



PE - Curriculum – Knowledge, Skills and Progression

Throughout Physical Education, children will develop fundamental movement skills and become increasingly confident to access opportunities to develop their agility, balance and co-ordination. Children continue to build upon these skills and learn how to use them in different ways throughout their primary education. Children have the opportunity to develop their understanding of how their bodies change during exercise and how to live a healthy lifestyle.

Throughout the P.E learning, pupils will:

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

Key stage 1

When meeting colleagues from KS1 settings, 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.

Key stage 2

In KS2 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.

| Athletics Progression | | | |
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| Overview Yr 3 | Overview Yr 4 | Overview Yr 5 | Overview Yr 6 |
| <p>Control movements and body actions in response to specific instructions.</p> <ul style="list-style-type: none">• Demonstrate agility and speed.• Jump for height and distance with control and balance.• Throw with speed and power and apply appropriate force. | <p>Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities.</p> <ul style="list-style-type: none">• Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws. | <p>Sustain pace over short and longer distances such as running 100m and running for 2 minutes.</p> <ul style="list-style-type: none">• Able to run as part of a relay team working at their maximum speed.• Perform a range of jumps and throws demonstrating increasing power and accuracy. | <p>Become confident and expert in a range of techniques and recognise their success.</p> <ul style="list-style-type: none">• Apply strength and flexibility to a broad range of throwing, running and jumping activities.• Work in collaboration and demonstrate improvement when working with self and others.• Accurately and confidently measure and time keep for both track and field events. |
| Dance Progression | | | |
| Overview Yr 3 | Overview Yr 4 | Overview Yr 5 | Overview Yr 6 |
| <ul style="list-style-type: none">• Practise different sections of a dance aiming to put together a performance.• Perform using facial expressions.• Perform with a prop.• Building improvisation skills to build a narrative around a theme.• Building basic creative choreography skills in travelling, dynamics and partner work through the ocean theme.• Delve deeper into opposing dynamics. | <p>Work to include freeze frames in routines.</p> <ul style="list-style-type: none">• Practise and perform a variety of different formations in dance.• Develop a dance to perform as a group with a set starting position.• Developing choreography and devising skills in relation to a theme.• Exploring dynamic quality and formations to communicate character.• Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience. | <p>Perform different styles of dance fluently and clearly.</p> <ul style="list-style-type: none">• Refine & improve dances adapting them to include the use of space rhythm & expression.• Worked collaboratively in groups to compose simple dances.• Recognise and comment on dances suggesting ideas for improvement.• Developing choreography and devising skills in relation to a theme.• Exploring dynamic quality and formations to communicate character.• Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience. | <p>Work collaboratively to include more complex compositional ideas</p> <ul style="list-style-type: none">• Develop motifs and incorporate into self-composed dances as individuals, pairs & groups• Talk about different styles of dance with understanding, using appropriate language & terminology• Developing group devices and greater use of teamwork.• Demonstrating narrative through contact and relationships• Showing tension through pattern and formation. |

| Gymnastics Progression | | | |
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| Overview Yr 3 | Overview Yr 4 | Overview Yr 5 | Overview Yr 6 |
| <ul style="list-style-type: none">• Modify actions independently using different pathways, directions and shapes.• Consolidate and improve the quality of movements and gymnastics actions.• Relate strength and flexibility to the actions and movements they are performing.• To use basic compositional ideas to improve sequence work.• Identify similarities and differences in sequences.• Develop body management over a range of floor exercises.• Attempt to bring explosive moves into floor work through jumps and leaps.• Show increasing flexibility in shapes and balances. | <p>To become increasingly competent and confident to perform skills more consistently.</p> <ul style="list-style-type: none">• Able to perform in time with a partner and group.• Independently use compositional ideas in sequences such as changes in height, speed and direction.• Develop an increased range of body actions and shapes to include in a sequence.• Define muscles groups needed to support the core of their body.• Refine taking weight on small and large body parts, for example, hand and shoulder. | <p>Create longer and more complex sequences and adapt performances.</p> <ul style="list-style-type: none">• Take the lead in a group when preparing a sequence.• Develop symmetry individually, as a pair and in a small group.• Compare performances and judge strengths and areas for improvement.• Select a component for improvement. For example - timing or flow.• Take responsibility for own warm-up including remembering and repeating a variety of stretches.• Perform more complex actions, shapes and balances with consistency.• Use information given by others to improve performance. | <p>Lead group warm-up</p> <p>Showing understanding of the need for strength and flexibility.</p> <ul style="list-style-type: none">• Demonstrate accuracy, consistency, and clarity of movement.• Work independently and in small groups to make up own sequences.• Arrange own apparatus to enhance work and vary compositional ideas.• Experience flight on and off of high apparatus.• Perform increasingly complex sequences.• Combine own ideas with others to build sequences.• Compose and practise actions and relate to music.• Show a desire to improve across a broad range of gymnastics actions. |
| Net/Wall Game Progression | | | |
| Overview Yr 3 | Overview Yr 4 | Overview Yr 5 | Overview Yr 6 |
| <ul style="list-style-type: none">• Identify and describe some rules of net/wall games.• Serve to begin a game.• Explore forehand hitting.• Play with some understanding of modified court boundaries.• Show understanding of how sitting volleyball is an inclusive game. | <ul style="list-style-type: none">• Explore and use different shots with both the forehand and backhand.• Demonstrate different net/wall skills.• Practise some trick shots in isolation.• Work to return the serve.• Demonstrate different court positions in gameplay.• Start to implement basic volley2s rules. | <ul style="list-style-type: none">• Use different types of serves in-game and new shots learnt in games.• Play with others to score and defend points in competitive games.• Move confidently around the playing area using footwork techniques.• Develop further ways of playing with others cooperatively and in competition.• Introduce Volley shots and Overhead shots.• Further, explore Tennis service rules. | <ul style="list-style-type: none">• Develop a wider range of shots.• Begin to select and apply more sophisticated tactics such as net play, and offensive and defensive positioning.• Play with fluency with a partner in doubles/partner scenarios.• Develop backhand shots.• Begin to use full scoring systems• Continue developing doubles play and tactics to improve. |

| Striking/Field Game Progression | | | |
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| Overview Yr 3 | Overview Yr 4 | Overview Yr 5 | Overview Yr 6 |
| <ul style="list-style-type: none"> • To be able to adhere to some of the basic rules of cricket of striking and fielding games. • To develop a range of skills to use in isolation and a competitive context. • To use basic skills with more consistency including striking a bowled ball. • Work cooperatively with others to complete fielding tasks. | <ul style="list-style-type: none"> • To develop the range of striking and fielding skills they can apply in a competitive context. • Choose and use a range of simple tactics in isolation and in a game context. • Consolidate existing skills and apply with consistency. • Strike to ball with intent, use decision making attempt direction. | <ul style="list-style-type: none"> • Link together a range of skills and use in combination. • Collaborate with a team to choose, use and adapt rules in games. • Recognise how some aspects of fitness apply to striking and fielding e.g., power, flexibility, and cardiovascular endurance • Develop retrieving and returning the ball. | <ul style="list-style-type: none"> • Apply with consistency standard rules in a variety of different styles of games. • Attempt a small range of shots in isolation and in Competitive scenarios. • Use a range of tactics for attacking and defending in the role of bowler, batter and fielder. |
| Outdoor Adventurous Activity Progression | | | |
| Overview Yr 3 | Overview Yr 4 | Overview Yr 5 | Overview Yr 6 |
| <ul style="list-style-type: none"> • Work with others to solve problems. • Describe their work and use different strategies to solve problems. • Lead others and be led • Differentiate between when a task is competitive and when it is collaborative. | <ul style="list-style-type: none"> • Work well in a team or group within defined and understood roles. • Plan and refine strategies to solve problems. • Identify the relevance of and use maps, compass and symbols. • Identify what they do well and suggest what they could do to improve. | <ul style="list-style-type: none"> • Explore ways of communicating in a range of challenging activities. • Navigate and solve problems from memory. • Develop and use trust to complete the task and perform under pressure. | <ul style="list-style-type: none"> • Use information given by others to complete tasks and work collaboratively. • Undertake more complex tasks. • Take responsibility for a role in a task. • Use knowledge of PE and physical activities to suggest design ideas & amendments to games. |
| Swimming Progression | | | |
| Beginners | Intermediate | Advanced | |
| <ul style="list-style-type: none"> • Swim short distances unaided between 5 & 20 metres using one consistent stroke. • Propel themselves over longer distances with the assistance of swimming aids. • Move with more confidence in the water including submerging themselves fully. • Enter and exit the water independently. | <ul style="list-style-type: none"> • Swim over greater distances, between 10 & 20 meters with confidence in shallow water. • Begin to use basic swimming techniques including correct arm and leg action. • Explore and use basic breathing patterns. • Enter and exit the water in a variety of ways. • Take part in problem-solving activities such as group floats and team challenges. | <ul style="list-style-type: none"> • Bring control and fluency to at least two recognised strokes. • Implement good breathing technique to allow for smooth stroke patterns. • Attempt personal survival techniques as an individual and group with success. • Link lengths together with turns and attempt tumble turn in isolation and during a stroke. | |

| Invasion Game Progression | | | |
|---|--|--|--|
| Overview Yr 3 | Overview Yr 4 | Overview Yr 5 | Overview Yr 6 |
| <ul style="list-style-type: none">• To perform some basic invasion games skills, throwing, catching, kicking and dribbling.• To build attacking/offensive play.• Able to show basic control skills including sending and receiving the ball.• To send the ball with some accuracy to maintain possession and build attacking play.• Able to implement basic rules of modified games e.g. basketball.• Develop motor skills to handle sticks with ease and improve agility.• Show basic skills to maintain possession.• Use space efficiently to build an attack.• Link skills to perform as a team. | <ul style="list-style-type: none">• Show increases confidence and perform with more consistency a selection of basic skills such as dribbling, throwing and shooting• Develop a wider range of ball handling skills• Use footwork rules in a game situation and explore basic marking.• Passing over longer distance.• Moving towards the ball to receive the pass.• Pass and move with the ball as a team to build attacks.• Apply a small range of tactics in a competitive situation.• Demonstrate increased speed and endurance during game play.• Evaluating skills, tactics and teamplay to aid improvement. | <ul style="list-style-type: none">• Use strength, agility and coordination when defending.• Increase power and strength of passes, moving the ball accurately in a variety of situations.• Select and apply a range of tactics and techniques and play with consistency.• To play effectively in a variety of positions and formations on the pitch.• Relate a greater number of attacking and defensive tactics to gameplay• Become more skilful when performing movements at speed.• Select and apply appropriate skill in a game situation.• Play effectively as a team in defence taking individual responsibility for your role. | <ul style="list-style-type: none">• Apply aspects of fitness to the game such as power, strength, agility and coordination.• Choose and implement a wider range of strategies to play defensively and offensively.• Grasp more technical aspects of the game.• Observe, recognise and analyse good individual and team performances.• Suggest, plan and lead simple drills for given skills.• Combine and perform more complex skills at speed in games.• Use set plays in game situation and explain when and why they are used.• Switch effectively as a team between defence and attack. |

The PE progression documents have been created to ensure that incremental, progressive steps are taught over time to enable pupils to meet the end of Key Stage Attainment Targets of the National Curriculum whilst also providing a much broader, richer curriculum offer than these assessment statements cover. The learning steps are sequenced in the curriculum map, with clear opportunities to recap and embed previous learning – this ensures that knowledge and expertise is retained and built upon, making learning ‘sticky’. All skills in this document have then been used to help support the children’s understanding with their own Knowledge Organisers. Class teachers, alongside the PE lead have developed a Knowledge Organiser that suits their specific year group and the children they are teaching.

Skills Progression Document

| Athletic Skills Covered | | | |
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| Skills Yr 3 | Skills Yr 4 | Skills Yr 5 | Skills Yr 6 |
| Combination jumps. Recognising and performing different paced runs. Approaching hurdles. Pull action when throwing. Skipping technique. Recording scores accurately. | Aiming at targets. Accelerating over short distances. Taking off from run with one foot to increase distance. Sling action when throwing. Perform baton exchanges. | Prepare to run an individual leg. Develop further the principles of pace. Steeplechase and jump for distance. Push action when throwing. Baton exchange within restricted area. Run up for long jump | Sprint start techniques. Developing the phases of triple jump to jump for distance. Use the heave throw technique. Assess own ability in running tasks. Scissor jump preparation for high jump. Quad track and field competition. |
| Dance Skills Covered | | | |
| Skills Yr 3 | Skills Yr 4 | Skills Yr 5 | Skills Yr 6 |
| Perform a jazz square. Perform 2 contrasting characters. Communicate ideas as part of a group. Use a prop in a 4-action dance phrase. Discuss examples of professional work. Create your own floor patterns. Create longer dance phrases by linking shorter ones. Introduce start and endings to dances. Perform in solo, duet and group. Apply feedback to improve own performance. | Develop dance freeze frames. Perform a slide and roll. Replicate a set phrase. Work collaboratively to sequence movements. Create a 5-action routine. Use formations to tell a story. Perform without prompts. Use devices to manipulate movements. Perform contact work as a group. Identify strengths in their performance. | Perform locomotor and non-locomotor movements in a dance phrase. Describe the key features of line dancing. Work collaboratively in a group of 4. Use basic knowledge of line dancing steps to create own line dance. Copy and perform a specific dance action to communicate a theme. Communicate the idea of a hero. Copy and execute a high energy jump sequence. Create a low-level attack sequence. | Explore space in a deeper way in relation to dance. Identify appropriate dynamics and group formations for the Hakka. Perform some basic street dance skills. Compose a street dance performance. Create a phrase of gestures that communicate a theme. Describe the meaning/purpose of several different devices. Show formations that create tension and relationships. Create and perform a live aural setting. |

| Gymnastic Skills Covered | | | |
|--|--|--|--|
| Skills Yr 3 | Skills Yr 4 | Skills Yr 5 | Skills Yr 6 |
| Contrasting shapes, body control when rolling. Partner unison. Patterns. Fluency in movement. Half lever. Bouncing, smooth transitions and extension. | Cartwheel progressions. Using STEP. Judging. Changes in speed. Shoulder roll. Shoulder stand. Showing flow. Fitness through tabattas. | Symmetry & asymmetry. Perform counterbalances. Round off progressions. Linking cartwheels & roundoffs. Performing pathways. Devising warm-ups. | Prepare for vaulting. Dismounting from height. Flight in unison & cannon. Use music. Create group patterns. Entrance and relationships to one another. Use stimuli such as ribbons and hoops. |
| Invasion Games Skills Covered | | | |
| Skills Yr 3 | Skills Yr 4 | Skills Yr 5 | Skills Yr 6 |
| General - Dribbling, passing in pairs. Defensive positioning. Building an attack. Finding space to receive the ball. Shot, pass, dribble theory. Basketball – Jump Ball, 2 handed shot. Defensive body position. Football – Using inside and outside of foot, trapping. Hockey – Using flat side of stick. Close control, preparing to tackle. Handball – Catching ready position. Move correctly with the ball. Attacking formations. Effective hand grip. Netball – Chest, shoulder and bounce pass. Role of goal shooter. Dodging to get free. Collecting a loose ball. Tag Rugby – Ball handling. Running past defenders. Evading taggers and tag protocol. | General – Passing over longer distances, use some marking technique and introduce some defending principles. Basketball – Use footwork rules, explore basic marking, cross over dribble, bounce pass, jump shot, triple threat position. Football – Dribbling in different directions, defensive tackling, front of player and goal side marking. Hockey – Push pass, slap pass, straight dribble, stopping and turning with the ball. Handball – Protecting the ball, basic shooting, 3-man weave, turn on the move, 7m throw. Netball – Protecting the ball, basic shooting, playing within 3rds, 1to1 marking, pivoting, preliminary moves Tag Rugby – Picking up and running with ball, correct ball carrying position, keeping possession. | General – Combine basic skills with confidence such as dribbling and shooting. Select and apply appropriate skills in a game situation. Basketball – Block, forward pivot, forward pass, push pass, boxing out. Football – Turning with the ball, running with ball, keeping possession, step over. Hockey – Block tackle, passing in the D, sweep shot, dragging the ball. Handball – Jump shot, closing angles, pivoting to pass, set plays. Netball – Effective bounce pass in game, use a greater variety of dodging skills, pivot and pass, 2 handed shooting. Tag Rugby – Tagging opposition, when to run and when to pass into space, deny space to opposition, pop pass, magic diamond formation, 3 step and pass technique. | General – Compare performances. Comprehend and show why player with the ball should keep moving or be ready to pass quickly. Basketball – Fast break, retreat dribble, free throw rules, L-cut, v-cut, Pin down. Football – Setting up others to shoot, deny space, role of covering defender, penalty shooting, goal keeping, close control knee, chest. Hockey – Shooting from close range, long corners, goal side marking, self-pass rule, channelling the opposition. Handball – Screening, organisation around the D, dribbling with precision in game, utilising space. Netball – Double bounce rule, marking to pass or shoot, organisation around the D, rebounds as attacker and defender, knocking the ball away. Tag rugby – Set play for attacking, take the distance not the time, spaces not faces. |

| Net/Wall Games Skills Covered | | | |
|---|---|--|---|
| Skills Yr 3 | Skills Yr 4 | Skills Yr 5 | Skills Yr 6 |
| Tennis – Ready position. Hot to different areas of court. Perform a forehand shot. Move towards the ball to return. Serve with some accuracy to targets. | Tennis – Correct position to return balls. Consistently send forehand to targets. Introduce backhand. Work cooperatively to score points in simple doubles play. | Tennis – Volley shots. Clearing from the back of court. Different positioning for doubles games. Approach the ball and forehand and backhand. Conditioned games to encourage using different shot types. | Tennis - Introduce the lob. Communication in doubles play. Two handed backhand shot. Use full rules for modified tennis games. Use doubles tactics and court positioning effectively in competition. |
| Striking and Fielding Games Skills Covered | | | |
| Skills Yr 3 | Skills Yr 4 | Skills Yr 5 | Skills Yr 6 |
| General – Bowl with some accuracy and consistency. Use the long barrier to collect a rolling ball / collect and return a moving ball. Cricket – Forward drive into space. Foot placement to hit the ball effectively. Use overarm throw to send ball longer distances. Explore role of wicket keeper. Rounders – Consistently hit one handed. Use underarm bowling action to bowl a ‘good’ ball. Selecting best base to throw to get players out. Introduction to the role of the backstop. | General – Directing hit to score runs. Attempt to stop a bouncing ground ball with some success. Cricket – Anticipate when to run to score singles. Bowl overarm from a stationary position. Attempt a pull shot in a game. Intercept the ball with one hand. Rounders – Run at speed to avoid being stumped. Play backstop in small game. Use rounders scoring system. Explain bowling rules. Full and half rounders. | General – Throw for accuracy over short distances. Recognise where to play. Cricket – Calling for runs with partner. Start to keep wicket. Attempt a bowling with a run up and correct ball grip. Forward defensive shot. Developing knowledge of on and off side as well as specific fielding positions. Rounders – Body position to catch a ball to stump players out. Apply backwards hit rule, attempt to catch a backward hit. Distinguish between deep and close fielding. | General – Demonstrate urgency when acquiring runs/rounders. Track and catch high balls. Work in pairs to field a long ball. Cricket – Ring field positions, mid on, mid off, mid wicket and cover. Bowling short. On drive. Attacking fielding roles slip, silly point and short leg. Rounders – Play using standard rounders pitch layout. Bowling fast ball. Play tactically to avoid overtaking teammates. |

| Outdoor Adventurous Activity Skills Covered | | | |
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| Skills Yr 3 | Skills Yr 4 | Skills Yr 5 | Skills Yr 6 |
| Use non-verbal communication effectively. Develop further simple map reading skill. Respond to and resolve problems as a team. Participate in trust activities. Plan on route map. | Recognise compass points. Use a compass. Follow a course. Work cooperatively with a partner to follow a map and solve problems. Recognise a range of standard map symbols. Evaluate their own success. | Use memory and recall skills. Work at maximum physical capacity e.g., when running. Use control cards. Perform under pressure. Perform safely and with control. Classify and interpret simple morse code. | Follow and orient a map. Identify objects in a scavenger hunt. Perform complex group pyramid balances. Tie a reef knot. Design your own game using, refining, and adapting group ideas. |
| Swimming Skills Covered | | | |
| Beginners | Intermediate | Advanced | |
| <ul style="list-style-type: none">• Pulling and pushing.• Stabilising – feet upright off the ground.• Submerging.• Prone float.• Supine float.• Leg action on back.• Push, glide, turn.• Doggy paddle.• Transition from glide to stroke. | <ul style="list-style-type: none">• Jump in from side of pool and submerge.• Sink and roll.• Front crawl legs.• Surface dive.• Linking 3 different types of floating technique.• Breastroke legs.• Somersault in water.• Sculling face in water.• Kicking while submerged. | <ul style="list-style-type: none">• Relay change over.• Mushroom float.• Partner support.• Crouching dive.• Surface dive.• Treading water.• Tumble turn/tumble under water.• Combining fluent breastroke arm and leg technique.• Head out entry to water | |