

PE – Progression of Skills & Knowledge Overview



The children in each year group will be taught the following skills and core tasks:

Year Group	Invasion games	Gymnastics	Dance	Net and Wall	Striking and Fielding	Multiskills and Athletics (Including ongoing OAA)	Health and Fitness
Skills	<p style="text-align: center;">Acquiring and Developing Skills (A&D) Selecting and applying skills, tactics and compositional ideas (S&A) Evaluating and improving performance (E&I) Knowledge and understanding of fitness and health (H&F)</p>						
National Curriculum	<p>Key stage 2: 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 [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a 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 personal best.</p>						

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Year 3	Invasion Games	Gymnastics	Dance	Net and Wall	Striking and Fielding	Multiskills and Athletics	Health and Fitness
<p>In all areas children will be taught about how to give and receive feedback to their peers. (E&I)</p> <p>Take part in multiskills/competitive festivals. X3 during the school year, at least one to be against another school (s). (competitions: class, against other schools)</p>	<p>Partner using a number of sending and receiving techniques.</p> <p>Improve accuracy of passes and use space to keep possession better.</p> <p>Remain in control of ball while travelling.</p> <p>To help others know where they are going.</p> <p>Look when travelling and what happens after they have passed ball. A&D</p> <p>Play games that involve keeping possession and scoring in targets. 3vs 1 and 4vs 1 games.</p> <p>Know which passes are best, tactics to keep possession.</p> <p>Find space to receive and support.</p>	<p>Develop and perform actions.</p> <p>Practice and concentrate on quality of movement.</p> <p>Link different balances moving in and out of positions of stillness.</p> <p>Transfer weight smoothly from one part of body to another.</p> <p>Use actions on floor and over, through, across and along apparatus. A&D</p> <p>Vary and apply actions on floor and apparatus. Copy a partner's sequence on floor and apparatus.</p>	<p>Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement. A&D</p> <p>Learn a short sequence with a clear, middle and end that they can perform on their own and in a group, with between 8-20steps.</p> <p>Learn how to develop actions and movements within short dances by changing the dynamics, space and relationships.</p> <p>Learn a variety of travels, gestures, turns, jumps and balances with good composure and control</p>	<p>Practise throwing and catching with a variety of different balls and using different types of throwing.</p> <p>Hit the ball with a racket.</p> <p>Use different shots. A&D</p> <p>Play games using throwing and catching skills.</p> <p>Vary strength, length and direction of throw.</p> <p>Know how can they make it difficult for opponent to receive ball.</p>	<p>Consolidate and develop the range and consistency of their skills in striking and fielding games. A&D</p> <p>(rounders, cricket)</p>	<p>Choose skills and equipment to meet the challenges they are set. E.g by increasing the distance thrown.</p> <p>Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing. S&A</p> <p>Children will be taught how to use their bodies to:</p> <ul style="list-style-type: none"> • Sprint 60m with correct technique • Jump for height • Jump for distance • Leap hurdles • Javelin throw • Shot putt throw • Chest push throw • Run for longer distances (200/400m) • Relay races <p>Sports Day</p>	<p>Keep up an activity over a period of time and know what they need to warm up and cool down for dance. (H&F)</p> <p>Recognise and describe what their bodies feel like during different types of activity.</p> <p>Describe what happens to their heart, breathing and temperature during different types of athletic activity.</p>

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	<p>Know what to think about when team has and hasn't got the ball.</p> <p>How to organise themselves differently to play each of the games successfully.</p> <p>Understand patterns of play- if ball is in a certain position where should players be. S&A</p> <p>(football, basketball, hockey, netball, rugby)</p>	<p>Perform easy combinations of contrasting actions.</p> <p>Choose combinations that work in their sequences.</p>		<p>Stand when receiving.</p> <p>Understand attack and defence tactics.</p> <p>Understand rules about the games.</p> <p>(tennis, badminton)</p>			
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Year 4	Invasion Games	Gymnastics	Dance	Net and Wall	Striking and Fielding	Multiskills and Athletics	Health and Fitness
<p>In all areas children will be taught about how to give and receive feedback to their peers. (E&I)</p> <p>Take part in multiskills/competitive festivals. X3 during the school year, and at least 2 others to be against another school (s). (competitions: class, against other schools)</p>	<p>Play 3vs1 and 4vs1 and how to use the space and help each other.</p> <p>Score more regularly without making mistakes.</p> <p>Choose and adapt their techniques to keep possession and give their team chance to shoot.</p> <p>Plan ideas and tactics similar across invasion games.</p> <p>Know what rules are needed to make games fair.</p> <p>Understand simple patterns of play. S&A</p> <p>Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents.</p> <p>(football, basketball, hockey, netball, rugby)</p>	<p>Devise, perform and repeat sequences that include travel, body shapes and balances.</p> <p>Help them change sequences.</p> <p>Include changes of dynamics.</p> <p>Work with a partner and small groups to create sequences.</p> <p>Adapt their sequences to include apparatus and to suit partner or small group. S&A</p> <p>Compare and contrast similar performances.</p>	<p>Explore and create characters and narratives in response to a range of stimuli.</p> <p>Compose short dances with clear start, middle and end on their own, partners and in groups.</p> <p>Developing basic actions and skills using: dynamics, space and relationships, travels, gestures, turns, jumps and balances with good composure and control.</p> <p>Can remember and perform a longer dance routine to others (8-20steps)</p>	<p>Play games using throwing and catching skills.</p> <p>Vary strength, length and direction of throw.</p> <p>Understand how they can make it difficult for opponent to receive ball.</p> <p>Understand where to stand when receiving.</p> <p>Understand attack and defence tactics.</p> <p>Understand rules about the games. S&A</p> <p>(tennis, badminton)</p>	<p>Throw and catch a balls at different speeds, directions and heights.</p> <p>Choose and use a range of simple tactics and strategies.</p> <p>Keep, adapt and make rules for striking and fielding games.</p> <p>(rounders, cricket)</p>	<p>Children to develop their technique for running at shorter and longer distances, throwing for distance, jumping and leaping for height and distance.</p> <p>Children will be taught how to use their bodies to:</p> <ul style="list-style-type: none"> • Sprint 60m with good technique • Jump for height • Jump for distance • Leap hurdles • Javelin Throw • Shot putt throw • Chest push • Run for longer distance (200/400m) • Relay races <p>Participate in Sports day</p>	<p>Learn some of the main muscles groups during warm up and cool down.</p> <p>Start to take their pulse before, during and after exercise and explain the effect.</p> <p>Know a warm routine involving dynamic stretches , led by an adult or child.</p>

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Year 5	Invasion Games	Gymnastics	Dance	Net and Wall	Striking and Fielding	Multiskills and Athletics	Health and Fitness
<p>In all areas children will be taught about how to give and receive feedback to their peers. (E&I)</p> <p>Take part in competitive competitions. X3 during the school year, and at least 2 others to be against another school (s). (competitions: class, against other schools)</p>	<p>Show ways to keep ball away from defenders.</p> <p>How to shield the ball.</p> <p>Change speed, direction with ball to get away from defender.</p> <p>Shoot accurately in a variety of ways.</p> <p>Mark an opponent. A&D</p> <p>Watch and evaluate the success of the games they play in. Identify parts of the game that are going well and parts that need improving.</p> <p>Explain how confident they feel in different positions.</p> <p>Suggest what they need to practice to enjoy game more.</p> <p>Change pitch size to make games better. E&I</p> <p>(football, basketball, hockey, netball, rugby)</p>	<p>Explore range of symmetric and asymmetric actions, shapes and balances.</p> <p>Control actions and combine them fluently.</p> <p>Be aware of extension, body tension and control.</p> <p>Move from floor to apparatus, change levels and move safely. Combine movements with other in a group (matching and mirroring). A&D</p> <p>Watch a performance and evaluate its success.</p> <p>Identify what was performed well and what needs improving.</p> <p>Choose a focus for improvement.</p> <p>Identify one or two aspects of their performance to practice and improve. E&I</p>	<p>Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. A&D</p> <p>Explore and experiment imaginatively with a stimulus for a given audience.</p> <p>Composing more complex routines with clear sections, starting to use unison, canon, repetition. Changing the dynamics, space and relationships.</p> <p>Can remember and perform a dance routine to any audience with 20+ steps.</p>	<p>Hold and swing racket and where to stand on the court when hitting, catching and receiving.</p> <p>Hit the ball on both sides of the body and above head.</p> <p>Use different types of shots during a game. Improve accuracy. A&D</p> <p>Explain why they or others are playing well in the games.</p> <p>Know what they need to get better at and what to practice.</p> <p>Know how to change court to make easier.</p> <p>Understand practices to help with precision and consistency</p>	<p>Develop the range and consistency of their skills, especially in specific striking and fielding games. E.g throwing, catching and striking a ball accurately to a static and moving partner at different distances A&S</p> <p>(rounders, cricket)</p>	<p>Choose their favourite ways of running, jumping and throwing.</p> <p>Choose the best equipment for different activities.</p> <p>Know how to plan a run so they pace themselves evenly or unevenly.</p> <p>Plan to cover distances as a team to get the best results possible.</p> <p>Mark a run up for jumping and throwing.</p> <p>Set themselves and others targets in different events. S&A</p> <p>Watch a partners athletic performance and identify the main strengths.</p> <p>Identify parts of the performance that need to be practised and refined, and suggest improvements.</p> <p>Children will be taught how to use their bodies to:</p> <ul style="list-style-type: none"> • Sprint 60m with correct technique • Relay races 	<p>Can take pulse, and name some muscles correctly, and they can explain the effects of exercise on their body.</p> <p>Can start to lead their own warm up using dynamic stretches in small groups, know what muscles to warm up effectively for different exercises.</p> <p>Understand why exercise is good for their fitness, health and wellbeing</p>

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				and speed about the court. E&I (tennis, badminton)		<ul style="list-style-type: none"> • Jump for height • Jump for distance (LJ&TJ) • Leap hurdles • Javelin Throw • Shot Putt • Hammer Throw • Chest push • Run for longer distance 200m/400m/600m • Participate in Sports Day 	
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<p>Swimming</p> <p>Stage 1</p> <ol style="list-style-type: none"> 1. Enter the water safely 2. Move forwards for a distance of 5 metres 3. Move backwards for a distance of 5 metres 4. Move sideways for distance of 5 metres 5. Scoop the water and wash face 6. Be at ease with water showered from overhead 7. Move into a stretched floating position using aids, equipment or support 8. Regain an upright position from on the back with support 9. Regain an upright position from on the front with support 10. Push and glide in a horizontal position to or from a wall 11. Take part in a teacher-led partner orientated game 12. Demonstrate an understanding of pool rules. <p>Stage 2</p> <ol style="list-style-type: none"> 1. Jump in from poolside safely 2. Blow bubbles a minimum of three times rhythmically with nose and mouth submerged 3. Regain upright position from the back without support 4. Regain an upright position from the front without support 5. Push from wall and glide on the back 6. Push from wall and glide on the front 7. Travel on the back for 5 metres, aids or equipment may be used 8. Travel on the front for 5 metres, aids or equipment may be used 9. Perform a rotation from the front to the back to gain an upright position 10. Perform a rotation from the back to the front to gain an upright position.
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Stage 3

1. Jump in from poolside and submerge (min depth 0.9m)
2. Sink, push away from wall on side and maintain a streamlined position
3. Push and glide on the front with arms extended and log roll onto the back
4. Push and glide on the back with arms extended and log roll onto the front
5. Travel on the front, tuck to rotate around the horizontal axis to return on the back.
6. Fully submerge to pick up an object
7. Answer correctly three questions on the Water Safety Code
8. Travel 10 metres on the back
9. Travel 10 metres on the front

Stage 4

1. Demonstrate an understanding of buoyancy
2. Perform a tuck float for 5 seconds
3. Perform a sequence of changing shapes (minimum of three) whilst floating at the surface
4. Push and glide from the wall to the pool floor
5. Kick 10 metres backstroke (one item of equipment optional)
6. Kick 10 metres front crawl (one item of equipment optional)
7. Kick 10 metres butterfly on the front or on the back
8. Kick 10 metres breaststroke on the back (equipment optional)
9. Kick 10 metres breaststroke on the front (equipment optional)
10. Perform on the back a head first sculling action for 5 metres in a horizontal position
11. Travel on back and roll in one continuous movement onto front
12. Travel on front and roll in one continuous movement onto back
13. Swim 10 metres, choice of stroke is optional

Stage 5

1. Perform a horizontal stationary scull on the back
2. Perform a feet first sculling action for 5 metres whilst horizontal on the back
3. Perform a sculling sequence with a partner for 30-45 seconds to include a rotation
4. Tread water for 30 seconds
5. Perform three different shaped jumps into deep water
6. Swim 10 metres backstroke (refer to the ASA expected stroke standards sheet)
7. Swim 10 metres front crawl face in the water (refer to the ASA expected stroke standards sheet)
8. Swim 10 metres breaststroke (refer to the ASA expected stroke standards sheet)
9. Swim 10 metres butterfly (refer to the ASA expected stroke standards sheet)
10. Perform a handstand and hold for a minimum of three seconds
11. Perform a forward somersault, tucked, in the water
12. Demonstrate an action for getting help

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Stage 6

1. Demonstrate an understanding of preparation for exercise
2. Sink, push off on side from the wall, glide, kick and rotate into backstroke
3. Sink, push off on side from the wall, glide, kick and rotate into front crawl
4. Swim 10 metres wearing clothes
5. Swim front crawl to include at least six rhythmical breaths (refer to the ASA expected stroke standards sheet)
6. Swim breaststroke to include at least six rhythmical breaths (refer to the ASA expected stroke standards sheet)
7. Swim butterfly to include at least three rhythmical breaths (refer to the ASA expected stroke standards sheet)
8. Swim 25 metres, choice of stroke • is optional (refer to the ASA expected stroke standards sheet)
9. Perform a 'shout and signal' rescue
10. Perform a surface dive**
11. Exit the water without using steps.

Stage 7

1. Swim 25 metres backstroke (refer to the ASA expected stroke standards sheet)
2. Swim 25 metres front crawl (refer to the ASA expected stroke standards sheet)
3. Swim 25 metres breaststroke (refer to the ASA expected stroke standards sheet)
4. Swim 25 metres butterfly (refer to the ASA expected stroke standards sheet)
5. Perform a movement sequence of 1 minute duration, in a group of three or more, incorporating a number of the following skills:
Sculling: head first, feet first
Rotation: forward/backward somersault, log roll
Floating: star on the front/on the back, tuck float, create own
Eggbeater: moving, lifting one or both arms out of the water link skills with strokes and sculls
6. Perform a sitting dive
7. Swim 50 metres continuously using one stroke
8. Swim 100 metres, using a minimum of three different strokes
9. Tread water using eggbeater action for 30 seconds
10. Complete an obstacle course (using minimum of four objects) with feet off the pool floor throughout

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Year 6	Invasion Games	Gymnastics	Dance	Net and Wall	Striking and Fielding	Multiskills and Athletics	Health and Fitness
<p>In all areas children will be taught about how to give and receive feedback to their peers. (E&I) Take part in competitive competitions. X3 during the school year, and at least 3 others to be against another school (s). (competitions: class, against other schools)</p>	<p>Understand that when team has ball they are attacking and when they haven't they are defending.</p> <p>Understand different ways of attacking and encourage them to use positions for their team carefully.</p> <p>Understand different ways to attack and defend.</p> <p>Choose right formations and tactics for attack and defence. Know how they support other players in attack and defence. S&A</p> <p>Understand how to get ready for games.</p> <p>(football, basketball, hockey, netball, rugby)</p>	<p>Make up a sequence and adapt it to different apparatus layouts.</p> <p>Use combinations of dynamics (pathways) to use space effectively.</p> <p>Make up own rule for longer, more complex sequences.</p> <p>Plan a sequence and adapt it to limited equipment.</p> <p>Work as a group and share roles fairly. Investigate different ways of working with a partner or small group.</p> <p>Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions) S&A</p> <p>Know how gymnastics promotes strength, power and suppleness.</p> <p>Set out and do risk assessments on apparatus.</p>	<p>Explore, improvise and combine movement ideas fluently and effectively. S&A</p> <p>Understand how a dance is formed and performed. To evaluate, refine and develop their own and others' work. E&I</p> <p>Composing more complex routines with clear sections, using unison, canon, repetition. Changing the dynamics, space and relationships</p> <p>Can remember and perform a dance routine to any audience with 20+ steps.</p>	<p>Devise a scoring system.</p> <p>Hit the ball in the court away from opponent, how to outwit them using speed height and direction of ball.</p> <p>Know where to stand when attacking and defending. S&A</p> <p>Explain why they or others are playing well in the games.</p> <p>Know what they need to get better at and what to practice.</p> <p>Understand how to change court to make easier.</p> <p>Understand practices to help with precision and consistency</p>	<p>Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding. S&A</p> <p>Develop and adapt their striking, fielding, throwing and catching skills to different heights, distances in small and large games. Thinking about when to use an over and under arm throw.</p> <p>(rounders, cricket)</p>	<p>Develop the consistency of their actions in a number of events.</p> <p>Increase the number of techniques they use.</p> <p>Sustain pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes.</p> <p>Throw with greater control, accuracy and efficiency.</p> <p>Perform a range of jumps showing power, control and consistency at both take off and landing. A&D</p> <p>Say why some athletic activities can improve strength, power or stamina and explain how these can help their performance in other types of activity.</p> <p>Children will be taught how to use their bodies to:</p> <ul style="list-style-type: none"> • Sprint 60m • Jump for height • Jump for distance (LJ&TJ) • Leap hurdles 	<p>Know some ideas for warm up exercises and routines. Know what makes a good warm up. Know what clothing and footwear is best to wear.</p> <p>Know how to check playing area.</p> <p>Know how playing invasion games helps your fitness and benefits of playing outside of school.</p> <p>Can take pulse, and name some muscles correctly, and they can explain the effects of exercise on their body.</p> <p>Value of exercise outside of school day.</p> <p>Understand why exercise is good for</p>

				and speed about the court. E&I		<ul style="list-style-type: none"> • Overarm throw • Javelin Throw • Shot Putt • Hammer Throw • Chest push • Run for longer distance 200/400/600m • Relay Races • Participate in Sports day 	fitness, health and wellbeing.
				(tennis, badminton)			

Cycling

Level 1

- Prepare themselves for a journey
- Check the cycle is ready for a journey
- Set off, pedal, slow down and stop
- Pedal (including looking behind, cycling one handed, turning and controlling speed)

Level 2

- Cycle safely and responsibly
- Identify and respond to hazards
- Start and stop on-road journeys
- Maintain suitable riding positions
- Share the road with others and communicate with other road users
- Comply with signals, signs and road markings
- Manage risk when cycling
- Negotiate junctions (pass side roads, turn at T junctions, and crossroads and roundabouts if present).

Level 3

- Plan a journey
- Plan to and ride assertively everywhere cycling is permitted
- Maintain suitable riding positions
- Cooperate with and respect other road users (including avoiding driver blind spots and riding with others)
- Pass queuing traffic and use junctions controlled by traffic lights (if present)
- Use cycle infrastructure and multi lane roads (if present)
- Ride on roads with speeds above 30 mph (if present)