

PHYSICAL EDUCATION KNOWLEDGE AND SKILLS PROGRESSION



GYMNASTICS

KS1 GYMNASTIC MOVEMENTS: developing balance, agility and co-ordination, and begin to apply these in a range of activities

KS2 GYMNASTICS: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]:

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
make body curled, tense, stretched and relaxed	plan and perform a sequence of movements	adapt sequences to suit different types of apparatus and criteria	move in a controlled way include change of speed and direction in a sequence	make complex extended sequences	combine own work with that of others
control body when travelling and balancing	improve sequence based on feedback	explain how strength and suppleness affect performance	work with a partner to create, repeat and improve a sequence with at least three phases	combine action, balance and shape	perform sequences to specific timings
copy sequences and repeat them	think of more than one way to create a sequence which follows some 'rules'				
roll, curl, travel and balance in different ways					

DANCE

KS1: perform dances using simple movement patterns

KS2: perform dances using a range of movement patterns

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
perform own dance moves	change rhythm, speed, level and direction in dance	improvise freely and translate ideas from a stimulus into movement.	take the lead when working with a partner or group	compose own dances in a creative way	develop sequences in a specific style
copy or make up a short dance	make a sequence by linking sections together	share and create phrases with a partner and small group.	use dance to communicate an idea	perform dance to an accompaniment	choose own music and style
move safely in a space	use dance to show a mood or feeling			dance shows clarity, fluency, accuracy and consistency	

remember and repeat
dance perform phrases

GAMES – BASIC MOVEMENTS AND TEAM GAMES (KS1) AND COMPETITIVE GAMES (KS2)

KS1 BASIC MOVEMENTS AND TEAM GAMES: master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending

KS2 COMPETITIVE GAMES: play competitive games, modified where appropriate [basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
throw underarm throw and kick in different ways	use hitting, kicking and/or rolling in a game decide the best space to be in during a game use a tactic in a game follow rules	be aware of space and use it to support team- mates and to cause problems for the opposition know and use rules fairly	throw and catch accurately with one hand hit a ball accurately with control vary tactics and adapt skills depending on what is happening in a game	gain possession by working a team and pass in different ways choose a specific tactic for defending and attacking use a number of techniques to pass, dribble and shoot	agree and explain rules to others work as a team and communicate a plan lead others in a game situation when the need arises

ATHLETICS

Use running, jumping, throwing and catching in isolation and in combination

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		run at fast, medium and slow speeds; changing speed and direction take part in a relay, remembering when to run and what to do	sprint over a short distance and show stamina when running over a long distance jump in different ways throw in different ways and hit a target, when needed	controlled when taking off and landing throw with increasing accuracy combine running and jumping	demonstrate stamina and increase strength

OUTDOOR AND ADVENTUROUS ACTIVITY

Take part in outdoor and adventurous activity challenges both individually and within a team (Please see the Geography Curriculum for coverage of this national curriculum requirement).

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		<p>follow a map in a familiar context</p> <p>use clues to follow a route</p> <p>follow a route safely</p>	<p>follow a map in a (more demanding) familiar context</p> <p>follow a route within a time limit</p>	<p>follow a map into an unknown location</p> <p>use clues and a compass to navigate a route</p> <p>change route to overcome a problem</p> <p>use new information to change route</p>	<p>plan a route and a series of clues for someone else</p> <p>plan with others, taking account of safety and danger.</p>

EVALUATE

Compare their performances with previous ones and demonstrate improvement to achieve their personal best

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		<p>compare and contrast gymnastic sequences</p> <p>recognise own improvement in ball games</p>	<p>provide support and advice to others in gymnastics and dance</p> <p>be prepared to listen to the ideas of others</p>	<p>pick up on something a partner does well and also on something that can be improved</p> <p>know why own performance was better or not as good as their last</p>	<p>know which sports they are good at and find out how to improve further</p>