

Progression of Knowledge and Skills: Physical Education



Gymnastics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>National Curriculum:</u> 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><u>National Curriculum:</u> Develop flexibility, strength, technique, control and balance.</p>			
<p>show control in travelling and remaining still</p> <p>use space safely</p> <p>identify and copy basic actions of a gymnast</p> <p>use words like: rolling, travelling, climbing, balancing</p> <p>show their body tensed, relaxed, stretched and curled</p>	<p>show different shapes</p> <p>show a change of speed</p> <p>perform basic actions under control (travelling, rolling, balancing)</p> <p>show their body tensed, relaxed, stretched and curled</p> <p>perform a fluid sequence of movements</p>	<p>use own ideas for movements</p> <p>plan sequences of contrasting actions</p> <p>know that strength affects performance</p> <p>compare/contrast gymnastic sequences</p> <p>perform in time with a partner</p> <p>teach a sequence to a partner</p>	<p>perform balances and body shapes with control</p> <p>plan long sequences which change level and speed</p> <p>adapt movements to include a partner</p> <p>perform a sequence simultaneously</p> <p>know movements that move people together and apart</p> <p>lead a group warm-up</p>	<p>create a sequence involving changes in level, direction and speed</p> <p>show different balances and body shapes</p> <p>be able to link and perform 8 sequential elements</p> <p>adapt performance according to the demands of the task</p> <p>understand the importance of strength</p>	<p>create sequence involving changes in level, direction and speed</p> <p>show different balances, actions and body shapes</p> <p>be able to link and perform at 3 different levels</p> <p>be able to link and perform 10 sequential elements</p> <p>adapt an individual sequence to become a group sequence</p>
Key Words:					
<p>straddle</p> <p>pike</p> <p>half</p> <p>turn</p> <p>control</p> <p>travel</p> <p>routine</p> <p>flight</p>	<p>apparatus</p> <p>scissor kick</p> <p>wheelbarrow</p> <p>combination</p> <p>timing</p> <p>forward roll</p> <p>straight jump</p>	<p>matching</p> <p>opposite</p> <p>backward roll</p> <p>leap</p> <p>pike jump</p> <p>straddle jump</p>	<p>point balances</p> <p>handstand</p> <p>cartwheel</p> <p>cat leap half</p> <p>levels</p>	<p>body weight</p> <p>hurdle step</p> <p>lunge</p> <p>pike forward</p> <p>split leap</p> <p>good form</p>	<p>unison</p> <p>symmetry</p> <p>dive</p> <p>roll</p> <p>fluidity</p> <p>effectiveness</p> <p>form</p> <p>posture</p>

Dance

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>National Curriculum:</u> Perform dances using simple movement patterns.		<u>National Curriculum:</u> Perform dances using a range of movement patterns.			
<p>can show basic body actions</p> <p>use body parts in combination</p> <p>choose an appropriate movement to represent a feeling</p> <p>remember and repeat dance movements</p> <p>vary their use of space</p> <p>understand expressive and dynamic actions</p>	<p>can control body actions</p> <p>express a feeling or a mood through dance</p> <p>can link two actions</p> <p>remember and repeat dance movements</p> <p>perform a short routine</p> <p>perform movements based on an imaginary character</p>	<p>improvise freely into movement</p> <p>create a dance which communicates an idea</p> <p>share and create dances with group</p> <p>repeat and perform dance routines</p> <p>dynamic and rhythmic with control</p> <p>importance of warm-ups/cool-downs</p> <p>suggest improvements to routines</p>	<p>respond to character and narrative</p> <p>use movement patterns with a partner or group</p> <p>refine and repeat dance moves</p> <p>perform dances clearly</p> <p>show sensitivity to dance routine and music</p> <p>show how to warm-up/ cool-down safely</p>	<p>plan a dance collaboratively in groups</p> <p>adapt the way they use their weight, space and rhythm in their dance</p> <p>express themselves freely through their chosen dance style</p> <p>perform different styles of dance</p> <p>organise their own warm-up and cool-down</p>	<p>can compose a dance routine individually</p> <p>can compose a dance routine in partners/groups</p> <p>perform to a piece of music expressively</p> <p>perform with control of their body</p> <p>use appropriate language to evaluate their own/ others work</p>
Key Words:					
<p>copy</p> <p>repeat</p> <p>speed</p> <p>actions</p> <p>beat</p> <p>mirror</p> <p>tight</p>	<p>unison</p> <p>movement</p> <p>cooperative</p> <p>levels</p> <p>in time</p> <p>size</p> <p>performance</p>	<p>strength</p> <p>flexibility</p> <p>compare</p> <p>adapt</p> <p>expression</p> <p>confidence</p>	<p>improvise</p> <p>patterns</p> <p>dynamics</p> <p>precision</p> <p>rhythm</p>	<p>compose</p> <p>imagination</p> <p>creativity</p> <p>transitions</p> <p>fluency</p> <p>accuracy</p>	<p>twist</p> <p>disco</p> <p>hip-hop</p> <p>flick</p> <p>popping</p> <p>locking</p> <p>breakdancing</p>

Ball Games (KS1) & Attacking and Defending (KS2)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>National Curriculum:</u> 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.</p>		<p><u>National Curriculum:</u> 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</p>			
<p>throw the ball underarm</p> <p>roll a ball towards a target</p> <p>hit a ball with a hand or a bat</p> <p>use overarm to throw a bean bag</p> <p>catch a bean bag and a medium ball</p> <p>move in line towards a ball to collect it</p> <p>identify where to stand to defend somebody</p>	<p>be able to throw and catch with a team member</p> <p>catch a moving ball in a game</p> <p>perform basic skills of rolling, striking and kicking</p> <p>understand the term <i>intercept</i></p> <p>understand the term <i>feed</i></p> <p>describe how their bodies work and feel when playing games</p>	<p>throw and catch with control to keep possession</p> <p>pass and dribble with control without opponent</p> <p>bounce the ball in the direction of a target</p> <p>know and uses rules fairly</p> <p>communicate the movement of other players</p> <p>use knowledge of the game in their own play</p>	<p>throw and catch accurately</p> <p>pass and dribble with control under pressure</p> <p>attack successfully with tactics, keep possession</p> <p>know and uses rules fairly</p> <p>understand need to defend as well as attack</p> <p>move to different positions to attempt to score</p>	<p>pass, dribble and shoot with control</p> <p>use tactics to keep ball and attack opposing goal</p> <p>identify tactics that present goal-scoring opportunities</p> <p>mark opponents in defence</p>	<p>use different techniques to pass, dribble and shoot</p> <p>use tactics (to keep possession, intercept, mark)</p> <p>understand their position and role in offence/defence</p> <p>suggest ideas that will improve their team performance</p> <p>understand the role of others in offence/defence</p>
Key Words:					
<p>pass</p> <p>catch</p> <p>dodge</p> <p>move</p> <p>chase</p> <p>space</p> <p>free</p>	<p>send</p> <p>receive</p> <p>avoid</p> <p>dribble</p> <p>pass</p> <p>bounce pass</p> <p>chest pass</p>	<p>forward pass</p> <p>accelerate</p> <p>try line</p> <p>chest pass</p> <p>defend</p> <p>attack</p>	<p>possession</p> <p>movement</p> <p>opponent</p> <p>marking</p> <p>overhead pass</p>	<p>momentum</p> <p>zone marking</p> <p>man to man</p> <p>progress</p> <p>offence</p> <p>defence</p>	<p>officiate</p> <p>formation</p> <p>travel</p> <p>half court</p> <p>violation</p> <p>free pass</p> <p>time out</p>

Athletics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>National Curriculum:</u> 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.		<u>National Curriculum:</u> Use running, jumping, throwing and catching in isolation and in combination.			
show slow ways of travelling show quick ways of travelling can perform hops and jumps show an understanding of competition in events show co-operation amongst peers	uses a variety of throwing techniques be able to perform 1:1 and 2:2 jumps be able to perform 1:2 and 2:1 jumps identify and understand how different jumping techniques affect travel engage in competitive activities	run fast, medium and slow speeds run, jump and throw in variety of ways learn to link different skills to make actions understand how to improve in different activities change speed and direction	link running and jumping short sequence of linked jumps take part in a relay – knowing when to run and what to do throw a variety of objects, changing action accordingly recognise change in heart rate and temperature	demonstrate difference between sprinting and running demonstrate a range of throwing techniques throw into target area with accuracy and power perform a range of jumps using a short run-up relate activities to changes in heart rate	chooses a sustainable pace for running events show control at take-off in jumping activities throw into target area with accuracy and technique can organise and manage an athletic event understand the difference between stamina and power
Key Words:					
leap aim repeat target walk run jog	height record leading leg measure underarm overarm distance	long distance heartbeat pulse rate landing control preferred	relay stride position javelin stamina	handover shot putt lead leg trail leg hurdles run up	trajectory acceleration aerodynamic personal best release drive phase performance

Net and Wall

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>National Curriculum:</u> Develop 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.</p>		<p><u>National Curriculum:</u> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance.</p>			
<p>can identify dominant hand</p> <p>hits a ball using their hand or a racquet</p> <p>attempts to return a ball using their hand or a racquet</p> <p>can move towards an incoming ball</p> <p>returns the ball over a line/barrier</p> <p>identifies space to hit a ball towards</p>	<p>plays with dominant hand</p> <p>hits a ball using their hand or a racquet</p> <p>returns a ball using their hand or a racquet</p> <p>can move towards an incoming ball</p> <p>returns the ball over a line/barrier</p>	<p>attempts serve to begin a game (underarm)</p> <p>play a continuous game</p> <p>keeps count of score</p> <p>move towards the ball/net to return</p> <p>play over a net</p>	<p>shots on both sides of body (forehand and backhand)</p> <p>small range of racquet skills</p> <p>works with a partner to return a served ball</p> <p>plays competitively with others</p> <p>defensive tactics to defend court</p> <p>send the ball differently to make it difficult for opponent</p>	<p>shots on both sides of body (move feet to hit ball)</p> <p>send and return a ball successfully</p> <p>plays with others with flow and keeps track of score</p> <p>recognise where to stand when playing individually and in partners</p> <p>selects appropriate shot to return ball</p>	<p>uses forehand, backhand and overhead shots</p> <p>selects appropriate shot to return ball</p> <p>starts game with the correct serve</p> <p>understands the scoring system and is confident to score other games</p> <p>uses tactics in doubles</p>
Key Words:					
<p>control</p> <p>racquet</p> <p>forehand</p> <p>backhand</p> <p>send</p> <p>receive</p> <p>hold</p>	<p>target</p> <p>aim</p> <p>ready position</p> <p>balance</p> <p>serve</p> <p>rally</p> <p>return</p>	<p>underarm</p> <p>overarm</p> <p>range</p> <p>tactics</p> <p>court</p> <p>shot</p>	<p>strike</p> <p>umpire</p> <p>weak side</p> <p>strong side</p> <p>opponent</p>	<p>follow through</p> <p>backswing</p> <p>shot choice</p> <p>advantage</p> <p>game</p> <p>set</p>	<p>lob shot</p> <p>drop shot</p> <p>singles</p> <p>doubles</p> <p>top spin</p> <p>backspin</p> <p>swerve</p>

Striking and Fielding (KS2)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p><u>National Curriculum:</u> 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</p>			
		<p>use a range of skills <i>(throwing, striking, intercepting)</i></p> <p>understand the need for tactics</p> <p>pass and catch in pairs</p> <p>understand rules of the game</p> <p>set up small games</p> <p>understand how hitting the ball further increases chances of running further</p>	<p>use a range of skills <i>(throwing, striking, intercepting)</i></p> <p>carry out tactics successfully</p> <p>pass and catch in a small team</p> <p>understand rules of the game and use them fairly</p> <p>understand what happens to bodies during a warm-up</p> <p>bat and run to distance bases</p>	<p>use a range of skills <i>(catching, bowling)</i></p> <p>strike a bowled ball</p> <p>understand how to score points</p> <p>score points by hitting a ball and running to target</p> <p>know it is advantageous to attempt to strike a batter out</p>	<p>use a range of skills <i>(catching, bowling, fielding)</i></p> <p>strike a bowled ball with precision</p> <p>understand a tactic within the game</p> <p>deliver a warm-up to a group</p> <p>identify their own strengths and place themselves appropriately</p>
Key Words:					
		<p>bowler base teamwork cooperate wicket backstop</p>	<p>accuracy batter scorer fielder umpire</p>	<p>speed distance wide wicket keeper over runs</p>	<p>fluency motion technique boundary follow through open space tactics</p>

Swimming

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p><u>National Curriculum:</u> 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.</p>			
		<p>develop basic pool safety skills and confidence in water</p> <p>develop travel in vertical or horizontal position and introduce floats</p> <p>develop push and glides, any kick action on front and back with or without support aids</p> <p>develop entry and exit, travel further, float and submerge</p> <p>develop balance, link activities and travel further on whole stroke</p> <p>show breath control</p> <p>introduction to deeper water</p> <p>treading water</p>			
<p>Key Words:</p>					
		<p>backstroke breaststroke front crawl butterfly push off glide</p>			