



St Mary's C of E Primary School

PE Skills and Knowledge Progression 2022-2023

Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<p>Explore basic movements & actions.</p> <p>Begin to move with expression.</p> <p>Begin to select movements that reflect the dance idea.</p> <p>Remember, repeat and link simple movements and phrases.</p>	<p>Perform a series of simple movements & actions.</p> <p>Show an increasing sense of dynamic expression and rhythmic accuracy.</p> <p>Select appropriate movements to support different dance ideas.</p> <p>Remember, repeat short dance phrases simple dances.</p>	<p>Perform increasingly complex combinations of movements and actions with control.</p> <p>Perform clearly and with expression showing an awareness of phrasing and music.</p> <p>Select movements that demonstrate an understanding of the dance, mood and feeling.</p> <p>Repeat dance phrases and simple dances with accuracy and control.</p>	<p>Explore, improvise and combine movements and ideas effectively.</p> <p>Perform with an awareness of rhythmic, dynamic and expressive qualities.</p> <p>Improvise freely alone/with a partner, translating ideas from stimuli and movement.</p> <p>Create and link simple dance phrases using dance structures and motifs.</p>	<p>Rehearse, refine and repeat short dance sequences with style and artistic intention.</p> <p>Perform to an accompaniment expressively and sensitively.</p> <p>Use an increasing range of complex composition principles to create dances.</p> <p>Create and structure motifs, phrases, sections and whole dances.</p>	<p>Rehearse, refine and adapt a wide range of dance.</p> <p>Demonstrate a clear sense of own dance style.</p> <p>Use a range of technical and physical principles to create dances.</p> <p>Further develop and refine own dance style.</p> <p>Show an understanding of musical structure, rhythm, mood and phrasing.</p>	<p>Use a wide range of dance principles to create dances.</p> <p>Incorporate a range of musical structures, rhythms, moods and phrasing.</p>



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Gymnastics	Show basic control and coordination when travelling.	Show control and coordination when travelling and remaining still.	Travel in a range of different ways using feet, hands and feet and without feet.	Perform actions, balances, body shapes and movements with control.	Combine and perform increasingly complex gymnastic actions, shapes and balances.	Combine and perform a range of complex gymnastic actions, shapes and balances with control.	Combine and perform a series of sequences using a range of complex actions and balances etc.
	Change movements and pathways to avoid others and obstacles.	Find and use space safely showing awareness of others.	Use all available space using different pathways and changes in direction.	Combine an increasing range of elements with a sequence.	Develop an increasing range of solutions to tasks or stimulus.	Share and evaluate the solutions ideas of others.	Share, evaluate and select the group's most effective solution or idea.
	Copy simple movements and actions.	Remember and repeat simple actions and movements with control.	Repeat simple sequences accurately and consistently.	Combine own work with the work of others.	Create sequences with others.	Create increasingly complex and varied sequences with others.	Plan a series of complex sequences with others.
	Associate basic actions with words, signs and symbols.	Describe movement phrases, e.g. travelling, balancing, climbing etc. Select, link and perform simple actions.	Describe own and others movements, balances and body shapes, using appropriate vocabulary.	Identify aspects of a performance that need to be practised.	Recognise the key criteria needed to improve their own and others performance.	Use criteria to judge the quality of ideas, actions, composition and sequences.	Formulate own criteria and evaluate the effectiveness of performances.



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	<p>Link and repeat simple actions.</p> <p>Know how to start and finish a movement or action. Identify changes that take place when they exercise.</p>	<p>Know how to start and finish movement phrases.</p> <p>Describe how they feel during and after exercise.</p>	<p>Select, link and perform with control a variety of actions.</p> <p>Perform longer phrases containing a clear beginning, middle and end.</p> <p>Identify when the heart rate (pulse) and breathing quickens.</p>	<p>Prepare well-structured sequences that can be performed alone or with a partner.</p> <p>Plan, perform and repeat sequences that include changes in speed, level, direction, with clear shapes and quality of movement.</p>	<p>Prepare complex and varied sequences to perform with a partner or as part of a group.</p> <p>Make longer, more complex sequences including changes of direction, level and speed.</p>	<p>Perform and choose from a wide range of complex and demanding actions, balances etc.</p> <p>Take the lead in the preparation of a performance including complex sequences to be performed by a group.</p>	<p>Analyse actions against a set criteria in order to evaluate the success of their performance.</p> <p>Work as a team in the preparation of a performance through the delegation of roles and responsibilities.</p>
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<p>Games and Multi Skills</p>	<p>Practice underarm throwing and rolling skills.</p> <p>Practice simple collecting and receiving skills.</p> <p>Play simple games with a partner or passive opponent.</p> <p>Describe basic rules and the way to score.</p>	<p>Use basic underarm, rolling and hitting skills accurately.</p> <p>Intercept, retrieve and stop bean bags and large balls with some consistency.</p> <p>Throw, hit, kick a ball in a range of ways depending on the needs of the game.</p> <p>Describe what they and others need to do in a game.</p>	<p>Use with accuracy underarm, overarm and hitting skills.</p> <p>Track, intercept, stop and catch balls consistently.</p> <p>Anticipate movements and actions of others in partner work.</p> <p>Describe simple tactics and skills used in games.</p>	<p>Hit a bowled ball with intent and force.</p> <p>Use a range of skills when attacking and defending.</p> <p>Make tactical decisions while showing awareness of others.</p> <p>Understand and implement a range of tactics.</p>	<p>Bat, bowl and field with control.</p> <p>Suggest a range of skills that can be used to improve success.</p> <p>Vary team and individual tactics to generate impact.</p> <p>Plan and adapt team and individual tactics.</p>	<p>Bat, bowl and field using a range of techniques.</p> <p>Evaluate the success of skills used in order to improve play'.</p> <p>Explain in detail plans for and approaches to game play.</p> <p>Understand and give reasons for the use of a range of tactics.</p>	<p>Evaluate and suggest improvements to own/others skills.</p> <p>Analyse the effectiveness of skills used.</p> <p>Evaluate impact of plans and adapt in order to improve play.</p> <p>Analyse the effectiveness of tactics used.</p>
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KS2

	Year 3	Year 4	Year 5	Year 6
Games Invasion	<p>Use a range of throwing and catching skills with control to keep possession and to score goals / points.</p> <p>Be aware of space and members of the opposition.</p> <p>Use a variety of simple tactics for attacking and keeping possession of the ball.</p> <p>Understand the need to defend and attack.</p> <p>Become increasingly familiar with the rules of the game.</p>	<p>Use different techniques for passing, controlling, dribbling and shooting the ball in games.</p> <p>Mark opponents and support players in defence.</p> <p>Identify tactics to help the team to keep the ball and take it towards the opposition's end.</p> <p>Use a range of tactics to attack and defend.</p> <p>Use and interpret the rules of the game.</p>	<p>Explain and evaluate the different techniques used for passing, controlling, dribbling and shooting the ball in games.</p> <p>Use marking, tackling and / or interception to improve defence.</p> <p>Apply principles of team play to keep possession of the ball and score effectively.</p> <p>Know what position they are playing and how to contribute when attacking and defending.</p> <p>Apply rules consistently and fairly.</p>	<p>Use a wide range of good quality skills effectively.</p> <p>Make and apply a range of decisions quickly and appropriately in games.</p> <p>Choose skills and tactics that meet the needs of the situation.</p> <p>Play in a number of attacking and defending positions effectively.</p> <p>Take responsibility for judgements and decision making in game play (umpire).</p>
Games Net and Wall	<p>Keep up a continuous game using simple throwing and catching skills and techniques.</p> <p>Choose and use a range of simple tactics for sending the ball different ways.</p>	<p>Use a wide range of throwing, catching and hitting skills on both sides of the body.</p> <p>Change the pace, length and direction of throws and shots to outwit opponents.</p>	<p>Use forehand, backhand and over arm shots, and volley when appropriate.</p> <p>Use preferred skills with competence and consistency.</p>	<p>Play a full game of short tennis using the full range of racquet skills.</p> <p>Use a wide range of shots with consistency and accuracy.</p>



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	<p>Choose and use an increasing range of simple tactics for defending their own court.</p> <p>Gain and understanding of, and use, rules.</p> <p>Make up own net games.</p>	<p>Know where to stand and how to defend their court.</p> <p>Use and interpret rules fairly.</p> <p>Make up own net games and their rules.</p>	<p>Understand the need for tactics, choose and use some tactics effectively.</p> <p>Apply rules consistently and fairly.</p> <p>Make up own net games that involve more than one player / team.</p>	<p>Understand the need for different tactics; give reasons for decisions and for tactics used.</p> <p>Analyse and make judgements about own and others ability to adhere to rules (umpire).</p> <p>Make up and share increasingly complex net games.</p>
<p>Games Striking and Fielding</p>	<p>Use, with increasing accuracy, under arm and over arm throwing and hitting skills.</p> <p>Track, intercept, stop and catch balls and beanbags with consistency.</p> <p>Track balls or other equipment sent to them and anticipate where it is going.</p> <p>Choose a skill that suits the needs of the game and outwits their opponents.</p> <p>Describe simple tactics and skills they can use in games.</p>	<p>Hit a bowled ball with intent and force. Bat, bowl and field with control.</p> <p>Use a range of fielding skills e.g. catching, throwing, bowling and intercepting with control and consistency.</p> <p>Make good tactical decisions quickly while remaining aware of what is going on around them.</p> <p>Understand and implement a range of tactics in a range of games.</p> <p>Identify their own strengths and suggest practices to help improve them.</p>	<p>Bat, bowl and field with control. Demonstrate a range of effective techniques.</p> <p>Choose and apply a range of increasingly complex skills and techniques that are suited to a range of games.</p> <p>Use a range of tactics for attacking and defending as batters, bowlers and fielders.</p> <p>Plan and adapt team and individual tactics, vary them as the need arises.</p> <p>Identify their own and others' strengths and weaknesses and devise practices that lead</p>	<p>Evaluate and suggest improvements for the batting, bowling and fielding skills of self and others.</p> <p>Suggest a range of complex skills and techniques that could be applied to improve a range of field games.</p> <p>Take a leading role in teams and have a significant impact on the games played.</p> <p>Identify how team and individual tactics have been varied and the impact this will have / has had on the game.</p> <p>Identify their own and others strengths and weaknesses and devise practices that lead to</p>



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	Become familiar with and begin to apply rules consistently and fairly.	Identify and describe features successful game play.	to improvement. Use a sound understanding of the principles of play when planning their approaches to games.	improvement. Evaluate. Explain, in detail, their plans for, and approaches to, game play.
Sports Hall Athletics and Outdoor Athletics	<p>Run at fast, medium and slow speeds, changing speed and direction.</p> <p>Link running and jumping activities with fluency, control and consistency.</p> <p>Make up and repeat a short sequence of linked jumps.</p> <p>Take part in an athletic event, e.g. a relay activity.</p> <p>Know and demonstrate a range of throwing techniques. Throw with some accuracy and power into targets.</p>	<p>Understand and demonstrate the difference between sprinting and running for sustained periods.</p> <p>Increase the fluency and control of running and / or jumping activities.</p> <p>Perform a range of jumps showing consistent technique and where appropriate using a short run up</p> <p>Effectively assume the role of a team member taking part in an athletic event, e.g. in a relay team.</p> <p>Throw objects, changing their action for accuracy and distance including the throwing of objects at targets.</p>	<p>Select the most appropriate pace for a running event, to sustain their running and improve upon personal targets.</p> <p>Demonstrate control and accuracy over running and / or jumping activities.</p> <p>Show control at take off in jumping activities</p> <p>Participate in a range of athletic events, e.g. long jump, 100 metres sprint etc.</p> <p>Show accuracy and good technique when throwing for distance.</p>	<p>Pace their efforts effectively.</p> <p>Adapt skills and techniques to different challenges and equipment.</p> <p>Show good control, speed, strength and stamina when running, jumping and throwing.</p> <p>Take part in a wide range of athletic events effectively.</p> <p>Use and apply effectively a range of throwing techniques.</p>
OAA	Move from familiar to unfamiliar environments and pinpoint their positions.	Travel around a simple course; respond when the task or environment changes.	Work confidently in familiar and changing environments.	Work confidently in familiar and changing environments, adapting quickly to new situations.



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	<p>Use plans and diagrams to follow a short trail from one point to another.</p> <p>Respond to a set challenge or problem.</p> <p>Discuss how to follow trails and solve problems.</p> <p>Begin to work and behave safely.</p>	<p>Use more detailed plans and diagrams to pinpoint their position and plot a route.</p> <p>Solve problems by using and applying a range of approaches</p> <p>Explain reasons for choosing the approach used to solve a problem, recognising other possible approaches.</p> <p>Work and behave safely, when working on own and in small groups.</p>	<p>Using increasingly complex maps and diagrams select, and perform, skills and strategies effectively.</p> <p>Find own solutions to problems and challenges.</p> <p>Plan, implement and refine strategies, adapting strategies as necessary.</p> <p>Prepare physically and organisationally for challenges taking into account their own and others' safety.</p>	<p>Using a range of different maps and tracking devices identify and respond to events as they happen.</p> <p>Devise, select and put into practice a range of solutions to problems and challenges.</p> <p>Understand clearly the nature of a challenge or problem and what they want to achieve.</p> <p>Take a leading role when working with, and taking responsibility for, others.</p>
Swimming	<p>Swim between 10 and 20 metres, with swimming aids and support, using their arms and legs to propel themselves; in some cases, swim up to 5 metres without aids or support.</p> <p>Move confidently in water when my feet are touching the ground; join in water activities; explore different ways of moving in water.</p> <p>Put their head in the water.</p>	<p>Swim between 10 and 20 metres unaided in shallow water, using their arms and legs to propel myself.</p> <p>Identify and describe the differences between different leg and arm actions.</p> <p>Use one basic method to swim the distance, making sure that they breathe.</p>	<p>Swim between 25 and 50 metres unaided.</p> <p>Keep swimming for 30 to 45 seconds, using swimming aids and support.</p> <p>Use a variety of basic arm and leg actions when on their front and on their back.</p>	<p>Swim between 50 and 100 metres and keep swimming for 45 to 90 seconds.</p> <p>Use three different strokes, swimming on their front and back; control their breathing.</p> <p>Swim confidently and fluently on the surface and under water.</p> <p>Work well in groups to solve</p>



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	<p>Recognise how the temperature of the water makes their body feel.</p>	<p>Use floats, swim over longer distances and periods of time with a more controlled leg kick.</p> <p>Join in all swimming activities confidently and explore freely how to move in and under water.</p> <p>Recognise how the water affects their temperature and recognise how their swimming affects my breathing.</p>	<p>Swim on the surface and lower myself under water.</p> <p>Take part in group problem-solving activities on personal survival.</p>	<p>specific problems and challenges, sharing out the work fairly.</p> <p>Recognise how swimming affects their body, and pace their efforts to meet different challenges.</p>
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