

PE Skills and Knowledge Progression – WILLIAM BYRD PRIMARY ACADEMY

	Progression Topics	Nursery	Reception	Progression Topics	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Guidance		Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives ⁷ . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.			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.		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.			
	INTRODUCTION TO PE	INTRODUCTION TO PE 1 INTRODUCTION TO PE 2		INVASION SKILLS	TEAM BUILDING INVASION TARGET GAMES	TEAM BUILDING INVASION TARGET GAMES	NETBALL FOOTBALL	BASKETBALL TAG RUGBY	NETBALL FOOTBALL	BASKETBALL TAG RUGBY
	Knowledge	To move safely and sensibly in a space with consideration or others. To develop moving safely and stopping with control. To use equipment safely and responsibly. To use different travelling actions whilst following a path. To work with others co-operatively and play as a group. To follow, copy and lead a partner. To move around safely in space. To follow instructions and stop safely. To stop safely and develop control using equipment. To follow instructions and play safely as a group. To follow a path and take turns. To work co-operatively with a partner.			Drop and catch a ball after one bounce on the move. Move a ball using different parts of the foot. Throw and roll towards a target with some varying techniques. Kick towards a stationary target. Catch a beanbag and a medium-sized ball. Attempt to track balls and other equipment sent to them. Run, stop and change direction with some balance and control.	Dribble a ball with two hands on the move. Dibble a ball with some success, stopping it when required. Throw and roll towards a target using varying techniques with some success. Show balance when kicking towards a target. Catch an object passed to them, with and without a bounce. Move to track a ball and stop it using feet with limited success. Run, stop and change direction with	Dribble the ball with one hand with some control in game situations. Dribble a ball with feet with some control in game situations. Use a variety of throwing techniques in game situations. Kick towards a partner in game situations. Catch a ball passed to them using one and two hands with some success. Receive a ball sent to them using different parts of the foot.	Link dribbling the ball with other actions with increasing control. Change direction when dribbling with feet with some control in game situations. Use a variety of throwing techniques with increasing success in game situations. Kick with increasing success in game situations. Catch a ball passes to them using one and two hands with increasing success.	Using dribbling to chance the direction of play with some control under pressure. Dribble with feet with some control under increasing pressure. Use a variety of throwing techniques with some control under increasing pressure. Catch and intercept a ball using one and two hands with some success in game situations. Receive a ball using different parts of the foot under pressure	Use dribbling to change the direction of play with control under pressure. Use a variety of dribbling techniques to maintain possession under pressure. Use variety of throwing techniques including fake passess to outwit an opponent. Select and apply the appropriate kicking techniques with control. Catch and intercept a ball using one and two hands with

				Recognise space in relation to others. Begin to use simple tactics with guidance.	balance and control. Move to space to help score goals or limit others scoring. Use simple tactics.	Strike a ball with varying techniques. Change direction with increasing speed in game situations. Use space with some success in game situations. Use simple tactics individually and within a team.	Receive a ball using different parts of the foot under pressure. Strike a ball using varying techniques with increasing accuracy. Change direction to lose an opponent with some success. Create and use space with some success in game situations. Use simple tactics to help their team score or gain possession.	with increasing control. Use a variety of techniques to change direction to lose an opponent. Create and use space for self and others with some success. Understand the need for tactics and can identify when to use them in different situations.	increasing success in game situations. Receive a ball with consideration to the next move. Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure. Confidently change direction to successfully outwit an opponent. Effectively create and use space for self and others to outwit an opponent. Work collaboratively to create tactics within their team and evaluate the effectiveness of these.
FUNDAMENTALS	FUNDAMENTALS 1 FUNDAMENTALS 2	NET AND WALL GAMES	BALL SKILLS SENDING AND RECIEVING NET AND WALL	BALL SKILLS SENDING AND RECIEVING NET AND WALL	DODGEBALL TENNIS	DODGEBALL TENNIS	VOLLEYBALL TENNIS	VOLLEYBALL TENNIS	
Knowledge	Run and stop with some control. Explore skipping as a travelling action. Jump and hop with bent knees. Throwing larger balls and beanbags into space. Balance whilst stationary and on the move. Change direction at a slow pace. Explore moving different body parts together		Drop and catch a ball after one bounce on the move. Move a ball using different parts of the foot. Throw and roll towards a target with some varying techniques. Kick towards a stationary target.	Dribble a ball with two hands on the move. Dribble a ball with some success, stopping it when required. Throw and roll towards a target using varying techniques with some success. Show balance when kicking	Throw and roll towards a target using varying techniques with some success. Catch an object passed to them, with and without a bounce. Move towards or away due to tracking the ball.	Use a variety of throwing techniques in game situations. Catch a ball passed to them using one and two hands with some success. Strike and throw a ball with varying techniques. Change direction with	Use a variety of throwing techniques wit some control under increasing pressure. Use a variety of throwing techniques with some control under increasing pressure.	Use a variety of throwing techniques including fake passes to outwit an opponent. Catch and intercept a ball using one and two hands with increasing success in game situations. Receive a ball with	

				Catch a beanbag and a medium-sized ball. Attempt to track balls and other equipment sent to them. Strike a stationary ball using a racket. Throw towards a target. Run, stop and change direction with balance and control. Recognise space in relation to others. Begin to use simple tactics with guidance.	towards a target. Catch an object passed to them, with and without a bounce. Move to track a ball and stop it using feet with limited success. Strike a ball using a racket. Run, stop and change direction with balance and control. Move to a space to help score or limit other scoring. Use simple tactics	Strike a ball using a racket. Run stop and change direction with balance and control. Move to a space to help score goals or limit other scoring. Use simple tactics.	increasing speed in game situations. Use space with some success in game situations. Use simple tactics individually and within a team.	Catch or intercept a ball using one and two hands with some success in game situations. Strike a ball using a wider range of skills. Apply these with some success under pressure. Use a variety of techniques to change direction to lose an opponent. Create a use space for self and others with some success. Understand the need for tactics and can identify when to use them in different situations.	consideration to the next move. Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure. Confidently change direction to successfully outwit an opponent. Effectively create and use space for self and others to outwit an opponent. Work collaboratively to create tactics within their team and evaluate the effectiveness of these.
UNITS GAMES	GAMES 1 GAMES 2	ATHLETICS AND MULTISKILLS	ATHLETICS FUNDAMENTALS	ATHLETICS FUNDAMENTALS	ATHLETICS	ATHLETICS FUNDAMENTALS	ATHLETICS	ATHLETICS	
Knowledge	To work safely and develop running and stopping. To develop throwing and learn how to keep score. To be able to play games showing an understanding of the different roles within it. To follow instructions and move safely when playing tagging games. To work co-operatively and learn to take turns. To work with others to play team games. To aim when throwing and practise keeping score. To follow instructions and move safely when play tagging games. To learn to play against a partner.		Attempt to run at different speeds showing an awareness of technique. Begin to link running and jumping movements with some control. Jump, leap and hop and choosing which allows them to jump the furthest. Throw towards a target. Show some control and balance when travelling at different speeds.	Show balance and coordination when running at different speeds. Link running and jumping movements with some control and balance. Show hopping and jumping movements with some balance and control. Change technique to throw for distance. Show control and balance when travelling	Show balance, coordination and technique when running at different speeds, stopping with control. Link running, hopping and jumping actions using different take offs and landing. Jump for distance and height with an awareness of technique. Throw a variety of objects, changing	Demonstrate how and when to speed up and slow down when running. Link hopping and jumping actions with some control. Jump for distance and height showing balance and control. Throw with some accuracy and power towards a target area. Demonstrate good balance when performing other	Run at the appropriate speed over longer distances or for longer periods of time. Show control at takeoff and landing in more complex jumping activities. Perform a range of more complex jumps showing some technique. Show accuracy and power when throwing for distance.	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time. Link running, jumping and hopping actions with greater control and co-ordination. Perform jumps for height and distance using good technique. Show accuracy and good	

		To develop co-ordination and play by the rules. To explore striking a ball and keeping score. To work co-operatively as a team.		Begin to show balance and co-ordination when changing direction. Use co-ordination with and without equipment.	at different speeds. Demonstrates balance and co-ordination when changing direction. Perform actions with increased control when co-ordinating their body with and without equipment.	action for accuracy and distance. Demonstrate balance when performing other fundamental skills. Show balance when changing direction in combination with other skills. Can co-ordinate their bodies with increased consistency in a variety of activities.	fundamental skills. Show balance when changing direction at speed in combination with other skills. Begin to co-ordinate their body at speed in response to a task.	Demonstrate good balance and control when performing other fundamental skills. Demonstrate improved body posture and speed when changing direction. Can co-ordinate a range of body parts at increased speed.	technique when throwing for distance. Show fluency and control when travelling, landing, stopping and changing direction. Change direction with a fluent action and can transition smoothly between varying speeds. Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.
	UNITS BALL SKILLS 1/2	BALL SKILLS 1 BALL SKILLS 2	STRICKING AND FIELDING GAMES	STRICKING AND FIELDING	STRICKING AND FIELDING	CRICKET ROUNDERS	CRICKET ROUNDERS	CRICKET ROUNDERS	CRICKET ROUNDERS
	Knowledge	To develop rolling a ball to a target. To develop stopping a rolling ball. To develop accuracy when throwing to a target. To develop bouncing and catching a ball. To develop dribbling a ball with your feet. To develop kicking a ball. To develop rolling and tracking a ball. To develop accuracy when throwing to a target. To develop dribbling with hands. To develop throwing and catching with a partner. To develop dribbling a ball with your feet. To develop kicking a ball to a target.		Drop and catch a ball after one bounce on the move. Throw and roll towards a target with some varying techniques. Strike a stationary ball using a racket. Run, stop and change direction with some balance and control. Recognise space in relation to others. Begin to use simple tactics with guidance.	Throw and roll a ball towards a target using varying techniques with some success. Catch an object passed to them, with and without a bounce. Strike a ball using a racket. Ru, stop and change direction with balance and control. Move to space to help score goals or limit others scoring. Use simple tactics.	Use a variety of throwing techniques in game situations. Catch a ball passed to them using one and two hands with some success. Strike a ball with varying techniques. Change direction with increasing speed in game situations. Use space with some success in game situations. Use simple tactics	Use variety of throwing techniques with increasing success in game situations. Catch a ball passed to them using one and two hands with increasing success. Strike a ball using varying techniques with increasing accuracy. Change direction to lose an opponent with some success. Create and use space with	Use a variety of throwing techniques with some control under increasing pressure. Catch and intercept a ball using one and two hands with some success in game situations. Strike a ball using a wider range of skills. Apply these with some success under pressure. Use a variety of techniques to change direction to lose an opponent.	Use a variety of throwing techniques including fake passes to outwit an opponent. Catch and intercept a ball using one and two hands with increasing success in game situations. Receive a ball with consideration to the next move. Strike a ball using a wider range of skills to outwit an opponent apply these with increasing

						individually and within a team.	some success in game situations. Use simple tactics to help their team score or gain possession.	Create and use space for self and others with some success. Understand the need for tactics and can identify when to use them in different situations.	control under pressure. Confidently change direction to successfully outwit an opponent. Effectively create and use space for self and others to outwit an opponent. Work collaboratively to create tactics within their team and evaluate the effectiveness of these.
UNITS DANCE AND GYMNASTICS	Knowledge GYMNASTICS (NURSERY) DANCE (RECEPTION)	GYMNASTICS	GYMNASTICS	GYMNASTICS	GYMNASTICS	GYMNASTICS	GYMNASTICS	GYMNASTICS	Gymnastics
Knowledge	<p><u>Gymnastics –</u> To copy and create shapes with your body. To be able to create shapes whilst on apparatus. To develop balancing and taking weight on different body parts. To develop jumping and landing safely. To develop rocking and rolling. To copy and create short sequences by linking actions together.</p> <p><u>Dance –</u> To explore different body parts and how they move. To explore different body parts and how they move, remember, and repeat actions. To express and communicate ideas through movement exploring directions and levels. To create movements, adapt, and perform simple dance patterns. To copy and repeat actions showing confidence and imagination.</p>		Begin to link running and jumping movements with some control. Use co-ordination with and without equipment. Begin to show balance and co-ordination when changing direction. Perform balances making their body tense, stretched and curled. Take body weight on hands for short periods of time. Demonstrate poses and movements that challenge their flexibility. Remember, repeat and link	Link running and jumping movements with some control and balance. Show hopping and jumping movements with some balance and control. Perform actions with increased control when co-ordinating their body with and without equipment. Perform balances on different body parts with some control and balance. Take body weight on different body parts, with and without apparatus. Show increased awareness of	Link running, hopping and jumping actions using different take offs and landing. Demonstrate balance when performing other fundamental skills. Show balance when changing direction in combination with other skills. Can co-ordinate their bodies with increased consistency in a variety of activities. Complete balances with increasing stability, control and technique. Demonstrate some strength	Link hopping and jumping actions with some control. Demonstrate good balance when performing other fundamental skills. Use body tension to perform balances both individually and with a partner. Demonstrate increasing strength, control and technique when taking own and others weight. Demonstrate increased flexibility and extension in more challenging actions.	Show control at takeoff and landing in more complex jumping activities. Demonstrate good balance and control when performing other fundamental skills. Demonstrate improved body posture and speed when changing direction. Show increasing control and balance when moving from one balance to another. Show increasing control and balance when moving from	Link running, jumping and hopping actions with greater control and co-ordination. Show fluency and control when travelling, landing, stopping and changing direction. Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge. Combine and perform more complex balances with control, technique and fluency. Demonstrate more complex actions with a	

		To move with control and co-ordination, linking, copying and repeating actions.		simple actions together.	extension and flexibility in actions. Copy, remember, repeat and plan linking simple actions with some control and technique.	and control when taking weight on different body parts for longer periods of time. Demonstrate increased flexibility and extension in their actions. Choose actions that flow well into one another both on and off apparatus.	Plan and perform sequences showing control and technique with and without a partner.	one balance to another. Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them. Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.	good level of strength and technique. Confidently transition from one action to another showing appropriate control and extension for the complexity of the action. Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.
			DANCE	DANCE	DANCE	DANCE	DANCE	DANCE	DANCE
				Copy, remember and repeat actions. Choose actions for an idea. Use changes of direction, speed and levels with guidance. Show some sense of dynamic and expressive qualities. Begin to use counts.	Copy, remember and repeat a series of actions. Select from a wider range of actions in relation to a stimulus. Use pathways, levels, shapes, directions, speeds and timing with guidance. Use mirroring and unison when completing actions with a partner. Show a character through actions, dynamics and expression. Use counts with help to stay in time with the music.	Copy remember and perform a dance phrase. Create short dance phrases that communicate an idea. Use canon, unison and formation to represent an idea. Match dynamic and expressive qualities to a range of ideas. Use counts to keep in time with a partner and group.	Copy, remember and adapt set choreography. Choreograph considering structure individually, with a partner and in a group. Use action and reaction to represent an idea. Change dynamics to express changes in character or narrative. Use counts when choreographing short phrases.	Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing. Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus. Confidently perform choosing appropriate dynamics to represent an idea. Use counts accurately when choreographing	Perform dances confidently and fluently with accuracy and good timing. Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme. Improvise and combine dynamics demonstrating an awareness of the impact on performance.

						to perform in time with others and the music.	Use counts when choreographing and performing to improve the quality of work.
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<u>Beginners</u>	<u>Developers</u>	<u>Intermediate</u>
<p>Submerge and regain feet in the water. Breathe in sync with an isolated kicking action from poolside.</p> <p>Use arms and legs together to move effectively across a short distance in the water.</p> <p>Glide on front and back over short distances. Float on front and back for short periods of time.</p> <p>Confidently roll from front to back and then regain a standing position.</p>	<p>Confidently and consistently, retrieve an object from the floor with the same breath. Begin with co-ordinate breath in time with basic strokes showing some consistency in timing.</p> <p>Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.</p> <p>Combine gliding and floating on front and back over an increased distance.</p> <p>Float on front and back using different shapes with increased control.</p>	<p>Confidently combine skills to retrieve an object from greater depth.</p> <p>Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.</p> <p>Confidently demonstrate good technique in a wider range of strokes over increased distances.</p> <p>Combine gliding and transitioning into an appropriate stroke with good control.</p> <p>Confidently link a variety of floating actions together demonstrating good technique and control.</p> <p>Select and apply the appropriate survival technique to the situation.</p>



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