

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
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

		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
							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

			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						
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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						

	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

		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
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<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				

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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		
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<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

		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				
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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	

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			