

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – Physical Education

Features						
<ul style="list-style-type: none"> • At key stage 1, the knowledge progression takes full account of the national curriculum’s strands of: <ul style="list-style-type: none"> ○ Gymnastics ○ Basic Movement and Team Games ○ Dance 						
<ul style="list-style-type: none"> • At key stage 2, the knowledge progression takes full account of the national curriculum’s strands of: <ul style="list-style-type: none"> ○ Athletics ○ Gymnastics ○ Competitive Games ○ Outdoor Adventure ○ Dance ○ Swimming ○ Evaluating 						
<ul style="list-style-type: none"> • Skills are dependent on specific knowledge. A skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained. 						
<ul style="list-style-type: none"> • There are relatively few assessment statements as these knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained. 						
<ul style="list-style-type: none"> • When considering pupils’ improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for PE for their age group. 						
National Curriculum Subject Content						
Strand	Gymnastic movements		Basic movements and Team Games		Dance	
Key Stage 1	<ul style="list-style-type: none"> • <i>Develop balance, agility and coordination and begin to apply these in a range of activities</i> 		<ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending • <i>Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities</i> 		<ul style="list-style-type: none"> • <i>Perform dances using simple movement patterns</i> 	
Strand	Gymnastics	Competitive Games	Athletics	Dance	Outdoor and Adventurous Activity	Evaluate
Key Stage 2	<ul style="list-style-type: none"> • <i>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastic]</i> 	<ul style="list-style-type: none"> • <i>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</i> 	<ul style="list-style-type: none"> • <i>Use running, jumping, throwing and catching in isolation and in combination</i> 	<ul style="list-style-type: none"> • <i>Perform dances using a range of movement patterns</i> 	<ul style="list-style-type: none"> • <i>Take part in outdoor and adventurous activity challenges both individually and within a team</i> 	<ul style="list-style-type: none"> • <i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>

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Strand	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6
Gymnastic movements	<p>Make body curled, tense, stretched and relaxed</p> <p>Control body when travelling and balancing</p> <p>Copy sequences and repeat them</p> <p>Roll, curl, travel and balance in different ways</p>	<p>Plan and perform a sequence of movements</p> <p>Improve sequence based on feedback</p> <p>Think of more than one way to create a sequence which follows some 'rules'</p>	Gymnastics	<p>Adapt sequences to suit different types of apparatus and criteria</p> <p>Explain how strength and suppleness affect performance</p>	<p>Move in a controlled way</p> <p>Include change of speed and direction in a sequence</p> <p>Work with a partner to create, repeat and improve a sequence with at least three phases</p>	<p>Make complex extended sequences</p> <p>Combine action, balance and shape</p> <p>Perform consistently to different audiences</p>	<p>Combine own work with that of others</p> <p>Sequences to specific timings</p>
	Basic movements and Team games	<p>Throw underarm</p> <p>Throw and kick in different ways</p>		<p>Use hitting, kicking and/or rolling in a game</p> <p>Decide the best space to be in during a game</p> <p>Use a tactic in a game</p> <p>Follow rules</p>	Competitive Games	<p>Be aware of space and use it to support team-mates and to cause problems for the opposition.</p> <p>Know and use rules fairly</p>	<p>Throw and catch accurately with one hand</p> <p>Hit a ball accurately with control</p> <p>Vary tactics and adapt skills depending on what is happening in a game</p>
Dance		<p>Perform own dance moves</p> <p>Copy or make up a short dance</p> <p>Move safely in a space</p>	<p>Change rhythm, speed, level and direction in dance</p> <p>Make a sequence by linking sections together</p> <p>Use dance to show a mood or feeling</p>	Athletics		<p>Run at fast, medium and slow speeds; changing speed and direction</p> <p>Take part in a relay, remembering when to run and what to do</p>	<p>Sprint over a short distance and show stamina when running over a long distance</p> <p>Jump in different ways</p> <p>Throw in different ways and hit a target, when needed</p>
	Dance	<p>Perform own dance moves</p> <p>Copy or make up a short dance</p> <p>Move safely in a space</p>	<p>Change rhythm, speed, level and direction in dance</p> <p>Make a sequence by linking sections together</p> <p>Use dance to show a mood or feeling</p>		Dance	<p>Improvise freely and translate ideas from a stimulus into movement</p> <p>Share and create phrases with a partner and small group</p> <p>Remember and repeat dance perform phrases</p>	<p>Take the lead when working with a partner or group</p> <p>Use dance to communicate an idea</p>
Dance		<p>Perform own dance moves</p> <p>Copy or make up a short dance</p> <p>Move safely in a space</p>	<p>Change rhythm, speed, level and direction in dance</p> <p>Make a sequence by linking sections together</p> <p>Use dance to show a mood or feeling</p>	Outdoor Adventurous Activity		<p>Follow a map in a familiar context</p> <p>Use clues to follow a route</p> <p>Follow a route safely</p>	<p>Follow a map in a (more demanding) familiar context</p> <p>Follow a route within a time limit</p>

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			<p style="text-align: center;">Evaluate</p>	<p>Compare and contrast gymnastic sequences</p> <p>Recognise own improvement in ball games</p>	<p>Provide support and advice to others in gymnastics and dance</p> <p>Be prepared to listen to the ideas of others</p>	<p>Pick up on something a partner does well and also on something that can be improved</p> <p>Know why own performance was better or not as good as their last</p>	<p>know which sports they are good at and find out how to improve further</p>
<p style="text-align: center;">Swimming</p>			<p style="text-align: center;">Swimming</p>			<p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively such as front crawl, backstroke and breaststroke.</p> <p>Begin to perform safe self-rescue in different water-based situations.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively such as front crawl, backstroke and breaststroke</p> <p>Perform safe self-rescue in different water-based situations.</p>