Progression of Knowledge, Skills and Vocabulary in PE

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and fitness	- Make **healthy choices** about activity	- Describe how their body feels before, during and after an activity	- Describe how their body feels before, during and after an activity	- Explain why it is important to **warm-up** and **cool-down** - Identify some **muscle groups** used in **gymnastic** activities	- Explain why warming up is important - Explain why **keeping fit** is good for their health	- Explain some important safety principles when preparing for exercise - Explain what effect exercise has on their body - Explain why exercise is important	- Explain how the **body reacts** to different kinds of exercise - Choose appropriate **warm ups** and **cool downs** - Explain why we need regular and safe exercise
Dance	- Experiments with different ways of moving. - Show good **control and co-ordination** in large and small movements. - They move confidently in a range of ways, **safely negotiating space**. - Enjoys joining in with dancing and ring games. - Beginning to move rhythmically.	- Copy some moves and remember a short **dance**. - Move **spontaneously** showing some **control and co-ordination.** - Move with **rhythm.** - Demonstrate good **balance**. - Move with confidence when **walking, hopping, jumping, landing.**	- Use own ideas to create dance Sequence - Move with **rhythm** and **varying speed**. - Demonstrate good **balance**. - **Co-ordinate** arm and leg actions (e.g. **march and clap**) Interact with a partner (e.g. holding hands, swapping places, meeting and parting)	- Create a **dance phrase** with a partner and in a small group. - Move in time with music. - Perform dance to an audience showing confidence. - Demonstrate use of space – **levels, directions, pathways and body shape**. - Demonstrate different relationships – **mirroring, unison, canon, complementary & contrasting.**	- Remember and repeat a **dance phrase** with improved clarity and accuracy. - **Link phrases** to music. - Show **co-ordination, control and strength.** - Show **focus, projection and musicality.** - Demonstrate different dance actions – **travel, turn, gesture, jump and stillness.**	- Use simple **motifs and movement patterns** to structure their own dance phrases on own, with partner and small groups. - Perform dance to an audience showing confidence and clarity of actions. - Show **co-ordination, control, alignment, flow of energy and strength.**	- Remember and repeat a more challenging **dance phrase** with improved **fluency.** - Works imaginatively on their own, with a partner and in a group to compose **motifs** and structure simple dances. - Demonstrate dynamic qualities – **speed, energy, continuity, rhythm.** - Demonstrate different

	- **Imitates** movement in response to music.				- Demonstrate **dynamic qualities – speed, energy and continuity**	- Show **focus, projection, sense of style and musicality.** - Demonstrate use of space – **levels, directions, pathways, size and body shape**	relationships – **mirroring, unison, canon, complementary and contrasting,** body part to body part and physical contact.
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	- Moves freely and with pleasure and confidence in a range of ways, such as **slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.** -Mounts stairs, steps or climbing equipment using alternate feet. - Can stand momentarily on one foot when shown. - Experiments with different ways of moving.	- To copy and remember actions. - Travel in different ways, **creating a sequence** with a partner. - Explore **balance on front and back** so that extended arms and legs are held off the floor **(arch and dish shapes respectively**) - To develop control in different simple rolls.	- Perform gymnastic **sequence with a balance**, a **travelling action**, a **jump and a roll.** - Teach sequence to a partner and **perform together**. - Develop balance by showing good **tension in the core** and tension and **extension in the arms and legs,** hands and feet. - Develop **balance** on front and back so that extended arms and legs are held off the floor. - Begin to travel on hands and feet. - **Bunny hop (transferring weight.)**	- Perform a **gymnastic sequence** with clear changes of speed, different balances with different ways of travelling. - Work with a partner to create a **sequence.** - Challenge balance and use of **core strength** by exploring and developing use of upper body strength taking weight on hands and feet. - Explore leaping forward in **stag jump**, taking off from one foot and landing on the other. - Develop control in **rolling actions** on the floor, off and along apparatus or in time with a partner.	- Work with a partner to create a **sequence** using **travelling and space.** - **Balance on floor and apparatus** exploring which body parts are the safest to use. - Explore balancing with a partner: **facing, beside, behind and on different levels.** - Move in and out of balance **fluently.** - Add a quarter or half turn into a jump before landing. - Perform the full **forward roll.**	- Create complex and **well executed sequences** that include a range of movements: **travelling - balances - swinging - bending - stretching - twisting gestures - linking shapes.** - Perform balances with control, showing good **body tension**. - **Mirror and match** partner's balance. - Travel in **different pathways** on the floor and using apparatus, explore **different entry and exit points**	Create a longer more **complex sequence** of up to 10 elements. - Explore and develop control in taking some/all of a partner's weight using **counter balance and counter tension.** - Perform a range of **acrobatic balances** with a partner on the floor and on different levels on apparatus. - **Travel in time** with a partner, move away from and back to a partner. - Jump along, over and off apparatus of varying height

	- Jumps off an object and lands appropriately. - Travels with confidence and skill around, **under, over and through** balancing and climbing equipment.		- To explore shapes in the air and show control when jumping and landing e.g **star jump.** - To develop control in different rolls.		Begin the **backward roll**	other than travelling in a straight line on apparatus. - Make **symmetrical and asymmetrical** shapes in the air. - Explore different **starting and finishing positions** when rolling	with control in the air and on landing. - Explore **symmetry and asymmetry** throughout the rolling actions
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Athletics	- Experiments with different ways of moving. - Negotiates space successfully when playing racing and chasing games with other children, **adjusting speed** or **changing direction** to avoid obstacles.	- Can run at different speeds. - Can **jump** from a standing position. - Performs a variety of **throws.**	- Can change speed and direction while running. - Can jump from a standing position with accuracy - Performs a variety of **throws** with control and coordination.	- Beginning to run at speeds appropriate for the distance. - Can perform a **running jump.** - Performs a variety of **throws** with different equipment.	- Develop running techniques and confidence. - Can perform a **running jump** with accuracy. - Devloping acuracy in **throwing** using equipment safely.	- Develop **running techniques** and confidence. - Can perform a **running jump** with components. - Devloping acuracy in throwing using equipment safely. - Begin to record peers performances.	- Develop **running techniques** and confidence. - Can perform a **running jump** with components accurately. - Devloping acuracy in throwing using equipment safely. - Begin to record peers performances and evaluate them.
Games	- Shows increasing control over an object in **pushing, patting, throwing, catching or kicking it.** - Move confidently in a range of ways,	- Practice skills associated with simple games **(coordination, throwing and catching).** - Work cooperatively in teams.	- Develop **tactics.** - Pass to teammates at appropriate times. - Follow the rules of the game and play fairly.	- Choose and combine techniques in game situations (**running, throwing, catching, passing, jumping and kicking, etc.).** - Apply basic principles of **attacking and defending**.	- Choose and combine techniques in game situations **(running, throwing, catching, passing, jumping and kicking, etc.).** - Work well as a team in	- **Field, defend and attack tactically** by anticipating the direction of play. - Use the skills e.g of throwing and catching to gain points in competitive games. - Be able	- Choose the most appropriate **tactics** for a game. - Lead others and act as a respectful team member.

	safely negotiating space.				competitive games.	to extend and add to games ideas to increase or decrease the challenge.	
Swimming	- Be confident to enter the water.	- **Float** with the use of aids. - Blow bubbles in the water.	- Move around the pool independently. - **Submerge** my whole head.	- Understand how to achieve a **streamlined** body position. - **Push and glide.**	- Swim 1 stroke with good technique over at least 10 metres. - **Submerge** to pick an object off of the bottom of the pool.	- Understand the importance of a **streamlined** body position. - Able to tread water	- Swim 1 stroke with a controlled and an **efficient technique.** - Able to perform a **sculling** action
Outdoor pursuits.	- Handle **equipment and tools** effectively. - Begin to take turns and share equipment.	- Follow a **trail**. - Begin to work **cooperatively** with others. - Select appropriate equipment for the task with support.	- Follow a simple map. - Plan and share ideas. - Select **appropriate equipment** for the task.	- **Orientate** simple maps and plans. - Co-operate and share roles within a group. - Select **appropriate equipment/route/people** to solve a problem successfully.	- Mark **control points** in correct position on map or plan. - Find way back to a **base point**. - Listen to each other's ideas when planning a task and adapt. - Take **responsibility for a role** within the group. - Choose **effective strategies** and change ideas if not working.	- Plan and share roles within the group based on each other's strengths. - Adapt roles or ideas if they are not working. -Recognise and talk about the dangers of tasks. - Plan **strategies** to **solve problems/plan routes/follow trails/build shelters** etc.	- Understand individuals' roles and responsibilities. - Recognise how to keep themselves and others safe. - Implement and refine strategies.