

Greenfield Primary school

PE - Progression of skills and knowledge

Key skills					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-Fundamentals of Movement- Agility, balance and co-ordination. -Agility Activities -Coordination activities- throwing and catching -Balance -Striking and Fielding activities -Athletic activities- running, jumping and throwing	-Fundamentals of Movement- Agility, balance and co-ordination. -Agility Activities	-Orienteering -Striking and fielding -Athletic Activities- running, jumping, throwing	-Orienteering -Striking and fielding -Athletic Activities- running, jumping, throwing	-Orienteering -Striking and fielding -Athletic Activities- running, jumping, throwing	-Orienteering -Striking and fielding -Athletic Activities- running, jumping, throwing
Games					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-Tagging Games -Small games- Rounders, Softball, Baseball and Cricket	-Small-sided games and activities- using attacking and defending principles, sending and receiving using hands and feet- football, handball, hockey, netball. -Small games- Rounders, Softball, Baseball and Cricket.	-Invasion Games- Sending and receiving using hands and feet- Football, Handball, Netball, Basketball -Net and Wall- Badminton, Tennis, Volleyball -Rounders, Softball, Baseball, Cricket	-Invasion Games- Sending and receiving using hands and feet- Football, Handball, Netball, Basketball -Net and Wall- Badminton, Tennis, Volleyball -Rounders, Softball, Baseball, Cricket	-Invasion Games- Sending and receiving using hands and feet- Football, Handball, Netball, Basketball -Net and Wall- Badminton, Tennis, Volleyball -Rounders, Softball, Baseball, Cricket	-Invasion Games- Sending and receiving using hands and feet- Football, Handball, Netball, Basketball -Net and Wall- Badminton, Tennis, Volleyball -Rounders, Softball, Baseball, Cricket

Swimming					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	N/A	N/A	N/A	Spring Term. -swim competently and lifesave.	Autumn Term. -swim competently and lifesave.

Dance					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-Travelling through Space theme- Street hip-hop, contemporary dance steps. -Creating their own dance moves. -Learn set sequences.	-Travelling through Space theme- Street hip-hop, contemporary dance steps. -Creating their own dance moves. -Learn set sequences.	-Introduction to commercial dance. -Recognising differences to hip hop style. -Work in a mall group -Take on a lead role -Learn a set sequence.	-Develop understanding of commercial dance -Recognising differences to hip hop style. -Work in a mall group -Take on a lead role -Learn a set sequence.	-Commercial dance- learning dance steps and creating their own moves. -Recognising differences from other styles of Dance. -Work effectively in small groups and/or take on leading roles. -Learn set sequences.	-Commercial dance- learning dance steps and creating their own moves. -Recognising differences from other styles of Dance. -Work effectively in small groups and/or take on leading roles. -Learn set sequences.

Gymnastics					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-Balance -Plan and repeat simple sequences and actions -Show contrasts in shape such as small/tall, straight/curved, wide/narrow. -Perform basic gymnastic actions with some coordination and control. -Begin to describe my own and others' work. -Make suggestions for improvement with help.	-Balance -Plan and repeat simple sequences and actions -Show contrasts in shape such as small/tall, straight/curved, wide/narrow. -Perform basic gymnastic actions with some coordination and control. -Begin to describe my own and others' work. -Make suggestions for improvement with help.	-Use a great number of my own ideas for movement in response to a task. -Choose and plan sequences of contrasting actions. -Link movements together with reasonable precision. -Begin to evaluate my own and other gymnasts' and suggest ways to improve.	-Use a great number of my own ideas for movement in response to a task. -Choose and plan sequences of contrasting actions. -Link movements together with reasonable precision. -Begin to evaluate my own and other gymnasts' and suggest ways to improve.	-Perform a number of agility movements, shapes and balances with reasonable control and can use them to make complex sequences. -Adapt sequences to suit different types of apparatus and my partner's ability. -Demonstrate with a degree of creativity, partners sequences and try to improve my own performance after observing others and suggesting ways they could improve. -Describe how to refine, improve and modify performance.	-Perform a number of agility movements, shapes and balances with reasonable control and can use them to make complex sequences. -Adapt sequences to suit different types of apparatus and my partner's ability. -Demonstrate with a degree of creativity, partners sequences and try to improve my own performance after observing others and suggesting ways they could improve. -Describe how to refine, improve and modify performance.

Key Stage One

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.

By the end of Key Stage One, pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching.
- Develop 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 dance using simple movement patterns.
- They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Key Stage Two

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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

By the end of Key Stage Two, pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate e.g. 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, 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.

