The Federation of Snape Community & Thornton Watlass CE Primary Schools

Inspire • Enrich • Enjoy • Succeed

Physical Education

Progression of Skills and Knowledge

EYFS to Year 6

Compassion ● Forgiveness ● Hope ● Justice ● Respect ● Honesty ● Love

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	KS1 PE National Curriculum		KS2 National Curriculum			
Swimming and Water Safety			Develop basic pool safety skills and confidence in water. Develop travel in vertical or horizontal position and introduce floats. Develop push and glides, any kick action on front and back with or without support aids. Develop entry and exit, travel further, float and submerge. Develop balance, link activities and travel further on whole stroke. Show breath control. Introduction to deeper water. Treading water			Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). Perform safe self-rescue in different water-based situations.

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	KS1 PE National Curriculum		**KS2 National Curriculum**			
Gymnastics	Recognise and copy basic actions – travelling, rolling, jumping and staying still. Perform different body shapes at different levels, speed and directions. Hold still shapes and simple balances with some control. Perform a 2 footed jump landing safely. Move around, under over and through different objects and equipment.	Copy and explore and remember actions to link a number of gymnastic actions into own sequence. Hold a still shape while balancing on different points of the body. Jump in a variety of ways and land safely with increasing control. Perform movement phrases using a range of different body parts. Use equipment in a variety of ways to create a sequence. Climb on and off equipment safely	Copy, explore and remember a variety of movements. Work independently and with others to create a sequence using own ideas. Travel in a variety of ways and begin to develop good technique when travelling, balancing. Describe own work using simple gymnastics vocabulary. Begin to notice similarities and differences between sequences. Use turns whilst travelling in a variety of ways. Begin to show flexibility in movements. Evaluate own and others' performances.	Link skills with control, technique, coordination and fluency using a range of directions and levels. Begin to use gymnastics vocabulary to describe how to improve and refine performances. Develop strength, technique and flexibility throughout performances. Recognise how the position of their centre of gravity affects their balance. To perform movements in canon and unison. Create more complex sequences using various body shapes and equipment.	Select ideas to compose specific sequences of movements, shapes and balances. To identify and practice symmetrical and asymmetrical body shapes. Use and refine flexibility, strength, balance and power. Develop skills for movement including rolling, bridging and dynamic movement. To perform and evaluate own and others sequences using gymnastics vocabulary.	Create their own complex sequences involving the full range of actions and movements: balancing, traveling, holding shapes, jumping, leaping, swinging and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances Confidently use equipment and incorporate into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout a Performance.
	KS1 PE National Curriculum: 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		KS2 PE National Curriculum: Develop flexibility, strength, technique, control and balance.			

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Athletics	Perform and practise a variety of athletic movements and apply athletic skills and techniques to a variety of activities. Show understanding and a basic level of control, combination and consistency when running. Experiment with different jumping techniques showing control, coordination or consistency throughout. Develop coordination and balance whilst exploring different running, throwing and jumping techniques. Develop the distance running technique, understanding the difference between sprinting and running over long distances.		Apply and develop a broad range of athletic skills in different ways. Show control, coordination and consistency when running, jumping and throwing. Choose the appropriate running speed to meet the demands of the task. Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task. Combine basic jump actions to form a jump combination, using a controlled jumping technique. Begin to demonstrate improvement to achieve personal best		Understand and apply appropriate ape judgement for the running distance to be covered. Run, jump, throw and catch in combination and in isolation. Combine and perform skills with control. Demonstrate a range of throwing actions eg. Push, pull, and sling using different equipment. Choose the appropriate speed to run at for the distance to be covered. Understand and apply the appropriate throwing and jumping technique to achieve maximum distance and height. Select and apply skills that meet the needs of the situation, combing and performing each skill with Control and speed.	
	KS1 PE National Curriculum: 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.		KS2 PE National Curriculum: Use running, jumping, throwing and catching in isolation and in combination			

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Dance	Respond to a range of stimuli. Perform movement phrases using a range of different body parts. Copy and repeat actions and vary their speed. Put a sequence of actions together to create a motif. Begin to improvise independently to create a simple dance. Explore, remember and repeat short dance phrases.	Copy, remember and repeat actions to create a motif. Perform movement phrases using a range of different body parts with control and accuracy. Explore different speeds and levels of actions. Put a sequence of actions together with clear beginning, middle and end. Move in time to music using movements that show rhythm and control.	Create motifs in response to different stimuli. Begin to improvise and work cooperatively with a partner to create a simple dance. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression. Perform dances using simple movement patterns Begin to show an understanding of how to improve own and others' performances.	Create characters and narratives in response to arrange of stimuli. Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style, demonstrating an awareness of the music's rhythm. Confidently improvise with a partner or on their own to compose longer dance sequences. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work.	Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work. Evaluate and recognise own and others' success and identify strategies for improvement	Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Move rhythmically and confidently in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence, ensuring transitions flow. Modify some elements of a sequence as a result of self and peer evaluation.

						Use complex dance vocabulary to compare and improve work.
	KS1 PE National Curriculum: 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.		KS2 PE National Curriculum: 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 Participate in team games, developing simple tactics for attacking and defending.			

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Hand eye coordination, striking and fielding						
Games	Use hitting skills in a game. Practise basic striking, sending and receiving. Participate in team games.	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.	Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practice the correct batting technique and use it in a game. Strike the ball for distance. Participate in team games following simple rules. Communicate and compete with each other.	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball. Play competitive games and demonstrate their sense of sportsmanship eg fairness and respect	Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practice techniques for all strokes. Communicate, collaborate and compete with each other in order to inspire self and others to succeed and excel.	Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.

					Play a tennis game using an overhead serve.	
Throwing and catching a ball						
	Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.	Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.	Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.	Develop different ways of throwing and catching.	Consolidate different ways of throwing and catching, and know when each is appropriate in a game.	Throw and catch accurately and successfully under pressure in a game.
Travelling with a ball						
	Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.	Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.	Move with the ball using a range of techniques showing control and fluency.	Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together.	Show confidence in using ball skills in various ways in a game situation, and link these together effectively

Passing a ball						
	Pass the ball to another player in a game. Use kicking skills in a game	Know how to pass the ball in different ways.	Pass the ball in two different ways in a game situation with some success	Pass the ball with increasing speed, accuracy and success in a game situation.	Pass a ball with speed and accuracy using appropriate techniques in a game situation	Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.
Possession						
			Know how to keep and win back possession of the ball in a team game.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Keep and win back possession of the ball effectively in a team game.	Keep and win back possession of the ball effectively and in a variety of ways in a team game.
Using and creating space						
	Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.	Find a useful space and get into it to support teammates.	Make the best use of space to pass and receive the ball.	Demonstrate an increasing awareness of space.	Demonstrate a good awareness of space.
Attacking and defending						
	Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space.	Begin to use and understand the terms attacking and defending. Use at least one technique to attack or	Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them	Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.	Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the	Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending.

	Use simple attacking skills such as dodging to get past a defender.	defend to play a game successfully.			opposition from scoring.	Work as a team creating strategies to prevent the opposition from scoring.
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