

**Great Kingshill CE Combined School
PE Progression and Knowledge**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and fitness	To describe how my body feels before, during and after an activity. To show how to exercise safely.	To show how to exercise safely. To describe how my body feels during different activities. To explain what my body needs to stay healthy.	To explain why it is important to warm up and cool down. To identify some muscle groups used in gymnastic activities.	To explain why warming up is important. To explain why keeping fit is good for my health. To explain what effect exercise has on my body.	To explain some important safety principles when preparing for exercise. To explain why exercise is important. To choose appropriate warm ups and cool downs.	To explain how the body reacts to different exercises. To explain why we need regular and safe exercise.
Acquiring and developing skills.	To copy actions. To repeat actions and skills. To move with control and care. To copy and remember actions. To move equipment carefully.	To copy and remember actions. To repeat and explore actions with control and coordination.	To select and use the most appropriate skills, actions or ideas. To move and use actions with co-ordination and control. To make up my own small sided game.	To select and use the most appropriate skills, actions or ideas. To make up my own small-sided game. To show good control in my movements.	To link skills, techniques and ideas and apply them accurately and appropriately. To show good control in my movements.	To apply my skills, techniques and ideas consistently. To show precision, control and fluency.
Evaluating and improving	To talk about what I have done. To describe what other people did. To say how I could improve.	With help, To recognise how performances could be improved. To explain how my work is similar and different from that of others. To use my comparison to improve my work.	To explain how my work is similar and different from that of others. To use my observations to improve my work.	To compare and comment on skills, techniques and ideas that I and others have used. To modify use of skills or techniques to improve my work.	To analyse and explain why I have used specific skills or techniques. To create my own success criteria for evaluating.	Pupils should be taught to compare their performances with previous ones to achieve their personal best.
Dance	To move to music. To copy dance moves. To perform some dance moves. To move around the space safely. To dance imaginatively.	To change rhythm, speed, level and direction. To dance with control and co-ordination. To make a sequence by linking sections together. To link some movement to show a mood or feeling. To make up a short dance.	To improvise freely, translating ideas from a stimulus into movement. To share and create phrases with a partner and in small groups. To repeat, remember and perform these phrases in a dance. To use dance to communicate an idea. To take the lead when working with a partner or group.	To work on my movements and refine them. To compose my own dances in a creative and imaginative way. My movements are controlled. To make sure my dance moves are clear and fluent.	To perform to an accompaniment, expressively and sensitively. My movements are controlled. My dance shows clarity, fluency, accuracy and consistency.	To develop imaginative dances in a specific style. To choose my own music, style and dance.
Games	To throw underarm. To roll a piece of equipment. To move and stop safely. To catch with both hands. To kick in different ways. To hit a ball with a bat. To follow rules.	To stay in a 'zone' during a game. To decide where the best place to be is during a game. To use one tactic in a game. To follow rules. To use hitting, kicking and/or rolling in a game.	To throw and catch with control when under limited pressure. I know and use rules fairly to keep games going. To keep possession with some success when using equipment that is not used for throwing and catching skills. I am aware of space and use it to support team mates and cause problems for the opposition.	To hit a ball accurately and with control. To keep possession of the ball. To vary tactics and adapt skills according to what is happening. To choose the best tactics for attacking and defending. To catch with one hand.	To gain possession by working as a team. To pass in different ways. To use forehand and backhand with a racquet. To field. To use a number of techniques to pass, dribble and shoot.	To explain complicated rules. To make a team plan and communicate it to others. To lead others in a game situation. To umpire.

Gymnastics	<p>To make my body tense, relaxed, curled and stretched. To copy sequences and repeat them. To roll in different ways. To travel in different ways. To balance in different ways. To stretch in different ways. To curl in different ways. To climb safely.</p>	<p>To use contrast in my sequences. My movements are controlled. To think of more than one way to create a sequence which follows a set of 'rules'. To work on my own and with a partner to create a sequence. To plan and show a sequence of moves. To improve my sequence.</p>	<p>To use a greater number of my own ideas for movement in response to a task. To explain how strength and suppleness affect performances. To compare and contrast gymnastic sequences, commenting on similarities and differences. To work in a controlled way. To adapt sequences to suit different apparatus.</p>	<p>To include change of speed. To include change of direction. To include a range of shapes. To follow a set of 'rules' to produce a sequence. To combine action, balance and shape. To work with a partner to create, repeat and improve a sequence with at least three phases.</p>	<p>To make complex or extended sequences. To perform consistently to different audiences. My movements are accurate, clear and consistent.</p>	<p>To combine my own work with that of others. To link my sequences to specific timings.</p>
Athletics			<p>To run at fast, medium and slow speeds, changing speed and direction. To make up and repeat a short sequence of linked jumps. To take part in a relay activity, remembering when to run and what to do. To throw a variety of objects, changing my action.</p>	<p>To sprint over a short distance. To throw in different ways. To hit a target. To jump in different ways. To combine running and jumping. To run over a long distance.</p>	<p>I am controlled when taking off and landing in a jump. To throw with accuracy. To follow specific rules.</p>	<p>To demonstrate stamina. To use my skills in different situations.</p>
Outdoor and adventure			<p>To follow a map in a familiar context. To move from one location to another following a map. To use clues to follow a route. To follow a route accurately, safely and within a time limit.</p>	<p>To follow a map in a more demanding familiar context. To move from one location to another following a map. To use clues to follow a route. To follow a route accurately, safely and within a time limit.</p>	<p>To follow a map in an unknown location. To use clues and compass directions to navigate a route. To change my route if there is a problem. To change my plan if I get new information.</p>	<p>To plan a route and series of clues for someone else. To plan with others taking account of safety and danger.</p>
Swimming	<p>Keystage 2 low attainers To swim between 25 and 50metres unaided. To keep swimming for 30 to 45 seconds, using swimming aids and support To use a variety of basic arm and leg actions when on my front and on my back. To swim on the surface and lower myself under water. To take part in group problem-solving activities on personal survival. To recognise how my body reacts and feels when swimming. To recognise and concentrate on what I need to improve.</p>		<p>Keystage 2 middle attainers To swim between 50 and 100 metres and keep swimming for 45 to 90 seconds? To use 3 different strokes, swimming on my front and back. To control my breathing. To swim confidently and fluently on the surface and under water. To work well in groups to solve specific problems and challenges, sharing out the work fairly. To recognise how swimming affects my body, and pace my efforts to meet different challenges. To suggest activities and practices to help improve my own performance.</p>		<p>Keystage 2 high attainers To swim further than 100 metres? To swim fluently and confidently for over 90 seconds. To use all 3 strokes with control. To swim short distances using butterfly. To breathe so that the pattern of my swimming is not interrupted. To perform a wide range of personal survival techniques confidently. I know what the different tasks demand of my body and pace my efforts well to meet challenges. To describe good swimming technique and show and explain it to others.</p>	