

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.

	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.



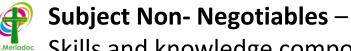
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Athletics	Run with	Explore	Refine sprint	Run over a	Combine	Choose the best
7 terriceros	control.	different jump	technique.	longer distance,	sprinting with	place for
	Jump with	techniques.		conserving	low hurdles	running over a
	control.		Use a range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



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



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	r a C	Link two or more actions in a sequence. Give praise Suggest next steps to peers	Give feedback. Suggest next steps to peers	and answer questions to reflect		
Outdoor Adventurou s activities			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.	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.	Orientate self to solve problems, locating particular places. Adapt actions to changing situations.	Confidently orientate self and others to solve a problem in a more unfamiliar environment. Develop skills to solve problems in intellectual and physical challenges.



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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.