



Subject Non- Negotiables –

Skills and knowledge components:

Progression document building from previous year's learning

PE

KS1: Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.

KS2: Pupils should continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	Show control and coordination when travelling and balancing. Link two or more actions to make a sequence. Show contrasts (eg: small / tall, straight / curved, wide / narrow). Jump in a variety of ways and land with some control and balance.	Balance on different points of the body. Travel at different speeds in a variety of ways.	Control a balance. Combine learnt techniques (Y1&2) for a fluid sequence. Show changes of direction, speed and level during a performance.	Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner.	Create a fluid sequence applying learnt skills.	Show accuracy, control, speed, strength and stamina consistently within a range of movements. Develop and adapt techniques to improve performance.



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<p>Athletics</p>	<p>Run with control. Jump with control.</p>	<p>Explore different jump techniques. Set myself targets to improve my performance.</p>	<p>Refine sprint technique. Use a range of throwing techniques (underarm / overarm) Improve personal best performances</p>	<p>Run over a longer distance, conserving energy to sustain performance Throw with accuracy to hit a target or cover a distance. Jump in a number of ways, using a run up if appropriate.</p>	<p>Combine sprinting with low hurdles over 60m. Throw accurately and refine performance by analysing technique and body shape. Keep track of personal best performances, setting targets for improvement</p>	<p>Choose the best place for running over a variety of distances. Show control in take-off and landing when jumping. Keep track of personal best performances, setting challenging targets for improvement</p>
<p>Team games</p>	<p>Move or stop to catch or collect a ball. Decide where to stand to make it difficult</p>	<p>Decide on the best position and move accordingly.</p>	<p>Develop fielding and possession skills. Begin to apply tactics and rules in a game</p>	<p>Apply and explain rules and tactics of a variety of games.</p>	<p>Explain rules and tactics in detail. To work in a team or alone to gain</p>	<p>Gain possession confidently and apply attacking and defending skills.</p>



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	for the opposing team.	Understand basic tactics of a game Reflect on reasons for rules and how to make games more challenging.	Ask and answer questions to suggest reasons/improvements/changes	Suggest improvements; support others Keep and control the possession of a ball. Field with control.	possession of a ball. Reflect- ask and answer questions to change or improve games/performance	Apply understanding of rules and tactics e.g. officiating Support other players; coaching; modelling
Dance and movement	Perform some simple dance moves. Demonstrate rhythm and control. Suggest improvements/ give feedback	Perform dance actions with control and co-ordination. Can choose appropriate movements to communicate mood / feelings / ideas	Refine movements to create a basic dance sequence to match a purpose. Movements begin to show fluidity. Change speed and level within a performance	Refine movements to create a more complex sequence to match a purpose. Movements are clear and fluent. Suggest new ways of working/ask	When composing it is imaginative, creative and expressive. Movements show control. Suggest new ways of working/ask and answer questions to reflect	Perform dances using advanced techniques with a range of dance styles and forms. Suggest new ways of working/ask and answer questions to reflect



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		<p>Link two or more actions in a sequence.</p> <p>Give praise Suggest next steps to peers</p>	<p>Give feedback. Suggest next steps to peers</p>	<p>and answer questions to reflect</p>		
<p>Outdoor Adventurous activities</p>			<p>Use more detailed plans and diagrams that take them from familiar to less familiar areas Use ideas they have learned in one task and apply them in another Can identify potential risks.</p>	<p>Use maps and diagrams to orientate themselves and to travel around a simple course Plan responses to physical challenges and problems as a group Identify risks and advise others.</p>	<p>Orientate self to solve problems, locating particular places.</p> <p>Adapt actions to changing situations.</p>	<p>Confidently orientate self and others to solve a problem in a more unfamiliar environment.</p> <p>Develop skills to solve problems in intellectual and physical challenges.</p>



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Swimming and Water Safety	N/A	N/A	Use one basic stroke Co-ordination and control in arm and leg movements.	Use more than one stroke and co-ordinate breathing	Use breaststroke, front crawl and backstroke, ensuring that breathing is correct.	Any child not meeting the 25m requirement will receive swimming intervention Swim 25m by the end of Year 6. Explore personal survival skills safely.
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