

Teach a child in the way they should go and when they are old, they will not depart from it' Proverbs 22:6



Lacock C of E Primary School

PE Knowledge Progression

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Gymnastics | To develop confidence in fundamental movements | Identify and use simple gymnastics actions and shapes | Describe and explain how performers can transition and link gymnastic elements | Modify actions independently using different pathways, directions and shapes | To become increasingly competent and confident to perform skills more consistently | Create longer and more complex sequences and adapt performances | Lead group warm up showing understanding of the need for strength and flexibility |
| | To experience jumping, sliding, rolling, moving over, under and on apparatus | Apply basic strength to a range of gymnastics actions | Perform basic actions with control and consistency at different speeds and levels | Consolidate and improve the quality of movements and gymnastics actions | Able to perform in time with a partner and group | Take the lead in a group when preparing a sequence | Demonstrate accuracy, consistency and clarity of movement |
| | To develop coordination and gross motor skills | Begin to carry simple apparatus such as mats and benches | Challenge themselves to develop strength and flexibility | Relate strength and flexibility to the actions and movements they are performing | Independently use compositional ideas in sequence such as changes in height, speed and direction | Develop symmetry individually, as a pair and in a small group | Work independently and in small groups to make up own sequences |
| | To learn and refine a variety of shapes, jumps, balances and rolls | To recognise 'like' actions and link them | Refine and perform a range of point and patch balances | To use basic compositional ideas to improve sequence work | Develop an increased range of body actions and shapes to include in a sequence | Compare performances and judge strengths and areas for improvement | Arrange own apparatus to enhance work and vary compositional ideas |
| | To link simple balances, jump and travel actions | To perform a variety of basic gymnastic actions showing control | Develop body management through a range of floor exercises | Identify similarities and differences in sequences | Define muscles groups needed to support the core of their body | Select a component for improvement. For example timing or flow | Experience flight on and off high apparatus |
| | | To introduce turn, twist, spin, rock and roll and link these into movement patterns | Use core strength to link recognised gymnastics elements e.g. back support and half twist | Develop body management over a range of floor exercises | Refine taking weight on small and large body parts for example hand and shoulder | Take responsibility for own warm up including remembering and repeating a variety of stretches | Perform increasingly complex sequences |

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| | | To perform longer movement phrases and link with confidence | Attempt to use rhythm while performing a sequence | Attempt to bring explosive moves into floor work through jumps and leaps | | Perform more complex actions, shapes and balances with consistency | Combine own ideas with other to build sequences |
| | | To perform with simple canon and unison | | Show increasing flexibility in shapes and balances | | Use information given by others to improve performance | Compose and practise actions and relate to music performance |
| | | | | | | | Show a desire to improve across a broad range of gymnastic actions |
| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Dance | Recognise that actions can be reproduced in time to music; beat patterns and different speeds | Respond to a range of stimuli and types of music | Describe and explain how performers can transition and link shapes and balances | Practise different sections of a dance aiming to put together a performance | Work to include freeze frames in routines | Perform different styles of dance fluently and clearly | Work collaboratively to include more complex compositional ideas |
| | Perform a wide variety of dance actions both similar and contrasting | Explore space, direction, levels and speed | Perform basic actions with control and consistency at different speeds and on different levels | Perform using facial expressions | Practise and perform a variety of different formations in dance | Refine and improve dances adapting them to include the use of space, rhythm and expression | Develop motifs and incorporate into self-composed dances as individuals, pairs and groups |
| | Copy, repeat and perform simple movement patterns | Experiment creating actions and performing movements with different body parts | Challenge themselves to move imaginatively responding to music | Perform with a prop | Develop a dance to perform as a group with a set starting position | Work collaboratively in groups to compose simple dances | Talk about different styles of dance with understanding, using appropriate language and terminology |
| | Count and move to beats of 8 | Able to build simple movement patterns from given actions | Work as part of a group to create and perform short movements sequences to music | Building improvisation skills to build a narrative around a theme | Developing choreography and devising skills in relation to a theme | Recognise and comment on dances suggesting ideas for improvement | Developing group devices and greater use of teamwork |
| | Copy and repeat movement patterns | Compose and link actions to make simple movement phrases | Perform using more sophisticated formations as well as an individual | Building basic creative choreography skills in travelling, dynamics and partner work through the ocean theme | Exploring dynamic quality and formations to communicate character | Develop choreography and devise skills in relation to a theme | Demonstrating narrative through contact and relationships |
| | Work as an individual, in partners and as a group | Respond appropriately to supporting concepts such as canon and levels | Explore relationships through different dance formations | Delve deeper into opposing dynamics | Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience | Exploring dynamic quality and formations to communicate character | Showing tension through pattern and formation |

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| | | | Explain the importance of emotion and feeling in dance | | | Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience | |
| | | | Use the stimuli to copy, repeat and create dance actions and motifs | | | | |
| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Body Management | Explore balance and managing own body including manipulating small objects | | | | | | |
| | Able to stretch, reach, extend in a variety of ways and position | | | | | | |
| | Able to control body and perform specific movements on command | | | | | | |
| | Explore a variety of rolling, sliding and slithering | | | | | | |
| | Jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet | | | | | | |
| | Participate in a variety of small group co-operative activities | | | | | | |
| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Speed, agility, travel | Travel with some control and coordination | | | | | | |
| | Change direction at speed through both choice and instructions | | | | | | |
| | Stop, start, pause, prepare for an anticipate movement in a variety of situations | | | | | | |
| | Agility-based activities moving and controlling objects | | | | | | |

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| | Recognise different actions such as: moving softly, quietly, quickly, powerfully | | | | | | |
| | Relate body movements to music and percussion | | | | | | |
| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Manipulation and coordination | Send and receive objects with different body parts | | | | | | |
| | Work with others to control objects in space | | | | | | |
| | Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways | | | | | | |
| | Coordinate similar objects in a variety of way | | | | | | |
| | Differentiate ways to manoeuvre objects | | | | | | |
| | Skip in isolation and with rope | | | | | | |
| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Cooperate and solve problems | Organise and match various items, images, colours and symbols | | | | | | |
| | Work with a partner to listen, share ideas, question and choose | | | | | | |
| | Move confidently and cooperatively in space | | | | | | |
| | Copy and repeat various patterns and actions | | | | | | |
| | Show an understanding of own feelings and others | | | | | | |
| | Solve more complex tasks usings skills learned | | | | | | |
| | Work and play cooperate and take turns | | | | | | |
| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| OAA | | Use thinking skills to follow multi step instructions | Use searching skills to find given items from clues and pictures | Work with others to solve problems | Work well in a team or groups within defined and understood roles | Explore ways of communicating in a range of challenging activities | Use information given by others to complete tasks and work collaboratively |

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| | | Solve more challenging problems as an individual | Work as a pair to navigate space | Describe their work and use different strategies to solve problems | Plan and refine strategies to solve problems | Navigate and solve problems from memory | Undertake more complex tasks |
| | | Comprehend that one thing can represent another | Use and explore unusual equipment to develop coordination, problem solving and motor skills | Lead others and be led | Identify the relevance of and use maps, compass and symbols | Develop and use trust to complete the task and perform under pressure | Take responsibility for a role in a task |
| | | Take part in activities with increasing challenge to build confidence | | Differentiate between when a task is competitive and when it is collaborative | Identify what they do well and suggest what they could do to improve | | Use knowledge of PE and physical activities to suggest design ideas and amendments to games |
| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <u>Athletic activity</u> | | Pupils will begin to link running and jumping | Develop power, agility, coordination and balance over a variety of activities | Control movements and body actions in response to specific instructions | Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities | Sustain pace over short and longer distances such as running 100m and running for 2 minutes | Become confident and expert in a range of techniques and recognise their success |
| | | To learn and refine a range of running which includes varying pathways and speeds | Can throw and handle a variety of objects including quoits, beanbags, balls, hoops | Demonstrate agility and speed | Using a variety of equipment, ways of measuring and thinking, comparing the effectiveness of different styles of runs, jumps and throws | Able to run as part of a relay team working at their maximum speed | Apply strength and flexibility to a broad range of throwing, running and jumping activities |
| | | Develop throwing techniques to send objects over long distances | Can negotiate obstacles showing increased control of body and limbs | Jump for height and distance with control and balance | | Perform a range of jumps and throws demonstrating increasing power and accuracy | Work in collaboration and demonstrate improvement when working with self and others |
| | | Increase stamina and core strength needed to undertake athletics activities | Improve running and jumping movements, work for sustained periods of time | Throw with speed and power and apply appropriate force | | | Accurately and confidently measure and time keep for both track and field events |
| | | Take part in a broad range of opportunities to extend strength, balance, agility and coordination | Reflect on activities and make connections between a healthy active lifestyle | | | | |
| | | Cooperate with others to carry out more complex tasks | Experience and improve on jumping for distance and height | | | | |

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <u>Invasion games</u> | | To practice basic movements including running, jumping, throwing and catching | Can send a ball using feet and can receive a ball using feet | To perform some basic invasion game skills, throwing, catching, kicking and dribbling | Show increase confidence and perform with more consistency a selection of basic skills such as dribbling, throwing and shooting | Use strength, agility and coordination when defending | Apply aspects of fitness to the game, such as power, strength, agility and coordination |
| | | To begin to engage in competitive activities | Refine ways to control bodies and a range of equipment | To build attacking / offensive play | Develop a wider range of ball handling skills | Increase power and strength of passes, moving the ball accurately in a variety of situations | Choose and implement a wider range of strategies to play defensively and offensively |
| | | To experience opportunities to improve agility, balance and coordination | Recall and link combinations of skills e.g. dribbling and passing | Able to show basic control skills including sending and receiving the ball | Use footwork rules in a game situation and explore basic marking | Select and apply a range of tactics and techniques and play with consistency | Grasp more technical aspects of the game |
| | | To recognise rules and apply them in competitive and cooperative games | To select and apply a small range of simple tactics | To send the ball with some accuracy to maintain possession and build attacking play | Passing over longer distance | To play effectively in a variety of positions and formations on the pitch | Observe, recognise and analyse good individual and team performances |
| | | Use and apply simple strategies for invasion games | Recognise good quality in self and others | Able to implement basic rules of modified games e.g. basketball | Moving towards the ball to receive a pass | Relate a greater number of attacking and defensive tactics to gameplay | Suggest, plan and lead simple drills for given skills |
| | | Preparing for, and explaining the reasons why we enjoy exercise | To work with others to build basic attacking play | Develop motor skills to handle sticks with ease and improve agility | Pass and move with the ball as a team to build attacks | Become more skilful when performing movements at speed | Combine and perform more complex skills at speed in games |
| | | | | Show basic skills to maintain possession | Apply a small range of tactics in a competitive situation | Select and apply appropriate skill in a game | Use set plays in game situation and explain when and why they are used |
| | | | | Use space efficiently to build an attack | Demonstrate increased speed and endurance during game play | Play effectively as a team in defence taking individual responsibility for your role | Switch effectively as a team between defence and attack |
| | | | | Link skills to perform as a team | Evaluating skills, tactics and teamplay to aid improvement | | |
| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <u>Striking and fielding</u> | | Able to hit objects with hand or bat | To develop hitting skills with a variety of bats | To be able to adhere to some of the basic rules of cricket or striking and fielding games | To develop the range of striking and fielding skills they can apply in a competitive context | Link together a range of skills and use in combination | Apply with consistency standard rules in a variety of different styles of games |

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| | | Track and retrieve a rolling ball | Practice feeding / bowling skills | To develop a range of skills to use in isolation and a competitive context | Choose and use a range of simple tactics in isolation and in a game context | Collaborate with a team to choose, use and adapt rules in games | Attempt a small range of shots in isolation and in competitive scenarios |
| | | Throw and catch a variety of balls and objects | Hit and run to score points in games | To use basic skills with more consistency including striking a bowled ball | Consolidate existing skills and apply with consistency | Recognise how some aspects of fitness apply to striking and fielding e.g. power, flexibility and cardiovascular endurance | Use a range of tactics for attacking and defending in the role of bowler, batter and fielder |
| | | Develop sending and receiving skills to benefit fielding as a team | Work on a variety of ways to score runs in the different hit, catch, run games | Work cooperatively with other to complete fielding tasks | Strike a ball with intent, use decision making attempt direction | Develop retrieving and returning the ball | |
| | | Distinguish between the roles of batters and fielders | Attempt to work as a team to field | | | | |
| | | Introduce the concept of simple tactics | Begin to play the role of wicketkeeper or backstop | | | | |
| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Net / Wall | | Able to send an object with increased confidence using hand or bat | Be able to track the path of a ball over a net and move towards it | Identify and describe some rules of net / wall games | Explore and use different shots with both the forehand and backhand | Use different types of serves learnt in games | Develop a wider range of shots |
| | | Move towards a moving ball to return it | Begin to hit and return a ball using hands and racquets with some consistency | Serve to begin a game | Demonstrate different net / wall skills | Play with other to score and defend points in competitive games | Begin to select and apply more sophisticated tactics such as net play and offensive and defensive positioning |
| | | Sending and returning a variety of balls / objects such as balloons and beachballs | Play modified net / wall games throwing, catching and sending over a net | Explore forehand hitting | Practise some trick shots in isolation | Move confidently around the playing area using footwork techniques | Play with fluency with a partner in doubles / partner scenarios |
| | | Track, intercept and stop a variety of objects such as balls and beanbags | Be able to make it difficult for their opponent to score a point | Play with some understanding of modified court boundaries | Work to return the serve | Develop further ways of playing with others cooperatively and in competition | Develop backhand shots |
| | | Select and apply skill to beat the opposition | Begin to choose specific tactics appropriate to the situation | Show understanding of how sitting volleyball is an inclusive game | Demonstrate different court positions in gameplay | Introduce volley shots and overhead shots | Begin to use full scoring systems |
| | | | Improve agility and coordination and use in a game | | Start to implement basic volley2s rules | Further explore tennis service rules | Continue developing doubles play and tactics to improve |
| | | Beginners | | Intermediate | | Advanced | |

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| Swimming | | Swim short distances unaided between 5 and 20 metres using one consistent stroke | | Swim over greater distances, between 10 and 20m with confidence in shallow water | | Bring control and fluency to at least two recognised strokes | |
| | | Propel themselves over longer distances with the assistance of swimming aids | | Begin to use basic swimming techniques including correct arm and leg action | | Implement good breathing technique to allow for smooth stroke patterns | |
| | | Move with more confidence in the water including submerging themselves fully | | Explore and use basic breathing patterns | | Attempt personal survival techniques as an individual and group with success | |
| | | Enter and exit the water independently | | Enter and exit the water in a variety of ways | | Link lengths together with turns and attempt tumble turns in isolation and during a stroke | |
| | | | | Take part in problem-solving activities such as group floats and team challenges | | | |