Lodge Farm Primary School

**P.E. Knowledge and Skills Progression**

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| **Strand** | **By the end of EYFS** | **By the end of Y1** | **By end of Y2** | **By end of Y3** | **BY end of Y4** | **By end of Y5** | **By end of Y6** |
| Gymnastics | Can stand momentarily on one foot when shown.  Move with controlled effort, and use associated vocabulary such as ‘strong’, ‘firm’, ‘gentle’, ‘heavy’, ‘stretch’, ‘reach’, ‘tense’ and ‘floppy’.  To be able to move confidently in a range of ways.  To show different ways of travelling.  To use words to describe how they are travelling. | Use a range of equipment to move on/off, over, under, along and through safety.  Will be able to investigate movement, stillness and how to use space safely.  To copy or create, remember or repeat short movement phrases. | Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and accuracy.  To be able to jump and land from height safely and accurately.  To be able to use a range of equipment safely and understand how to use it in a variety of ways. | To perform skills and actions more fluently.  To describe how the body reacts during different types of activity.  To be able to make various shapes from pictures given individually and with a partner. | To improve their quality of movement.  To develop flow by linking actions smoothly and planning variations in speed.  Aim to show as much speed and precision as possible when performing different movements. | To perform longer sequences to perform in front of a group.  To learn a wider range of actions and explore more difficult ways to perform.  To use skills and abilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible. | To use skills and abilities individually.  Arrange the apparatus safely to suit the need of the task.  To use their own criteria to judge performance; suggest different ideas that will lead to individuals improving their performance in small group sequences. |
| Dance | Move freely and with confidence in a range of ways, such as slithering, shuffling, rolling, crawling, running, jumping, skipping, sliding and hopping.  Use the vocabulary of  movement, e.g. *‘gallop’*, *‘slither’*; of instruction  e.g. *‘follow’, ‘lead’ and ‘copy’.*  To show good control and co-ordination in large and small movements.  To move confidently in a range of ways, safely negotiating space.  Handle equipment and tools effectively. | Show how different body actions can show different moods and feelings.  Create short dances either individually or with a partner.  Learn to use different parts of the body to imitate and lead movements. | Begin to compose their own individual dances to different themes.  Recognise and describe how different dance activities make them feel.  To be able to copy and demonstrate basic body movements demonstrated by the teacher. | Develop their understanding of health and fitness.  To develop flexibility, agility, balance and co-ordination.  To be able to create their own dance and move in different ways. | Use movement to explore and communicate ideas and issues and own feelings and thoughts.  Remember, practise and combine longer, more complex dance routines.  To be able to experiment with a wide range of actions. | To explore and learn actions, gestures, body shapes, rhythms and travelling patterns that suit the style.  To respond physically to a range of stimuli, particularly musical accompaniment.  To convey the mood and feeling of the dance. | Take the lead when working in a group.  Show understanding of how dance keeps us healthy.  Use appropriate criteria to evaluate and refine their own and others’ work. |
| Striking and Fielding /  Multi-skills | To throw and catch a large ball.  Collaborate in throwing, rolling, fetching and receiving games, encouraging children to play with one another once their skills are sufficient.  To use tools and  materials effectively and safely and give them opportunities to practise  Eye-hand co-ordination and control, spatial awareness, striking with different body parts | To develop basic game playing skills.  To be able to think about outwitting the opposition.  Show control when sending and receiving a range of equipment.  To be able to balance a ball on a bat confidently either stationery or whilst moving.  To be able to send a ball along the ground or through the air accurately to a partner to receive.  To be able to hit a ball with a bat with control. | To be able to make simple decisions on how to use space and to avoid opponents.  To improve and apply their basic skills during games.  To be able to direct a piece of equipment towards a target area.  To be able to send and receive a ball with consistency and control.  To be able to demonstrate accuracy when using different body parts.  To be able to steer and direct the ball accurately to evade opponents. | Can describe what they are doing and what they have seen others doing.  To be able to confidently work as a team and show encouragement towards each other.  To be able to understand what tactics and shots to use in different situations. | Understand, plan and combine skills to play 1v1 net games co-operatively with a partner.  To be able to attempt to send a piece of equipment to a target area/court which an opponent is defending.  To focus on developing the skills they need for net/wall games and how to use them to make the game difficult for the opponent. | To be able to direct the ball comfortably towards a target area.  Play games using a variety of equipment, getting their body into a good position, hitting a ball fed to them accurately and keeping a rally going by doing so.  To perform the basic skills needed for the games with control and consistency. | Use forehand, backhand and overhead shots increasingly well in the games they play.  To begin to understand why we have tactics in sport.  To be able to organise themselves in a game and be able to explain the rules to others. |
| Team Games | Moving in different ways and at different  speeds, balancing, target throwing, rolling,  kicking and catching  Practise movement skills through games with beanbags, cones, balls and hoops.  Bouncing a ball, stationary and on the move, estimating, predicting, control and coordination, using a range of small equipment  Rolling balls and other objects | Demonstrate co-ordination when passing a range of equipment around the different parts of the body.  To be able to move fluently, changing direction and speed easily and avoiding collisions.  To be able to respond to the teachers instructions, changing speed, direction and control. | To develop their basic game playing skills.  To be able to link a combination of skills, anticipating actions and reacting with increased speed.  Make choices that benefit the team and not just themselves. | To be able to pass and receive the ball with control and keep possession and score goals.  To be able to work as a team, support team mates and make it hard for the opposition.  Know how to use space in games. | To learn simple attacking tactics with a variety of equipment.  To think about how to use tactics, skills and strategies to outwit the opponent.  To watch and describe others’ performances, as well as their own, and suggest practices that will help them and others to play better. | To begin to understand when the best time is to pass, dribble, shoot etc.  To begin to use attacking and defending skills effectively.  To reinforce the pass and move tactic. | Choose when to pass or dribble, so that they keep possession and make progress towards a goal.  Recognise and describe the best points in an individual’s and a team’s performance.  To develop teamwork and make effective decisions together not just individually. |
| Athletics | Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  Jump in different ways, show control and co-ordination, recognise what happens to their bodies during exercise | To develop their running and jumping skills.  To learn how to run in a co-ordinated way over obstacles.  To be able to use their bodies and variety of equipment with greater control and co-ordination | To develop their sprinting technique.  To be able to improve their personal best and fitness levels.  To be able to identify different pieces of equipment and what they are used for. | To develop the pupils athletic ability.  To be able to improve their personal best.  To develop good basic running, jumping and throwing techniques. | To develop running, jumping and throwing skills using a variety of equipment.  Beat their personal best.  Set different challenges for distance and time. | To focus on developing the technical understanding of the athletic activity.  To set own targets.  To improve personal best | To improve personal best.  To able to sustain their pace over long distances. For example spring for 7 seconds, jog on the spot for 2 minutes.  To measure and record performance. |
| Outdoor Adventures and Swimming |  |  |  | Enter the water safely and develop water confidence and competence  Use maps and diagrams to orientate themselves and successfully navigate around a simple course  Undertake simple orienteering exercises both indoors and in the school grounds  Apply the safety considerations required when participating in a particular activity | Develop a variety of different ways of entering the water and show an increasing confidence and competence in the water  Read a map using more complex keys and symbols to complete a variety of orienteering exercises  Construct a basic shelter in a safe environment  Recognise what is needed to keep themselves and others safe | Show increased water competence when performing and developing basic survival skills    Plan and organise a simple orienteering trail using a variety of map reading and compass skills  Apply the skills and safety requirements for survival in an outdoor environment  Devise appropriate responses to challenges and tasks  Record, view and evaluate their own performances independently | Show increasing control when performing more advanced survival skills  Plan and navigate a variety of orienteering challenges, using map reading and compass skills in unfamiliar settings  Plan and undertake a journey in the outdoors  Plan and respond to more complex challenges  View and appraise their own and others performances  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).  Perform safe self-rescue in different water-based situations. |