Tintwistle Primary School

Progression of Knowledge, Skills and Understanding in PE

Breadth of Study	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Dance	Copy basic body actions and rhythms. Choose and use travelling actions, shapes and balances. Travel in different pathways using the space around them. Begin to use dynamics and expression with guidance. Begin to count to music.	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.	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 to perform in time with others and the music.	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. Use counts when choreographing and

			Show a character through actions, dynamics and expression. Use counts with help to stay in time with the music.				performing to improve the quality of work.
FFS: Fundamentals, Fitness and Athletics	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.	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. Begin to show balance and co-ordination when	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 at different speeds.	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 action for accuracy and distance. Demonstrate balance when performing other	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 fundamental skills. Show balance when changing	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 good balance and control when performing other fundamental skills. Demonstrate improved body posture and speed when changing direction.	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 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

		changing direction. Use co-ordination with and without equipment.	Demonstrates balance and co-ordination when changing direction. Perform actions with increased control when co-ordinating their body with and without equipment.	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.	direction at speed in combination with other skills. Begin to co-ordinate their body at speed in response to a task.	Can co-ordinate a range of body parts at increased speed.	smoothly between varying speeds. Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.
Games	Drop and catch with two hands. Move a ball with feet. Throw and roll a variety of beanbags and larger balls to space. Kick larger balls to space. Stop a beanbag or large ball sent to them using hands Attempt to stop a large ball sent to	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.	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.	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.	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 passed to them	Use dribbling to change 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. Use a variety of kicking techniques with some control under increasing pressure. Catch and intercept a ball using one and two hands with some	Use dribbling to change the direction of play with control under pressure. Use a variety of dribbling techniques to maintain possession under pressure. Use a variety of throwing techniques including fake passes to outwit an opponent. Select and apply the appropriate kicking technique with control. Catch and intercept a ball using one and two hands with increasing

	them using feet. Hit a ball with hands. Run and stop when instructed. Move around showing limited awareness of others. Make simple decisions in response to a situation.	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.	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 space to help score goals or limit others scoring. Use simple tactics.	Receive a ball sent to them using different parts of the foot. 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.	using one and two hands with increasing success. 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.	success in game situations. Receive a ball using different parts of the foot under pressure with increasing control. 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 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.	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.
Body Management: Gymnastics	Create shapes showing a basic level of stillness using different parts of their bodies. Begin to take weight on	Perform balances making their body tense, stretched and curled. Take body weight on hands for short periods of time.	Perform balances on different body parts with some control and balance. Take body weight on	Complete balances with increasing stability, control and technique. Demonstrate some strength and control when	Use body tension to perform balances both individually and with a partner. Demonstrate increasing strength, control	Show increasing control and balance when moving from one balance to another. Use strength to improve the quality of an action and the	Combine and perform more complex balances with control, technique and fluency. Demonstrate more complex actions with a good level of

	different body parts. Show shapes and actions that stretch their bodies. Copy and link simple actions together.	Demonstrate poses and movements that challenge their flexibility. Remember, repeat and link simple actions together.	different body parts, with and without apparatus. Show increased awareness of extension and flexibility in actions. Copy, remember, repeat and plan linking simple actions with some control and technique.	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.	and technique when taking own and others weight. Demonstrate increased flexibility and extension in more challenging actions. Plan and perform sequences showing control and technique with and without a partner.	range of actions available. 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	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.
OAA: OAA, Teambuilding & Forest School	Follow simple instructions. Share their ideas with others. Explore activities making own decisions in response to a task. Make decisions about where to move in space. Follow a path.	Follow instructions. Begin to work with a partner and a small group. Understand the rules of the game and suggest ideas to solve simple tasks. Copy a simple diagram/map. Identify own and others' success.	Follow instructions accurately. Work co-operatively with a partner and a small group, taking turns and listening to each other. Try different ideas to solve a task. Follow and create a simple diagram/map Understand when a	Follow instructions from a peer and give simple instructions. Work collaboratively with a partner and a small group, listening to and accepting others' ideas. Plan and attempt to apply strategies to solve problems. Orientate and follow a diagram/map.	Accurately follow instructions given by a peer and give clear and usable instructions to a peer. Confidently communicate ideas and listen to others before deciding on the best approach. Plan and apply strategies to solve problems. Identify key symbols on a map and use a key to	Use clear communication when working in a group and taking on different roles. Begin to lead others, providing clear instructions. Plan and apply strategies with others to more complex challenges Orientate a map confidently using it to navigate around a course. Explain why a particular strategy	Communicate with others clearly and effectively when under pressure. Confident to lead others and show consideration of including all within a group. Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem. Confidently and efficiently orientate a map, identifying key

	Begin to identify personal success.		challenge is solved successfully and begin to suggest simple ways to improve.	Reflect on when and why challenges are solved successfully and use others' success to help them to improve.	help navigate around a grid. Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.	worked and alter methods to improve.	features to navigate around a course. Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.
Swimming						Swim at least 25 metres competently, confidently, and proficiently. Use a range of strokes effectively (such as front crawl, backstroke, and breaststroke). Perform safe self-rescue in different water-based situations.	