



St Cuthbert's CofE Junior School



Progression of Knowledge and Skills in PE

Year 1 and 2		Year 3 and 4	Year 5 and 6
NC Key stage 1: 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.		NC Key stage 2: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
Key Stage 1		Year 3 and 4	Year 5 and 6
Net and ball (Football Rugby Basketball Netball)	Develop control and accuracy when moving with a ball in a variety of different games. Pass and receive a ball with more control and accuracy. Recognise the best ways to score points and stop points being scored. Recognise how they work best with their partner. Use different rules and tactics for invasion games.	Know which passes are best and tactics to keep possession. Find space to receive and support. Know what to think about when team has and hasn't got the ball. How to organise themselves differently to play each of the games successfully. Understand patterns of play- if ball is in a certain position where should players be? Choose and adapt their techniques to keep possession and give their team chance to shoot. Plan ideas and tactics similar across invasion games. Evaluate how successful their tactics have been, use appropriate language to	Show ways to keep ball away from defenders. Know how to shield the ball. Change speed, direction with ball to get away from defender. Mark an opponent. Understand different ways of attacking and encourage them to use positions for their team carefully. Understand different ways to attack and defend. Choose right formations and tactics for attack and defence



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		describe performance and identify what they do that makes things difficult for their opponents.	
Striking and fielding (rounder, baseball, cricket)	Choose, use and vary simple tactics. Recognise good quality in performance. Participate in team games. Pass and receive a ball in different ways with control and increased accuracy. Perform fielding techniques with increased control and co-ordination	Consolidate and develop the range and consistency of their skills in striking and fielding games Throw and catch a ball at different speeds, directions and heights. Choose and use a range of simple tactics and strategies. Keep, adapt and make rules for striking and fielding games	Develop the range and consistency of their skills, especially in specific striking and fielding games. E.g throwing, catching and striking a ball accurately to a static and moving partner at different distances Develop and adapt their striking, fielding, throwing and catching skills to different heights, distances in small and large games. Thinking about when to use an over and under arm throw.
Gymnastics	Choose, use and vary simple tactics. Recognise good quality in performance. Participate in team games. Pass and receive a ball in different ways with control and increased accuracy. Perform fielding techniques with increased control and co-ordination Develop balance, agility and coordination of travelling, stillness, jumping, timing, changing shape, size, direction	Develop and perform actions. Practice and concentrate on quality of movement. Link different balances moving in and out of positions of stillness. Transfer weight smoothly from one part of body to another. Use actions on floor and over, through, across and along apparatus Help them change sequences. Include changes of dynamics. Work with a partner and small groups to create sequences.	Explore range of symmetric and asymmetric actions, shapes and balances. Control actions and combine them fluently. Be aware of extension, body tension and control. Use combinations of dynamics (pathways) to use space effectively. Make up own rule for longer, more complex sequences. Plan a sequence and adapt it to limited equipment. Work as a group and share roles fairly. Investigate different ways of working with a partner or small group.



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			Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions)
Dance	Use a range of vocabulary to describe moods and how dances make them feel. Perform dances using simple movement patterns with a clear start middle and end. On their own can remember and perform short dance routines to other children	Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement. Learn a short sequence with a clear, middle and end that they can perform on their own and in a group, with between. Learn how to develop actions and movements within short dances by changing the dynamics, space and relationships. Developing basic actions and skills using: dynamics, space and relationships, travels, gestures, turns, jumps and balances with good composure and control.	Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. Explore and experiment imaginatively with a stimulus for a given audience. Composing more complex routines with clear sections, starting to use unison, canon, repetition. Changing the dynamics, space and relationships. Understand how a dance is formed and performed. Evaluate, refine and develop their own and others' work
Multiskills and athletics	Children will be taught how to use their bodies to; Sprint Jump, Leap hurdles, Overarm throw, Run for longer distance, Participate in Sports day Develop the fundamental movement skills of balance, coordination and agility.	Choose skills and equipment to meet the challenges they are set. E.g by increasing the distance thrown. Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing. Children to develop their technique for running at shorter and longer distances,	Choose the best equipment for different activities. Know how to plan a run so they pace themselves evenly or unevenly. Plan to cover distances as a team to get the best results possible. Mark a run up for jumping and throwing. Develop the consistency of their actions in a number of events. Increase the number of techniques they use.



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		throwing for distance, jumping and leaping for height and distance.	Sustain pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes. Throw with greater control, accuracy and efficiency. Perform a range of jumps showing power, control and consistency at both take-off and landing.
Outdoor and adventurous		Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Communicate clearly with other people in a team, and with other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow	Orientate themselves 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, compasses) to improve the trail. Use clear communication to effectively complete a particular role in a team. Compete in orienteering activities both as part of a team and independently. Use a range of map styles and make an informed decision on the most effective. Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in.



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PE Curriculum ~ Key Vocabulary

Games

Striking
Catching
Own space
Team
Speed
Direction
Passing
Controlling
Shooting
Scoring

Keep possession
Scoring goals
Keeping score
Making space
Pass/send/receive
Travel with a ball
Make use of space
Points/goals
Rules
Tactics
Batting
Fielding
Defending
Hitting

Passing
Dribbling
Support
Marking
Attackers/defenders
Marking
Bowler
Offside
Pitch
Forehand/backhand

Gymnastics

Forwards
Backwards
Sideways
Roll
Slow
Body parts
Shape
Jump
Travel
Stretch
Wide
Narrow

stretch
push
pull
step
spring
crawl
still
slowly
tall
long
forwards
high
low
roll
copy
jump
land

Muscles
Joints
Symmetrical/asymmetrical
Rotation
Turn
Shape
Landing
Take-off
Flight
Performance/evaluation



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Year 1 and 2		Year 3 and 4	Year 5 and 6
		balance	
Dance	Travel Stillness Direction Space Body parts Levels Speed	Space Repetition Action and reaction Pattern	Technique Pattern Rhythm Variation Unison Canon Action Reaction