

Progression of knowledge – PE
This document covers the teaching year A and B.



Statutory National Curriculum Objectives – PE

<p>KS1</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns. 					
<p>KS2</p>	<p>Pupils should continue to apply 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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] <p>perform safe self-rescue in different water-based situations.</p>					
	Gymnastics	Dance	Games	Athletics	OAA	Swimming
<p>EYFS</p>	<ul style="list-style-type: none"> • To show good control and co-ordination in large and small movements. • To jump off an object and land appropriately. 	<ul style="list-style-type: none"> • To use movement to express feelings. • To begin to move rhythmically 	<ul style="list-style-type: none"> • To enjoy joining in with ring games. • To catch a large ball. 	<ul style="list-style-type: none"> • To move freely in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • To run skilfully by adjusting speed or direction. • To run avoiding obstacles 		
<p>Tigers</p>	<ul style="list-style-type: none"> • control body position through tensing, relaxing, curling and stretching • control their body when travelling and balancing • copy and repeat sequences • pupils are taught to climb safely 	<ul style="list-style-type: none"> • move to music • copy dance movements • move safely around the space • create their own short dance sequence 	<ul style="list-style-type: none"> • throw • roll a piece of equipment • hit a ball with a bat • catch with both hands • throw and kick in different ways 	<ul style="list-style-type: none"> • run, jump, throw • aim for a target • apply their fundamental movement skills when completing activities, such as: hurdles or relay races 		

Progression of knowledge – PE
This document covers the teaching year A and B.

Elephants	<ul style="list-style-type: none"> plan and perform a sequence of movements create a sequence based on given instructions work independently or on in a group to create a sequence be more precise with movement and travel 	<ul style="list-style-type: none"> change rhythm, speed, level and direction move with increased control and coordination create a sequence by linking sections together dance imaginatively and link movement to show a mood or feeling 	<ul style="list-style-type: none"> apply fundamental skills in a game engage in competitive and cooperative games follow rules <p>begin to look into tactics, including deciding on when to attack and defend.</p>	<p>remember skills needed to participate in athletic activities with increased independence</p> <p>remember and follow a sequence of instructions</p> <p>increase level of challenges</p>		
Penguins 3/4	<ul style="list-style-type: none"> be independently creative with their ideas, extending their choice of apparatus reflect on the function and impact of muscles within gymnastics To provide feedback in partners. analyse similarities and differences in gymnastic sequences develop flexibility 	<ul style="list-style-type: none"> improvise and translate ideas from a stimulus into a movement create and share phrases with a partner or small group To provide feedback in partners. remember and repeat phases to perform in a dance 	<ul style="list-style-type: none"> throw and catch with control under pressure be aware of space, using it to support teammates and cause problems for opposition consistently adhere to rules to keep the game going <p>keep possession with some success when using equipment that is not used for throwing and catching skills</p>	<ul style="list-style-type: none"> control and adapt speed and direction link running and jumping activities with some fluency, control and consistency develop flexibility make up and repeat a short sequence of jumps take part in a relay activity, remembering what to do adapt throwing techniques for a variety of objects to achieve accuracy and appropriate distance 	<ul style="list-style-type: none"> develop orienteering skills through following clues individually and as part of a team 	<ul style="list-style-type: none"> to being to learn a range of strokes in order to swim competently widths of the pool. Learn water safety signals.
Lions 4/5	<ul style="list-style-type: none"> develop an understanding of how to independently improve their movement, speed, direction and shape To provide feedback in groups. perform and create increasingly more complex sequences 	<ul style="list-style-type: none"> take the lead when working collaboratively use dance to communicate an idea To provide feedback in partners. refine dance movements, making them fluent clear 	<ul style="list-style-type: none"> increase accuracy when throwing and catching catch with one hand keep possession with an increasing amount of success move into position when not in possession adapt tactics and skills according to game situation 	<ul style="list-style-type: none"> develop techniques to run over a variety of distances develop accuracy when aiming for a target jump and throw in a variety of different ways 	<ul style="list-style-type: none"> further develop their orienteering skills by following a map, both individually and as part of a team 	<ul style="list-style-type: none"> swim confidently, competently, and proficiently over a distance of at least 25 metres use a range of strokes effectively perform safe self-rescue in different water-based situations
Turtles 5/6	<ul style="list-style-type: none"> develop and control their techniques consistently perform sequences with increased precision perform sequences to audiences combine their own work with others To provide constructive feedback on improvements that can be made. link their sequences to specific timings, including to music 	<ul style="list-style-type: none"> take the lead when working collaboratively use dance to communicate an idea refine dance movements, making them fluent clear To provide constructive feedback on improvements that can be made. create an imaginative dance sequence in a specific style make independent music and style choices to create a dance 	<ul style="list-style-type: none"> apply possession skills when working as part of a team develop skills to compete fairly pass in a variety of different ways use forehand and backhand with a racquet field choose best tactics for attacking and defending use a variety of techniques to pass, dribble, and shoot explain complicated rules create a plan and communicate it to others lead others in a game situation 	<ul style="list-style-type: none"> compare their performance with previous ones and demonstrate improvement to achieve their personal best refine jumping skills when taking off and landing refine accuracy when throwing combine running and jumping follow specific rules peer and self-reflect on previous performances and demonstrate improvement <ul style="list-style-type: none"> develop and adapt skills in different situations develop stamina develop communication skills through leadership and coaching. 	<ul style="list-style-type: none"> follow maps with increased independence work together as part of a team, ensuring the safety and success of each teammate when completing an activity refine map reading skill develop leadership skills 	