



Subject Non- Negotiables – Physical Education

Skills and knowledge components:

Progression document building from previous year’s learning

PE

KS1: Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.

KS2: Pupils should continue to implement 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.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	<p>Move confidently in a range of ways</p> <p>Experiments with ways of moving</p>	<p>Show control when travelling</p> <p>Show coordination on both floor and apparatus</p>	<p>Show control and coordination when travelling and balancing.</p> <p>Link two or more actions to make a sequence.</p> <p>Show contrasts (eg: small / tall, straight / curved, wide / narrow.</p> <p>Jump in a variety of ways and land with</p>	<p>Balance on different points of the body.</p> <p>Travel at different speeds in a variety of ways.</p>	<p>Control a balance.</p> <p>Combine learnt techniques (Y1&2) for a fluid sequence.</p> <p>Show changes of direction, speed and level during a performance.</p>	<p>Plan, perform and repeat sequences.</p> <p>Move in a clear, fluent and expressive manner.</p>	<p>Create a fluid sequence applying learnt skills.</p>	<p>Show accuracy, control, speed, strength and stamina consistently within a range of movements.</p> <p>Develop and adapt techniques to improve performance.</p>



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			some control and balance.					
Athletics	Move confidently in a range of ways	Jumps and lands appropriately	Run with control. Jump with control.	Explore different jump techniques. Set myself targets to improve my performance.	Refine sprint technique. Use a range of throwing techniques (underarm / overarm) Improve personal best performances	Run over a longer distance, conserving energy to sustain performance Throw with accuracy to hit a target or cover a distance. Jump in a number of ways, using a run up if appropriate.	Combine sprinting with low hurdles over 60m. Throw accurately and refine performance by analysing technique and body shape. Keep track of personal best performances, setting targets for improvement	Choose the best place for running over a variety of distances. Show control in take-off and landing when jumping. Keep track of personal best performances, setting challenging targets for improvement
Team games	Negotiates space successfully	Join in with team games	Move or stop to catch or collect a ball.	Decide on the best position	Develop fielding and possession skills.	Apply and explain rules and tactics of a	Explain rules and tactics in detail.	Gain possession confidently and apply attacking



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	play racing and chasing games with each other, adjusting speed and direction.	Begin to understand what it means to defend / attack in a game.	Decide where to stand to make it difficult for the opposing team.	and move accordingly. Understand basic tactics of a game Reflect on reasons for rules and how to make games more challenging.	Begin to apply tactics and rules in a game Ask and answer questions to suggest reasons/improvements/ changes	variety of games. Suggest improvements; support others Keep and control the possession of a ball. Field with control.	To work in a team or alone to gain possession of a ball. Reflect- ask and answer questions to change or improve games/ performance	and defending skills. Apply understanding of rules and tactics e.g. officiating Support other players; coaching; modelling
Dance and movement	Show control with large and small movements	Begin to perform simple dance moves Show some rhythm and control when moving Feedback verbally to partner	Perform some simple dance moves. Demonstrate rhythm and control.	Perform dance actions with control and co-ordination. Can choose appropriate movements to communicate mood / feelings / ideas	Refine movements to create a basic dance sequence to match a purpose. Movements begin to show fluidity.	Refine movements to create a more complex sequence to match a purpose. Movements are clear and fluent.	When composing it is imaginative, creative and expressive. Movements show control. Suggest new ways of working/ask and answer	Perform dances using advanced techniques with a range of dance styles and forms. Suggest new ways of working/ask and answer questions to reflect



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			Suggest improvements/ give feedback	Link two or more actions in a sequence. Give praise Suggest next steps to peers	Change speed and level within a performance Give feedback. Suggest next steps to peers	Suggest new ways of working/ask and answer questions to reflect	questions to reflect	
Outdoor Adventures activities					Use more detailed plans and diagrams that take them from familiar to less familiar areas Use ideas they have learned in one task and apply them in another Can identify potential risks.	Use maps and diagrams to orientate themselves and to travel around a simple course Plan responses to physical challenges and problems as a group Identify risks and advise others.	Orientate self to solve problems, locating particular places. Adapt actions to changing situations.	Confidently orientate self and others to solve a problem in a more unfamiliar environment. Develop skills to solve problems in intellectual and physical challenges.
Swimming and Water Safety	N/A	N/A	N/A	N/A	Use one basic stroke Co-ordination and control in	Use more than one stroke and co-ordinate breathing	Use breaststroke, front crawl and backstroke, ensuring that	Any child not meeting the 25m requirement will receive



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					arm and leg movements.		breathing is correct.	swimming intervention Swim 25m by the end of Year 6. Explore personal survival skills safely.
Specific sports to be covered: Football, Tag-Rugby, Netball, Athletics, Hockey, Tennis								