



Clifton Upon Teme Primary School

Progression of Knowledge and Skills in Physical Education (PE) Full Document

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Early Years Foundation Stage Framework:

The Early Learning Goals		Children at the expected level of development will:
Communication and Language	Listening, Attention and Understanding	• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers
	Speaking	• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
Personal, Social and Emotional Development	Self- Regulation	• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
	Managing Self	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
	Building Relationships	• Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others' needs
Physical Development	Gross Motor Skills	• Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
	Fine Motor Skills	• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing
Expressive Arts and Design	Being Imaginative and Expressive	• Invent, adapt and recount narratives and stories with peers and their teacher • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music

Physical Education National Curriculum Purpose of Study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims - The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

National Curriculum for PE - Key Stage 1 Attainment Target - 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. 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.

Pupils should be taught to:

- 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

The following contexts (**statutory requirements** as they are referred to in the PE Programme of study) **should** be used for delivering the PE Curriculum in KS1 and should become increasingly challenging as children progress:

- Team games
- Dance
- A range of physical activities (individual and cooperative)
- Competitive situations (against self and others)

Schools may also consider the following contexts to ensure that they are offering their pupils a broad and balanced curriculum:

- Activities leading to Gymnastics
- Activities leading to Athletics
- Activities leading to Games
- Swimming

The key skills, concepts and behaviours of the KS1 Physical Education curriculum are considered in terms of the following:

Psychomotor Domain – the doing physical being: • Physically competent • Growth and development • Physically Active • Competitive	Cognitive Domain – the thinking physical being: • Decision maker • Analytical – deep understanding • Confident • Tactician • Creativity • Resilience • Independent Learner • Desire to Improve • Decision making and tactics • Applying skills and knowledge • Predict and judge outcomes	Affective (Social / Emotional) Domain – the feeling physical being: • Involvement and engagement • Attitude and motivation • Confident • Character, values e.g. fair play and honesty • Teamwork and collaboration • Communication • Inclusion • Leadership • Empathy and supporting others • Responsibility • Competing with and against others • Physically active habits and healthy lifestyle • Personal safety • Celebrate success
PE National Curriculum KS1 Attainment Target		
Doing (Hands) Develop fundamental movement skills <i>(specifically master basic movements including running, jumping, throwing and catching)</i> Develop competence Perform dances using simple movement patterns	Thinking (Head) Apply skills Develop simple tactics for attacking and defending Develop competence Develop confidence	Feeling (Heart) Become increasingly competent and confident Cooperate with others Access a broad range of opportunities

Key Stage 2 Attainment Target – 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.

Pupils should be taught to:

- 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

The following contexts (**statutory requirements** as they are referred to in the PE Programme of study) **should** be used for delivering the PE Curriculum in KS2 and should become increasingly challenging as children progress:

- Competitive games
- Dance
- Outdoor and Adventurous Activity
- Different physical activities and sports (individual and team)
- Swimming (if not scheduled in KS1).

Schools may also consider the following contexts to ensure that they are offering their pupils a broad and balanced curriculum:

- Developing skills and knowledge in relation to Net and Wall Games (Badminton, Tennis)
- Developing skills and knowledge in relation to Invasion Games (Basketball, Football, Hockey, Netball, Rugby)
- Developing skills and knowledge in relation to Striking and Fielding Games (Cricket, Rounders)
- Developing skills and knowledge in relation to Target Games (Tri Golf, Archery)
- Developing skills and knowledge in relation to Gymnastics
- Developing skills and knowledge in relation to Athletics

Swimming is the only sport to be included within the national curriculum physical education programme of study. All primary schools must provide swimming and water safety lessons in either Key Stage 1 or 2. Each pupil is required to be able to do the following:

- Perform safe self-rescue in different water based situations
- 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.

The key skills, concepts and behaviours of the KS2 Physical Education curriculum are considered in terms of the following:

The Psychomotor Domain – the <u>doing</u> physical being: • Physically competent • Growth and development • Physically Active • Competitive	Cognitive Domain – the <u>thinking</u> physical being: • Decision maker • Analytical – deep understanding • Confident • Tactician • Creativity • Resilience • Independent Learner • Desire to Improve • Decision making and tactics • Applying skills and knowledge • Predict and judge outcomes	The Affective Domain – the <u>feeling</u> physical being: • Involvement and engagement • Attitude and motivation • Confident • Character, values e.g. fair play and honesty • Teamwork and collaboration • Communication • Inclusion • Leadership • Empathy and supporting others • Responsibility • Competing with and against others • Physically active habits and healthy lifestyle • Personal safety • Celebrate success
PE National Curriculum KS2 Attainment Target		
Doing (Hands) Develop a broader range of skills (<i>specifically running, jumping, throwing and catching in isolation and in combination</i>) Perform dances using a range of movement patterns Develop flexibility, strength, technique, control and balance Take part in outdoor and adventurous activity challenges	Thinking (Head) Apply a broader range of skills (<i>specifically running, jumping, throwing and catching in isolation and in combination</i>) Link skills to make actions and sequences of movement Learn how to evaluate and recognise their own success Compare and improve performances with previous ones Apply basic principles suitable for attacking and defending	Feeling (Heart) Enjoy communicating, collaborating and competing with each other Work both individually and within a team

Progression of skills and knowledge in PE – KS1 Games

Foundation 2 - Activities leading to Games	Year 1 - Activities leading to Games	Year 2 - Activities leading to Games
I know how to travel therefore I can: - move freely and with pleasure and confidence in a range of ways, such as walking, running, jumping, hopping, skipping, galloping and sliding. - I can 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 I know how to use bean bags therefore I can: - 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 I know how to use a ball and therefore I can: - 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 I know how to use bats and balls and therefore I can: - 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 - play aiming games in twos using bats and balls I know how to use ropes, hoops and quoits and therefore I can: - 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 I know how to play small sided games and therefore I can:	I know how to travel in different ways therefore I can: - 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 I know how to use a ball and therefore I can: - 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 I know how to use a bat and ball and work with a partner and therefore I can: - 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 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: - 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 I know how to skip and therefore I can: - show skipping with a rope I know how to play simple games and therefore I can: - 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	I know how to travel with control and fluency and therefore I can: - 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 I know how to bounce, throw, catch, dribble, kick and hit (strike) equipment with control and accuracy and therefore I can: - 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 I know how to play group games and invent rules and therefore I can: - 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 - 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)

- follow simple rules	- understand the concept of simple games and how to make my games harder	
Assessment Foci I can: - travel confidently in a range of ways and directions, such as walking, running, jumping, hopping, skipping, galloping and sliding showing an awareness of space - show good control and coordinate my movements when using small and large equipment in a range of ways, for example - steering a ball along the ground with hands, feet, body parts or a bat, sending equipment by sliding, rolling, throwing, kicking or hitting, receiving equipment with my hands, feet or with a bat, aiming at a target/receiver - play small-sided games following simple rules	Assessment Foci I can: - travel in different ways and directions, with or without equipment, with control - master basic movements and apply these in a range of activities - show good control and coordinate my movements when using small and large equipment in a range of ways, for example - track and receive a ball, bounce a ball with control, throw and catch a ball and hold a racket correctly and use it to control a beanbag or ball in a variety of ways. - apply my bat and ball skills to play a small-sided game - show some basic understanding of attacking and defending such as • I can think about using space in a team game • I can mark another player • I can defend the space between players • I can pass a ball to another player • I can get past a defender	Assessment Foci I can: - choose and use the best space in a game, for example - use space when passing and receiving in a game - perform learnt skills with increasing control and coordination, for example - hold a bat with some support and show some control when hitting a ball, throw a ball underarm over a short distance, kick a ball whilst moving, catch a ball with two hands, stop a ball - choose the appropriate skill for the task – for example which throwing technique to use - combine my skills and apply them in a game situation such as begin to use throwing, catching and kicking skills in a game with some success - cooperate with others to play a team game, taking on different roles with support. - understand the importance of rules in games and be able to follow them - begin to use and understand the terms attacking and defending - use at least one technique to attack or defend to play a game successfully, for example – dodging, marking, creating space

End of KS1 Expectation

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. 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.

Pupils should be taught to:

- 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

End of KS1 Expectation Games - by the end of KS1 most children will be able to:

Perform in a coordinated and controlled manner a range of sending, receiving and travelling with skills:

- Send a ball and range of equipment by sliding, pushing, rolling, bouncing, throwing, kicking and striking
- Gather a ball or piece of equipment with hands, feet, other body parts or an implement
- Travel with a ball or piece of equipment by carrying, balancing, pushing, tapping, bouncing, or dribbling with hands, feet or an implement
- Sustain concentration and practise to improve and perform with more confidence
- Repeat and use the skills with coordination and control in a variety cooperative and competitive games
- Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run

Apply the skills in a variety of simple games, make choices about appropriate targets, space and equipment; use simple tactics:

- Create games as an individual or in pairs
- Understand the importance of rules and play within them and know how to score
- Change the rules of the game to make it better or more challenging
- Combine skills, e.g. dribble and kick
- Develop simple tactics and use appropriate ones to suit different situations

Observe, copy and play games, then alter rules and tasks to make the games better. Describe performances accurately and recognise what is successful

- Watch and describe performances accurately
- Observe, demonstrate and copy someone else's game or idea
- Use what they have learned to improve the quality and control of their work
- Work well with a partner or small group to improve their skills

Be actually involved and recognise how their body feels when playing games

- Understand and describe changes to their heart rate when playing different games

- Move safely and actively about the space and when using equipment
- Know that after vigorous activity, breathing and heart rate increase and body temp rises and see that face becomes flushed
- Feel that muscles and limbs are working hard and that they become tired after sustained activity
- Know that regular exercise improves health and helps the body to work well

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
I know how to use and select travelling movements in a game, therefore I can: - change direction and speed with control and coordination - move to find space - travel with equipment keeping possession I know how to use ball skills (passing and receiving) in relation to invasion games, therefore I can: - 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) - 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) I know how to use skills focusing on net/wall games, therefore I can: - 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 I know how to use skills focusing on striking and fielding games, there I can: - 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	I know how to combine travelling skills with strategies for attacking and defending, therefore I can: - 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 I know how to use and apply invasion games skills, therefore I can: - 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) - 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 I know how to use and apply net/wall games skills, therefore I can: - 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) I know how to use and apply striking and Fielding games skills, therefore I can: - 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)	I know how to apply and combine footwork and travelling skills to all games, therefore I can: - 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 I know how to use, apply and vary invasion games skills, therefore I can: - choose and use skills which meet the specific needs of the ball, for example, passing by throwing, bouncing and striking, receiving, carrying, dribbling and shooting - 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 I know how to use, apply and vary net and wall games skills, therefore I can: - 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	I know how to select and apply footwork and travelling skills to all games, therefore I can: - 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 speed and control, including changing direction I know how to select and apply invasion games skills, therefore I can: - 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 I know how to select and apply net and wall games skills, therefore I can: - 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 and angles and explain why I am doing it - 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

- 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 - understand and demonstrate the roles of a bowler, striker, fielder, backstop / wicket keeper I know how to develop my own games, therefore I can: - 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	- 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 - combine the skills to play small sided striking and fielding games to show understanding of simple attacking and defending strategies I know how to problem solve and invent games, therefore I can: - 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	- understand and apply net/wall principles to a range of small sided games (1v1, 2v2, 3v3) I know how to use, apply and vary striking and fielding games skills, therefore I can: - use a rounders bat or a cricket shaped bat with confidence - strike and throw the ball with reasonable accuracy and consistency - 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	- play a range of small sided net/wall games and apply basic common principles for attack and defence across the activities I know how to select and apply striking and fielding games skills, therefore I can: - 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
Assessment Foci I can: - confidently demonstrate a number of games related skills showing precision, accuracy and variety, for example - moving with a ball, catching a ball, passing and throwing a ball, hitting and striking a ball - successfully apply my skills within a game situation, even when under pressure, demonstrating I can select and use the most appropriate skill - apply skills to enable me to be successful in a game situation, for example hitting into space to challenge an opponent - use simple attacking and defending skills in a game, for example - keeping and winning back possession of the ball in a team game, finding useful space and getting into it to support teammates - apply and follow rules fairly	Assessment Foci I can: - travel at appropriate speeds throughout a game - use a range of techniques to pass equipment, considering direction and speed of the pass, to who and when - receive a range of passes - demonstrate my awareness of attacking principles such as the importance of territory, zones and keeping possession as a team - demonstrate my awareness of defending principles such as recognising how to defend/intercept the ball, marking and tackling - Contribute towards helping my team to keep and win back possession of the ball in a team game. - follow rules for different categories of games	Assessment Foci I can: - demonstrate an increasing awareness of space - accurately and consistently perform, apply and link skills under pressure in a variety of game situations, knowing when and where each skill is appropriate. These skills include: • Different ways to deliver and receive a range of passes • different ways of throwing and catching • different techniques to hit a ball • different ways to dribble • different ways to shoot • different fielding skills to prevent the other team from scoring - take part in competitive games with a strong understanding of tactics and composition, choosing the best tactics for attacking and defending, for example how to keep and win back possession of the ball effectively in a team game	Assessment Foci I can: - demonstrate a good awareness of space - perform and apply a variety of skills and techniques confidently, consistently and with precision - use ball skills in various ways in a game situation, and link these skills together effectively with fluency, for example - throw and catch accurately and successfully under pressure in a game, choose and make the best pass in a game situation, pass and receive the ball on the move - think ahead and create a plan of attack or defence, for example - keep and win back possession of the ball effectively and in a variety of ways in a team game - apply knowledge of skills for attacking and defending, for example - work as a team to develop fielding strategies to prevent the opposition from scoring - follow and create complicated rules to play a game successfully
End of KS2 Expectation 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. Pupils should be taught to:			

- 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

End of KS2 Expectation Games - by the end of KS most children will be able to:

Invasion Games

Perform a range of skills with confidence, control and accuracy and use them effectively in specific small sided or modified games

- Use a range of different techniques for passing, controlling, dribbling and shooting in games
- Adapt the skills to meet the needs of the situation or game and perform the skills at greater speeds
- Mark a player or space, intercept and pass and tackle safely
- Shoot from a distance and from close range
- Play small invasion games with reasonable fluency

Play within the rules of the game, be an effective member of a team and apply basic principles of team play and tactics

- Choose when to pass or dribble so they maintain possession
- Apply basic principles of team play to keep possession of the ball and make progress towards the goal
- Use marking, tackling and / or interception to improve their defence
- Know what positions they are playing and contribute appropriately in game situations
- Choose and use different formations to help the team be more attacking or defensive and understand how to use / adapt the formations across different types of invasion games

Striking and Fielding Games

Perform a range of striking, fielding and bowling skills with confidence, control and accuracy in specific small sided or modified games

- Use different ways of bowling and bowl underarm accurately
- Vary how they bowl, e.g. different levels and speeds
- Bat effectively striking the ball in different ways
- Field the ball with increased accuracy and move to get their body behind the ball
- Throw overarm over a good distance with some accuracy

Play within the rules of the game, be an effective member of a team and apply basic principles of team play and tactics

- Hit the ball from either side of the body
- Control the hit and direct the ball away from fielders using various angles and speeds
- Work collaboratively in pairs, group activities and small sided games and plan to outwit the opposition
- Judge when to run after hitting the ball
- Use tactics which involve bowlers and fielders working together as a team
- Use and apply the basic rules consistently and fairly

Net and Wall

Perform a range of net / wall skills and shots with confidence and control and use the skills they prefer with competence and consistency

- Use forehand and backhand and overhead shots increasingly well in the games they play
- Use the volley in games where it is important
- Use the skills they prefer with competence and consistency
- Show good backswing, follow through and feet positioning
- Direct the ball reasonably well towards their opponent's court or target area

Understand the need for tactics and start to choose and use some tactics effectively

- Play cooperatively with a partner
- Apply rules consistently and fairly
- Hit the ball / equipment with purpose varying the height, speed and direction
- Explain what they are trying to do and why
- Recognise the spaces on their opponent's court and try to hit the ball / equipment towards them
- Position themselves well on court

Recognise their own strengths and others' strengths and weaknesses in games and suggest ideas that will improve performance

- Know what they are successful at and what they need to practise more

- Recognise and describe the best points in an individual's or team's performance
- Pick out parts of performance that are weakest and suggest practice ideas to help improve the performance

Understand the safety needs of an activity, know the basic principles involved in warming up and know which exercises are good for warming up for invasion games

- Know the importance of being fit and what types of fitness are most important for games, e.g. stamina, strength and speed
- Know what clothing, footwear and equipment is most appropriate for the games
- Plan practices and warm ups to get ready for playing safely

Progression of skills and knowledge in PE – KS1 Gymnastics

Foundation 2 - Activities leading to Gymnastics	Year 1 - Activities leading to Gymnastics	Year 2 - Activities leading to 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 can 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	I know gymnastics shapes, therefore I can: - perform the basic shapes on different body parts on the floor, e.g. on my back, side, front, bottom and feet, exploring different levels - perform the shapes on low apparatus and on high apparatus I know different ways to travel in gymnastics, therefore I can: - demonstrate ways of traveling on the floor on small and large body parts including step, jump and hop, hopscotch, skipping and galloping - hop and bounce in different directions, forwards, sideways and backwards - travel showing long and narrow, wide and short shapes - know and use a variety of ways of travelling in a curled-up shape - make a simple shape for a partner to step over or travel underneath - perform these travelling movements on low and high apparatus I know different ways to jump in gymnastics therefore I can: - understand the safety implications and show a tucked jump, straight jump, half turn jump on the floor - bounce using feet in different combinations and repeat a pattern of movements on the floor - jump from one foot to two feet and from one foot to the other foot and understand how to land safely on the floor - understand high and low level and link two jumps with a low-level movement I know different ways to balance in gymnastics, therefore I can: - understand which small parts of the body can safely take weight and show high and low balanced positions using different combinations on the floor - balance upon large body parts and know how to make the shape of the balance on the floor - show a variety of wide and narrow balances on the floor - perform the balances on low apparatus I know how to roll in gymnastics, therefore I can: - understand and show which parts of the body can be used for spinning or rocking on the floor - rock on different parts of the body to stand up or turn over on the floor (progressions for forward roll) - understand the safety implications involved in various types of rolling (egg roll, log roll, teddy bear roll)	I know and understand how to perform different balance in gymnastics, therefore I can: - take weight confidently on my hands to lift my feet high (bunny hop) - take weight on hands and feet to perform a front support, back support or side support - understand and demonstrate various ways of travelling and balancing with different parts of the body being the highest point or the closest to the ground - travel underneath a partner who is holding a balanced position - understand how one movement can link with another smoothly and continuously and that movement can be performed at different speeds and on different levels I know and understand how to use hand, low and high apparatus and develop sequence work in gymnastics, therefore I can: - show various ways of travelling and balancing with the body close to, or far away from the ground or apparatus - plan and link together two or three movements showing control and coordination - understand and perform movements where different parts of the body lead into the next action e.g. hands and head can lead into a forward roll and knees and hips lead into a shoulder stand - compose a short sequence of three movements using different combinations of travel, balance and shape and show changes in direction - perform a simple sequence with a partner - understand and show different pathways on the floor or apparatus e.g. straight, zig zag and curving and travel along them using different directions - show an understanding of different curves and levels - understand and identify appropriate movements to travel along different shaped pathways - select and link three different ways of travelling to create an interesting pathway (have a definite beginning, middle and end) - observe and copy a partner in follow my leader formation to show different pathways and link appropriate movements - understand and show a variety of controlled jumps e.g. ¼ ½ ¾ or full turn using one foot to two feet or two feet to two feet

	) and be able to show rolling sideways in curled and stretched shapes and move into and out of a sideways roll in different ways on the floor I know how to and can confidently combine gymnastics skills in shape, travel, jumps and balance, therefore I can: - show different combinations of shapes, linked by a travelling movement on the floor, on low apparatus and high apparatus - link together a jump, safe landing and balance on low apparatus - understand high and low level and link two jumps with a low-level movement on low apparatus - select two balances and link them together using travel on low apparatus, showing control and change of speed I know how to develop a sequence, therefore I can: - choose and link movements together - start to consider the beginning, middle and end of a sequence I know how to use apparatus, therefore I can: - follow instructions to carry and place apparatus.	- understand the safety implications and show a variety of rolls and spins on different parts of the body showing contrast in the speed - link together a turning movement in the air with a turning or spinning movement on the floor using a jump - understand that fixing one half of the body to the floor and turning the other half produces a twisted position and show various ways of moving out of it I know how to use apparatus, therefore I can: - carry and place small apparatus and follow instructions to set up large apparatus
Assessment Foci I can: - recognise the basic shapes in gymnastics - experiment with different ways of moving - travel with confidence and skill around, under, over and through balancing and climbing equipment negotiating space successfully, adjusting speed or changing direction to avoid obstacles - jump and land with confidence in a range of ways, including jumping off an object and landing appropriately, jumping or hopping from one space to another - balance momentarily on one foot when shown - join a range of movements to create a short sequence of movements	Assessment Foci I can: - recognise and copy contrasting shapes (small/tall, narrow/wide) - hold still shapes and simple balances - travel safely in different ways, changing direction and speed, recognising and using space appropriately - travel on apparatus with some control and care, moving around, under, over, and through different objects and equipment - perform a range of simple jumps, landing safely - control my body when rolling in different ways - create and perform a movement sequence, with some consideration given to the beginning, middle and end	Assessment Foci I can: - hold a still shape whilst balancing on different points of the body - take my weight on my hands - travel in a variety of ways, including rolling (egg roll, log roll, teddy bear roll), moving with increasing control and care. - jump in a variety of ways (straight jump, tuck jump, pencil jump, pike and straddle jump) and land with increasing control and balance - climb onto and jump off the equipment safely - copy, explore and remember actions and movements to create my own sequence with coordination and varying speed and levels, with a beginning, middle and end
End of KS1 Expectation 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. 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. Pupils should be taught to: • 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		

End of KS1 Expectation Gymnastics - by the end of KS1 most children will be able to:

Demonstrate a range of basic gymnastics actions showing control and coordination both on the floor and using apparatus

- Travel confidently on different parts of the body including hands and showing different shapes
- Bounce, hop, spring, jump and land using a variety of take offs and landings
- Rotate and twist on different body parts and roll sideways and forwards
- Hold a still, balanced position on large or small body parts or a combination of body parts and move smoothly from one position of stillness to another
- Move smoothly from a position of stillness to travelling movement and accurately repeat sequences
- Use space and apparatus safely and perform basic gymnastics actions with coordination, control and variety

Choose appropriate movements or skills and link them creatively to form sequences which show some understanding of basic compositional ideas

- Plan sequences or patterns of three or more movements which they can remember and repeat
- Show sequences which have a clear beginning middle and end
- Demonstrate an understanding of how to create different pathways and move in different directions and show contrast in level, speed and shape
- Adapt and perform a limited range of skills with a partner on the floor and apparatus using simple relationships e.g. follow my leader and working side by side

Describe the actions that they and others are doing; say why they think gymnastics actions are being performed well

- Observe and describe accurately the movements of others commenting on the control, quality and content
- Use the observation and information to improve the quality and control of their own work
- Use the understanding to adapt work safely from floor to apparatus
- Use apparatus vocabulary to describe what they and others are doing

Recognise and describe how their body feels after exercise. Describe what they feel like during gymnastics activity

- Be active throughout the lesson and willingly practise to improve
- Say whether their heart is beating quickly or slowly and when their breathing is normal or fast
- Recognise a rise in temperature and feel that they become tired after vigorous activity
- See that different muscles and limbs are working hard and that faces look red after vigorous exercise
- Lift, carry and erect their own apparatus, recognising and avoiding risks

Progression of skills and knowledge in PE – KS2 Gymnastics

Children should be given the opportunity to:

- Through **skill exploration**, provide opportunities to learn, practise and link specific movements
- Through **sequence development** provide opportunities to explore different choreographic techniques, as well as creating criteria against which to judge
- Through **performance**, provide opportunities for children to share ideas and judge performance

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
I know and understand how to consistently perform and combine shape, travel, flight, balance and rotation movements in gymnastics, therefore I can: - 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	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: - identify and use a range of travelling, jumping and turning movements on different levels and show ways of balancing on different	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: - explore different entries and exits when rolling, for example a forward roll from standing or a forward roll from straddle	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: - explore different ways of entries and exits when performing specific skills such as handstands

- 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 showing an understanding of high, medium and low positions - 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 I know how to use apparatus, therefore I can: - follow instructions to set up small and large gymnastics apparatus	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 - 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 I know how to use apparatus, therefore I can: - set up small and large gymnastics apparatus whilst considering the safety of others	- 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 changing body shape or being on different levels - 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 when working with a partner - 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	- 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 (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
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		I know how to use apparatus, therefore I can: - suggest ways to set up small and large gymnastics apparatus whilst considering the safety of others	- compose a sequence showing different actions / moves e.g. two different jumps, landings and rolls and one action of flight taking weight from feet to hands to feet - work as part of a group to develop a group sequence transferring all these skills to apparatus with control, precision and fluency I know how to use apparatus, therefore I can: - plan and set up the layout for small and large gymnastics apparatus whilst considering the safety of others
Assessment Foci I can: - create interesting body shapes while holding balances with control and confidence and whilst developing the quality of my actions - I can take my weight on my hands holding a stable position - travel in a variety of ways with coordination, control and care and use turns whilst moving - confidently use a range of jumps making basic shapes in the air - perform safely using the apparatus with some confidence - link combinations of actions with increasing confidence, including changes of direction, speed or level and with smooth transitions - choose ideas to compose a movement sequence independently and with others developing the quality of my actions in my performance	Assessment Foci I can: - perform and apply skills and techniques with control and accuracy, moving with clarity, fluency and expression - show changes of direction, speed and level when travelling in different ways using flight - develop good technique when travelling, balancing and using equipment - use an increasing range of actions, directions and levels in my sequences performing with fluency and expression - create longer more complex sequences	Assessment Foci I can: - perform and apply skills and techniques consistently using a variety of travelling, jumps, shapes, rolls and balances fluently and with control - confidently develop the placement of my body parts in balances, recognising the position of my centre of gravity and where it should be in relation to the base of the balance - combine equipment with movement to create sequences - select ideas to compose specific sequences of movements, shapes and balances and adapt my sequences to fit new criteria or suggestions. - perform my own longer, more complex sequences in time to music	Assessment Foci I can: - demonstrate precise and controlled placement of body parts in my actions, shapes and balances - apply and perform skills and techniques consistently, showing fluency, precision and control - confidently use equipment and incorporate this into sequences. - create and perform my own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, performed in time to music. - create and perform a group sequence by linking complex shapes, movements and balances and using apparatus effectively
End of KS2 Expectation 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.			

Pupils should be taught to:

- 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

End of KS2 Expectation Gymnastics - by the end of KS2 most children will be able to:

Identify and show a wide range of skills both on the floor and apparatus demonstrating more consistent control, quality and fluency

- Show fluency, control and precision when linking skills to travel
- Understand and demonstrate the five basic jumps showing variety of shape and show flight using hands and feet
- Identify and use rotation or rolling around two different axis
- Balance on different body parts working with a partner and balance by pushing or pulling against a partner
- Perform fluently and with control even when performing difficult travel, jump, turn or balance combinations
- Work with a partner or small group to practise and refine their work
- Know the principles of safe siting of apparatus and take apparatus allocated by the teacher to construct their own simple groups specific for the purpose

Create longer, more complex sequences using their knowledge and understanding of compositional principles

- Understand that a well balanced sequence contains elements of all categories of movement, e.g. travel, jump, turn and balance
- Identify and use planned variations in shape, speed, levels, direction and pathways to improve the look of the sequence
- Work cooperatively and sympathetically with a partner or in small groups using a range of partner relationships
- Prepare and perform a small group sequence
- Adapt and transfer sequences from floor to apparatus

Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving

- Understand and explain the compositional principles of sequencing using appropriate terminology and recognise when any of the principles are absent
- Work independently, in pairs, or small groups to construct, practise, evaluate and improve the composition and quality of a sequence of movement using agreed criteria
- Accept advice and use it in a reflective way to improve the quality of their work

Understand the short term effects of exercising in gymnastics activities and how to warm up and practise safely

- Understand what is important to include a warm up for gym activities
- Devise an effective warm up that warms muscles and mobilises the joints
- Recognise that a cool down is important
- Understand how gymnastics activity improves overall health
- Know how to improve their own fitness

Progression of skills and knowledge in PE – KS1 Dance

Foundation 2 - 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	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 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:

- select actions and join them together, such as starting and finishing positions	I know about performance in dance related activity, therefore I can: - remember and repeat short dance phrases and simple routines - keep in time with a steady beat to perform a short dance phrase	- 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
Assessment Foci I can: - recognise and use a variety of body shapes - travel in different ways and in different directions, creating pathways - combine and join a range of dance actions showing different levels, remembering them to create a short dance, for example – travel, rise and fall using different speeds - show that I am aware of the space around me and can move safely about the room - respond to a range of stimuli	Assessment Foci I can: - perform using a range of actions such as turning, jumping, travelling in different ways, shape, stillness and gesture with some coordination - make different shapes with my body and with others - vary speeds, levels, directions, and pathways - dance in different formations - copy and perform simple phrases and rhythm patterns	Assessment Foci I can: - show some understanding of how dynamics can be used to express moods/feelings by changing the speed, weight and size of my movements - improvise and create a short motif inspired by a stimulus - remember and repeat short dance phrases and simple routines - move in time to music - dance in different formations to communicate different ideas - synchronise actions with a partner when dancing a duet

End of KS1 Expectation

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. 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.

Pupils should be taught to:

- 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

End of KS1 Expectation Dance - by the end of KS1 most children will be able to:

Acquire and develop specific dance skills in relation to dance ideas. Remember and repeat movement phrases and patterns with some level of control and coordination

- Explore actions in response to stimuli
- Know and perform the basic dance actions with some understanding of mood and feeling in relation to the dance idea
- Go and stop in control and perform body actions with control and coordination
- Copy, remember and repeat simple dance phases
- Explore ideas, moods and feelings

Select and apply the dance skills by making appropriate choices in relation to a dance idea -then develop these choices into phrases and simple dance structures

- Improvise to an idea and show some sensitivity to the accompaniment
- Choose and link appropriate actions to make short dance phrases and simple structures

- Work in pairs using simple partner relationships and compositional skills

Evaluate and improve their performance through being given opportunities to look at a dance in order to identify, recognise and describe movement

- Observe each other and themselves dancing
- Understand some historical and cultural issues in dance
- Describe dance phrases and expressive qualities
- Say what they like and dislike, giving reasons

Recognise health and fitness as important to enable them to participate in dance activities

- Know that dance is active and that changes in the body will occur
- Know how their body feels after dance activities

Progression of skills and knowledge in PE – KS2 Dance

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
I know and understand actions and dynamics in dance, therefore I can: - 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 I know and understand space in dance, therefore I can: - develop movement phrases by considering pathways and using space well I know and understand relationships in dance, therefore I can: - 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 I know how to perform a dance, therefore I can:	I know and understand actions and dynamics in dance, therefore I can: - 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 I know and understand space in dance, therefore I can: - demonstrate good special awareness and use space effectively I know and understand relationships in dance, therefore I can: - 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. I know how to perform a dance, therefore I can: - copy and perform movement / rhythmic patterns showing the ability to demonstrate simple dances which	I know and understand how actions, dynamics, space and relationships blend in dance, therefore I can: - 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 I know how to perform a dance, therefore I can: - perform with expression showing an understanding of space, dynamics and relationships to achieve mood, feeling, idea and character	I know and understand how actions, dynamics, space and relationships blend in dance, therefore I can: - 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 rhythms) 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 I can 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: - perform more complex dances individually, in small groups or as part of a whole class, communicating ideas and feelings expressively

- perform with expression showing a sense of phrasing and rhythm - understand and show different styles of dance in my performance	have a clear beginning, middle and end		
Assessment Foci I can: - perform body actions with fluency, control and coordination using dynamic, rhythmic and expressive qualities - respond to a range of stimuli and understand that the ideas initiated by the stimulus can be translated into movement - dance with a partner or small group to communicates moods, ideas and feelings using simple compositional devices - have a basic understanding of styles of dance	Assessment Foci I can: - identify and repeat the movement patterns and actions of a chosen dance style with precision and control - show an awareness of both rhythm and beat and use these when composing my own dances - confidently improvise with a partner or on their own - compose longer more complex dance sequences in a small group deliberately using at least two different dance techniques	Assessment Foci I can: - adapt and refine the way I use weight, space and rhythm in my dances to express myself - compose motifs and plan dances creatively and collaboratively in groups - remember, practise and combine complex dance phrases. - perform different styles of dance clearly and fluently with accuracy and precision	Assessment Foci I can: - use dynamic, rhythmic and expressive qualities clearly and with control - use movement to explore and communicate ideas and issues, and my own feelings and thoughts - perform to an accompaniment expressively and sensitively, with fluency, control and accuracy - work creatively and imaginatively on my own, with a partner and in a group to compose motifs and structure more complex dances

End of KS2 Expectation

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.

Pupils should be taught to:

- 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

End of KS2 Expectation Dance - by the end of KS2 most children will be able to:

Acquire and develop specific dance skills in relation to a dance idea. These skills should be performed with greater accuracy, control and appropriate quality.

- Respond to a range of stimuli and accompaniment
- Perform the basic dance actions with increased control, coordination, fluency and accuracy
- Perform with expression and improvise freely using a range of continuous movements and patterns
- Perform set dances from different times, places and customs

Select and apply appropriate dance movements for dance ideas. These choices should clearly communicate the intention of the dance. The movements should be linked together and developed using a range of simple compositional devices.

- Select and use a range of compositional ideas to create motifs that demonstrate their dance ideas
- Work collaboratively in small groups to communicate a dance idea
- Create their work in the context of a whole dance

Evaluate and improve their own and others performance by being able to identify what makes the movement good. Suggestions should be made on how to improve the performance and on composition

- Observe themselves, each other, and professional artists and talk about with understanding
- Use appropriate language and terminology
- Identify and explain parts of the dance that work well
- Recognise how costume, music and set contribute to a performance

Progression of skills and knowledge in PE – KS1 Athletics

Foundation 2 – Running, Throwing and Jumping	Year 1 - Running, Throwing and Jumping	Year 2 - Running, Throwing and Jumping
I know how to run, therefore I can: - 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 I know how to throw, therefore I can: - roll a ball accurately - practise throwing different equipment over lines, into space and at targets I know how to jump, therefore I can: - 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 I know and understand how to take part in competition, therefore I can: - individually practise to improve compete against myself, to improve my personal best	I know how to run, therefore I can: - 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 I know how to throw, therefore I can: - 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 I know how to jump, therefore I can: - 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 I know and understand how to take part in competition, therefore I can: - compete against myself, to improve my personal best	I know how to run, therefore I can: - 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 I know how to throw, therefore I can: - push throw with two hands and with a bounce - underarm throwing (flying throw) for distance and accuracy - pull throw (overarm throwing) I know how to jump, therefore I can: - 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 I know and understand how to take part in competition, therefore I can: - perform learnt skills with increasing control - compete against myself and others
Assessment Foci I can: - run in different ways with confidence and control for a variety of purposes, for example slow and fast - jump in a range of ways, landing safely, for example using different foot patterns - throw underarm with some coordination and accuracy when aiming at a target	Assessment Foci I can: - vary my pace and speed when running, showing good posture and balance - show the difference between sprinting and jogging - show a variety of throwing techniques e.g. throw underarm and overarm	Assessment Foci I can: - run with confidence beginning to select the most suitable, technique, pace and speed for distance - be able to maintain and control a run over different distances - throw different types of equipment in different ways, for accuracy, height and distance.

	- throw a ball towards a target with increasing accuracy - perform different types of jumps, e.g. 1-1, 1 – other 1, 2 – 2 - jump and land safely and with confidence and control	- combine different jumps together with some fluency and control, jumping for distance from a standing position with accuracy and control and using the arms to jump for height
End of KS1 Expectation 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. 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. Pupils should be taught to: • 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 End of KS1 Expectation Athletics - by the end of KS1 most children will be able to: Perform running, jumping and throwing skills with some accuracy and control • run with confidence and begin to choose the best pace for running an event • use different techniques to throw different types of equipment with accuracy, considering height and distance • use different techniques for take-off and landing when considering jumping for height and distance • Compete against themselves and others Identify good athletic performance and explain why it is good, using agreed criteria • observe the performance of a partner and identify and describe strengths		

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
I know how to develop my skills and knowledge in relation to running, therefore I can: - 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 I know how to develop my skills and knowledge in relation to throwing, therefore I can: - 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. I know how to develop my skills and knowledge in relation to jumping, therefore I can: - 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	I know how to develop my skills and knowledge in relation to running, therefore I can: - 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 I know how to develop my skills and knowledge in relation to throwing, therefore I can: - demonstrate safety for self and others' and the basic principles of throwing - 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	I know how to develop my skills and knowledge in relation to running, therefore I can: - 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 I know how to develop my skills and knowledge in relation to throwing, therefore I can: - 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 - understand that the coordinated use of the arms, trunk and legs will affect the speed and distance of the throw I know how to develop my skills and knowledge in relation to jumping, therefore I can: - demonstrate the principles of jumping for height and length - 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	I know how to develop my skills and knowledge in relation to running, therefore I can: - 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 I know how to develop my skills and knowledge in relation to throwing, therefore I can: - 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) - identify which athletics throwing events use push, pull or heave techniques and know how the different equipment suits different styles I know how to develop my skills and knowledge in relation to jumping, therefore I can: - 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 I know and understand how to take part in competition, therefore I can:

- develop an effective take-off for the standing long jump. I know and understand how to take part in competition, therefore I can: - compete as part of a team - compete against myself and others in a controlled manner.	- show different push throw techniques in the context of the shot put throw I know how to develop my skills and knowledge in relation to jumping, therefore I can: - 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 I know and understand how to take part in competition, therefore I can: - adapt my performance to focus on being the best I can be	- 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. I know and understand how to take part in competition, therefore I can: - take part in competition with a strong understanding of tactics and how technique can affect performance	- perform as an athlete but also take on the role of an official
Assessment Foci I can: - identify and demonstrate how different techniques can affect my performance - understand the importance of adjusting running pace to suit the distance being run - run consistently and smoothly at different speeds - throw with greater control and accuracy, showing increasing success in my overarm throw - perform a push throw - use one and two feet to take off and to land with - perform the standing long jump with some control - compete against myself and others and demonstrate some improvements to achieve my personal best	Assessment Foci I can: - describe how the body reacts at different times and how this affects performance - run demonstrating good running posture and technique and run at a faster pace for a longer period of time - confidently demonstrate a technique for sprinting and how to complete an effective sprint finish - perform a relay, focusing on the baton changeover technique, speeding up and slowing down - measure the distance of my throws and jumps - throw and jump with more control, accuracy and efficiency - throw and retrieve implements safely - show how the weight and shape of an object affects its flight path - jump for distance from 2 feet to 2 feet	Assessment Foci I can: - refine my technique for sprinting, focusing on an effective sprint start - select the most suitable pace for the distance and my fitness level in order to maintain a sustained run - perform a fling throw. - perform an effective standing long jump - perform the standing triple jump with increased confidence	Assessment Foci I can: - maintain a good running technique whilst in a competitive situation including building up speed for a sprint finish, accelerating to pass other competitors and working as a team to competitively perform a relay - maintain a good jumping technique whilst in a competitive situation maintaining control at each of the different stages of the jumps - maintain a good throwing technique whilst in a competitive situation including throwing accurately and with consideration for safety

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|--|---|--|--|
| | <ul style="list-style-type: none"> - perform hop, step and jump combinations with balance and control - jump for height from standing | | |
|--|---|--|--|

End of KS2 Expectation

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.

Pupils should be taught to:

- 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

End of KS2 Expectation Athletics - by the end of KS2 most children will be able to:

Perform running, jumping and throwing skills with precision, control and fluency

- sustain their pace over longer distances and choose the best pace for running an event
- throw with greater control in different styles and show accuracy and good technique when throwing for distance
- consistently perform a variety of jumps showing power and control at take-off and safe practice when landing
- organise and manage themselves when practising in a group or running in a relay
- organise themselves safely in small groups to take turns or work as a team
- take different roles in the group e.g. started, judge
- know and understand the basic principles of relay take overs and understand how the team should be organised
- cooperate and take part well in a relay event
- identify good athletic performance and explain in appropriate language why it is good, using agreed criteria
- observe the performance of a partner and identify and describe strengths

Progression of skills and knowledge in PE – OAA

Year 3 - Developing skills and knowledge in relation to OAA	Year 4 - Developing skills and knowledge in relation to OAA	Year 5 – OAA	Year 6 - OAA
I know how to problem solve, therefore I can: - develop an awareness of the importance of planning and reviewing an activity - begin to choose equipment that is appropriate for an activity - begin to complete activities in a set period of time - follow multi-step instructions with support when necessary I know and understand the concept of a map, therefore I can: - use a key and symbols on a simple map, with support if necessary - know the meaning of some common map symbols - orientate a map, to follow a simple course with support if necessary - understand what orienteering involves and know some of the basic orienteering symbols - follow four compass directions and arrive at the correct destination - show how to set a simple map of a small area and establish direction of travel - understand and sometimes use directional language to navigate others with some success I recognise and know the importance of team work, therefore I can: - cooperate willingly most of the time with others in problem solving activities e.g. trust activities	I know how to problem solve, therefore I can: - recognise the importance of planning and reviewing activities - try a range of equipment for creating and completing an activity - make an informed decision on the best equipment to use for an activity I know and understand the concept of a map, therefore I can: - orientate myself with accuracy around a short trail - create a short trail for others with a physical challenge - start to recognise features of an orienteering course - associate the meaning of a key in context of the environment - begin to use a map to compete on an orienteering course - complete an orienteering course more than once and begin to identify ways of improving completion time I recognise and know the importance of team work, therefore I can: - communicate clearly with other people in a team and with other teams - experience a range of roles within a team and begin to identify the key skills required to succeed at each role	I know how to problem solve, therefore I can: - improve my ability to plan and an activity and improve performance by changing or adapting approaches as necessary - choose the best equipment for an outdoor activity I know and understand the concept of a map, therefore I can: - improve my accuracy and consistency in setting a map of a familiar area and the ability to establish direction of travel - follow a short route correctly being confident in my map reading skills - identify a key on a map and begin to use the information in activities - design an orienteering course that can be followed and offers some challenge to others - begin to use navigation equipment to orientate a trail, e.g. a compass - identify the quickest route to accurately navigate an orienteering course I recognise and know the importance of team work, therefore I can: - consistently cooperate with others in problem solving activities regardless of my role - use clear communication to effectively complete a particular role within a team	I know how to problem solve, therefore I can: - discuss and plan an activity and consider the most effective approach for successful completion, adapting the approach as necessary - select, based on agreed criteria, the best equipment for an outdoor activity I know and understand the concept of a map, therefore I can: - orientate myself, partner and team with confidence and accuracy around an orienteering course when under pressure - design an orienteering course that is clear to follow and offers challenge to others - use navigation equipment (maps and compasses) to improve the trail - use a range of map styles and make informed decisions on the most effective - manage an orienteering event for others to compete in I recognise and know the importance of team work, therefore I can: - discuss and allocate roles within my team fairly - use clear and effective communication to make a positive contribution to a team - work effectively as part of a team, demonstrating leadership skills where necessary

- identify and use effective communication to begin to work as a team, demonstrating some verbal and non-verbal methods of communication			
Assessment Foci I can: - choose simple approaches to solve the problems I am set, realising that activities need thinking through and recognise planning is useful - describe what orienteering is - orientate myself with increasing confidence and accuracy around a short trail, identifying symbols used on a key - communicate effectively with my team members - explain what teamwork involves and demonstrate some teamwork skills to help achieve a goal - take part in outdoor and adventurous activity challenges both individually and within a team	Assessment Foci I can: - choose sensible skills and approaches for the challenges set - confidently orientate myself and my partner / team around a short trail - work effectively as part of a team, taking on different roles	Assessment Foci I can: - use skills with control in problem solving activities - start to orientate myself with increasing confidence and accuracy around an orienteering course - complete orienteering activities successfully, using a map to complete a course, both individually and as a member of a team - communicate clearly and effectively with others	Assessment Foci I can: - Use physical and teamwork skills well in a variety of different challenges - successfully compete in orienteering activities both as part of a team and independently - consistently communicate effectively and clearly with others as appropriate using verbal and non-verbal communication

End of KS2 Expectation

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.

Pupils should be taught to:

- 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

End of KS2 Expectation OAA - by the end of KS2 most children will be able to:

Demonstrate a range of orientation and problem solving skills, use the skills with precision, control and consistency

- read accurately various maps and plans recognising symbols and features
- use physical teamwork skills to effectively answer a range of challenges
- select and use in collaboration with others appropriate strategies and equipment to meet a range of outdoor activity challenges in changing and unfamiliar environments

- adapt and apply their skills and understanding to new challenges and different environments
- recognise when to use known strategies for similar challenges and when to adapt or devise new ones
- plan their strategies and approaches carefully and cooperatively
- allocate and share roles and responsibilities

Progression of skills and knowledge in PE – KS1 Swimming

Swimming is non statutory in KS1, however children who have had a swimming unit during this key stage should be able to meet the following standards. Swimming take place in KS2 and the expectations outlined below would be assessed when children begin swimming.

End of KS1 Expectation

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. 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.

Pupils should be taught to:

- 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

End of KS1 Expectation Swimming - by the end of KS1 most children will be able to:

Swim a short distance unaided in shallow water using their arms and legs to propel them and using one basic method to cover distance

- enter the water carefully
- move on and below the surface showing confidence and enjoyment in the water
- move across the pool, e.g. walking, running, hopping with or without swimming aids
- begin to swim short distances of between 5 and 20 metres using aids and later without them

Join in all swimming activities confidently. Explore freely how to move in and under water

- talk about what their body feels like in water
- with support and swimming aids, use a range of arm and leg actions to propel themselves at first upright, then horizontally through the water
- gradually coordinate the actions so they control the balance and movement of their bodies
- keep afloat when stretched out on the surface of the water showing different body shapes

Progression of skills and knowledge in PE – KS2 Swimming

(based on the Swim England Swim to Learn stages)

Stage 1 and 2	Stage 3 and 4	Stage 5	Stage 6
I know and understand how to be confident in water, therefore I can: - scoop the water to wash face and hair - and be at ease with water from overhead - blow bubbles a minimum of three times with nose and mouth submerged - 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 I know how to use a range of strokes effectively, therefore I can: - 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) I know and understand about water safety, therefore I can: - 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	I know and understand how to be confident in water, therefore I can: - jump in from side and submerge (min depth 0.9m) - fully submerge to pick up an object - 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 tuck float for 5secs - 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 I know how to use a range of strokes effectively, therefore I can: -travel 10m on the front and 10m on back I know and understand about water safety, therefore I can: - 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	I know and understand how to be confident in water, therefore I can: - travel on back and roll in one continuous movement onto front - travel on front and roll in one continuous movement onto back - perform 3 different jumps into deep water (one must be a straddle jump) - perform a horizontal stationary scull on the back - perform a head first sculling action for 5m - perform a feet first sculling action on the back - perform a sculling sequence with a partner for 30-45secs to include a rotation - tread water for 30secs - perform a handstand and hold for a minimum of 3secs - perform a forward somersault, tucked in the water I know how to use a range of strokes effectively, therefore I can: - kick 10m Backstroke (one item of equipment may be used) - kick 10m Front Crawl (one item of equipment may be used) - kick 10m Butterfly or Breaststroke on the front or back (one item of equipment may be used) - swim 10m (own choice of stroke) 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	I know and understand how to be confident in water, therefore I can: - submerge to pick up an object from the pool floor (full reach depth) - participate in a game of mini polo - in groups of three or more perform a movement sequence of one minute incorporating a number of different skills e.g. sculling, treading water, floating, rotation - tread water for 20secs I know how to use a range of strokes effectively, therefore I can: - swim 10m Front crawl, Breaststroke or Backstroke (two out of three must be chosen) - swim 25m (own choice of stroke) - swim 25m to a floating object (own choice of stroke) - swim 10m retaining a floating object I know and understand about water safety, therefore I can: - 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 - 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

	- demonstrate an action for getting help (can be performed in deep or shallow water)	- swim 10m in clothes	
Assessment Foci I can: - enter the water carefully, as taught from the side - use different arm and leg movements to propel through the water - control my breathing and am comfortable on the surface and under the water	Assessment Foci I can: - enter and exit the water carefully, as taught from the side - begin to swim short distances with no support (10m) - answer 3 questions on the water safety code	Assessment Foci I can: - enter the water safely by jumping in and exit from the side - use a range of strokes effectively (10m) - begin to use safety techniques such as floating and sculling	Assessment Foci I can: - enter and exit deep water safely - swim competently and confidently for 25m - perform a safe self-rescue - use personal survival techniques, e.g. floating, sculling and surface diving

End of KS2 Expectation

Swimming is the only sport to be included within the national curriculum physical education programme of study. All primary schools must provide swimming and water safety lessons in either Key Stage 1 or 2. Each pupil is required to be able to do the following:

- Perform safe self-rescue in different water based situations
- 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.

End of KS2 Expectation Swimming - by the end of KS2 most children will be able to: Swim

confidently and fluently on the surface and under water

- swim on their front and back using smooth coordination arm and leg actions
- move comfortably with controlled breathing both on the surface and under water
- swim in a controlled and fluent manner when using back crawl, front crawl and breast stroke
- know and use personal survival techniques, e.g. floating, sculling and surface diving
- swim at least 25 metres with confidence
- answer any tasks by using varied and appropriate strokes and personal survival skills

Progression of skills and knowledge in PE - Cognitive Domain – Thinking (Head)

Foundation 2	Year 1	Year 2
I can: - describes how my body feels when still and when exercising - move confidently in different ways - begin to use skills I have learnt - talk about my performance in activities and describe what I am doing - observe and copy others - follow simple instructions - move around a space safely working on a simple task	I can: - describe how my body feels before, during and after exercise - understand that we need to warm up and cool down our bodies before and after exercise - understand why exercise is good for me - explore different movements - begin to apply skills I have learnt to an activity or link two or more movements together to make a sequence - describe simple tactics and skills I can use in games - talk about my performance in activities and name some things I am good at and begin to say how I could improve - observe and describe what others are doing - understand and follow simple rules - carry and place equipment safely	I can: - recognise and describe things that happen to the body during exercise - begin to take some responsibility for warming up and cooling down - choose and apply skills with control to suit the game or situation - understand simple tactics for attacking and defending - create my own games and create my own rules - compare and develop my skills / performance - recognise similarities and differences in performance and I can explain why someone is performing or working well - say how I might use what others do to improve my own ability - begin to order and follow instructions - show how to take part in lessons safely

Progression of skills and knowledge in PE - Cognitive Domain – Thinking (Head)

Year 3	Year 4	Year 5	Year 6
I can: - recognise and describe the effects of exercise on the body. - select and apply a range of skills with good control and consistency - perform a range of movements with good body posture - explain a variety of simple tactics to attack or defend - make up my own rules and versions of activities - explain what I am doing well and have begun to identify areas for improvement and can challenge myself to improve - describe how my performance has improved over time.	I can: - demonstrate knowledge and understanding of the reasons for warming up and cooling down - describe how the body reacts at different times and how this affects performance - adapt an activity and make it more difficult and exciting - link actions and can develop sequences of movements that express my own ideas - demonstrate the difference between roles in team games - explain rules of different games and activities	I can: - describe and explain the changes in my body when exercising - recognise and suggest patterns of play which will increase chances of success and develop methods to outwit opponents - respond imaginatively to different situations - adapt and adjust my skills, movements or tactics so they are different from or in contrast to others and explain how these will benefit the overall outcome - use combinations of skills confidently in sport specific contexts - perform a range of skills fluently and accurately in practice situations	I can: - lead warm-ups and cool-downs safely and effectively - explain what is happening to my body when I exercise, using the correct vocabulary for parts of the body and muscle names - describe different positions in games and activities - name different equipment used in different activities - describe different tactics used in games - read and react to different game situations as they develop - effectively disguise what I am about to do next

- watch, describe and evaluate the effectiveness of a performance - follow instructions and ask for help if needed - understand working safely	- understand ways (criteria) to judge performance and identify specific parts to continue to work upon - watch, describe and evaluate the effectiveness of performances, giving ideas for improvements using technical vocabulary - modify my use of skills or techniques to achieve a better result - show some independence in making decision related to my work - explain how to work safely in lessons and can give examples	- have a clear idea of how to develop my own and others work - choose and use criteria to evaluate own and others' performance - explain why I have used particular skills or techniques, and the effect they have had on my performance - begin to give others useful feedback during lessons - accept feedback and learn from it - explain how to use and interpret rules fairly - explain some safety principles when preparing for and during exercise	- use variety and creativity to engage an audience - effectively transfer skills and movements across a range of activities and sports - perform a variety of skills consistently and effectively in challenging or competitive situations - comment on my performance and that of my peers - advise and help others in their techniques and skills in activities - review, analyse and evaluate my own and others' strengths and weaknesses - understand a wide range of rules and have begun to officiate small sided games - describe different safety aspects of PE lessons
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Progression of skills and knowledge in PE - The Affective Domain – Feeling (Heart)

Foundation 2	Year 1	Year 2
I can: - enjoy working on simple tasks with help - enjoy performing simple movements - understand differences between winning and losing - work in small groups of 2 or 3 - play with others and take turns and share equipment and space with others - assist classmates with their work in PE - be aware of the changes to the way I feel when I exercise	I can: - enjoy working on simple tasks by myself - respond positively to winning and losing in different situations - work sensibly with others, taking turns and sharing - be aware of others - show an understanding of why physical activity is fun and makes me feel good	I can: - communicate how I feel and explain my actions - try several times, if at first I don't succeed and I ask for help where appropriate - encourage respect and help classmates - work in small groups up to 4 people - help, praise and encourage others in their learning - explain why I need to stay healthy and begin to understand the short term effects of exercise

Progression of skills and knowledge in PE – KS2 The Affective Domain – Feeling (Heart)

Year 3	Year 4	Year 5	Year 6
I can: - enjoy communicating, collaborating and competing with others - know where I am with my learning and I have begun to challenge myself - show and understand the concept of sportsmanship - work both individually and within a team - show patience and support others, listening well to them about our work - happily show others and tell them about my ideas - give reasons why PE is good for my health	I can: - cope well and react positively when things become difficult - persevere with a task and can improve my performance with regular practice - understand feelings and how they can influence performance in PE lessons - understand and follow rules of games and follow them fairly - cooperate with others, giving helpful feedback to ensure they improve - work in small teams and groups of up to 6 people - help to organise roles and responsibilities and guide a small group through a task - describe both short and long term effects of exercise on my body - explain how I will know that my fitness levels are improving	I can: - see all new challenges as opportunities to learn and develop - recognise my strengths and weaknesses and can set myself appropriate targets - explain how to use and interpret rules fairly - celebrate success appropriately - give and receive sensitive feedback to improve myself and others - negotiate and collaborate appropriately - effectively lead my group, supporting others - know and understand the importance of leading a healthy active lifestyle	I can: - create my own learning plan and revise that plan when necessary - accept critical feedback and make changes - demonstrate a growth mindset when finding tasks difficult, remaining resilient - show sportsmanship across all activities and understand the feelings associated with winning and losing - understand the feelings of others when in PE lessons - work in teams of different sizes up to 8 people - effectively lead my group involving others and motivating those around me to perform better - explain how individuals need different types of and levels of fitness to be more effective in their activity / role / event - understand ways I can become healthier - know and understand the benefits if a balanced lifestyle