barn Dance through repetition and applying movement to own bodies. • Building basic creative choreography skills in travelling, dynamics and partner work in the specific style of Barn Dance. | <p>Work to include freeze frames in routines.</p> <ul style="list-style-type: none"> • Practice and perform a variety of different formations in dance. • Develop a dance to perform as a group with a set starting position. • Developing choreography and devising skills in relation to a theme. • Exploring dynamic quality and formations to communicate character. • Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience. | <p>Perform different styles of dance fluently and clearly.</p> <ul style="list-style-type: none"> • Refine & improve dances adapting them to include the use of space rhythm & expression. • Worked collaboratively in groups to compose simple dances. • Recognise and comment on dances suggesting ideas for improvement. • Developing choreography and devising skills in relation to a theme. • Exploring dynamic quality and formations to communicate character. • Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience. | <p>Work collaboratively to include more complex compositional ideas</p> <ul style="list-style-type: none"> • Develop motifs and incorporate into self-composed dances as individuals, pairs & groups • Talk about different styles of dance with understanding, using appropriate language & terminology • Developing group devices and greater use of teamwork. • Demonstrating narrative through contact and relationships • Showing tension through pattern and formation. |

| Knowledge | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
|-----------------------|---|---|--|---|--|---|
| Invasion Games | <ul style="list-style-type: none"> • To practice basic movements including running, jumping, throwing and catching. • To begin to engage in competitive activities. • To experience opportunities to improve agility, balance and coordination. • To recognise rules and apply them in competitive and cooperative games. • Use and apply simple strategies for invasion games. • Preparing for, and explaining the reasons why we enjoy exercise. | <ul style="list-style-type: none"> • Can send a ball using feet and can receive a ball using feet. • Refine ways to control bodies and a range of equipment. • Recall and link combinations of skills, e.g. dribbling and passing. • To select and apply a small range of simple tactics. • Recognise good quality in self and others. • To work with others to build basic attacking play. | <ul style="list-style-type: none"> • To perform some basic invasion games skills, throwing, catching, kicking and dribbling. • To build attacking/offensive play. • Able to show basic control skills including sending and receiving the ball. • To send the ball with some accuracy to maintain possession and build attacking play. • Able to implement basic rules of modified games e.g. basketball. • Develop motor skills to handle sticks with ease and improve agility. • Show basic skills to maintain possession. • Use space efficiently to build an attack. • Link skills to perform as a team | <ul style="list-style-type: none"> • Show increases confidence and perform with more consistency a selection of basic skills such as dribbling, throwing and shooting • Develop a wider range of ball handling skills • Use footwork rules in a game situation and explore basic marking. • Passing over longer distance. • Moving towards the ball to receive the pass. • Pass and move with the ball as a team to build attacks. • Apply a small range of tactics in a competitive situation. • Demonstrate increased speed and endurance during game play. • Evaluating skills, tactics and team-play to aid improvement. | <ul style="list-style-type: none"> • Use strength, agility and coordination when defending. • Increase power and strength of passes, moving the ball accurately in a variety of situations. • Select and apply a range of tactics and techniques and play with consistency. • To play effectively in a variety of positions and formations on the pitch. • Relate a greater number of attacking and defensive tactics to gameplay • Become more skillful when performing movements at speed. • Select and apply appropriate skill in a game situation. • Play effectively as a team in defence taking individual responsibility for your role. | <ul style="list-style-type: none"> • Apply aspects of fitness to the game such as power, strength, agility and coordination. • Choose and implement a wider range of strategies to play defensively and offensively. • Grasp more technical aspects of the game. • Observe, recognise and analyse good individual and team performances. • Suggest, plan and lead simple drills for given skills. • Combine and perform more complex skills at speed in games. • Use set plays in game situation and explain when and why they are used. • Switch effectively as a team between defence and attack. |

| Knowledge | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
|------------------------------|--|---|--|---|--|---|
| Striking and Fielding | <ul style="list-style-type: none"> • Able to hit objects with hand or bat. • Track and retrieve a rolling ball. • Throw and catch a variety of balls and objects. • Develop sending and receiving skills to benefit fielding as a team. • Distinguish between the roles of batters and fielders. • Introduce the concept of simple tactics. | <ul style="list-style-type: none"> • To develop hitting skills with a variety of bats. • Practice feeding/bowling skills. • Hit and run to score points in games. • Work on a variety of ways to score runs in the different hit, catch, run games. • Attempt to work as a team to field. • Begin to play the role of wicketkeeper or backstop. | <ul style="list-style-type: none"> • To be able to adhere to some of the basic rules of cricket of striking and fielding games. • To develop a range of skills to use in isolation and a competitive context. • To use basic skills with more consistency including striking a bowled ball. • Work cooperatively with others to complete fielding tasks. | <ul style="list-style-type: none"> • To develop the range of striking and fielding skills they can apply in a competitive context • Choose and use a range of simple tactics in isolation and in a game context. • Consolidate existing skills and apply with consistency. • Strike to ball with intent, use decision making attempt direction. | <ul style="list-style-type: none"> • Link together a range of skills and use in combination. • Collaborate with a team to choose, use and adapt rules in games. • Recognise how some aspects of fitness apply to striking and fielding e.g., power, flexibility, and cardiovascular endurance • Develop retrieving and returning the ball. | <ul style="list-style-type: none"> • Apply with consistency standard rules in a variety of different styles of games. • Attempt a small range of shots in isolation and in competitive scenarios. • Use a range of tactics for attacking and defending in the role of bowler, batter and fielder. |
| Athletics | <ul style="list-style-type: none"> • Pupils will begin to link running and jumping. • To learn and refine a range of running which includes varying pathways and speeds. • Develop throwing techniques to send objects over long distances. • Increase stamina and core strength needed to undertake athletics activities. • Take part in a broad range of opportunities to extend strength, balance, agility and coordination. • Cooperate with others to carry out more complex tasks. | <ul style="list-style-type: none"> • Develop power, agility, coordination and balance over a variety of activities. • Can throw and handle a variety of objects including quoits, beanbags, balls, hoops. • Can negotiate obstacles showing increased control of body and limbs. • Improve running and jumping movements, work for sustained periods of time. • Reflect on activities and make connections between a healthy active lifestyle. • Experience and improve on jumping for distance and height. | <ul style="list-style-type: none"> • Control movements and body actions in response to specific instructions. • Demonstrate agility and speed. • Jump for height and distance with control and balance. • Throw with speed and power and apply appropriate force. | <ul style="list-style-type: none"> • Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities. • Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws. | <ul style="list-style-type: none"> • Sustain pace over short and longer distances such as running 100m and running for 2 minutes. • Able to run as part of a relay team working at their maximum speed. • Perform a range of jumps and throws demonstrating increasing power and accuracy. | <ul style="list-style-type: none"> • Become confident and expert in a range of techniques and recognise their success. • Apply strength and flexibility to a broad range of throwing, running and jumping activities. • Work in collaboration and demonstrate improvement when working with self and others. • Accurately and confidently judge across a variety of activities. |

| Knowledge | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
|-----------------|--|--|--|---|---|--|
| Net/Wall | <ul style="list-style-type: none"> • Able to send an object with increased confidence using hand or bat. • Move towards a moving ball to return it. • Sending and returning a variety of balls/objects such as balloons and beach balls. • Track, intercept and stop a variety of objects such as balls and beanbags. • Select and apply skills to beat the opposition. | <ul style="list-style-type: none"> • Be able to track the path of a ball over a net and move towards it • Begin to hit and return a ball using hands and racquets with some consistency • Play modified net/wall games throwing, catching and sending over a net • Be able to make it difficult for their opponent to score a point. • Begin to choose specific tactics appropriate to the situation. • Improve agility and coordination and use in a game. | <ul style="list-style-type: none"> • Identify and describe some rules of net/wall games. • Serve to begin a game. • Explore forehand hitting. • Play with some understanding of modified court boundaries. | <ul style="list-style-type: none"> • Explore and use different shots with both the forehand and backhand. • Demonstrate different net/wall skills. • Practise some trick shots in isolation. • Work to return the serve. • Demonstrate different court positions in gameplay. | <ul style="list-style-type: none"> • Use different types of serves in-game and new shots learnt in games. • Play with others to score and defend points in competitive games. • Move confidently around the playing area using footwork techniques. • Develop further ways of playing with others cooperatively and in competition. • Introduce Volley shots and Overhead shots. • Further, explore Tennis service rules. | <ul style="list-style-type: none"> • Develop a wider range of shots. • Begin to select and apply more sophisticated tactics such as net play, and offensive and defensive positioning. • Play with fluency with a partner in doubles/partner scenarios. • Develop backhand shots. • Begin to use full scoring systems • Continue developing doubles play and tactics to improve. |
| OAA | <p>Use thinking skills to follow multi step instructions.</p> <ul style="list-style-type: none"> • Solve more challenging problems as an individual. • Comprehend that one thing can represent another. • Take part in activities with increasing challenge to build confidence. | <p>Use searching skills to find given items from clues and pictures.</p> <ul style="list-style-type: none"> • Work as a pair to navigate space. • Use and explore unusual equipment to develop coordination, problem-solving and motor skills. | <p>Work with others to solve problems.</p> <ul style="list-style-type: none"> • Describe their work and use different strategies to solve problems. • Lead others and be led • Differentiate between when a task is competitive and when it is collaborative. | <p>Work well in a team or group within defined and understood roles.</p> <ul style="list-style-type: none"> • Plan and refine strategies to solve problems. • Identify the relevance of and use maps, compass and symbols. • Identify what they do well and suggest what they could do to improve. | <p>Explore ways of communicating in a range of challenging activities.</p> <ul style="list-style-type: none"> • Navigate and solve problems from memory. • Develop and use trust to complete the task and perform under pressure. | <p>Use information given by others to complete tasks and work collaboratively.</p> <ul style="list-style-type: none"> • Undertake more complex tasks. • Take responsibility for a role in a task. • Use knowledge of PE and physical activities to suggest design ideas & amendments to games. |

| Knowledge | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
|-----------------|---|----------|--|-----------|---|----------|
| Swimming | <p>Swim short distances unaided between 5 & 20 metres using one consistent stroke.</p> <ul style="list-style-type: none"> Propel themselves over longer distances with the assistance of swimming aids. Move with more confidence in the water including submerging themselves fully. Enter and exit the water independently | | <p>Swim over greater distances, between 10 & 20 meters with confidence in shallow water.</p> <ul style="list-style-type: none"> Begin to use basic swimming techniques including correct arm and leg action. Explore and use basic breathing patterns. Enter and exit the water in a variety of ways. Take part in problem-solving activities such as group floats and team challenges | | <p>Bring control and fluency to at least two recognised strokes.</p> <ul style="list-style-type: none"> Implement good breathing technique to allow for smooth stroke patterns. Attempt personal survival techniques as an individual and group with success. Link lengths together with turns and attempt tumble turn in isolation and during a stroke. | |

Key Stage 1 National Curriculum Expectations

Key stage 1 National Curriculum Objectives

Pupils should develop fundamental movement skills, become increasingly competent and confident and access broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to

- Master basic movements, including, running, jumping, throwing and catching, as well as developing balance,
- Agility and co-ordination and being to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns

Key Stage 2 National Curriculum Expectations

Key stage 2 National Curriculum Objectives

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance (Athletics/ Gym)
- Perform dances using range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their best.