



Antrobus St Mark's CE Primary School - Physical Education Skills and Knowledge Progression

Skills	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
DANCE	<p>Copy and explore basic movements and body patterns</p> <p>Move body into simple movements and dance steps</p> <p>Link movements to sounds and music.</p> <p>Respond to range of stimuli.</p>	<p>Copy and explore basic movements with clear control.</p> <p>Move body into a variety of levels and speed in sequence</p> <p>Can vary the size of their body shapes</p> <p>Add change of direction to a sequence</p> <p>Use space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p>	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to</p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs.</p> <p>Beginning to show a change of pace and timing in their</p>	<p>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the</p>

				<p>compare and improve work.</p> <p>To evaluate own and others' work.</p>	<p>movements.</p> <p>Uses the space provided to his maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p> <p>To perform and evaluate own and others' work, highlighting areas to improve.</p>	<p>required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs.</p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrates consistent precision when performing dance sequences.</p> <p>Modifies parts of a sequence as a result of self and peer</p>
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						<p>evaluation. Uses more complex dance vocabulary to compare and improve work.</p> <p>To perform and analyse own and others' performance, changing areas needing to improve.</p>
GYM	<p>Copies and explores basic movements with some control and coordination.</p> <p>Can perform different body shapes</p> <p>Performs at different levels</p> <p>Can perform 2 footed jump</p> <p>Can use equipment safely</p> <p>Balances with some control</p> <p>Can link 2-3 simple movements</p>	<p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence</p>	<p>Applies compositional ideas independently and with others to create a sequence.</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p>	<p>Links skills with control, technique, coordination and fluency.</p> <p>Perform more complex sequences.</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p>	<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>Gradually increases the length of sequence work with a partner to make up a</p>

			<p>Beginning to show flexibility in movements</p> <p>Beginning to develop good technique when travelling, balancing, using equipment etc</p>	<p>Combines equipment with movement to create sequences.</p> <p>Be able to bunny hop side to side in order to achieve the cart wheel</p>	<p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, coordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p>	<p>short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p>
GAMES	Can travel in a variety of ways including running and	Confident to send the ball to others in a range of ways.	Use tactics and composition by starting to vary how	Vary skills, actions and ideas and link these in ways that	Vary skills, actions and ideas and link these in ways that	Vary skills, actions and ideas and link these in ways that

	<p>jumping.</p> <p>Beginning to perform a range of throws.</p> <p>Receives a ball with basic control</p> <p>Beginning to develop hand-eye coordination</p> <p>Participates in simple games</p>	<p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/ defending</p>	<p>they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with coordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using equipment.</p> <p>Works well in a group to develop various games.</p> <p>Compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to</p>	<p>suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions</p>	<p>suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in</p>	<p>suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking</p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and</p>
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			<p>carry out different skills.</p>	<p>as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>isolation and in combination.</p>	<p>comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination.</p>
<p>ATHLETICS</p>	<p>Can run at different speeds.</p> <p>Can jump from a standing position</p> <p>Performs a variety of throws with basic control</p>	<p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and co-ordination.</p> <p>preparation for shot put and javelin</p> <p>Can use equipment safely</p>	<p>Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country</p> <p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</p> <p>Demonstrates accuracy in throwing and catching activities.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates</p>

			<p>control.</p> <p>To compete in a mini competition, recording scores.</p>	<p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>
<p>OUTDOOR ADVENTUROUS ACTIVITIES</p>			<p>Listens to others.</p> <p>Listens to instructions from a partner/ adult.</p> <p>Beginning to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Show why listening skills are important.</p> <p>Beginning to think activities through and problem solve.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply appropriate strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Uses strong listening skills to inform activity.</p> <p>Logically thinks activities through and problem solve using general knowledge, relating the problem to similar situations</p> <p>Choose and apply the correct strategies to solve problems with support.</p> <p>Discuss and work with others in a group to successfully complete a problem.</p>

					Demonstrates an understanding of how to stay safe.
SWIMMING	<p>Stage 1-2</p> <p>Enter & Exit water safely Push & Glide on front and back for 5m Move on front and back for 5m Move from floating position to standing position Blow bubbles a minimum of 3 times into the water With support, swim on front and back with any kick style for 10m Perform a tuck jump Push and glide on front with arms extended Be showered with water from above</p>	<p>Stage 3 - 4</p> <p>Jump into the pool Pick up an object fully submerged Push and glide for 10m on front and back Identify 4 water safety rules Push away from the wall in a streamlined position Perform a sequence of changing shapes Kick 10m in breaststroke, front crawl, butterfly and backstroke Perform a head first sculling action Tread water for 30 seconds Exit the pool without steps</p>	<p>Stage 5-6</p> <p>Perform a sculling sequence for 35-40 seconds Perform a forward somersault Tread water for 1 minute Swim 10m in breaststroke, front crawl, butterfly and backstroke Perform 3 different shaped jumps into the deep end Demonstrate an action for getting help Push and glide, then swim for 25m in any desired stroke Perform a surface dive Swim 10m wearing clothes.</p>		
EVALUATION	<p>Can comment on own and others performance Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback.</p>	<p>Watches and describes performances accurately. Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences</p>	<p>Watches and describes performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences.</p>		
HEALTHY LIFESTYLES	<p>Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Can identify ways to stay healthy.</p>	<p>Can describe and explain the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. Show how to warm up and cool down and explain why they are doing this. Can identify different ways to stay healthy</p>	<p>Can describe and explain the effect exercise has on the body and why it's important. Can explain the importance of exercise and a healthy lifestyle, including diet Show how to warm up and cool down and can identify appropriate stretches. Can understand and identify different healthy activities.</p>		

Physical Education Knowledge Progression

Knowledge	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
DANCE	<ul style="list-style-type: none"> * To know how to change direction during travelling moves and link moves together * To demonstrate basic body patterns and movements to music. * To demonstrate a variety of moves that change speed and direction. * To have an appreciation of how to link together dance moves with gestures and change direction in time to music. * To know different positions. 	<ul style="list-style-type: none"> * To command different levels and speeds of movement. * To understand what a simple dance phrase is. * To know how to show contrasts in simple dances with good body shape and position. * To develop a range of dance movements and improve timing. * To have an awareness of how to work to music, creating movements that show rhythm and control. * To have an awareness of how to work to music, creating movements that show rhythm and control 	<ul style="list-style-type: none"> * To know dance movements and create patterns of movement. * To demonstrate a dance with rhythm and expression. * To use knowledge of dance to create a story in small groups. * To develop precision of movement. * To work cooperatively with a group to create a dance piece. * To perform in front of others with confidence. 	<ul style="list-style-type: none"> * To identify the patterns and actions of chosen dance style. * To demonstrate an awareness of the music's rhythm when improvising. * To have an awareness of how to create an individual dance that reflects the chosen dancing style. * To have an awareness of how to create partnered dances that reflect the dancing style and apply the key components of dance. * To know how to perform known dances using a range of movement patterns. 	<ul style="list-style-type: none"> * To identify and practise the patterns and actions of the chosen dance style. * To demonstrate an awareness of the music's rhythm and phrasing when improvising. * To have an awareness of how to create partnered dances that reflect the chosen dancing style and apply the key components of dance. * To have an awareness of how to create group dances that reflect the dance style. * To know how to perform a known dance using a range of movement patterns. 	<ul style="list-style-type: none"> * To identify and practise the patterns and actions in a street dance style. * To demonstrate a controlled awareness of the music's rhythm and phrasing when improvising. * To have an awareness of how to create a dance that represents a street dance style. * To have an awareness of how to create a dance as a group, using any street dance moves. * To have an awareness of how to create a dance as a group, using any street dance moves.

<p>GYM</p>	<p>*know how to hold a gymnastics posture/stance with pointy toes. *to know the steps to perform a log roll *have an understanding of how to travel in different ways such as running, jogging, skipping, jumping *know how to move body to make low level and high level movement *know how to use simple language such as balance, roll and sequence *know how to create a sequence using different levels. *be able to explain how they can use their body to make different shapes. *be able to explain how to use low level equipment safely *know how to hold a 4 point balance</p>	<p>*know how to hold a gymnastics posture/stance with pointy toes. *be able to identify how to land from a jump in a controlled way. *know what a balance point is *know how to land safely from equipment *explain the muscles that are being used in a balance *know the name of some equipment - beam, mat, horse, bench *understand vocabulary such as tensing, relaxing, balance, extension, movement *know how to hold balances such as front support, back support</p>	<p>*understand vocabulary such as combination, control, sequence, unison, fluency *know the steps to perform a teddy bear roll, over the shoulder roll, egg roll *to explain what counter balance is *to explain which muscles are working in order to hold balances *be able to describe what the holds dish and arc are *recall 2 and 3 point balance *know how to move at different speeds *be able to verbalise what went well and what could be better about their performance *know the names of further equipment - vault, spring board, frame</p>	<p>*be able to explain the steps to perform a forwards and backwards roll. *know how to perform a cart wheel and hand stand *know how to refine transitional movements - rolls, jumps, travel *know how to use higher level equipment safely *be able to explain how to link balances and movements onto the equipment *know vocabulary such as body tension, flexibility, core body *know how to link balance points *know what arabesque, dish, bowl and shoulder stand look like</p>	<p>*know how to transition from one balance to another, for example front support, to side support, to back support *know how to enter and exit a vault. *know how to successfully use a starting and ending position *know and apply technical vocabulary such as vault, body management. *explain how to use small and big equipment safely to enhance sequences</p>	<p>*know how to enter and exit a vault effectively *know how to improve a body management sequence. *know how to perform a floor sequence. *know how to evaluate performance and say how to improve. *explain how to use equipment effectively</p>
<p>GAMES</p>	<p>* participate in small sided team games that focus on attacking and defending.</p>	<p>Benchball Rules Balance</p>	<p>Netball Hi 5 rules Positions</p>	<p>Dodgeball Rules Scoring system</p>	<p>Volleyball Rules Scoring system</p>	

			Defend well Play strategies Hockey Rules Using the stick correctly Diamond cricket Rules Tennis Rules	Footwork 5 second rule Shooting Defending Tag Rugby Rules Scoring System Tactics Rounders Teamwork Rules Badminton	Tactics Handball Rules Kwik Cricket Rules Bowling Scoring system Tennis	Rotation Serving Team and pairs Basketball Rules Tactics Double dribble Travelling Rounders Rules Bowling Hand eye coordination
ATHLETICS	<ul style="list-style-type: none"> * To demonstrate varying speeds when running. * To demonstrate footwork patterns. * To demonstrate arm mobility. * To demonstrate different methods of throwing. *To demonstrate short distance running 	<ul style="list-style-type: none"> * To demonstrate how to run with agility and confidence. *To recall the best jumping techniques for distance. * To demonstrate how to throw different objects in a variety of ways. * To demonstrate how to hurdle an obstacle and maintain effective running style. *To demonstrate how to run for distance. * To demonstrate how to complete an obstacle course with control and agility 	<ul style="list-style-type: none"> *To demonstrate how to run in different directions and at different speeds, using a good technique. * To demonstrate an improved throwing technique. * To demonstrate an improved jumping technique. * To understand the relay and passing the baton. * To understand appropriate running techniques. 	<ul style="list-style-type: none"> *To know difference running paces for different events * To explain how to throw safely and with understanding. * To demonstrate some awareness of knowledge of good running technique in a competitive situation. * To understand which technique is most effective when jumping for distance. *To recall some of the skills learned in this unit in a competitive situation. 	<ul style="list-style-type: none"> * To know the correct technique to run at speed. * To demonstrate how to run for distance. * To demonstrate how to throw with accuracy and power. * To identify and apply techniques of relay running. * To know some different footwork patterns. * To understand which technique is most effective when jumping for distance. * explain how to use skills to improve the distance of a pull throw. 	<ul style="list-style-type: none"> * To know a range of running styles and changes of speed. * To explain how to throw with power and accuracy. * To explain how to throw safely. * To demonstrate strong knowledge of a good running technique in a competitive situation. * To know different footwork patterns. * To understand which technique is most effective when jumping for distance. * To recall all the skills learned in this unit in a competitive

					* To demonstrate a knowledge of good techniques in a competitive situation.	situation.
OUTDOOR ADVENTUROUS ACTIVITIES			<ul style="list-style-type: none"> *demonstrate how to work cooperatively to solve group / paired challenges * know that listening to and evaluate all ideas and suggestions is part of strong team work *demonstrate how to contribute to the group discussion by speaking clearly and offer constructive suggestions *explain how different methods of communication (verbal / non-verbal) can be used and decide which is most effective for you *Demonstrate a willingness to trust others and accept support 3 *know how to give clear and concise instructions *know how to follow instructions and accept support from a partner (verbal / physical) *know how to recognise when your partner needs support 		<ul style="list-style-type: none"> *demonstrate how to plan the task carefully with each group member contributing their ideas *demonstrate how to work as a team to solve the problem *Explain how you solved the task 5 *Demonstrate understanding of the concept of a basic map * demonstrate how to navigate your way around a simple orienteering course * Understand the term 'orientate or 'setting' a map 6 *demonstrate how to design and create a route for others to follow *demonstrate how to follow a route using a simple map * Describe safety considerations when orienteering 	
SWIMMING	<ul style="list-style-type: none"> Stage 1-2 Enter & Exit water safely Push & Glide on front and back for 5m Move on front and back for 5m Move from floating position to standing position Blow bubbles a minimum of 3 times into the water With support, swim on front and back with any kick style for 10m Perform a tuck jump 	<ul style="list-style-type: none"> Stage 3 - 4 Jump into the pool Pick up an object fully submerged Push and glide for 10m on front and back Identify 4 water safety rules Push away from the wall in a streamlined position Perform a sequence of changing shapes Kick 10m in breaststroke, front crawl, butterfly and backstroke Perform a head first sculling action 	<ul style="list-style-type: none"> Stage 5-6 Perform a sculling sequence for 35-40 seconds Perform a forward somersault Tread water for 1 minute Swim 10m in breaststroke, front crawl, butterfly and backstroke Perform 3 different shaped jumps into the deep end Demonstrate an action for getting help Push and glide, then swim for 25m in any 			

	Push and glide on front with arms extended Be showered with water from above	Tread water for 30 seconds Exit the pool without steps	desired stroke Perform a surface dive Swim 10m wearing clothes.
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