Lady Bay Progression of Knowledge, Skills and Understanding in PE

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|  | **Foundation** | **Year 1** | **Year 2** |
| **Fundamentals** | * 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 changing direction * Use co-ordination with and without equipment. | * 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. * Demonstrates balance and co-ordination when changing direction. * Perform actions with increased control when co-ordinating their body with and without equipment. |
| **Yoga** | * Balance Explore shapes in stillness using different parts of their body * Flexibility Explore shapes and actions to stretch their bodies * Strength Explore taking weight on different body parts. * Mindfulness Explore their own feelings in response to an activity or task. | * Balance Perform balances and poses making their body tense, stretched and curled * Flexibility: Explore poses and movements that challenge their flexibility * Strength Explore strength whilst transitioning from one pose to another. * Mindfulness Recognise their own feelings in response to an activity | * Balance Remember, copy, and repeat sequences in poses. * Flexibility Show increased awareness of extension in poses * Strength Demonstrate increased control in performing poses. * Mindfulness Explore controlling their focus and sense of calm. |
| **Fitness** | * Agility: explore changing direction * Balance: explore balancing whilst stationary and on the move * Co- ordination: explore moving different body parts together * Speed: explore moving and stopping with control * Strength: explore exercises using their own body weight * Stamina: explore moving for extended periods of time | * Agility: change direction whilst running * Balance: explore balancing in more challenging activities * Co- ordination: explore co ordination through the use of equipment * Speed: explore running at different speeds * Strength: explore exercises using their own body weight * Stamina: explore moving for extended periods of time and identify how it makes them feel | * Agility: demonstrate improved technique when changing direction on the move * Balance: demonstrate increased balance whilst travelling along and over equipment * Co- ordination: perform actions with increased control when co ordinating their body with and without equipment * Speed: explore running at different speeds * Strength: explore exercises using their own body weight * Stamina: explore moving for extended periods of time and identify how it makes them feel |
| **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. | * To dance imaginatively * 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. |
| **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 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 | * 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. * 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. | * 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 * 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 |
| Striking and fielding | * Striking Explore sending a ball to a partner * Fielding Explore tracking and stopping a rolling ball * .Throwing and Catching Explore rolling, throwing and catching using a variety of equipment | * Striking Explore striking a ball with their hand and equipment * Fielding Develop tracking and retrieving a ball for their team * Throwing Explore technique when throwing over and underarm. * Catching Develop coordination and technique when catching | * Striking Develop striking a ball with their hand and equipment with some consistency * Fielding Understand that there are different roles within a fielding team * Throwing Develop coordination and technique when throwing over and under arm * Catch with two hands with some coordination and technique. |
| Body management  Gymnastics | * Create shapes showing a basic level of stillness using different parts of their bodies. * Begin to take weight on different body parts * Show shapes and actions that stretch their bodies. * Copy and link simple actions together. | * To make their body tense, relaxed, curled and stretched * 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 simple actions together. | * To plan and show a sequence of movements * 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 extension and flexibility in actions. * Copy, remember, repeat and plan linking simple actions with some control and technique. |
| **OAA** | * 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 * Begin to identify personal success. | * 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 challenge is solved successfully and begin to suggest simple ways to improve |
| **Athletics** | * Explore running and stopping. * Explore running on the balls of their feet. * Jumping Explore jumping and hopping safely. Jumping Develop balance whilst jumping and landing | * Running: Explore running at different speeds. * Jumping: Develop balance whilst jumping and landing * Jumping: Explore hopping, jumping and leaping for distance * Explore: throwing for distance and accuracy | .   * Complete a simple obstacle course with control and agility. * Running Develop the sprinting action. Jumping Develop jumping, hopping and skipping actions. * Jumping Explore safely jumping for distance and height. * Throwing Develop overarm throwing for distance |

**Progression of Knowledge, Skills and Understanding in PE**

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| **Progression of Knowledge, Skills and Understanding in PE** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Yoga** | * Balance Demonstrate increased control when in poses and explore control in paired poses * Flexibility: Explore poses and movement in relation to their breath. * Strength Explore arm balances with some control. * Mindfulness Develop their ability to stay still and keep their focus | * Balance Explore their breath to using maintain balance within a pose * Flexibility Demonstrate increased extension in their poses. * Strength Demonstrate increased control and strength when in a pose. Mindfulness Can engage with mindfulness activities with increased focus. | * Balance Use their breath to maintain balance within a pose * Flexibility Develop flexibility by connecting their movement with their breath. * Strength Demonstrate increased control and strength when in and transitioning between poses. Mindfulness Understand that there are methods they can use to control how they feel. | * Balance Link combinations of poses for balance with increased control in transition * Flexibility Confidently transition from one pose to another showing extension connected to their breath * Strength Explore poses that challenge their strength and work to maintain increased control and strength when in and transitioning between poses. Mindfulness Explore methods they can use to control how they feel with some success. |
| **Fitness** | * Speed Explore sprinting technique. Strength Explore building strength in different muscle groups. * Stamina Explore using their breath to increase their ability to work for longer periods of time * Coordination Can coordinate their bodies with increased consistency in a variety of activities * Balance Explore more complex activities which challenge balance * Agility: Show balance when changing direction. | * Speed Demonstrate improved sprinting technique. * Strength Identify activities which help to strengthen different muscle groups. * Stamina Demonstrate using their breath * Agility show balance when changing direction at speed * Balance Show control whilst completing activities which challenge balance * Co-ordination Explore increased speed when coordinating their bodies | * Agility: Demonstrate improved body posture and speed when changing direction * . Balance Change their body position to maintain a controlled centre of gravity * Co-ordination Demonstrate increased speed when coordinating their bodies * Speed Identify the best pace for a set distance or time. * Strength Demonstrate increased technique in body weight exercises. * Stamina Use their breath to increase their ability to move for sustained periods | * To be able to explain how the body * Agility: change direction with a fluent action and can transition smoothly between varying speeds. * Balance Show fluency and control when travelling landing, stopping and changing direction * Can coordinate a range of body parts with a fluent action at a speed appropriate to a challenge. * Speed: Can adapt running technique to meet the needs of the distance. * Strength Can complete body weight exercises for increased repetitions, with control and fluency. * Stamina Use their breath to increase their ability to move for sustained periods of time |
| **Dance** | * 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 performing to improve the quality of work. |
| **Games** | * 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. * 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. | * 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 and kick 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 some success in game situations * Use simple tactics to help their team score or gain possession. | * 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 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. | * 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 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. |
| **Gymnastics** | * Complete balances with increasing stability, control and technique. * Demonstrate some strength 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. * To begin to compare and contrast gymnastic sequences, commenting on similarities and differences | * To work in a controlled way * 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. * Plan and perform sequences showing control and technique with and without a partner. | * Show increasing control and balance when moving from one balance to another. * Use strength to improve the quality of an action and the 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 | * Combine and perform more complex balances with control, technique and fluency * Demonstrate more complex actions with a 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.   APPARATUS |
| **Athletics** | * Develop the sprinting technique and apply it to relay events * Jumping: jumping for distance in a range of approaches and take off positions. * Throwing Explore the technique for a pull throw | * Running Develop understanding of speed and pace in relation to distance. * Running Develop power and speed in the sprinting technique. * Jumping: develop technique when jumping for distance. Throwing: explore power and technique when throwing for distance in a pull and heave throw | * Running: apply fluency and coordination when running for speed in relay changeovers. Running: effectively apply speeds appropriate for the event. * Jumping: develop power, control and consistency in jumping for distance * Jumping: explore technique and rhythm in the triple jump. Throwing: develop technique and power in javelin and shot put | * To demonstrate stamina * Demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. * Jumping: develop power, control and technique in the triple jump. * Throwing: develop power, control and technique when throwing discus and shot put |
| **Outdoor / adventurous** | * 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. * Reflect on when and why challenges are solved successfully and use others' success to help them to improve. | * To follow a map in a more demanding familiar context * 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 help navigate around a grid * Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements. | * To be able to follow a map in an unknown location * 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 worked and alter methods to improve. | * Communicate with others clearly and effectively Confident to lead others and show consideration of including all within a group * Use 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 features to navigate around a course. * Accurately reflect on when challenges are solved successfully and suggest well thought out improvements * To plan with others collaboratively taking account of safety and danger |
| **Swimming** | * To develop basic pool safety skills and confidence in the water * To develop basic pool safety skills and confidence in water. * To travel in vertical or horizontal position and introduce floats. * To develop push and glides, any kick action on front and back with or without support aids. * To develop entry and exit, travel further, float and submerge. * To develop balance, link activities and travel on whole stroke. * To show breath control. * Introduction to deeper water. |  |  | * Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 m. * To use a range of strokes effectively (EG: front crawl, backstroke and breaststroke) * Perform safe self-rescue in different water-based situations. |