



PE Knowledge and Skills Progression

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| Gymnastics | | | | |
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| Performing | | | | |
| 12R | Year 3 | Year 4 | Year 5 | Year 6 |
| <ul style="list-style-type: none"> • Take weight confidently on my hands to lift my feet high (bunny hop) • Take weight on hands and feet to perform a front support, back support or side support • Understand and demonstrate various ways of travelling and balancing with different parts of the body being the highest point or the closest to the ground • Travel underneath a partner who is holding a | <ul style="list-style-type: none"> • Modify actions independently using different pathways, directions and shapes • Identify similarities and differences in sequences • Perform sequences with contrasting actions • Show strength and flexibility to shapes and actions being performed • Remember and repeat sequences • Adapt basic sequences to | <ul style="list-style-type: none"> • Decide on ways to improve a piece of work using compositional elements and implement changes • Apply a broader range of more challenging skills executed with precision • Perform actions such as balance, body shapes and flight with control • Develop an increased range of body actions and shapes to use in longer, more complex sequences • Identify 'core muscles' and use them to improve | <ul style="list-style-type: none"> • Selects a component for improvement and use guidance from others to do so • Explain the significance of a warm up and how it relates to gymnastics activity • Create longer and more complex sequences and adapt their performances • Follow, copy and repeat others actions • Make a dynamic sequence with contrasting shapes and actions and balances | <ul style="list-style-type: none"> • Identify their strengths and weakness and compose a sequence which will achieve the highest score against criteria • Perform increasingly complex sequences • Compose and practise actions and relate to music • Experience flight on and off of apparatus • Show clarity, fluency, accuracy and consistency in their movements • Lead group warm up demonstrating the importance of strength and flexibility • Work independently and in small groups to make up sequences to perform to an audience |



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| <p>balanced position</p> <ul style="list-style-type: none">• Understand how one movement can link with another smoothly and continuously and that movement can be performed at different speeds and on different levels | <p>include some apparatus</p> <ul style="list-style-type: none">• Develop body management over a range of floor exercises• Comment on others gymnastics sequences describing what they did well | <p>quality of shapes and actions</p> <ul style="list-style-type: none">• Show smooth transitions and flow in sequences• Adapt actions and sequences to work with partners and small groups• At key points, compare their performances to previous ones | <p>demonstrating smooth transitions</p> <ul style="list-style-type: none">• Attempt to perform more complex skills in isolation such as round-off• Remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder rolls• Work responsibly in trust exercises and when counterbalancing• Perform symmetry and asymmetry individually, in pairs and as a group | |
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| Dance | | | | |
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| 12R | Year 3 | Year 4 | Year 5 | Year 6 |
| <ul style="list-style-type: none"> • Make shapes with my whole body and with isolated body parts, showing how to make the shapes round, spikey, twisty, flat • Know and perform the basic dance actions with expressions to show mood and feelings • Demonstrate travelling actions at different speeds (fast / slow) that fit to a purpose, for example in a hurry • Demonstrate travelling actions at different levels (high / medium) | <ul style="list-style-type: none"> • Contribute ideas to the structure of the dance • Describe using appropriate language the features of dances performed by others • Attempt to perform with a sense of dynamics • Competently include props and other ideas in their dance • Attempt short pieces of improvised dance responding to the structure/theme of the dance • Share and create short dance | <ul style="list-style-type: none"> • Respond sensitively to professional work • Refine, repeat and remember short dance phrases • Perform with increasing musicality with control and confidence • Perform dances with consistency • Show rhythm and style when performing as an individual and with others • Dance using a variety of formations confidently • Show sensitivity to a dance idea/theme or story | <ul style="list-style-type: none"> • Confidently participate in dances from different cultures/parts of the world • Perform different styles of dance clearly and fluently • Refine & improve dances adapting them to include use of space rhythm & expression • Adapt their skills to meet the demands of a range of dance styles • Incorporate levels and flight in to movement patterns and dances • Create and use compositional ideas confidently such as | <ul style="list-style-type: none"> • Interpret different stimuli with imagination and flair • Identify in others and self where good performance qualities are achieved • Warm up and cool down independently • Work creatively and imaginatively on their own, in pairs and in a group to create simple dances • Use recognised dance actions and adapt to create motifs and movement patterns • Communicate the artistic intention of a dance clearly, fluently, musically and with control • Practise and refine coordination skills through activities such |



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| <p>/ low) that fit to a purpose, for example trying to hide</p> <ul style="list-style-type: none">• Demonstrate jumping actions such as springing, bounding, leaping, pouncing in different ways (light and heavy) to fit a purpose, for example for joy• Demonstrate turning actions that fit a purpose, for example away from source• Demonstrate gesturing actions that fit a purpose, for example to a friend• Demonstrate stillness to fit a purpose, for | <p>phrases with a partner and in small groups</p> <ul style="list-style-type: none">• Perform movements with increased control• Express moods and feelings throughout the dance piece• Can decide with others which floor patterns/pathways to follow | <ul style="list-style-type: none">• Showing self-control and maturity to perform a partner/group contact work | <p>pathways, step patterns and unison</p> <ul style="list-style-type: none">• Recognise and comment on dances suggesting ways to improve• Work collaboratively in groups to compose short dances | <p>as live aural setting / freeze frame</p> <ul style="list-style-type: none">• When working in groups/pairs take the lead suggesting ideas and refining actions of others• Use facial expression to communicate emotion and a further narrative |
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| example waiting for something <ul style="list-style-type: none"> • Begin to give consideration to | | | | |
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| Athletics | | | | |
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| 12R | Year 3 | Year 4 | Year 5 | Year 6 |
| <ul style="list-style-type: none"> • Develop a technique to use in short distance running and when following a curved line • Pace myself when running and travel at different speeds, starting to be aware of my different stride lengths • Run over a series of hurdles without knocking them over • push throw with two hands | <ul style="list-style-type: none"> • Take part in basic scoring of different events • Compete with others and record points • Link running and jumping activities with some fluency and consistency • Control movements and body actions in response to specific instructions • Jump for height and distance with control and balance | <ul style="list-style-type: none"> • Decide on ways to improve, run, jumps and throws and implement changes • Show differences between sprinting and running speeds over a variety of distances • Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone • Perform a range of jumps with consistency, sometimes | <ul style="list-style-type: none"> • Identify how they can change an activity • Distinguish between good and poor performances and suggest ways to improve self and others • Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes • Perform a range of jumps in different activities • Demonstrate a range of throwing | <ul style="list-style-type: none"> • Accurately and confidently judge across a range of athletics activities • Record accurately scores given in variety events • Demonstrate accuracy and good technique when throwing for distance • Show good technique and control for jumping activities • Choose appropriate run up distance as an individual for athletic jumps • Use appropriate pace for different running distances |



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| <p>and with a bounce</p> <ul style="list-style-type: none"> • Underarm throwing (fling throw) for distance and accuracy • Pull throw (overarm throwing) | <ul style="list-style-type: none"> • Run at different speeds according to event and instruction • Throw a variety of objects using different recognised throws • Throw more accurately and over greater distances • Run as part of a relay team • Identify how to improve own and others work and be tactful | <p>approaching jump with a run up</p> <ul style="list-style-type: none"> • Compete in running, jumping and throwing activities and compare their own performance with previous • Work with others to score and record distance and times accurately • Develop control in baton exchange and analyse as a team how to improve handover | <p>actions using different equipment with some consistency and control</p> <ul style="list-style-type: none"> • Able to run as part of a team in relay style events and demonstrate max effort pace • Compare own performance with previous ones and demonstrate improvement to achieve personal best | <ul style="list-style-type: none"> • Demonstrate improvement when working with self and others • Use appropriate language to deliver a taught activity to their peers |
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| Striking and Fielding | | | | |
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| 12R | Year 3 | Year 4 | Year 5 | Year 6 |
| | <ul style="list-style-type: none"> • Adhere to some basic rules of recognised games | <ul style="list-style-type: none"> • With increasing consistency, choose where to direct a | <ul style="list-style-type: none"> • Recognise where increased flexibility and power is an | <ul style="list-style-type: none"> • Apply with consistency standard rules of (modified) games |



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| | <p>such as rounders or cricket</p> <ul style="list-style-type: none"> • Explain how fielders work together to restrict batters runs • Apply simple tactics to choose where to hit the ball • Strike a ball with some consistency • Develop skills to use in isolation and in competitive play e.g. throwing, catching and bowling • Play in simplified games • Bowl accurately • Show ready position to catch a ball • Strike a stationary ball | <p>hit from a bowled ball</p> <ul style="list-style-type: none"> • Use and apply the basic rules of the game • Apply speed and decision making to run safely between scoring markers e.g. stumps, posts • Play confidently in a variety of roles such as fielder, bowler, backward e.g. wicket keeper/backstop • Track and intercept the ball along the ground sometimes collecting with 1 hand • Bowling a recognised action with some consistency • In their local community can they identify locations in | <p>advantage in striking and fielding the ball</p> <ul style="list-style-type: none"> • In a game situation play using a range of simple tactics such as getting players out to restrict the attack • Use and apply the basic rules of the game fairly and consistently • Choose where to hit the ball to maximise likely hood of scoring runs • Use a variety of shots in isolation and in a game situation • Throw with accuracy and consistency over short distances • Tracking flight of the ball to increase catching success | <ul style="list-style-type: none"> • Use a range of tactics for attacking and defending in the role of bowler, batter and fielder • In rounders use correctly the rules for running round bases • Strike a bowled ball and attempt a small range of shots • Attempt to track and catch high balls in isolation and game play • Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting • Play within small sided games using standard field/pitch layout e.g. boundaries, posts bowling areas • Work collaboratively in teams to compete |
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| | <p>(off tee) with some consistency</p> <ul style="list-style-type: none"> • Strike a bowled ball with some consistency • Identify how to improve own and others work and be tactful • Field as a team to return the ball to the bowler/base effectively | <p>which they could play striking and fielding games</p> | <ul style="list-style-type: none"> • Begin to employ specific bowling techniques such as overarm in cricket • Work collaboratively with others to both score runs and in the field to restrict runs | <p>against themselves and others</p> |
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| Net/Wall | | | | |
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| 12R | Year 3 | Year 4 | Year 5 | Year 6 |
| | <ul style="list-style-type: none"> • Keep count/score of a game • Can discuss the different type of shots that may be used in a variety of situations • Serve to begin a game | <ul style="list-style-type: none"> • Choose ways to send the ball to make it difficult for opponent to return • Play the role of umpire to keep score • Explore shots on both sides of the | <ul style="list-style-type: none"> • Recognise where they should stand on the court when playing on their own and with others • Play a range of basic shots on both sides of the body, move feet to hit ball at most appropriate point | <ul style="list-style-type: none"> • Make appropriate choices in games about the best shot to use • Apply tactics in games effectively • Use forehand, backhand and overhead shots in isolation • Use forehand, backhand and overhead shots with |

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| | <ul style="list-style-type: none"> • Play a continuous game using: throwing and catching or some simple hitting • Can play within boundaries • Move towards a ball to return over a line/net • Play over a net • Work with a partner to play in a doubles game | <p>body and attempt with confidence</p> <ul style="list-style-type: none"> • Use a small range of racquet/hand skills • Use basic defensive tactics to defend the court i.e. moving to different positions on the court • Work with a partner / small groups to return a served ball • Play competitively with others and against others in modified games | <ul style="list-style-type: none"> • Play modified games with confidence sending and returning a ball this may be with differentiated equipment • Apply some control when returning the ball including foot placement, shot selection and aim • Demonstrate a variety of service shots in isolation and some game play • Play with others with some flow to the game, keeping track of their own scores • Suggest and lead warm ups that prepare the body appropriately for net/wall activities | <p>more confidence in games</p> <ul style="list-style-type: none"> • Start games with the appropriate serve • Begin to use full scoring systems • Develop doubles play further implement basic positioning tactics • Use speaking and listening skills to umpire and play with peers without dispute |
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| Invasion | | | | |
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| 12R | Year 3 | Year 4 | Year 5 | Year 6 |
| | <ul style="list-style-type: none"> Recognise when you need to defend Employ tactics to put pressure opponents Being aware and able to undertake the demands different positions to support both attack defence Send and receive a ball with some consistency to keep possession Sometimes move into space to receive the ball Use recognised passes in isolation e.g. chest pass for netball or | <ul style="list-style-type: none"> Working with team mates to make it difficult for the opposition Use tactics to perform defensively both as a team and as an individual Play using recognised marking techniques of specific game Send and receive the ball with accuracy, controlling to score points/goals Keep possession of the ball as an individual using skills | <ul style="list-style-type: none"> Play in formations and execute 'set plays' in game situations Explain the need for different tactics and attempt these in a game situation Know and apply the rules consistently in a game situations Able to combine basic skills such as dribbling and passing Select and apply skills in game situation with some consistency e.g. dodging, pivoting, dribbling and running with the ball | <ul style="list-style-type: none"> Choose and implement a range of strategies to attack and defend such as restricting attackers space or goal side marking Suggest, plan and lead a warm up or drill Make quicker decisions in games (on and off the ball) Use and apply boundary rules such as corners, self pass and sideline in relevant game Build upon set plays Use a variety of techniques for passing, controlling, dribbling and shooting the ball in games Play in a variety of positions (attacking and defensive) |



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| | <p>kicking with the inside of the foot for football</p> <ul style="list-style-type: none"> • Play using basic rules of recognised game • Shoot at a goal using appropriate skills • Work as part of a team to attack towards a goal | <ul style="list-style-type: none"> • Show speed and endurance in a game situation • Move in to space to help others and the ball over longer distances • Work as part of a team to attack and score in defined area • Use and apply the basic rules of the game | <ul style="list-style-type: none"> • Move balls over longer distances accurately, demonstrating power • Play in different positions with some success • Where appropriate mark goal side • Use appropriate language to explain their attacking and defensive play • Use specific learned skills to maintain possession during a game | <ul style="list-style-type: none"> • Consistently catch/stop and control a ball • Able to track and control a rebound from shot (penalty or open play) • Work collaboratively in a team to play and keep possession of the ball |
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| | Year 3 | Year 4 | Year 5 | Year 6 |
| | <ul style="list-style-type: none"> • Describe their work and the strategies they | <ul style="list-style-type: none"> • Plan and refine strategies to solve problems | <ul style="list-style-type: none"> • Recall and remember symbols, items and objects | <ul style="list-style-type: none"> • Use knowledge of games in PE to suggest adaptations and |



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| | <p>use to solve problems</p> <ul style="list-style-type: none">• Independently identify factors needed to complete a task• Use acquired skills to create maps and directions• Identify and use symbols on a map to navigate• Play competitively and fairly implementing the rules• Perform with strength, stamina and endurance in more physical tasks• Lead others and be led• Can work with others to solve problems | <ul style="list-style-type: none">• Identify what they have done well and suggest ways to improve• Work out answers from clues, working independently from teacher• Use maps, symbols and compass confidently to navigate• Remember and recall map symbols and other relevant key information• Work well as part of a team or group within well-defined role• Listen and be directed by others | <p>during task as an individual and team</p> <ul style="list-style-type: none">• Play a role in problem solving• Communicate using code• Work at a high intensity for sustained period of time whilst completing a task• Evidence results and keep score• Compete against others and perform under pressure• Explore and refine ways of communicating to best complete a set task | <p>variations to games/activities</p> <ul style="list-style-type: none">• Follow instructions accurately• Use written description to identify objects• Refine and adapt ideas in group task• Use information given by others to complete a task and work collaboratively• Work collaboratively to perform a more complex task• Takes responsibility for a role in a task |
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| Swimming | | |
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| Beginners | Intermediate | Advanced |
| <ul style="list-style-type: none"> Swim a short distance between 5 and 20 metres unaided using one consistent stroke Propel themselves over longer distances using swimming aids Move with more confidence in water including submerging themselves fully Enter and exit the water independently Float and regain to standing confidently Push and glide and transition from glide to stroke Attempt skill of sculling and use to propel themselves Apply basic arm and leg action to 'doggy paddle' | <ul style="list-style-type: none"> Swim over greater distance of 10 and 20 metres with confidence in shallow water Begin to use basic swimming techniques including correct arm and leg action Attempt to use basic breathing patterns when swimming Enter and exit the water in a variety of ways Work in collaboration to perform group challenges such as group floats Submerge, sink, roll and rotate underwater Attempt surface dive | <ul style="list-style-type: none"> Bring control and fluency to at least two recognised strokes Compete as part of a team Implement good breathing technique to allow for smooth stroke patterns Have attempted personal survival techniques as an individual and a group with success Link lengths together with turns and attempt a tumble turn in isolation and during stroke Surface dive and travel to the bottom of the pool to collect objects Work up to crouching dive Work in pairs to refine stroke technique and suggest ways they can improve Swim competently, confidently and proficiently over a distance of at least 25 metres |