

Progression of Knowledge and Skills in Physical Education (PE) – Summary

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As a member of the Harrogate Schools Sports Partnership we have worked closely with leaders from the partnership including specialists to develop this progression document. This is a summary document showing the main profession statements. A more detailed version is also used that gives examples of what children will be able to do when they have learnt the key knowledge or skill.

Progression of skills and knowledge in PE – KS1 Games

Foundation 2 - Activities leading to Games	Year 1 - Activities leading to Games	Year 2 - Activities leading to Games
<ul style="list-style-type: none"> • I know how to travel therefore I can: • I know how to use bean bags therefore I can: • I know how to use a ball and therefore I can: • I know how to use bats and balls and therefore I can: • I know how to use ropes, hoops and quoits • I know how to play small sided games and therefore I can: 	<ul style="list-style-type: none"> • I know how to travel in different ways therefore I can: • I know how to use a ball and therefore I can: • I know how to use a bat and ball and work with a partner • I know how to send and receive, showing a degree of control, individually and in pairs using a variety of apparatus • I know how to skip • I know how to play simple games 	<ul style="list-style-type: none"> • I know how to travel with control and fluency • I know how to bounce, throw, catch, dribble, kick and hit (strike) equipment with control and accuracy • I know how to play group games and invent rules

Progression of skills and knowledge in PE – KS2 Games

Year 3 - Developing skills and knowledge in relation to Invasion Games / Net and Wall Games / Striking and Fielding Games	Year 4 - Developing skills and knowledge in relation to Invasion Games / Net and Wall Games / Striking and Fielding Games	Year 5 – Invasion Games / Net and Wall Games / Striking and Fielding Games	Year 6 - Invasion Games / Net and Wall Games / Striking and Fielding Games
<ul style="list-style-type: none"> • I know how to use and select travelling movements in a game • I know how to use ball skills (passing and receiving) in relation to invasion games, • I know how to use skills focusing on net/wall games, • I know how to use skills focusing on striking and fielding games, • I know how to develop my own games, 	<ul style="list-style-type: none"> • I know how to combine travelling skills with strategies for attacking and defending, • I know how to use and apply invasion games skills • I know how to use and apply net/wall games skills, • I know how to use and apply striking and Fielding games skills, • I know how to problem solve and invent games 	<ul style="list-style-type: none"> • I know how to apply and combine footwork and travelling skills to all games • I know how to use, apply and vary invasion games skills • I know how to use, apply and vary net and wall games skills • I know how to use, apply and vary striking and fielding games skills, 	<ul style="list-style-type: none"> • I know how to select and apply footwork and travelling skills to all games • I know how to select and apply invasion games skills • I know how to select and apply net and wall games skills • I know how to select and apply striking and fielding games skills

Progression of skills and knowledge in PE – KS1 Gymnastics

Foundation 2 - Activities leading to Gymnastics	Year 1 - Activities leading to Gymnastics	Year 2 - Activities leading to Gymnastics	
<ul style="list-style-type: none"> • I know the basic gymnastics shapes • I know how to travel, therefore • I know how to jump, • I know how to balance, • I know how to develop a sequence, when instructed, • I know how to use apparatus individually and co-operatively 	<ul style="list-style-type: none"> • I know gymnastics shapes, • I know different ways to travel in gymnastics • know and use a variety of ways of travelling in a curled-up shape • I know different ways to jump in gymnastics • I know different ways to balance in gymnastics, • I know how to roll in gymnastics, • I know how to and can confidently combine gymnastics skills in shape, travel, jumps and balance, • I know how to develop a sequence • I know how to use apparatus, 	<ul style="list-style-type: none"> • I know and understand how to perform different balance in gymnastics, • I know and understand how to use hand, low and high apparatus and develop sequence work in gymnastics, 	
Year 3 - Developing skills and knowledge in relation to Gymnastics	Year 4 - Developing skills and knowledge in relation to Gymnastics	Year 5 – Gymnastics	Year 6 - Gymnastics
<ul style="list-style-type: none"> • I know and understand how to consistently perform and combine shape, travel, flight, balance and rotation movements in gymnastics • I know how to use apparatus, therefore I can: 	<ul style="list-style-type: none"> • I know, understand, and can recognise and perform, individually and with a partner, an increasing range of actions and skills following the gymnastic themes of shape, travel, flight, balance and rotation • I know how to use apparatus 	<ul style="list-style-type: none"> • I know, understand, and can recognise and perform with control and fluency, individually, with a partner and in a group , an increasing range of actions and skills following the gymnastic themes of shape, travel, flight, balance and rotation, • I know how to use apparatus 	<ul style="list-style-type: none"> • I know, understand, and can recognise and perform with control, precision and fluency, individually, with a partner and in a group , an increasing range of actions and skills following the gymnastic themes of shape, travel, flight, balance and rotation • I know how to use apparatus

Progression of skills and knowledge in PE – KS1 Dance

Foundation 2 - Activities leading to Dance	Year 1 - Activities leading to Dance	Year 2 - Activities leading to Dance
<ul style="list-style-type: none"> • I know about actions in dance related activities • I know about dynamics in dance related activities • I know about performance in a dance related activity 	<ul style="list-style-type: none"> • I know about actions and dynamics in dance related activities • I know about space in dance related activities • I know about relationships in dance related activities, • I know about performance in dance related activity, 	<ul style="list-style-type: none"> • I know and understand actions and dynamics in dance related activities • I know and understand space in dance related activities, • I know and understand relationships in dance related activities, • I know how to perform a dance activity,

Progression of skills and knowledge in PE – KS2 Dance

Year 3 - Developing skills and knowledge in relation to Dance	Year 4 - Developing skills and knowledge in relation to Dance	Year 5 – Dance	Year 6 - Dance
<ul style="list-style-type: none"> • I know and understand actions and dynamics in dance • I know and understand space in dance, • I know and understand relationships in dance, • I know how to perform a dance, 	<ul style="list-style-type: none"> • I know and understand actions and dynamics in dance • I know and understand space in dance • I know and understand relationships in dance • I know how to perform a dance, 	<ul style="list-style-type: none"> • I know and understand how actions, dynamics, space and relationships blend in dance • I know how to perform a dance, 	<ul style="list-style-type: none"> • I know and understand how actions, dynamics, space and relationships blend in dance • I know how to perform a dance,

Progression of skills and knowledge in PE – KS1 Athletics

Foundation 2 – Running, Throwing and Jumping	Year 1 - Running, Throwing and Jumping	Year 2 - Running, Throwing and Jumping
<ul style="list-style-type: none"> • I know how to run, • I know how to throw, • I know how to jump, • I know and understand how to take part in competition, 	<ul style="list-style-type: none"> • I know how to run, • I know how to throw, • I know how to jump • I know and understand how to take part in competition, 	<ul style="list-style-type: none"> • I know how to run • I know how to throw • I know how to jump, • I know and understand how to take part in competition,

Progression of skills and knowledge in PE – KS2 Athletics

Year 3 - Developing skills and knowledge in relation to Athletics	Year 4 - Developing skills and knowledge in relation to Athletics	Year 5 – Athletics	Year 6 - Athletics
<ul style="list-style-type: none"> • I know how to develop my skills and knowledge in relation to running, • I know how to develop my skills and knowledge in relation to throwing, • I know how to develop my skills and knowledge in relation to jumping, • I know and understand how to take part in competition 	<ul style="list-style-type: none"> • I know how to develop my skills and knowledge in relation to running, • I know how to develop my skills and knowledge in relation to throwing, • I know how to develop my skills and knowledge in relation to jumping, • I know and understand how to take part in competition 	<ul style="list-style-type: none"> • I know how to develop my skills and knowledge in relation to running, • I know how to develop my skills and knowledge in relation to throwing, • I know how to develop my skills and knowledge in relation to jumping, • I know and understand how to take part in competition, 	<ul style="list-style-type: none"> • I know how to develop my skills and knowledge in relation to running, • I know how to develop my skills and knowledge in relation to throwing, • I know how to develop my skills and knowledge in relation to jumping, • I know and understand how to take part in competition

Progression of skills and knowledge in PE – OAA

Year 3 - Developing skills and knowledge in relation to OAA	Year 4 - Developing skills and knowledge in relation to OAA	Year 5 – OAA	Year 6 - OAA
<p>I know how to problem solve, therefore I can:</p> <ul style="list-style-type: none"> - develop an awareness of the importance of planning and reviewing an activity - begin to choose equipment that is appropriate for an activity - begin to complete activities in a set period of time - follow multi-step instructions with support when necessary <p>I know and understand the concept of a map, therefore I can:</p> <ul style="list-style-type: none"> - use a key and symbols on a simple map, with support if necessary - know the meaning of some common map symbols - orientate a map, to follow a simple course with support if necessary - understand what orienteering involves and know some of the basic orienteering symbols - follow four compass directions and arrive at the correct destination - show how to set a simple map of a small area and establish direction of travel - understand and sometimes use directional language to navigate others with some success <p>I recognise and know the importance of team work, therefore I can:</p> <ul style="list-style-type: none"> - cooperate willingly most of the time with others in problem solving activities e.g. trust activities - identify and use effective communication to begin to work as a team, demonstrating some verbal and non-verbal methods of communication 	<p>I know how to problem solve, therefore I can:</p> <ul style="list-style-type: none"> - recognise the importance of planning and reviewing activities - try a range of equipment for creating and completing an activity - make an informed decision on the best equipment to use for an activity <p>I know and understand the concept of a map, therefore I can:</p> <ul style="list-style-type: none"> - orientate myself with accuracy around a short trail - create a short trail for others with a physical challenge - start to recognise features of an orienteering course - associate the meaning of a key in context of the environment - begin to use a map to compete an orienteering course - complete an orienteering course more than once and begin to identify ways of improving completion time <p>I recognise and know the importance of team work, therefore I can:</p> <ul style="list-style-type: none"> - communicate clearly with other people in a team and with other teams - experience a range of roles within a team and begin to identify the key skills required to succeed at each role 	<p>I know how to problem solve, therefore I can:</p> <ul style="list-style-type: none"> - improve my ability to plan and an activity and improve performance by changing or adapting approaches as necessary - choose the best equipment for an outdoor activity <p>I know and understand the concept of a map, therefore I can:</p> <ul style="list-style-type: none"> - improve my accuracy and consistency in setting a map of a familiar area and the ability to establish direction of travel - follow a short route correctly being confident in my map reading skills - identify a key on a map and begin to use the information in activities - design an orienteering course that can be followed and offers some challenge to others - begin to use navigation equipment to orientate a trail, e.g. a compass - identify the quickest route to accurately navigate an orienteering course <p>I recognise and know the importance of team work, therefore I can:</p> <ul style="list-style-type: none"> - consistently cooperate with others in problem solving activities regardless of my role - use clear communication to effectively complete a particular role within a team 	<p>I know how to problem solve, therefore I can:</p> <ul style="list-style-type: none"> - discuss and plan an activity and consider the most effective approach for successful completion, adapting the approach as necessary - select, based on agreed criteria, the best equipment for an outdoor activity <p>I know and understand the concept of a map, therefore I can:</p> <ul style="list-style-type: none"> - orientate myself, partner and team with confidence and accuracy around an orienteering course when under pressure - design an orienteering course that is clear to follow and offers challenge to others - use navigation equipment (maps and compasses) to improve the trail - use a range of map styles and make informed decisions on the most effective - manage an orienteering event for others to compete in <p>I recognise and know the importance of team work, therefore I can:</p> <ul style="list-style-type: none"> - discuss and allocate roles within my team fairly - use clear and effective communication to make a positive contribution to a team - work effectively as part of a team, demonstrating leadership skills where necessary

Progression of skills and knowledge in PE – KS1 Swimming

Swimming is non statutory in KS1, however children who have had a swimming unit during this key stage should be able to meet the following standards. Swimming take place in KS2 and the expectations outlined below would be assessed when children begin swimming.

End of KS1 Expectation

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

End of KS1 Expectation Swimming - by the end of KS1 most children will be able to:

Swim a short distance unaided in shallow water using their arms and legs to propel them and using one basic method to cover distance

- enter the water carefully
- move on and below the surface showing confidence and enjoyment in the water
- move across the pool, e.g. walking, running, hopping with or without swimming aids
- begin to swim short distances of between 5 and 20 metres using aids and later without them

Join in all swimming activities confidently. Explore freely how to move in and under water

- talk about what their body feels like in water
- with support and swimming aids, use a range of arm and leg actions to propel themselves at first upright, then horizontally through the water
- gradually coordinate the actions so they control the balance and movement of their bodies
- keep afloat when stretched out on the surface of the water showing different body shapes

Progression of skills and knowledge in PE – KS2 Swimming

Year 3 - Basic	Year 3 – Developing	Year 4 – Basic	Year 4 – Developing
<p>I know and understand how to be confident in water, therefore I can:</p> <ul style="list-style-type: none"> - scoop the water to wash face and hair and be at ease with water from overhead - blow bubbles a minimum of three times with nose and mouth submerged - move into a stretched floating position using aids, equipment or support - regain an upright position from floating on the front (aids may be used) - push and glide in a horizontal position to or from the pool wall - take part in a teacher led partner orientated game <p>I know how to use a range of strokes effectively, therefore I can:</p> <ul style="list-style-type: none"> - move forwards, backwards and sideways for a distance of 5m - travel on the back and front for a distance of 5m (aids may be used) <p>I know and understand about water safety, therefore I can:</p> <ul style="list-style-type: none"> - enter the water safely (using steps or swivel entry) - demonstrate an understanding of pool rules - recognise and understand beach flags - exit the water safely - have an understanding of the water safety code 	<p>I know and understand how to be confident in water, therefore I can:</p> <ul style="list-style-type: none"> - jump in from side and submerge (min depth 0.9m) - fully submerge to pick up an object - push from wall and glide on the front and back - push and glide from the wall to the pool floor - perform a rotation from the front to the back and gain an upright position - perform a rotation from the back to the front and gain an upright position - perform a tuck float for 5secs - perform a sequence of changing shapes (min 3) whilst floating at the surface - push and glide on the front with arms extended and log roll onto back - push and glide on the back with arms extended and log roll onto the front - travel on the front, tuck to rotate around the horizontal axis to return on the back <p>I know how to use a range of strokes effectively, therefore I can:</p> <ul style="list-style-type: none"> - travel 10m on the front and 10m on back <p>I know and understand about water safety, therefore I can:</p> <ul style="list-style-type: none"> - enter the water safely (using steps, swivel entry or a jump) - answer questions on the water safety code - exit the water safely without the use of steps - demonstrate an action for getting help (can be performed in deep or shallow water) 	<p>I know and understand how to be confident in water, therefore I can:</p> <ul style="list-style-type: none"> - travel on back and roll in one continuous movement onto front - travel on front and roll in one continuous movement onto back - perform 3 different jumps into deep water (one must be a straddle jump) - perform a horizontal stationary scull on the back - perform a head first sculling action for 5m - perform a feet first sculling action on the back - perform a sculling sequence with a partner for 30-45secs to include a rotation - tread water for 30secs - perform a handstand and hold for a minimum of 3secs - perform a forward somersault, tucked in the water <p>I know how to use a range of strokes effectively, therefore I can:</p> <ul style="list-style-type: none"> - kick 10m Backstroke (one item of equipment may be used) - kick 10m Front Crawl (one item of equipment may be used) - kick 10m Butterfly or Breaststroke on the front or back (one item of equipment may be used) - swim 10m (own choice of stroke) <p>I know and understand about water safety, therefore I can:</p> <ul style="list-style-type: none"> - enter the water safely from a jump - perform a shout and signal rescue - exit deep water without the use of steps - swim 10m in clothes 	<p>I know and understand how to be confident in water, therefore I can:</p> <ul style="list-style-type: none"> - submerge to pick up an object from the pool floor (full reach depth) - participate in a game of mini polo - in groups of three or more perform a movement sequence of one minute incorporating a number of different skills e.g. sculling, treading water, floating, rotation - tread water for 20secs <p>I know how to use a range of strokes effectively, therefore I can:</p> <ul style="list-style-type: none"> - swim 10m Front crawl, Breaststroke or Backstroke (two out of three must be chosen) - swim 25m (own choice of stroke) - swim 25m to a floating object (own choice of stroke) - swim 10m retaining a floating object <p>I know and understand about water safety, therefore I can:</p> <ul style="list-style-type: none"> - enter the water safely (swivel entry, surface dive or straddle jump) - float or scull waving one arm and shout for help - demonstrate the HELP position - in groups demonstrate the Huddle position - swim using a long front paddle to the side (survival stroke) - exit the pool from at least full reach depth without using the steps - discuss as a group which skills might be used to self-rescue in different situations