



PE Knowledge and Skills Progression Map

Physical Education programme of study: National Curriculum Aims

The National Curriculum for Physical Education aims to ensure that all children:

- 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.

Healthy Body and Healthy Mind

KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I know how my body changes during exercise (heart rate, heavy breath, hot, sweaty).</p> <p>I know exercise is important for a healthy lifestyle and mind.</p>	<p>I know how my body changes during exercise (heart rate, heavy breath, hot, sweaty).</p> <p>I know exercise is important for a healthy lifestyle and mind.</p>	<p>I know how my body changes before, during and after exercise.</p> <p>I know exercise is important for a healthy body and lifestyle.</p> <p>I know how exercise can help support our mental wellbeing.</p>	<p>I know how my body changes before, during and after exercise.</p> <p>I know exercise is important for a healthy body and lifestyle.</p> <p>I know how exercise can help support our mental wellbeing.</p>	<p>I know how my body changes before, during and after exercise.</p> <p>I know exercise is important for a healthy body and lifestyle.</p> <p>I know how exercise can help support our mental wellbeing.</p> <p>I understand the importance of exercise and sport in social environments.</p>	<p>I know how my body changes before, during and after exercise.</p> <p>I know exercise is important for a healthy body and lifestyle.</p> <p>I know how exercise can help support our mental wellbeing.</p> <p>I understand the importance of exercise and sport in social environments.</p>

Games Understanding					
KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can apply basic movements in a range of activities.</p> <p>I can work individually and with others.</p> <p>I can engage in cooperative physical activities.</p> <p>I can engage in competitive physical activities (both against self and against others)</p> <p>I can participate in team games.</p>	<p>I can apply basic movements in a range of activities with control.</p> <p>I can engage in competitive physical activities (both against self and against others)</p> <p>I can participate in team games</p> <p>I can start to develop simple tactics for attacking and defending.</p>	<p>I can apply basic movements in a range of activities with great control.</p> <p>I can engage in competitive physical activities (both against self and against others)</p> <p>I can play games with basic rules.</p> <p>I can apply these rules in a range of situations.</p> <p>I can develop simple tactics for</p>	<p>I can apply basic movements in a range of activities with great control.</p> <p>I can engage in competitive physical activities (both against self and against others)</p> <p>I can play games with basic rules.</p> <p>I can apply these rules in a range of situations.</p> <p>I can develop simple tactics for</p>	<p>I can apply movements in a range of activities with great control.</p> <p>I can engage in competitive physical activities (both against self and against others)</p> <p>I can show a good understanding of a variety of games.</p> <p>I can adapt the rules of a game for an intended purpose.</p>	<p>I can apply movements in a range of activities with great control.</p> <p>I can engage in competitive physical activities (both against self and against others)</p> <p>I can show a good understanding of a variety of games.</p> <p>I can adapt the rules of a game for an intended purpose.</p>

<p>I can understand how to use equipment safely.</p>	<p>I can reflect on and develop skills to improve. I can understand how to use equipment safely.</p>	<p>attacking and defending. I can identify when they are successful and the next steps in my learning. I can identify the spirit of games values (teamwork, respect, honesty, determination, passion and self-belief). I can give examples of when they could demonstrate them during a game situation. I can understand how to use equipment safely.</p>	<p>attacking and defending. I can identify when they are successful and the next steps in my learning. I can identify the spirit of games values (teamwork, respect, honesty, determination, passion and self-belief). I can give examples of when they could demonstrate them during a game situation. I can understand how to use equipment safely.</p>	<p>I can implement tactics for attacking and defending to improve my chances of success. I can assess my own performance and the performance of others to identify areas for development. I can consistently demonstrate the spirit of games values (teamwork, respect, honesty, determination, passion and self-belief).</p>	<p>I can implement tactics for attacking and defending to improve my chances of success. I can assess my own performance and the performance of others to identify areas for development. I can consistently demonstrate the spirit of games values (teamwork, respect, honesty, determination, passion and self-belief).</p>
--	--	---	---	---	---

				I can understand how to use equipment safely	I can understand how to use equipment safely
--	--	--	--	--	--

Invasion Games					
KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can confidently keep themselves safe in the space in which an activity/game is being played.	I can improve the way they coordinate and control their bodies in various activities. I can remember, repeat and link	I can develop basic tactics in simple team games and use them appropriately. I can move with a ball towards goals	I can pass, receive and shoot the ball with increasing control. I can work as part of a team	I can understand there are different skills for different situations and begin to use these.	I can pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate

<p>I can explore and use skills, actions and ideas individually and in combination to suit the game that is being played.</p> <p>I can show ability to work with a partner in throwing and catching games.</p> <p>I can choose and use skills effectively for particular games:</p> <ul style="list-style-type: none"> -I can throw a ball accurately to a target using increasing control. 	<p>combinations of skills where necessary.</p> <p>I can develop basic tactics in simple team games and use them appropriately.</p> <p>I can choose use and vary simple tactics.</p> <p>I can catch and control a ball in movement working with a partner or in a small group.</p> <p>I can take part in games where there is an opposition.</p> <p>I can decide where to stand during a team game, to support the game.</p>	<p>with increasing control.</p> <p>I can understand their role as an attacker and as a defender</p> <p>I can move into space to help support a team.</p> <p>I can defend an opponent and try to win the ball</p>	<p>to keep possession and score goals when attacking.</p> <p>I can defend one on one and know when and how to win the ball.</p> <p>I can use simple tactics to help a team score or gain possession.</p>	<p>I can move into space to help a team.</p> <p>I can play in a range of positions and know how to contribute when attacking and defending.</p> <p>I can pass, receive and shoot the ball with some control under pressure.</p>	<p>action for the situation.</p> <p>I can create and use a variety of tactics to help a team.</p> <p>I can create and use space to help a team.</p> <p>I can select and apply different movement skills to lose a defender.</p> <p>I can use marking, and/or interception to improve defending.</p>
--	---	--	--	---	---

<p>-I can explore throwing and catching in different ways. -I can explore kicking in different ways with increasing control.</p>	<p>I can begin to lead others in a simple team game. I can pass and stop a ball to a team mate accurately. I can understand how to intercept a moving ball. I can understand role of attacker and defender.</p>				
--	---	--	--	--	--

Net and Wall Games

KS1

KS2

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can confidently keep themselves safe in the space in which an activity/game is being played.</p> <p>I can explore and use skills, actions and ideas individually and in combination to suit the game that is being played.</p> <p>I can show ability to work with a partner in throwing and catching games. .</p> <p>I can hit a ball with control using an</p>	<p>I can improve the way they coordinate and control their bodies in various activities.</p> <p>I can remember, repeat and link combinations of skills where necessary.</p> <p>I can develop basic tactics in simple team games and use them appropriately.</p> <p>I can choose use and vary simple tactics.</p> <p>I can catch and control a ball in movement working with a partner or in a small group.</p>	<p>I can return a ball to a partner.</p> <p>I can use basic racket skills.</p> <p>I can play a range of basic shots.</p> <p>I can move quickly around the court using a variety of movement patterns.</p>	<p>I can play continuous games.</p> <p>I can use a range of basic racket skills and variety of shots in different areas of the court.</p> <p>I can demonstrate good footwork on the court.</p> <p>I can return to the ready position to defend my own court.</p>	<p>I can develop wider range of skills and begin to use these under some pressure.</p> <p>I can select and apply preferred skills with increasing consistency.</p> <p>I can understand the need for tactics and make decisions about when best to use them.</p> <p>I can play cooperatively with a partner.</p> <p>I can demonstrate good footwork to cover a court</p>	<p>I can use a wider range of skills in game situations.</p> <p>I can play cooperatively with a partner / in a team.</p> <p>I can demonstrate good decision making when making shots within a game.</p> <p>I can identify and use a variety of tactics.</p>

appropriate object.	I can take part in games where there is an opposition. I can decide where to stand during a team game, to support the game. I can begin to lead others in a simple team game. I can develop hand eye co-ordination to be able to receive and send balls using equipment if appropriate.			space in a game situation.	
---------------------	--	--	--	----------------------------	--

Striking and Fielding Games

KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can confidently keep myself safe in the space in which an activity/game is being played.</p> <p>I can explore and use skills, actions and Ideas individually and in combination to suit the game that is being played.</p>	<p>I can improve the way they coordinate and control their bodies in various activities.</p> <p>I can remember, repeat and link combinations of skills where necessary.</p> <p>I can develop basic tactics in simple team games and use them appropriately.</p>	<p>I can use overarm and underarm throwing and catching skills.</p> <p>I can begin to strike a bowled ball after a bounce.</p> <p>I can bowl a ball towards a target.</p> <p>I can develop an understanding of tactics and begin to use them in game situations.</p>	<p>I can use overarm and underarm throwing and catching skills with increasing accuracy.</p> <p>I can strike a bowl and ball after a bounce.</p> <p>I can bowl a ball with some accuracy, and consistency.</p>	<p>I can sometimes strike a bowled ball.</p> <p>I can begin to develop a wider range of skills and use these under some pressure.</p> <p>I can use tactics effectively in a competitive situation.</p>	<p>I can strike a bowled ball with increasing consistency.</p> <p>I can use some tactics in the game as a batter, bowler and fielder.</p> <p>I can select the appropriate action for the situation.</p>

<p>I can show ability to work with a partner in throwing and catching games. I can choose and use skills effectively for particular games:</p> <ul style="list-style-type: none"> -Throw a ball accurately underarm to a target using increasing control. -Show increasing control when rolling an object, using a technique. -Hit a ball with control using an appropriate object. 	<p>I can choose use and vary simple tactics.</p> <p>I can catch and control a ball in movement working with a partner or in a small group.</p> <p>I can take part in games where there is an opposition.</p> <p>I can decide where to stand during a team game, to support the game.</p> <p>I can begin to lead others in a simple team game.</p> <p>I can hit a ball accurately using a piece of equipment.</p>		<p>I can choose and use simple tactics for different situations.</p>		
--	--	--	--	--	--

I can explore throwing and catching in different ways.					
--	--	--	--	--	--

Athletics					
KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can remember, repeat and link combinations of actions.	I can remember, repeat and link combinations of actions.	I can run at fast, medium and slow speeds.	I can demonstrate the difference between	I can choose the best pace for a running event.	I can select and apply the best pace for a running event.

<p>I can use their bodies and a variety of equipment with greater control and co-ordination.</p> <p>I can develop the following skills with increasing accuracy and velocity:</p> <ul style="list-style-type: none"> -Explore and throw a variety of objects with one hand. -Jump from a stationary position with control. -Change speed and direction whilst running. 	<p>I can use their bodies and a variety of equipment with greater control and co-ordination.</p> <p>I can develop the following skills with increasing accuracy and velocity:</p> <ul style="list-style-type: none"> -Explore and throw a variety of objects with one hand. -Jump from a stationary position with control. -Change speed and direction whilst running. 	<p>I can use different take off and landings when jumping.</p> <p>I can develop jumping for distance and height.</p> <p>I can take part in a relay activity, remembering when to run and what to do.</p> <p>I can throw a variety of objects, changing my action for accuracy and distance.</p> <p>I can record my distances, numbers and times.</p>	<p>sprinting and running over varying distances.</p> <p>I can demonstrate different throwing techniques.</p> <p>I can jump for distance and height with control and balance.</p> <p>I can throw with some accuracy and power into a target area.</p>	<p>I can perform a range of jumps showing some technique.</p> <p>I can show control at take-off in jumping activities.</p> <p>I can show accuracy and good technique when throwing for distance.</p> <p>I can understand how stamina and power help people to perform well in different athletic activities.</p> <p>I can lead a partner through short warm-up routines.</p>	<p>I can exchange a baton with success.</p> <p>I can perform jumps for height and distance using good technique.</p> <p>I can show accuracy and good technique when throwing for distance.</p> <p>I can lead a small group through a short warm-up routine.</p>
---	---	--	--	--	---

Dance

KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can explore movement ideas and respond imaginatively to a range of stimuli.</p> <p>I can move confidently and safely in my own general space using changes of speed level and direction.</p> <p>I can compose and link movements to make simple beginnings, middles and ends.</p>	<p>I can explore, remember, repeat and link a range of actions with coordination, control and awareness of the expressive qualities of dance.</p> <p>I can explore the change of rhythm, speed, level and direction.</p> <p>I can compose and perform short dances that express and communicate</p>	<p>I can create dance phrases that communicate ideas.</p> <p>I can create dance phrases with a partner and in a small group using canon and unison.</p> <p>I can repeat, remember and perform these phrases in a dance.</p> <p>I can use dynamic and expressive qualities in relation to an idea.</p> <p>I can use counts to keep in time with</p>	<p>I can respond imaginatively to a range of stimuli related to character and narrative.</p> <p>I can use simple motifs and movement patterns to structure dance phrases on my own, with a partner and in a group.</p> <p>I can use formation, canon and unison to develop a dance.</p> <p>I can refine, repeat and</p>	<p>I can adapt and refine actions, dynamics and relationships in a dance.</p> <p>I can perform different styles of dance clearly and fluently.</p> <p>I can recognise and comment on dances, showing an understanding of style.</p> <p>I can suggest ways to improve their own and other people's work.</p>	<p>I can work creatively and imaginatively individually, with a partner and in a group to choreograph motifs and structure simple dances.</p> <p>I can adapt and refine actions, dynamics and relationships to improve a dance.</p> <p>I can choreograph a dance using props.</p>

<p>I can perform movement phrases using a range of body actions and body parts.</p>	<p>moods, ideas and feelings choosing and varying simple compositional ideas.</p>	<p>a group and the music. I can recognise and talk about the movements used and the expressive qualities of dance.</p>	<p>remember dance phrases and dances. I can perform dances clearly and fluently. I can describe, interpret and evaluate dance, using appropriate language.</p>		<p>I can perform dances fluently and with control. I can use appropriate language to evaluate and refine their own and others' work.</p>
---	---	--	--	--	--

Gymnastics

KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can explore and perform gymnastic actions (pencil/straight, tuck, star, pike, dish and arch) and still shapes. I can move confidently and safely in their own and general</p>	<p>I can remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precisions. I can choose, use and vary simple compositional</p>	<p>I can use a greater number of my own ideas for movements in response to a task. I can choose and plan sequences of contrasting actions. I can complete actions with</p>	<p>I can safely perform balances individually and with a partner. I can plan and perform sequences with a partner that includes a change of level and shape.</p>	<p>I can create and perform sequences using apparatus, individually and with a partner. I can use set criteria to make simple judgments about performances and suggest ways they</p>	<p>I can understand what counter balance and counter tension is and show examples with a partner. I can combine and perform gymnastic actions, shapes and balances</p>

<p>space, using change of speed and direction. I can copy, create and link movement phrases with beginnings, middles and ends. I can perform movement phrases using a range of body actions and body parts. I can explore making their body tense, relaxed, stretched and curled. I can explore different ways of</p>	<p>ideas in the sequence they create and perform, with moderate control. I can create routines which have a clear beginning and ending. I can work with a partner sharing ideas and creating a simple sequence.</p>	<p>increasing balance and control. I can move in unison with a partner. I can choose actions that flow well into one another. I can adapt sequences to suit different types of apparatus. I can, with help, recognise how performances could be improved.</p>	<p>I can understand how body tension can improve the control and quality of their movements. I can watch, describe and suggest possible improvements to a performance.</p>	<p>could be improved. I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. I can use strength and flexibility to improve the quality of a performance.</p>	<p>with control and fluency. I can create and perform sequences using compositional devices to improve the quality. I can suggest changes and use feedback to improve a sequence.</p>
---	---	---	--	--	---

stretching, balancing, rolling, and travelling.					
---	--	--	--	--	--

Outdoor and Adventure

KS2

Year 3	Year 4	Year 5	Year 6
<p>I can follow and give instructions.</p> <p>I can communicate ideas and listen to others.</p>	<p>I can accurately follow and give instructions.</p> <p>I can work effectively with a partner and a small group.</p>	<p>I can reflect on when and how they were successful at solving challenges, and</p>	<p>I can work effectively with a partner and a group.</p> <p>I can use critical thinking to form ideas.</p>

<p>I can work with a partner and a small group.</p> <p>I can plan and attempt to apply strategies to solve problems.</p> <p>I can reflect on when and why I was successful at solving challenges.</p> <p>I can develop basic map reading skills.</p>	<p>I can identify key symbols on a map and use a key to help navigate around a grid.</p> <p>I can plan and apply strategies to solve problems.</p>	<p>alter methods in order to improve.</p> <p>I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.</p> <p>I can use critical thinking to approach a task.</p> <p>I can navigate around a course using a map.</p>	<p>I can pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p>I can reflect on why and how they are successful at solving challenges and adapt methods in order to improve.</p> <p>I can orientate and map efficiently to navigate around a course.</p>
--	--	--	---

Swimming			
KS2			
Year 3	Year 4	Year 5	Year 6

		<p>I can develop kicking, arm pull and breathing techniques as well as correct body position to improve buoyancy and stroke efficiency.</p> <p>I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>I can perform safe self-rescue in different water-based situations.</p>	
--	--	--	--