

Progression of skills and knowledge in PE – KS1 Games

EYFS - Activities leading to Games	Year 1 - Activities leading to Games	Year 2 - Activities leading to Games
<p>I know how to travel therefore I can:</p> <ul style="list-style-type: none"> • move freely and with pleasure and confidence in a range of ways, such as walking, running, jumping, hopping, skipping, galloping and sliding. • experiment in traveling in different directions such as backwards and sideways • experiment with different ways of moving • negotiates space successfully adjusting speed or changing direction to avoid obstacles <p>I know how to use bean bags therefore I can:</p> <ul style="list-style-type: none"> • balance bean bags on different body parts whilst walking in different directions • Jump, hop etc over bean bags on the floor • pass bean bags round different parts of the body • perform aim type activities using underarm throwing and looking at the target • throw into spaces, over lines and at targets • throw and catch a bean bag <p>I know how to use a ball and therefore I can:</p> <ul style="list-style-type: none"> • roll and receive a ball individually and with a partner • pass a ball around different body parts • pat and bounce a ball downwards • individually throw and catch a ball high and low • throw and catch a small ball and bounce it downwards • aim at a target, individually and with a partner • kick and dribble a ball <p>I know how to use bats and balls and therefore I can:</p> <ul style="list-style-type: none"> • push a ball along the ground, with a hand or bat, forwards and in different directions • balance a ball on a bat when standing still and then when walking around • bounce a ball downwards and upwards with the hand and then with a bat • hit a ball along the ground with a hand and then with a bat • hit a ball along the ground to a partner • move to get in line with a ball when receiving it 	<p>I know how to travel in different ways therefore I can:</p> <ul style="list-style-type: none"> • use different ways of travelling in different directions or pathways • run at different speeds and begin to use space in a game • combine travelling movements with simple defensive skills such as marking a player or defending a space • combine travelling movements with simple attacking skills such as dodging to get past a defender • combine travelling movements with travelling with equipment in different directions (side to side, forwards and backwards) with control and fluency <p>I know how to use a ball and therefore I can:</p> <ul style="list-style-type: none"> • demonstrate coordination when passing a ball around different parts of the body • bounce and pat bounce a ball with a degree of control • dribble a ball with control <p>I know how to use a bat and ball and work with a partner and therefore I can:</p> <ul style="list-style-type: none"> • steer a ball along the ground with a bat in a controlled way using different directions and weaving through slaloms • balance a ball on a bat when standing still or walking • hit a ball with a bat, upwards and downwards with some control - send a ball along the ground and through the air for a partner to catch or receive <p>I know how to send and receive, showing a degree of control, individually and in pairs using a variety of apparatus and therefore I can:</p> <ul style="list-style-type: none"> • throw and catch individually and in pairs using a variety of apparatus including hoops • send a ball, beanbag or quoit, using under arm throw, roll or kick - receive a ball, beanbag or quoit with control, understanding how to get in line with the equipment to receive it • roll and retrieve a hoop <p>I know how to skip and therefore I can:</p> <ul style="list-style-type: none"> • show skipping with a rope <p>I know how to play simple games and therefore I can:</p>	<p>I know how to travel with control and fluency and therefore I can:</p> <ul style="list-style-type: none"> • use different ways of traveling with increasing speed and agility • use different ways of travelling at different speeds and following different pathways, directions or courses. • change speed and direction whilst running • begin to choose and use the best space in a game <p>I know how to bounce, throw, catch, dribble, kick and hit (strike) equipment with control and accuracy and therefore I can:</p> <ul style="list-style-type: none"> • demonstrate consistency and accuracy in bouncing, throwing, catching, dribbling, kicking and striking skills, for example: • show continuous and controlled bouncing with one hand and two hands, whilst static and on the move, changing speed and direction • show sending and receiving skills using throwing, catching and kicking with consistency, coordination and control, using a variety of apparatus, when in a stationary position and when on the move • demonstrate passing and receiving skills when under pressure • understand and demonstrate striking, passing and receiving with a partner using a range of apparatus • understand and use 'beat your own record' activities to put skills under pressure and improve performance <p>I know how to play group games and invent rules and therefore I can:</p> <ul style="list-style-type: none"> • identify and use simple attacking and defending strategies e.g. vary the height and speed of the pass • understand and use simple tactics e.g. passing at different angles to outwit an opponent

<ul style="list-style-type: none"> play aiming games in twos using bats and balls <p>I know how to use ropes, hoops and quoits and therefore I can:</p> <ul style="list-style-type: none"> travel around and over skipping ropes when they are laid out in different shapes on the floor use a hoop in imaginative and different ways, e.g. stepping in and out, jumping over, moving around the outside edge hula hoop around different body parts roll the hoop along the ground use a quoit in imaginative and different ways, e.g. balancing, twirling, rolling and spinning, throwing and catching pass the quoit around different parts of the body <p>I know how to play small sided games and therefore I can:</p> <ul style="list-style-type: none"> follow simple rules 	<ul style="list-style-type: none"> follow simple rules to play games, including team games. play safely with a partner in running games and when using equipment send a ball in various ways to play individual target games or target games with a partner aim consistently between, into, at or over a variety of targets using a range of small equipment play aiming games cooperatively with a partner and 'keep the score' practise and develop my sending and receiving skills in cooperative games with a partner use steering, hitting along the ground and hitting through the air to play individual and cooperative target games understand the concept of simple games and how to make my games harder 	<ul style="list-style-type: none"> understand and use simple tactics to work as a team e.g. when defending there must always be one person between the goal and the person with the ball play co-operative and competitive striking, net, aiming and invasion type games with a partner using appropriate apparatus and skills play with confidence in varying formations e.g. 2v2, 4v4, 3v1 - know how to score, invent rules and explain how to improve the game understand and use a range of strategies for making games harder (e.g. high/low, different directions, over the head, over arm throwing, one hand, the other hand etc)
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Progression of skills and knowledge in PE – KS2 Games			
Year 3 - Developing skills and knowledge in relation to Invasion Games / Net and Wall Games / Striking and Fielding Games	Year 4 - Developing skills and knowledge in relation to Invasion Games / Net and Wall Games / Striking and Fielding Games	Year 5 – Invasion Games / Net and Wall Games /Striking and Fielding Games	Year 6 - Invasion Games / Net and Wall Games /Striking and Fielding Games
<p>I know how to use and select travelling movements in a game, therefore I can:</p> <ul style="list-style-type: none"> change direction and speed with control and coordination move to find space travel with equipment keeping possession <p>I know how to use ball skills (passing and receiving) in relation to invasion games, therefore I can:</p> <ul style="list-style-type: none"> accurately pass and receive a range of balls in different ways with hands (e.g. chest pass, bounce pass, shoulder pass) demonstrate control when dribbling, passing and receiving with feet signal for the ball and pass and receive in sequential order (1-2-3-4-1 etc) 	<p>I know how to combine travelling skills with strategies for attacking and defending, therefore I can:</p> <ul style="list-style-type: none"> move into space move and signal to obtain possession - move with equipment using a range of techniques showing control and fluency, whilst considering my next move <p>I know how to use and apply invasion games skills, therefore I can:</p> <ul style="list-style-type: none"> play confidently in small sided invasion games using various formations use a range of techniques to pass and travel with the ball (e.g. travel by carrying, bouncing, dribbling etc) 	<p>I know how to apply and combine footwork and travelling skills to all games, therefore I can:</p> <ul style="list-style-type: none"> use width and depth changing direction and speed use skills such as dodge and weave to create an advantage over my opponents understand the footwork rules for specific sports, for example netball, tchoukball, basketball - travel with equipment combining skills, for example dribble and shoot <p>I know how to use, apply and vary invasion games skills, therefore I can:</p> <ul style="list-style-type: none"> choose and use skills which meet the specific needs of the ball, for example, passing by throwing, bouncing and 	<p>I know how to select and apply footwork and travelling skills to all games, therefore I can:</p> <ul style="list-style-type: none"> apply appropriate footwork skills and rules with control and accuracy to games activities, for example landing in different ways without the ball, coordinating catching the ball with different landings and pivoting, move at different speeds and in different directions and transfer this into a game scenario move with equipment using the correct technique in one or more invasion games with increasing

<ul style="list-style-type: none"> pass and receive on the move and signal for the ball to retain possession and show progression down the court / pitch play with confidence in various small game formations (e.g. 2v1, 3v1, 3v2, 2v2, 3v3) <p>I know how to use skills focusing on net/wall games, therefore I can:</p> <ul style="list-style-type: none"> strike a ball with reasonable control and accuracy at a target or over a net select and use appropriate basic shots in different situations understand simple principles and tactics and use them effectively in a game activity e.g. a long shot followed by a short one makes the return shot difficult for an opponent play confidently and competitively in small sided games (2v2, 3v3) and apply net/wall principles to other activities e.g. adapted volleyball games know and use the rules and keep games going without dispute <p>I know how to use skills focusing on striking and fielding games, there I can:</p> <ul style="list-style-type: none"> strike a ball with confidence and control and direct it accurately into a simple target area receive the ball from one direction and throw or strike it away in another direction understand and identify good striking and fielding techniques make judgements about how best to intercept a ball travelling towards, to one side or beyond the fielder combine the skills to play effectively in small sided striking and fielding games and use simple attacking and defending tactics, e.g. work as a team to field the ball 	<ul style="list-style-type: none"> use a range of tactics to keep possession of the ball and get into position to shoot or score understand how to dodge, mark, signal for the ball and intercept play within the rules recognise aspects that need improving <p>I know how to use and apply net/wall games skills, therefore I can:</p> <ul style="list-style-type: none"> use a bat to strike a ball with a degree of accuracy and control throw or strike a ball over a range of high, low and ground level barriers to show variations in level, speed and directions aim a ball over a barrier to land in spaces on the other side understand, plan and combine skills to play 1v1 net games cooperatively with a partner and then trying to make it difficult to return the shots understand and play a game over a low or high barrier throwing into spaces to score (1v1 3v3) <p>I know how to use and apply striking and Fielding games skills, therefore I can:</p> <ul style="list-style-type: none"> know and use different ways of sending into and fielding from different directions (e.g. fielding a ball coming directly towards or to one side of the fielder) throw accurately and be a reliable bowler or feeder of the ball (e.g. with one bounce, with no bounce) strike a ball along the ground or through the air in different directions with control understand how to direct or place a ball into spaces in order to score and how to best intercept and field the ball to return it 	<p>striking, receiving, carrying, dribbling and shooting</p> <ul style="list-style-type: none"> understand and show how a team can retain possession and find ways of progressing towards an opponent's goal know how to mark an opponent effectively and defend a goal demonstrate a range of skills using one hand or two hands, feet or implement for passing and receiving carry, bounce and dribble the ball in a controlled manner whilst moving find and use space to help their team and use a variety of tactics to keep the ball e.g. changing speed and direction work as a team in various small sided ball handling, kicking and implement invasion games and be able to transfer common principles of play and basic attacking strategies across the game <p>I know how to use, apply and vary net and wall games skills, therefore I can:</p> <ul style="list-style-type: none"> play shots on both sides of the body and from above the head with reasonable control - understand how to position their bodies to receive a ball coming from different heights and angles recognise where there are spaces on an opponent's court and try to hit into them - recognise which things they need to practise more understand and apply net/wall principles to a range of small sided games (1v1, 2v2, 3v3) <p>I know how to use, apply and vary striking and fielding games skills, therefore I can:</p> <ul style="list-style-type: none"> use a rounders bat or a cricket shaped bat with confidence strike and throw the ball with reasonable accuracy and consistency 	<p>speed and control, including changing direction</p> <p>I know how to select and apply invasion games skills, therefore I can:</p> <ul style="list-style-type: none"> understand and demonstrate a range of controlled passing, receiving, striking, dribbling and shooting skills when kicking or using an implement or playing in ball handling invasion games and adapt them to meet the needs of the situation play in a range of small sided games and make effective choices about when, how and where to pass so that I / my team retain possession and progress towards an opponent's goal know and understand the positions I play and identify and show specific attacking and defending skills e.g. marking a player or a space, intercepting, dodging, moving into space and shooting understand how to organise my team into different formations to concentrate more on attack or on defence e.g. overload the attack or give it numerical advantage; recognise how to transfer these principles to other invasion games <p>I know how to select and apply net and wall games skills, therefore I can:</p> <ul style="list-style-type: none"> play a variety of shots with intent when striking a ball after one bounce or on the volley - direct a ball into an opponents' court at different speeds, heights
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<ul style="list-style-type: none"> understand and demonstrate the roles of a bowler, striker, fielder, backstop / wicket keeper <p>I know how to develop my own games, therefore I can:</p> <ul style="list-style-type: none"> demonstrate previously learned skills in independently constructed group games work cooperatively and creatively in a group of specified numbers to achieve a given object using a limited choice of equipment plan and adjust rules and strategies to make the game fairer, safer and more challenging describe the format and intention of the game and explain why particular rules have been made know how to use space in games 	<ul style="list-style-type: none"> combine the skills to play small sided striking and fielding games to show understanding of simple attacking and defending strategies <p>I know how to problem solve and invent games, therefore I can:</p> <ul style="list-style-type: none"> negotiate, plan and make collective decisions on the nature shape and construction of the game select and use skills and tactics appropriate for the type of game understand and transfer principles of play from known games to use in my own game make up rules and be prepared to modify them to make the games more challenging adapt rules in agreement with others work cooperatively in groups of varying sizes (e.g. 6 and 8) to organise and keep my games going 	<ul style="list-style-type: none"> bowl underarm so the ball arrives appropriately for the batter to hit (bowling with a bounce and without a bounce) understand when and how to move when fielding a ball e.g. move across the path of the ball to intercept it or move towards a ball traveling slowly and directly towards the fielder play confidently in a range of small sided striking & fielding games using different bats, balls and rules and experience all roles 	<p>and angles and explain why I am doing it</p> <ul style="list-style-type: none"> evaluate the effectiveness of a shot and suggest ways of improving work cooperatively as a team in twos or small groups to create rules and play them play a range of small sided net/wall games and apply basic common principles for attack and defence across the activities <p>I know how to select and apply striking and fielding games skills, therefore I can:</p> <ul style="list-style-type: none"> know, understand and show correct striking stance and direct the ball away from fielders using different angles and speeds bowl in competitive situations and understand strategies that can be deployed between bowler / wicket keeper / backstop / bases field the ball and return it with an overarm throw know when to run after hitting a ball play confidently and effectively in a range of small sided striking and fielding games and work as a team to develop strategies to outwit the batters
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Progression of skills and knowledge in PE – EYFS Fundamental Movement Skills (taught as part of CCC Gymnastics)

I know the basic gymnastics shapes, therefore I can:

- recognise and perform the basic shapes on the floor
- straight, star, tuck, pike, straddle and dish and arch - perform the shapes on low apparatus and on high apparatus
- I know how to travel, therefore I can:
- use space safely - both personal and general space
- travel in different directions on the floor – forwards, backwards, sideways, up and down
- recognise directions and travel on the floor with control using large / small steps, quietly / heavily, springy / flat, travel quickly and slowly
- travel on feet on the floor in different ways – hopping, bouncing, striding, slithering, shuffling, rolling, crawling, walking, running, jumping, sliding
- explore travelling in different ways on hands and feet - identify and use different body parts to travel on the floor

I know how to jump, therefore I can:

- travel along the floor and low apparatus using one foot to two feet jumping
- know and understand how to jump, land and sink down safely

I know how to balance, therefore I can:

recognise different body parts to balance on, both on the floor and low apparatus

I know how to combine gymnastics skills in shape, travel and balance, therefore I can:

- show curled up / stretched balances on different body parts on the floor and low apparatus
- travel in different curled up / stretched positions – travelling stretched out high – away from the ground / low apparatus and stretched out low – as close to the ground / low apparatus as possible
- travel along the floor and low apparatus taking weight on feet, hands and feet, sliding (on front, back, side, on different body parts)

I know how to develop a sequence, when instructed, therefore I can:

- copy and start to link movements together

I know how to use apparatus, therefore I can:

- work cooperatively to move simple apparatus
- move off / under / in and out of simple apparatus

Progression of skills and knowledge in PE – KS2 Gymnastics

Year 3 - Developing skills and knowledge in relation to Gymnastics	Year 4 - Developing skills and knowledge in relation to Gymnastics	Year 5 – Gymnastics	Year 6 - Gymnastics
<p>I know and understand how to consistently perform and combine shape, travel, flight, balance and rotation movements in gymnastics, therefore I can:</p> <ul style="list-style-type: none"> demonstrate different ways of travelling along various pathways and in different directions, i.e. towards, backwards, sideways, diagonally forwards, diagonally backwards - travel showing a range of shapes travel demonstrating a cat leap and scissor kick show different rolls including a shoulder roll and a forward roll take weight on hands and feet consistently to transfer from a front support to a back support or side support join together two or more contrasting actions e.g. rolling, jumping, spinning and beginning of cartwheel activities demonstrate stretched and curled balances on different body parts 	<p>I know, understand, and can recognise and perform, individually and with a partner, an increasing range of actions and skills following the gymnastic themes of shape, travel, flight, balance and rotation, therefore I can:</p> <ul style="list-style-type: none"> identify and use a range of travelling, jumping and turning movements on different levels and show ways of balancing on different body parts (1,2,3 and 4 point balances) balance with and against a partner move into a balance, then move out of it in a different direction identify and use a variety of body parts for supporting balances and understand which combinations produce the most stable bases, including the progressions for a handstand, an Arabesque, Y balance and T balance identify and use skills which transfer weight from feet to hands and back to feet again 	<p>I know, understand, and can recognise and perform with control and fluency, individually, with a partner and in a group, an increasing range of actions and skills following the gymnastic themes of shape, travel, flight, balance and rotation, therefore I can:</p> <ul style="list-style-type: none"> explore different entries and exits when rolling, for example a forward roll from standing or a forward roll from straddle explore travelling incorporating leaps and jumps, for example a split leap, stag leap, full turn jumps explore weight on hands developing my ability to be able to do a handstand explore the terms counter balance and counter tension (i.e. counter balance is pushing or leaning against a partner and counter tension is pulling or leaning away) show counter balance / counter tension in in twos or threes and know that variations can be developed through 	<p>I know, understand, and can recognise and perform with control, precision and fluency, individually, with a partner and in a group, an increasing range of actions and skills following the gymnastic themes of shape, travel, flight, balance and rotation, therefore I can:</p> <ul style="list-style-type: none"> explore different ways of entries and exits when performing specific skills such as handstands perform a range of straightforward part-weight partner balances safely and effectively travel in different directions showing a range of bridge shapes with back, front or side towards the floor or apparatus identify and show the five basic jumps

<p>showing an understanding of high, medium and low positions</p> <ul style="list-style-type: none"> • identify and perform matching shapes with a partner, one behind the other, side by side or passing over a partner e.g. one is on a long thin shape on the ground and partner jumps over showing a long thin shape in the air • understand what symmetry and asymmetry means and identify and demonstrate symmetrical and asymmetrical balances on different body parts. • compose a short sequence with a partner demonstrating an understanding of levels, directions and speeds, matching and mirroring and be able to identify what adaptations were required to enhance the overall performance • transfer and extend all these ideas and skills onto low and high apparatus <p>I know how to use apparatus, therefore I can:</p> <ul style="list-style-type: none"> • follow instructions to set up small and large gymnastics apparatus 	<ul style="list-style-type: none"> • jump and land in a controlled way when completing $\frac{1}{4}$ and $\frac{1}{2}$ turn • demonstrate various sliding, rolling and turning movements, which lead smoothly into balanced positions • identify and show at least two different types of rolls in different directions sideways, forwards and backwards • demonstrate how to land safely and sink down into a roll on the floor and match different types of jumps with different types of rolls • with a partner, link together a series of movements and balances which demonstrate changes of direction, speed and levels • transfer and extend all these ideas and skills onto low and high apparatus with control <p>I know how to use apparatus, therefore I can:</p> <ul style="list-style-type: none"> • set up small and large gymnastics apparatus whilst considering the safety of others 	<p>changing body shape or being on different levels</p> <ul style="list-style-type: none"> • compose an individual sequence comprising travel, jump, turn and balance and then teach it to a partner and perform it together exploring matching and mirroring • understand and use a variety of spatial relationships when working with a partner, i.e. follow my leader, side by side, face to face, back to back and meeting and parting and explore ways of traveling over and under a partner • understand and use the terms synchronisation and canon when working with a partner • understand and use the possible variations in level, speed and direction • work with a partner to develop partner sequences involving partner balances and large apparatus • work as part of a group to develop a group sequence involving hand apparatus and benches • transfer and extend all these ideas and skills onto low and high apparatus with control and fluency <p>I know how to use apparatus, therefore I can:</p> <ul style="list-style-type: none"> • suggest ways to set up small and large gymnastics apparatus whilst considering the safety of others 	<ul style="list-style-type: none"> • (1-1, 1- other 1, 1-2. 2-2. 2-1) and demonstrate a variety of clear body shapes in the air • understand how to take off and land safely in different directions and join together three different jumps or a jump and a roll showing variation in pathway • understand that spinning occurs around a body part in contact with the floor and show a variety of shapes and speeds when spinning on different body parts • identify a variety of rotations around the long axis (an imaginary line from the head to the feet) e.g. turning jumps, sideways rolls, cartwheels and turning on hands • know and understand that rotation around the side to side axis (an imaginary line through the hips from one side of the body to the other) involves rocking, forward rolls and progressions for backwards rolling • spring from feet to hands and back to feet again • with a partner join together in a controlled manner a jump and a roll to show contrasting body shapes e.g. tucked jump/ stretched roll • identify and show different ways of gripping apparatus with hands and different body parts to climb, swing and spring onto/off over or balance • compose a sequence showing different actions / moves e.g.
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			<p>two different jumps, landings and rolls and one action of flight taking weight from feet to hands to feet</p> <ul style="list-style-type: none"> • work as part of a group to develop a group sequence transferring all these skills to apparatus with control, • precision and fluency <p>I know how to use apparatus, therefore I can:</p> <ul style="list-style-type: none"> • plan and set up the layout for small and large gymnastics apparatus whilst considering the safety of others
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Progression of skills and knowledge in PE – KS1 Dance

EYFS - Activities leading to Dance

Year 1 - Activities leading to Dance

Year 2 - Activities leading to Dance

I know about actions in dance related activities, therefore I can:

- practise performing basic actions such as walking, jumping, landing, hooping, skipping, stretching, twisting and turning
- change my actions by considering directions, for example - up, down and sideways, levels, for example - high and low
- practise travel, turn, jump and balance with a degree of control and coordination
- show movement control, for example going and stopping, move and freeze
- show coordination, for example moving two body parts at the same time
- show balance, for example standing on one leg - show tension, for example holding a shape or stretching to fullest range
- copy the teacher and repeat short simple phases / actions on my own
- remember and repeat short movement patterns

I know about dynamics in dance related activities, therefore I can:

- explore how actions can be changed and linked together
- change the speed of my dance actions - fast / slow

I know about space in dance related activities, therefore I can:

- develop spatial awareness by making different shapes with my body, for example stretched, curled, wide and thin
- move about a space without bumping into others

I know about performance in a dance related activity therefore I can:

- move with confidence and perform to others - respond spontaneously, explore and move to a variety of stimuli and accompaniment
- select actions and join them together, such as starting and finishing positions

I know about actions and dynamics in dance related activities, therefore I can:

- Make shapes with my whole body showing how to make the shapes large and small
- know and perform the basic dance actions with some understanding of mood and feeling in relation to the dance idea
- demonstrate travelling actions, such as walking, stepping running skipping, galloping, creeping, rolling, sliding and hopping, at different speeds
- demonstrate jumping actions such as springing, bounding, leaping and pouncing in different ways - demonstrate turning actions such as spinning, twirling, pivoting, rolling and spiralling
- demonstrate gesturing actions such as punching, stamping, stretching, leaning and reaching
- demonstrate stillness such as go and stop, freezing, holding, pausing
- demonstrate the ability to hold clear body shapes both in movement and stillness
- change and vary actions
- demonstrate using contrasting levels, directions, speeds and weights
- (dynamic elements)
- copy and perform simple actions/ movements and rhythmic patterns

I know about space in dance related activities, therefore I can:

- change and vary actions
- demonstrate using contrasting sizes (spatial elements)
- go and stop in control showing this in my personal and using general space

I know about relationships in dance related activities, therefore I can:

- copy and perform short dance phrases in different formations i.e. circle / line / pair
- use simple choreographic devices such as unison, canon and mirroring.

I know about performance in dance related activity, therefore I can:

I know and understand actions and dynamics in dance related activities, therefore I can:

- make shapes with my whole body and with isolated body parts, showing how to make the shapes round, spikey, twisty, flat
- know and perform the basic dance actions with expressions to show mood and feelings
- demonstrate travelling actions at different speeds (fast/ slow) that fit to a purpose, for example in a hurry
- demonstrate travelling actions at different levels (high / medium / low) that fit to a purpose, for example trying to hide
- demonstrate jumping actions such as springing, bounding, leaping, pouncing in different ways (light and heavy) to fit a purpose, for example for joy
- demonstrate turning actions that fit a purpose, for example away from source
- demonstrate gesturing actions that fit a purpose, for example to a friend
- demonstrate stillness to fit a purpose, for example waiting for something
- begin to give consideration to the timing of their actions, considering rhythm

I know and understand space in dance related activities, therefore I can:

- travel using curved and zig zag pathways
- move confidently in a wider space as well as in my own personal space

I know and understand relationships in dance related activities, therefore I can:

- dance using an awareness of different formations to communicate different ideas
- work with a partner to show simple relationships and compositional ideas including follow my leader, copying movements, follow side by side, back to back, moving at the same time or one after another

I know how to perform a dance activity, therefore I can:

- improvise, create and perform simple movements / rhythmic patterns in different formations in response to a variety of stimuli, including dancing with an object
- perform short dances, linking actions fluently and with control

- remember and repeat short dance phrases and simple routines
- keep in time with a steady beat to perform a short dance phrase

Year 3 - Developing skills and knowledge in relation to Dance	Year 4 - Developing skills and knowledge in relation to Dance	Year 5 - Dance	Year 6 - Dance
<p>I know and understand actions and dynamics in dance, therefore I can:</p> <ul style="list-style-type: none"> perform the basic dance actions (travelling, jumping, turning, gesture, stillness) with greater control coordination demonstrate combinations of movement using whole body and body parts respond to a range of stimuli and understand that the ideas initiated by the stimulus can be translated into movement develop movement phrases by using actions and dynamics understand how dance communicates moods, ideas and feelings <p>I know and understand space in dance, therefore I can:</p> <ul style="list-style-type: none"> develop movement phrases by considering pathways and using space well <p>I know and understand relationships in dance, therefore I can:</p> <ul style="list-style-type: none"> develop movement phrases with a partner or a small group working with others to explore over/under, push/pull, meet/part show ways of performing movement patterns in different group formations (square, circle, line) and use simple compositional devices such as unison, canon, repetition, variation <p>I know how to perform a dance, therefore I can:</p> <ul style="list-style-type: none"> perform with expression showing a sense of phrasing and rhythm understand and show different styles of dance in my performance 	<p>I know and understand actions and dynamics in dance, therefore I can:</p> <ul style="list-style-type: none"> perform the basic dance actions (travelling, jumping, turning, gesture, stillness) with greater control, fluency and coordination display a clarity within the movement with attention to clear body shape, extension, balance and footwork begin to vary dynamics when developing actions and motifs in response to stimuli discuss ideas initiated by stimuli and suggest appropriate movement for exploration, improvising freely display confidence in improving and exploring the original ideas recognise the timing of the sounds in a piece of music <p>I know and understand space in dance, therefore I can:</p> <ul style="list-style-type: none"> demonstrate good spatial awareness and use space effectively <p>I know and understand relationships in dance, therefore I can:</p> <ul style="list-style-type: none"> develop movement phrases with a partner or a small group working with others to explore action / reaction, question / answer change formation during a dance sequence. <p>I know how to perform a dance, therefore I can:</p> <ul style="list-style-type: none"> copy and perform movement / rhythmic patterns showing the ability to demonstrate simple dances which have a clear beginning, middle and end 	<p>I know and understand how actions, dynamics, space and relationships blend in dance, therefore I can:</p> <ul style="list-style-type: none"> perform the basic dance actions (travelling, jumping, turning, gesture, stillness) with control, fluency, coordination and accuracy know how to develop motifs (simple movement pattern, perhaps 3 movements or a phrase) in relation to space, dynamics and relationships respond to a range of stimuli and accompaniment demonstrate initial movement responses whilst demonstrating the ability to translate the ideas into movement develop ideas with partners / small groups and whole class showing how the formation of the dance can change in relation to the group size <p>I know how to perform a dance, therefore I can:</p> <ul style="list-style-type: none"> perform with expression showing an understanding of space, dynamics and relationships to achieve mood, feeling, idea and character 	<p>I know and understand how actions, dynamics, space and relationships blend in dance, therefore I can:</p> <ul style="list-style-type: none"> perform the basic actions (travelling, jumping, turning, gesture, stillness) in different combinations to increase the complexity of the dance know how to develop motifs in relation to space, dynamics, relationship, rhythm (use a variety of rhythm) and a range of compositional devices (unison, canon, repetition, variation) maintain the tempo and rhythm of particular patterns demonstrate an awareness of the value of other dancers in their relationship to each other within the dance explore the range of movements <p>I know how to use and develop new skills when working with a partner, including taking weight, supporting, leaning, balancing and lifting I know how to perform a dance, therefore I can:</p> <ul style="list-style-type: none"> perform more complex dances individually, in small groups or as part of a whole class, communicating ideas and feelings expressively

Progression of skills and knowledge in PE – KS1 Athletics

EYFS – Running, Throwing and Jumping	Year 1 - Running, Throwing and Jumping	Year 2 - Running, Throwing and Jumping
<p>I know how to run, therefore I can:</p> <ul style="list-style-type: none"> run with control, showing good posture and balance start, stop and change pace with control in response to instructions run and change direction show awareness of space and safety of others <p>I know how to throw, therefore I can:</p> <ul style="list-style-type: none"> roll a ball accurately practise throwing different equipment over lines, into space and at targets <p>I know how to jump, therefore I can:</p> <ul style="list-style-type: none"> practise jumping from two feet to two feet and one foot to two feet and know and understand how to jump, land and sink down safely demonstrate control in landing explore how to jump high and how to jump far <p>I know and understand how to take part in competition, therefore I can:</p> <ul style="list-style-type: none"> individually practise to improve compete against myself, to improve my personal best 	<p>I know how to run, therefore I can:</p> <ul style="list-style-type: none"> develop specific basic skills for running focusing on the technique needed for different speeds run with a basic technique over different distances change speeds develop my spatial awareness when running and control my movement <p>I know how to throw, therefore I can:</p> <ul style="list-style-type: none"> show control in picking up / putting down equipment complete an underarm throw with accuracy begin to show the difference between a push throw (underarm throwing) and a pull throw (overarm throwing) explore how different body positions and pieces of equipment are suitable for different situations and tasks, showing that I can improve distance throwing <p>I know how to jump, therefore I can:</p> <ul style="list-style-type: none"> show simple take offs and landings (1-1, 1- other 1, 2-2) show a variety of jumping techniques jumping for distance, jumping for height perform a simple jumping sequence, e.g. hop and jump <p>I know and understand how to take part in competition, therefore I can:</p> <ul style="list-style-type: none"> compete against myself, to improve my personal best 	<p>I know how to run, therefore I can:</p> <ul style="list-style-type: none"> develop a technique to use in short distance running and when following a curved line pace myself when running and travel at different speeds, starting to be aware of my different stride lengths run over a series of hurdles without knocking them over <p>I know how to throw, therefore I can:</p> <ul style="list-style-type: none"> push throw with two hands and with a bounce underarm throwing (fling throw) for distance and accuracy pull throw (overarm throwing) <p>I know how to jump, therefore I can:</p> <ul style="list-style-type: none"> jump with different take offs and landings (2 – 1, 1 – other 1 starting with non-dominant foot) jump for height with control, showing an understanding of how the arms can affect jumping for height using different patterns of take offs and landings, increase my ability to jump far <p>I know and understand how to take part in competition, therefore I can:</p> <ul style="list-style-type: none"> perform learnt skills with increasing control compete against myself and others

Progression of skills and knowledge in PE – KS2 Athletics

Year 3 - Developing skills and knowledge in relation to Athletics	Year 4 - Developing skills and knowledge in relation to Athletics	Year 5 – Athletics	Year 6 - Athletics
<p>I know how to develop my skills and knowledge in relation to running, therefore I can:</p> <ul style="list-style-type: none"> • understand and show the basic principles of running as an individual, in a team, in relays and over obstacles • demonstrate walking / jogging / running in various directions and speeds in a controlled manner • focus on my arm and leg action to improve my sprinting technique • begin to focus on trail leg and lead leg action when running over hurdles <p>I know how to develop my skills and knowledge in relation to throwing, therefore I can:</p> <ul style="list-style-type: none"> • demonstrate safety for self and others' and the basic principles of throwing • understand and show how changes in throwing actions can be affected by varying the amount of effort and speed • demonstrate various throwing actions e.g. pushing, pulling and slinging - continue to develop techniques to throw for increased distance. 	<p>I know how to develop my skills and knowledge in relation to running, therefore I can:</p> <ul style="list-style-type: none"> • show how changes in height, arm, leg, head and foot movement can affect the walking / running / jogging response • show techniques used in a sprinting race, including accelerating and decelerating rapidly • find my leading leg when running over obstacles • discover a suitable rhythm when running over obstacles • understand that the back foot at the start of the race will be the lead leg over an obstacle in a race • show a suitable method of relay changeovers for both the incoming and outgoing runners <p>I know how to develop my skills and knowledge in relation to throwing, therefore I can:</p> <ul style="list-style-type: none"> • demonstrate safety for self and others' and the basic principles of throwing 	<p>I know how to develop my skills and knowledge in relation to running, therefore I can:</p> <ul style="list-style-type: none"> • run at a steady pace when running at different speeds • demonstrate some ability to judge pace and be able to plan a run • discover the different effects produced by standing starts / falling starts / reaction starts • accelerate from a variety of starting positions and select my preferred position <p>I know how to develop my skills and knowledge in relation to throwing, therefore I can:</p> <ul style="list-style-type: none"> • identify the basic throwing actions of the pull, push, fling and heave • demonstrate the core principles of throwing • model the correct throwing stance and the transference of weight from back foot to front foot 	<p>I know how to develop my skills and knowledge in relation to running, therefore I can:</p> <ul style="list-style-type: none"> • understand and describe what is required to make a fast start • understand and demonstrate an effective relay takeover technique • understand how to position others in a relay team • run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern • confidently and independently select the most appropriate pace for different distances and different parts of the run <p>I know how to develop my skills and knowledge in relation to throwing, therefore I can:</p> <ul style="list-style-type: none"> • display a strong release position and strong braced side • demonstrate the sequence of events in a throw (legs first, arms last, low to high, slow to fast, strong to weak)

<p>I know how to develop my skills and knowledge in relation to jumping, therefore I can:</p> <ul style="list-style-type: none"> • understand and demonstrate safe landings and the basic principles of jumping • show the five basic jumps stationary and on the move in control • demonstrate combination jumps performed in a rhythmical way • know the action needed when jumping for height • develop an effective take-off for the standing long jump. <p>I know and understand how to take part in competition, therefore I can:</p> <ul style="list-style-type: none"> • compete as part of a team • compete against myself and others in a controlled manner. 	<ul style="list-style-type: none"> • identify and show how changes in throwing actions can be affected by varying the level, direction and distance • understand that the coordinated use of the arms, trunk and legs will affect the speed and distance of the throw • discover that the force applied to a throwing implement will affect its speed • show different push throw techniques in the context of the shot put throw <p>I know how to develop my skills and knowledge in relation to jumping, therefore I can:</p> <ul style="list-style-type: none"> • demonstrate which foot must be placed forward at the start of a four pace run up in order to jump from my strongest foot • describe which three basic jumps are used in athletics • develop an effective flight phase for the standing long jump • perform a hop, step and jump to perform, the standing triple jump <p>I know and understand how to take part in competition, therefore I can:</p> <ul style="list-style-type: none"> • adapt my performance to focus on being the best I can be 	<ul style="list-style-type: none"> • understand that the coordinated use of the arms, trunk and legs will affect the speed and distance of the throw <p>I know how to develop my skills and knowledge in relation to jumping, therefore I can:</p> <p>demonstrate the principles of jumping for height and length</p> <ul style="list-style-type: none"> • recognise that to jump long, height is required • show that good jumps need to have head up, torso erect, an even rhythm and flat-footed landings • use a run up with control and consistency to increase the jumping distance • develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. <p>I know and understand how to take part in competition, therefore I can:</p> <ul style="list-style-type: none"> • take part in competition with a strong understanding of tactics and how technique can affect performance 	<ul style="list-style-type: none"> • identify which athletics throwing events use push, pull or heave techniques and know how the different equipment suits different styles <p>I know how to develop my skills and knowledge in relation to jumping, therefore I can:</p> <ul style="list-style-type: none"> • understand that a long stride will help increase distance or height • explain the need to start consistently from their own special starting position and to mark out a run up <p>I know and understand how to take part in competition, therefore I can:</p> <ul style="list-style-type: none"> • perform as an athlete but also take on the role of an official
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Progression of skills and knowledge in PE – KS2 Swimming

Stage 1	Stage 2	Stage 3	Stage 4
<p>I know and understand how to be confident in water, therefore I can:</p> <ul style="list-style-type: none"> scoop the water to wash face and hair and be at ease with water from overhead move into a stretched floating position using aids, equipment or support regain an upright position from floating on the front (aids may be used) push and glide in a horizontal position to or from the pool wall take part in a teacher led partner orientated game <p>I know how to use a range of strokes effectively, therefore I can:</p> <ul style="list-style-type: none"> move forwards, backwards and sideways for a distance of 5m travel on the back and front for a distance of 5m (aids may be used) <p>I know and understand about water safety, therefore I can:</p> <ul style="list-style-type: none"> enter the water safely (using steps or swivel entry) demonstrate an understanding of pool rules recognise and understand beach flags exit the water safely have an understanding of the water safety code 	<p>I know and understand how to be confident in water, therefore I can:</p> <ul style="list-style-type: none"> blow bubbles a minimum of three times with nose and mouth submerged push from wall and glide on the front and back push and glide from the wall to the pool floor perform a rotation from the front to the back and gain an upright position perform a rotation from the back to the front and gain an upright position perform a sequence of changing shapes (min 3) whilst floating at the surface push and glide on the front with arms extended and log roll onto back push and glide on the back with arms extended and log roll onto the front - travel on the front, tuck to rotate around the horizontal axis to return on the back <p>I know how to use a range of strokes effectively, therefore I can:</p> <ul style="list-style-type: none"> Travel using a recognised leg action with feet off the pool floor on the back for 5 metres, without the use of floatation equipment. 	<p>I know and understand how to be confident in water, therefore I can:</p> <ul style="list-style-type: none"> jump in from side and submerge fully submerge to pick up an object perform a tuck float for 3secs Push and glide on the back with arms extended and log roll onto the front. Sink, push away from wall and maintain a streamlined position. Push and glide on the front with arms extended and log roll onto the back. Push and glide on the back with arms extended and log roll onto the front. Push and glide and travel 10 metres on the back. Push and glide and travel 10 metres on the front. <p>I know how to use a range of strokes effectively, therefore I can:</p> <ul style="list-style-type: none"> Travel 5 metres on the front, perform a tuck to rotate onto the back and return on the back <p>I know and understand about water safety, therefore I can:</p> <ul style="list-style-type: none"> enter the water safely from a jump perform a shout and signal rescue exit deep water without the use of steps Correctly identify three of the four keg water safety messages. 	<p>I know and understand how to be confident in water, therefore I can:</p> <ul style="list-style-type: none"> Perform a sequence of changing shapes (minimum of three) whilst floating on the surface and demonstrate an understanding of floating. Push and glide from the wall towards the pool floor. Travel on back and log roll in one continuous movement onto front. Travel on front and log roll in one continuous movement onto back. <p>I know how to use a range of strokes effectively, therefore I can:</p> <ul style="list-style-type: none"> Kick 10 metres backstroke (one item of equipment optional). Kick 10 metres front crawl (one item of equipment optional). Kick 10 metres butterfly on the front or on the back. Kick 10 metres breaststroke on the front (one item of equipment optional). Push and glide and swim 10 metres, choice of stroke is optional. <p>I know and understand about water safety, therefore I can:</p> <ul style="list-style-type: none"> enter the water safely (swivel entry, surface dive or straddle jump) float or scull waving one arm and shout for help demonstrate the HELP position

	<ul style="list-style-type: none"> • Travel using a recognised leg action with feet off the pool floor on the front for 5 metres, without the use of floatation equipment. <p>I know and understand about water safety, therefore I can:</p> <ul style="list-style-type: none"> • enter the water safely (using steps, swivel entry or a jump) • answer questions on the water safety code • exit the water safely without the use of steps • demonstrate an action for getting help (can be performed in deep or shallow water) 		<ul style="list-style-type: none"> • in groups demonstrate the Huddle position • swim using a long front paddle to the side (survival stroke) • exit the pool from at least full reach depth without using the steps • discuss as a group which skills might be used to self-rescue in different situations
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Stage 5

Stage 6

Stage 7

I know and understand how to be confident in water, therefore I can:

- Perform a flat stationary scull on the back.
- Perform a feet first sculling action for 5 metres in a flat position on the back.
- Perform a sculling sequence with a partner for 30-45 seconds to include a rotation.
- Perform three different shaped jumps into deep water.
- Perform a handstand and hold for a minimum of three seconds.
- Perform a forward somersault.

I know how to use a range of strokes effectively, therefore I can:

- Push and glide and swim 10 metres backstroke (performed to Swim England Expected Standards).
- Push and glide and swim 10 metres front crawl (performed to Swim England Expected Standards).
- Push and glide and swim 10 metres breaststroke (performed to Swim England Expected Standards).
- Push and glide and swim 10 metres butterfly (performed to Swim England Expected Standards).

I know and understand about water safety, therefore I can:

- enter the water safely
- demonstrate an understanding of pool rules
- exit the water safely
- have an understanding of the water safety code
- Tread water for 30 seconds.

I know and understand how to be confident in water, therefore I can:

- Give two examples of how to prepare for exercise and understand why it is important.
- Sink, push off on side from the wall, glide, kick and rotate into backstroke.
- Sink, push off on side from the wall, glide, kick and rotate into front crawl.
- Perform a surface dive

I know how to use a range of strokes effectively, therefore I can:

- Swim 10 metres wearing clothes.
- Push and glide and swim front crawl to include at least six rhythmical breaths.
- Push and glide and swim breaststroke to include at least six rhythmical breaths.
- Push and glide and swim butterfly to include at least three rhythmical breaths.
- Push and glide and swim backstroke to include at least six regular breaths.
- Push and glide and swim 25 metres, choice of stroke is optional (performed to Swim England Expected Standards).

I know and understand about water safety, therefore I can:

- enter the water safely from a jump
- perform a shout and signal rescue
- exit deep water without the use of steps
- Correctly identify three of the four key water safety messages.

I know and understand how to be confident in water, therefore I can:

- Perform a movement sequence (linking skills with strokes and sculls) of one minute duration, in a group of three or more, incorporating a number of the following skills:
Sculling: head first, feet first.
Rotation: forward or backward somersault, log roll
Floating: star on the front or on the back, tuck float, create own.
Eggbeater: Moving, lifting one or both arms out of the water.
- Complete an obstacle course (using minimum of four objects) with feet off the pool floor throughout.

I know how to use a range of strokes effectively, therefore I can:

- Push and glide and swim 25 metres backstroke (performed to Swim England Expected Standards).
- Push and glide and swim 25 metres front crawl (performed to Swim England Expected Standards).
- Push and glide and swim 25 metres breaststroke (performed to Swim England Expected Standards).
- Push and glide and swim 25 metres butterfly (performed to Swim England Expected Standards).
- Push and glide and swim 50 metres continuously using one stroke (performed to Swim England Expected Standards).
- Push and glide and swim 100 metres, using a minimum of three different strokes (performed to Swim England Expected Standards).

I know and understand about water safety, therefore I can:

- Perform a sitting dive or dive.
- Tread water using eggbeater action for 30 seconds.

Real PE

Create Unit	Phase	Progression within Create Unit	Fundamental Movement
<p>Create Unit Personal</p> <p><i>Stay on task, keep trying, take control, try to improve, embrace challenge, & take responsibility for learning</i></p>	EYFS	Know how to: <ul style="list-style-type: none"> - follow instructions, practice safely, and work on simple tasks 	Footwork and static balance (one leg)
	KS1	Know how to: <ul style="list-style-type: none"> - work on simple tasks with help - follow instructions, work on simple tasks practising safely - try several times if I don't succeed and ask for help when appropriate. 	
	LKS2	Know how to: <ul style="list-style-type: none"> - Cope well and react positively when things become difficult. - Perseverance with a task, undertaking regular practice to improve performance - Know where I am with learning and begin to challenge myself 	
	UKS2	Know how to: <ul style="list-style-type: none"> - see all new challenges as opportunities to learn and develop. - recognise strengths and weaknesses and can set appropriate targets. - create own learning plan and revise that plan when necessary. - accept critical feedback and make changes. 	Co-ordination and agility
<p>Create Unit Social</p> <p><i>Play with and understand others, help and encourage others, work well with others, organise others, improve others, lead others</i></p>	EYFS	Know how to: <ul style="list-style-type: none"> - work sensibly with others, taking turns and sharing - play with others, take turns and share with help 	Dynamic balance and agility (jump & land) Static balance Seated balance
	KS1	Know how to: <ul style="list-style-type: none"> - play with others and take turns and share with help - work sensibly with others, taking turns and sharing. - help, praise and encourage others in their learning. 	
<p>Create Unit Cognitive</p>	EYFS	Know how to: <ul style="list-style-type: none"> - follow simple rules - name somethings they are good at - follow simple instructions 	Dynamic balance on a line

<i>Follow instructions, observe and describe, recognise and order, explain why, describe how to improve, make good decisions, analyse performance</i>	KS1	Know how to: <ul style="list-style-type: none"> - follow simple instructions. - understand and follow simple rules. - order instructions, movements and skills. - to recognise similarities and differences in performance and explain why someone is working or performing well – with help 	Static balance stance
	LKS2	Know how to: <ul style="list-style-type: none"> - understand the simple tactics of attacking and defending - explain what I am doing well - identify areas for improvement. 	Dynamic balance on a line Coordination – ball skills

Create Unit	Phase	Progression within Create Unit	Fundamental Movement
<i>Create Unit Creative</i> <i>Observe and copy. Explore and describe, compare and develop, recognise and respond, refine and change, express adapt, adjust, variety and disguise</i>	EYFS	Know how to: <ul style="list-style-type: none"> - explore and describe different movements - observe and copy others 	Co-ordination – balls skills Counter balance with a partner
	KS1	Know how to: <ul style="list-style-type: none"> - observe and copy others. - explore and describe different movements - compare my movements and skills with those of other - elect and link movements together to fit a theme. 	
	LKS2	Know how to: <ul style="list-style-type: none"> - make up my own rules and versions of activities - respond differently to a variety of tasks or music - recognise similarities and differences in movements and expression. 	Co-ordination sending and receiving Counter balance
<i>Create Unit Applying Physical</i>	EYFS	Know how to: <ul style="list-style-type: none"> - perform a single skill or movement with some control 	

<p><i>Travel in different ways, perform single skills, perform simple sequences, perform with control, link with quality, combine with fluency, apply with consistency</i></p>		<ul style="list-style-type: none"> - perform a small range of skills and link two movements together - move confidently in different ways 	<p>Co-ordination sending and receiving Agility reaction and response</p>
	KS1	<p>Know how to:</p> <ul style="list-style-type: none"> - move confidently in different ways - perform a single skill or movement with some control - perform a small range of skills and link two movements together - perform a range of skills with some control and consistency - perform a sequence of movements with some changes in level, direction or speed. 	
<p>Create Unit Health and Fitness</p> <p><i>Describe simple changes, explain benefits of exercise, practise safely, explain why, explain how to exercise, prepare for activity, plan my own fitness</i></p>	EYFS	<p>Know and understand:</p> <ul style="list-style-type: none"> - why exercise is important for good health - how my body feels before, during and after exercise 	<p>Agility – ball chasing Static balance floor work</p>
	KS1	<p>Know and understand:</p> <ul style="list-style-type: none"> - the changes to the way I feel when I exercise. - why exercise is important for good health. - how my body feels before, during and after exercise - use equipment appropriately and move and land safely 	
	LKS2	<p>Know how to:</p> <ul style="list-style-type: none"> - describe how and why my body changes during and after exercise - explain why we need to warm up and cool down 	<p>Agility – ball chasing Static balance stance</p>
	UKS2	<p>Know how to:</p> <ul style="list-style-type: none"> - describe the basic fitness components and explain how often and how long I should exercise to be healthy - record and monitor how hard I am working - self-select and perform appropriate warm up and cool down activities - identify possible dangers when planning an activity - explain how individuals need different types and levels of fitness to be more effective in their activity/role/event - plan and follow my own basic fitness programme. 	<p>Static balance stance Co-ordination footwork</p>