



# Sharp Alliance- Frogmore Infant School

## Progression of skills and knowledge for Physical Education

### Knowledge and Understanding of fitness and health

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise how their body feels when still and when exercising</p> <p><b>Met – Knowing it's the heart</b></p> <p><b>GD – Explanation of using oxygen</b></p>	<p>Recognise and describe what their bodies feel like during different types of activity lift, move and place equipment safely</p> <p><b>Met – Knowledge of why oxygen</b></p> <p><b>GD – Instructing children and understanding importance</b></p>	<p>Recognise and describe the short term effects of exercise on the body during different activities know the importance of suppleness and strength</p> <p><b>Met – Using scientific language</b></p>	<p>Describe how the body reacts during different types of activity and how this affects the way they perform</p>	<p>Know and understand the basic principles of warming up and why it is important for good quality performance</p> <p>Understand why physical activity is good for their health</p>	<p>Understand why warming up and cooling down are important</p> <p>Understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves</p> <p>Carry out warm ups safely and effectively</p>

### Gymnastics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore gymnastics actions and still shapes move confidently and safely in their own and general space, using change of speed and direction.</p>	<p>Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision</p>	<p>Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements</p>	<p>Develop the range of actions, body shapes and balances they include in a performance</p>	<p>Perform actions, shapes and balances consistently and fluently in specific activities</p> <p>Choose and apply basic compositional</p>	<p>Combine and perform gymnastic actions, shape and balances more fluently and effectively across the activity areas</p> <p>Develop their own gymnastic sequences by</p>

<p>Copy or create and link movement phrases with beginnings, middles and ends</p> <p>Perform movement phrases using a range of body actions and body parts</p> <p>Watch, copy and describe what they and others have done</p> <p><b>Met – Able to use space, copy, create and link movements. Watch and copy and describe</b></p> <p><b>GD – Able to make up their own movements using variety and improve their work. Recall their sequences.</b></p>	<p>Choose, use and vary simple compositional ideas in the sequences they create and perform</p> <p>Improve their work using information they have gained by watching, listening and investigating</p> <p><b>Met - Able to make up their own movements using variety and improve their work. Recall their sequences.</b></p> <p><b>GD – Able to identify how to improve their own work and evaluate their own work</b></p>	<p>improve their ability to select appropriate actions and use simple compositional ideas</p> <p>Describe and evaluate the effectiveness and quality of a performance</p> <p>Recognise how their own performance has improved</p> <p><b>Met - Able to identify how to improve their own work</b></p> <p><b>GD – Use of core muscles to improve balance, posture, speed, level and direction. Create and evaluate their own and others' work</b></p>	<p>Perform skills and actions more accurately and consistently</p> <p>Create gymnastic sequences that meet a theme or set of conditions</p> <p>Use compositional devices when creating their sequences, such as changes in speed, level and direction</p> <p>Describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved</p> <p><b>Met – Use of core muscles to improve balance, posture, speed, level and direction. Create and evaluate their own and others' work</b></p> <p><b>GD – Able to adapt their own work to new situations and groups</b></p>	<p>ideas to the sequences they create, and adapt them to new situations</p> <p>Choose and use information and basic criteria to evaluate their own and others' work</p> <p><b>Met – Able to adapt their own work to new situations and groups</b></p> <p><b>GD – Able to perform fluently and effectively with precision. Justify their compositional choices.</b></p>	<p>understanding, choosing and applying a range of compositional principles</p> <p>Evaluate their own and others' work suggest ways of making improvements</p> <p><b>Met - Able to perform fluently and effectively with precision. Justify their compositional choices.</b></p> <p><b>GD – Demonstrating flair, strength, creativity and producing a polished performance consistently.</b></p>
Dance					

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Copies and explores basic movements and body patterns</p> <p>Remembers simple movements and dance steps</p> <p>Links movements to sounds and music. Responds to range of stimuli.</p> <p><b>Met – Is able to use simple movements and patterns and links some to a stimuli like music, sounds etc.</b></p> <p><b>GD - Is able to control body movements and vary levels, shapes, speed and direction</b></p>	<p>Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence</p> <p>Can vary the size of their body shapes</p> <p>Add change of direction to a sequence</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p> <p><b>Met – Is able to control body movements and vary levels,</b></p>	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare work.</p> <p><b>Met – Is able to be creative and have ideas to create a simple dance by themselves and with a partner. Is able to use simple dance vocabulary to talk about their work and others.</b></p> <p><b>GD - Is able to create longer sequences of</b></p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p> <p><b>Met – Is able to create longer sequences of dance that shows precision, control, dynamics, rhythm</b></p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrates a variety of movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a sequence.</p> <p>Begin to move appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs.</p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential.</p>	<p>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs and improves with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to a range of stimuli. e.g using various levels, ways of travelling and motifs.</p>

	<p>shapes, speed and direction</p> <p><b>GD – Is able to be creative and have ideas to create a simple dance by themselves and with a partner. Is able to use simple dance vocabulary to talk about their work and others.</b></p>	<p>dance that shows precision, control, dynamics, rhythm and spatial awareness. Is able to compare and improve their work.</p>	<p>and spatial awareness. Is able to compare and improve their work.</p> <p><b>GD - is able to create dance routines that show expression, fluency, style, uses space effectively and beginning to show awareness of timing. Is able to critique their own work using more complex vocabulary and respond by changing segments of their dance</b></p>	<p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Begin to use more complex dance vocabulary to compare and improve work.</p> <p><b>Met – is able to create dance routines that show expression, fluency, style, uses space effectively and beginning to show awareness of timing. Is able to critique their own work using more complex vocabulary and respond by changing segments of their dance.</b></p>	<p>Clearly shows a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrates consistent precision when performing dance sequences.</p> <p>Modifies whole sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p> <p><b>Met – is able to perform a fluent dance with exaggerated movement and expression showing an awareness of rhythm and timing. Is able to critique their own work using more complex vocabulary and respond by modifying whole sequence.</b></p>
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				GD - is able to perform a fluent dance with exaggerated movement and expression showing an awareness of rhythm and timing. Is able to critique their own work using more complex vocabulary and respond by modifying whole sequence.	GD - Demonstrating flair, strength, creativity and producing a polished performance consistently. Is be able to choreography a sequence using techniques and showing an awareness of audience using technical language freely.
Athletics					
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p>Can run at different speeds.</p> <p>Can jump from a standing position</p> <p>Jumps over low barriers.</p> <p>Performs a variety of throws with basic control.</p> <p>Begin to understand correct vocabulary</p> <p><b>Met – is able to run at different speeds, can</b></p>	<p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Shows control with take-off and landing.</p> <p>Throws into targets.</p> <p>Performs a variety of throws with control and co-</p>	<p>Run at speeds appropriate for the distance. <i>e.g. sprinting and cross country</i></p> <p>Can perform a running jump with some accuracy</p> <p>Make some recordings</p> <p>Performs a variety of throws using a selection of equipment <i>e.g. pulling, pushing, and slinging</i> (preparation for javelin, shot put and discus)</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peers performances.</p> <p>Demonstrates accuracy in throwing activities using a variety of throws.</p>	<p>Build a variety of running techniques and use with confidence.</p> <p>Perform combinations of jumps <i>e.g. hop, step, jump</i>, showing control and consistency</p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and</p>	<p>Confident use a variety of running techniques.</p> <p>Demonstrate a range of jumps showing power and control and consistency both at take-off and landing.</p> <p>Can select appropriate ways of recording.</p> <p>Demonstrates accuracy and confidence in a variety of throwing and catching activities.</p>

<p><b>they jump from a standing position and over low barriers. Is able to throw an object.</b></p> <p><b>GD - is able to change speed and direction, jump with control and accuracy. Is able to perform a variety of throws into a target. Understand vocabulary in context.</b></p>	<p>ordination e.g. rolling, underarm, overarm. <i>preparation for shot put and javelin</i></p> <p>Understand correct vocabulary in context</p> <p><b>Met – is able to change speed and direction, jump with control and accuracy. Is able to perform a variety of throws into a target. Understand vocabulary in context.</b></p> <p><b>GD - is able to run at appropriate speed for distance. Is able to perform a running jump with accuracy. Beginning to record a time, distance or score. Perform a variety of throws using a</b></p>	<p>Use some appropriate vocabulary</p> <p><b>Met – is able to run at appropriate speed for distance. Is able to perform a running jump with accuracy. Beginning to record some time, distance or score. Perform a variety of throws using a selection of equipment. Use some appropriate vocabulary.</b></p> <p><b>GD - – to begin to demonstrate a variety of running and throwing techniques. Is able to combine more than one component into their running jump. Beginning to record some time, distance or score for peers. Using correct vocabulary to identify equipment, event and skills.</b></p>	<p>With guidance, can set realistic targets when throwing.</p> <p>Identify athletic terms using correct vocabulary eg. Lane, baton, relay</p> <p><b>Met – to begin to demonstrate a variety of running and throwing techniques. Is able to combine more than one component into their running jump. Beginning to record some time, distance or score for peers. Using correct vocabulary to identify equipment, event and skills.</b></p> <p><b>GD - to demonstrate a variety of running and throwing techniques with confidence. Is able to perform a combination of jumps showing consistency and control. Is able</b></p>	<p>confidence in some throwing activities.</p> <p>Sets realistic targets for self when throwing.</p> <p>Describes athletic performance using correct vocabulary.</p> <p><b>Met - to demonstrate a variety of running and throwing techniques with confidence. Is able to perform a combination of jumps showing consistency and control. Is able to record peers performance and evaluate using correct vocabulary. Is able to set realistic targets.</b></p> <p><b>GD – is able to consistently demonstrate power and control across different throwing, running and jumping. Is able to</b></p>	<p>Sets realistic targets for self when throwing over increasing distance.</p> <p>Evaluate own athletic performance using correct vocabulary.</p> <p><b>Met – is able to consistently demonstrate power and control across different throwing, running and jumping. Is able to select appropriate way of recording. Is able to set realistic targets after evaluating performance.</b></p> <p><b>GD - Demonstrating flair, strength, accuracy, stamina, resilience, determination and speed and producing a polished performance consistently. Drive to improve their performance.</b></p>
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	selection of equipment. Use some appropriate vocabulary.		to record peers performance and evaluate using correct vocabulary. Is able to set realistic targets.	select appropriate way of recording. Is able to set realistic targets after evaluating performance.	
<b>Orienteering</b>					
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p>With support, identify where they are on simple maps and diagrams of familiar environments</p> <p>With support, use simple maps and diagrams to follow a trail.</p> <p>Share ideas with a group.</p> <p>With support, select appropriate equipment for a task.</p>	<p>Identify where they are on simple maps and diagrams of familiar environments</p> <p>Use simple maps and diagrams to follow a trail</p> <p>Work with a group to plan and share ideas.</p> <p>Select appropriate equipment for a task.</p>	<p>Orientate simple maps and plan.</p> <p>Uses simple maps. Develops listening skills.</p> <p>Listens to instructions from a partner/ adult.</p> <p>Beginning to think activities through and problem solve.</p>	<p>Mark control points in correct position on their map or plan (e.g. where they find an object when following a trail)</p> <p>Find their way back to a base point.</p> <p>Develops strong listening skills.</p> <p>Beginning to think activities through and problem solve.</p> <p>Choose and apply strategies to solve problems with support.</p>	<p>Together, plan and share roles within the group based on each other's strengths.</p> <p>Use and interpret simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose effective strategies and change ideas if not working.</p>	<p>Work increasingly well in groups where roles and responsibilities are understood</p> <p>Use and interpret more complex maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Plan strategies to solve problems/follow trails/build shelters etc.</p>
<b>Swimming</b>					
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
			<p>Work with confidence in the water</p> <p>Explore skills, actions and ideas, including</p>	<p>Can swim competently and proficiently with confidence over at least 25metres</p>	

			<p>holding breath underwater.</p> <p>Can use a range of strokes, including front crawl, backstroke and breaststroke</p> <p>Can perform safe self-rescue in different water-based situations</p>	<p>Improve control and coordination in the water</p> <p>Evaluate their own swimming to identify what needs improving</p> <p>Choose appropriate strokes and equipment based on situation e.g. time or distance pressure.</p> <p>To demonstrate breath control</p>	
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Invasion Games				
Key Stage 1	Year 3	Year 4	Year 5	Year 6
<p>Master basics 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</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p>Some understanding of principles of tactics, and begin to apply them</p> <p>Begin to communicate during a game</p> <p>Start applying coordination to skills by linking them</p> <p>Work in a group to develop a game</p> <p>As a group can select appropriate resources with minimal adult support</p> <p>Developing understanding of different rules of invasion games</p>	<p>Good understanding of principles of tactics, and begin to apply them</p> <p>Good communication during a game</p> <p>Show co-ordination and control of skills with increasing fluency</p> <p>Work in pairs to develop a game</p> <p>As a group or pairs can select appropriate resources with minimal adult support</p> <p>Shows beginning of understanding of watching others to see what is successful</p> <p>Applying basic skills for attacking and defending</p>	<p>Confident in principles of tactics and applying them</p> <p>Strong communication during a game</p> <p>Fluent co-ordination and control of skills</p> <p>Work independently to develop a game</p> <p>Can find own resources independently with some understanding of differentiation</p> <p>Able to take part in competitive games due to tactical awareness</p> <p>Consolidating skills for attacking and defending</p>	<p>Confident in principles of tactics and applying them as mini coaches</p> <p>Strong continual communication during a game</p> <p>Fluent co-ordination and control enabling them to maintain possession in game situations</p> <p>Able to adapt a game independently</p> <p>Able to differentiate resources in own games based on reading ability</p> <p>Able to coach using strong knowledge of tactics</p> <p>Can play in attack or defence correctly using knowledge</p> <p>Consistent understanding of need to intercept/take possession of ball during invasion game and demonstrate across a range of games</p> <p>Use running, jumping, throwing and catching in isolation and combination with increased degree of success.</p>

		<p>Beginning to show understanding of need to intercept and take control of the ball during invasion game</p> <p>Able to use two or more elements running, jumping, throwing and catching in isolation and combination</p> <p>Begin to make suggestions about what they could change to improve their skills</p> <p>Developing understanding of different rules of invasion games</p>	<p>Consistent understanding of need to intercept/take possession of ball during invasion game</p> <p>Use running, jumping, throwing and catching in isolation and combination</p> <p>Confidently make suggestion about how to improve their skills</p> <p>Have confident knowledge of the rules of different invasion games</p>	<p>Confidently suggest how to improve own skills and those of others</p> <p>To be able to referee a game using knowledge of rules of different invasion games</p>
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**Striking/Fielding Games**  
**(As above with the additional skills detailed below)**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Exploration of skills and space</p> <p>Can travel in different ways,</p>	<p>Remember and repeat series of moves</p> <p>Can send a ball to others in range of</p>	<p>Understand how different equipment is used for different games</p>	<p>Understand which equipment will be needed for different games</p>	<p>Select appropriate striking equipment based on game and ability</p>	<p>Select appropriate striking equipment based on game and ability</p> <p>Be able to strike a ball with success and accuracy using appropriate equipment</p>

<p>including running and jumping</p> <p>Watch, copy and describe what others do</p> <p>Receive a ball with basic control</p> <p>Begin to develop hand eye coordination</p> <p>Participate in simple games</p>	<p>ways (<i>including rolling, passing</i>)</p> <p>Can change speed and direction when running</p> <p>Can jump from standing position with accuracy</p> <p>Send and receive a ball in different ways with control</p> <p>Some understanding of what tactics are, including attacking and defending</p> <p>Understand basic feedback</p>	<p>Be able to strike a ball with some success using different equipment</p> <p>To investigate different ways to throw a ball in fielding positions</p> <p>Basic understanding of communication in fielding position</p>	<p>Be able to strike a ball with increasing success using appropriate equipment</p> <p>Be able to choose an appropriate way to throw ball in fielding position</p> <p>Competent understanding of importance of communication in fielding position</p>	<p>Be able to strike a ball with increasing success and accuracy using appropriate equipment</p> <p>Be able to use tactical awareness to select appropriate throw in fielding position</p> <p>Apply confident understanding of importance of communication in fielding position to tactical awareness</p>	<p>Able to use tactical awareness to select appropriate throw consistently in fielding position</p> <p>Use confident understanding of communication in order to captain/coach their team into tactically strong game</p>
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