

# PHYSICAL EDUCATION KNOWLEDGE & SKILLS PROGRESSION

Between the ages of 3 and 5, children develop their gross motor skills and enjoy a range of activities. Fundamental movement is the key to children developing strength, co-ordination and spatial awareness. By creating opportunities for children to acquire and refine these skills, we are supporting them to develop confidence, control and proficiency.

“ THE ONLY  
VICTORY THAT  
COUNTS, IS THE  
ONE OVER  
YOURSELF.”-  
JESSE OWENS

## Foundation Stage (EYFS) Age 4 -5

Children are learning to...	What will this look like?
Move confidently into their own and shared space	Games to encourage moving into space, encouraging children to negotiate their space and check it is safe enough to move around freely in.  Space provided regularly indoors for movement
Refine the fundamental movement skills they have already acquired.	Opportunities to climb, balance, carry, hop and jump and learning to land appropriately. Children's free flow opportunities allow them to experience balancing, carrying, lifting and stacking.
Show increasing control over objects by pushing, kicking, throwing and catching.	Provide a choice of materials to experiment with different levels of control. Bean bags, large and small balls, ribbons etc.
Progress towards a more fluent style of moving, with developing style and grace.	Provide children with regular opportunities to practise their movement, alone or with others. Challenge children when they are ready to run faster, climb higher or jump further. Encourage children to conclude movements with balance or stillness. Allow time for being still and quiet.
Develop the overall strength, co-ordination, balance and agility needed to take part and engage successfully in future physical education sessions and other disciplines including dance, gymnastics, sport and swimming.	Encourage children to be highly active and out of breath several times a day. Provide children with opportunities to spin, rock, tilt, slide and bounce. Provide a range of wheeled resources for children to balance, sit or ride on, or pull or push.



# PHYSICAL EDUCATION KNOWLEDGE & SKILLS PROGRESSION

## Foundation Stage (EYFS) Age 4 -5

Children are learning to...	What will this look like?
Use their core muscle strength to achieve a good posture when sitting on the floor or at a table.	Provide areas for sitting that are quiet, purposeful and free of distraction. Give children regular, sensitive reminders about correct posture Provide tables and chairs of the correct height to allow feet to be flat on the floor.
Combine different movements with ease and fluency.	Create obstacle courses that require a range of movements, such as crawling, climbing, jumping and running.
Confidently and safely use a range of large and small apparatus indoors and outdoors, alone or in a group.	Encourage children to use a range of equipment to develop their strength and stamina, including crossing the mid line.
Develop overall body strength, co-ordination, balance and agility.	Provide manipulatives to develop shoulder and upper arm strength. Review equipment to challenge or support as necessary.
Develop gross motor skills to use a range of tools competently, safely and confidently.	Provide a range of materials to support this: junk modelling, threading, spraying, cutting and malleable materials like playdough and clay.



# PHYSICAL EDUCATION KNOWLEDGE & SKILLS PROGRESSION - GAMES

Year 1	Year 2	Year 3
<p><b><u>Striking and hitting a ball</u></b> I can use striking skills in a game I can practise basic striking, sending and receiving.</p> <p><b><u>Throwing and catching</u></b> I can throw underarm and overarm I can catch and bounce a ball I can use rolling skills in a game I can practise consistent catching and accurate throwing.</p> <p><b><u>Passing and dribbling</u></b> I can pass the ball to another player I can begin to dribble a ball using both hands(basketball, handball) I can send a ball using my hands and feet.</p> <p><b><u>Moving into space and shooting</u></b> I can use different ways of travelling and in different directions. I can move at different speeds and start to use space in a game. I can send a ball towards a large space</p> <p><b><u>Attacking and defending</u></b> I can begin to use the terms attacking and defending I can use simple defending principles such as defending a space I can use attacking strategies to dodge or evade an opponent.</p>	<p><b><u>Striking and hitting a ball</u></b> I strike or hit a ball with increasing control I position my body to strike, send and receive a ball.</p> <p><b><u>Throwing and catching</u></b> I can throw different objects in different ways for accuracy/distance I can throw, bounce and catch a ball with a partner. I use throwing and catching in a game I can throw a ball for distance I use hand-eye coordination for accuracy, using the opposite arm to help. I can vary the type of throw used.</p> <p><b><u>Passing and dribbling</u></b> I can pass the ball in different ways I can dribble a ball around an obstacle. I can bounce and kick a ball whilst moving I can use kicking a dribbling skills in a game</p> <p><b><u>Moving into space and shooting</u></b> I can use different ways of travelling and in different directions at different speeds. I can change direction and speed whilst running. I can choose a space to run into I can send a ball towards a goal.</p> <p><b><u>Attacking and defending</u></b> I can begin to use the terms attacking and defending and use them in the context of a game. I can use a defending or attacking technique to play a game successfully.</p>	<p><b><u>Striking and hitting a ball</u></b> I am successful at hitting and striking a ball. I think about the purpose of my strike-distance or accuracy.</p> <p><b><u>Throwing and catching</u></b> I can throw and catch with greater control and accuracy. I use the correct technique for catching a ball and use it in a game. I am beginning to develop catching different sized balls from different heights and speeds. I can throw a ball in different ways- high, low, fast, slow I am developing a safe overarm bowl I am developing my accuracy and aim when throwing a ball.</p> <p><b><u>Passing and dribbling</u></b> I can pass the ball in a game with increasing success. I am beginning to communicate with my teammates that I am passing the ball to them or that I am ready to receive the ball. I have increasing control over a ball around obstacles</p> <p><b><u>Moving into space and shooting</u></b> I can find a space within a game to support my teammates. I can move into space safely at speed I can shoot with increased accuracy at a goal</p> <p><b><u>Attacking and defending</u></b> I can understand the terms attacking and defending and use them appropriately. I can use simple attacking and defending skills to play a game and begin to develop taking possession of a ball during a game.</p>



# PHYSICAL EDUCATION KNOWLEDGE & SKILLS PROGRESSION - GAMES

Year 4	Year 5	Year 6
<p><b><u>Striking and hitting</u></b> I use a range of equipment to strike or hit a ball with accuracy and control. I can build a rally with my partner I can use at least 2 different shots in a game. I use hand-eye coordination to strike a moving/stationary ball.</p> <p><b><u>Throwing and catching</u></b> I have developed a range of ways to throw and catch a ball.</p> <p><b><u>Passing and dribbling</u></b> I can pass a ball with increasing speed and accuracy. I can use space to pass and receive a ball I can dribble with one hand and begin to understand the double dribble rule. I use the correct side of the stick to dribble the ball into space and to evade attackers.</p> <p><b><u>Moving into space and shooting</u></b> I can make the best use of space to pass and receive a ball. I can shoot at a goal with a goalkeeper with increasing success. I can shoot at a hoop or rebound net with increasing accuracy</p> <p><b><u>Attacking and defending</u></b> I can use a range of attacking and defending tactics to beat an opponent and take possession of a ball.</p>	<p><b><u>Striking and hitting</u></b> I can use different techniques to hit a ball. I can explore when different shots are best used. I can use a backhand technique within a game of tennis or badminton I can position my body to strike a ball for accuracy or distance.</p> <p><b><u>Throwing and catching</u></b> I can use a range of ways to throw and catch a ball. I can catch a ball thrown at speed and from different heights. I can throw a ball accurately at a target.</p> <p><b><u>Passing and dribbling</u></b> I can pass a ball with speed and accuracy using a range of techniques appropriate to the game. I can understand the double dribble and travelling rule and use it consistently. I use the stick to dribble past my opponents and pass accurately into space.</p> <p><b><u>Moving into space and shooting</u></b> I can move in and out of space quickly to send and receive a ball. I can shoot accurately at a goal with a goalkeeper. I can shoot at a rebound net or hoop accurately and be ready for the rebound to try again if unsuccessful.</p> <p><b><u>Attacking and defending</u></b> I can choose the best tactics to attack or defend and take possession of a ball and beat an opponent. I can support younger children to apply defending or attacking techniques.</p>	<p><b><u>Striking and hitting</u></b> I can choose which techniques are best used in a game. I can show younger children the correct technique I can hit a ball bowled at speed I can deliver a ball into space for my teammates</p> <p><b><u>Throwing and catching</u></b> I can throw accurately and successfully in a competitive situation. I can throw accurately to beat an opponent. I can catch balls of different densities at speed and from different heights. I can catch using both my dominant and non-dominant hands.</p> <p><b><u>Passing and dribbling</u></b> I can link movements together to pass the ball. I can dribble past multiple opponents I can use various passes to evade opponents and support my teammates. I understand double dribble and travelling rule and I can referee a match.</p> <p><b><u>Moving into space and shooting</u></b> I can move into space including feinting to beat an opponent. I can position myself to intercept a ball and regain control of the game. I can shoot accurately and with precision at a goal with a goalkeeper or a rebound net or hoop. I can move into space quickly after a missed shot, ready to intercept.</p> <p><b><u>Attacking and defending</u></b> I think ahead and communicate to my teammates. I follow and create complicated rules to play a game successfully. I can referee a fast-paced game fairly and accurately. I can explain my tactics to my team and encourage my teammates to use them successfully.</p>



# PHYSICAL EDUCATION KNOWLEDGE & SKILLS PROGRESSION - GYMNASTICS

Year 1	Year 2	Year 3
<p>I can perform standing and kneeling balances. I can demonstrate pike, tuck, star, straight and straddle shapes.</p> <p>I can travel using steps, jumps, hops, galloping, skipping and hopscotch.</p> <p>I can travel on tip toes.</p> <p>I can perform a straight, tuck, half turning jump and a jumping jack.</p> <p>I can perform the following rolls: Log roll (controlled), curled side roll (egg roll) (controlled), teddy bear roll (controlled).</p> <p>I can perform a bunny hop and front support wheelbarrow with a partner.</p> <p>I can create and perform a movement sequence.</p> <p>I can copy actions and movement sequences with a beginning, middle and end.</p> <p>I can link two actions to make a sequence.</p> <p>I recognise and can copy contrasting actions (small/tall, narrow/wide).</p> <p>I can travel in different ways, changing direction and speed.</p> <p>I can hold still shapes and simple balances.</p> <p>I can carry out simple stretches. I can carry out a range of simple jumps, landing safely.</p> <p>I move around, under, over, and through different objects and equipment.</p> <p>I am beginning to move with control and care.</p> <p><b><u>Vault</u></b></p> <p>I can perform a straight jump off a springboard.</p>	<p>I can perform standing, kneeling and large body part balances on the floor, apparatus and with a partner. I can demonstrate pike, tuck, star, straight, straddle, front and back support shapes.</p> <p>I can travel using steps, jumps, hops, galloping, skipping and hopscotch.</p> <p>I travel on tip toes and use a straight jump half-turn as a linking action.</p> <p>I can perform a straight, tuck, star jump, straddle, pike, straight jump half-turn, jumping jack and a cat leap.</p> <p>I can perform the following rolls: Log roll (controlled), curled side roll (egg roll) (controlled), teddy bear roll (controlled), rocking for forward roll, crouched forward roll.</p> <p>I can perform a bunny hop, front support wheelbarrow with partner and a mini handstand where feet touch.</p> <p>I copy, explore and remember actions and movements to create my own sequence.</p> <p>I link actions to make a sequence.</p> <p>I can travel in a variety of ways, including rolling.</p> <p>I can hold a still shape whilst balancing on different points of the body.</p> <p>I can jump in a variety of ways and land with increasing control and balance.</p> <p>I can climb onto and jump off the equipment safely.</p> <p>I move with increasing control and care</p> <p><b><u>Vault</u></b></p> <p>I can perform a hurdle step onto springboard.</p> <p>I can perform a straight, tuck jump off a springboard.</p>	<p>I can perform large and small body part balances including standing and kneeling on the floor and apparatus.</p> <p>I can perform matching and contrasting partner balances.</p> <p>I can demonstrate pike, tuck, star, straight, straddle, front and back support shapes.</p> <p>I travel using steps, jumps, hops, galloping, skipping, hopscotch and chassis steps.</p> <p>I travel on tip toes and use a straight jump half-turn and cat leap as linking actions.</p> <p>I perform a straight, tuck, star jump, straddle, pike, straight jump half-turn and full turn, jumping jack and a cat leap, cat leap half-turn.</p> <p>I can perform the following rolls: Crouched forward roll, forward roll from standing, tucked backward roll down an incline.</p> <p>I can perform a handstand with a lunge into it and a cartwheel.</p> <p>I can choose ideas to compose a movement sequence independently and with others.</p> <p>I link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>I can develop the quality of my actions, shapes and balances.</p> <p>I move with coordination, control and care. I can use turns whilst travelling in a variety of ways. I can use a range of jumps in my sequences and am beginning to use equipment to vault.</p> <p>I can create interesting body shapes while holding balances with control and confidence.</p> <p>I am beginning to show flexibility in movements</p> <p><b><u>Vault</u></b></p> <p>I can hurdle step onto springboard.</p> <p>I can squat on vault (lower one) star, tuck, straddle, pike, jump off</p>



# PHYSICAL EDUCATION KNOWLEDGE & SKILLS PROGRESSION - GYMNASTICS

Year 4	Year 5	Year 6
<p>I can perform 1, 2, 3 and 4 point balances both on the floor and apparatus.                      I can balance with and against a partner.                      I can demonstrate pike, tuck, star, straight, straddle, front/back/side support shapes.                      I can travel using steps, jumps, hops, galloping, skipping, hopscotch and chassis steps.                      I can travel on tip toes and use a straight jump half-turn, straight jump full turn, cat leap, cat leap half-turn and pivot.                      I can perform a straight, tuck, star jump, straddle, pike, straight jump half-turn and full turn, jumping jack and a cat leap, cat leap half-turn, stag jump and split leap.                      I can perform the following rolls: Forward roll from standing, straddle forward roll, tucked backward roll, backward roll to straddle.                      I can perform both a handstand and a cartwheel with a lunge start and finish.                      I can create a sequence of actions that fit a theme.                      I use an increasing range of actions, directions and levels in my sequences.                      I move with clarity, fluency and expression.                      I show changes of direction, speed and level during a performance.                      I travel in different ways, including using flight.                      I can improve the placement and alignment of body parts in balances.                      I use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance.                      Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.</p> <p><b><u>Vault</u></b>                      I can hurdle step onto a springboard. I can squat on vault. I can straddle on vault. I can perform a star, tuck, straddle and pike jump off a vault.</p>	<p>I can perform 1, 2, 3 and 4 point balances both on the floor and apparatus.                      I complete part body weight partner balances.                      I can demonstrate front/back and side support shapes and lower to the floor with control.                      I travel using steps, jumps, hops, galloping, skipping, hopscotch and chassis steps.                      I can travel on tip toes and use a straight jump half-turn, straight jump full turn, cat leap, cat leap half-turn and pivot.                      I can perform a straight, tuck, star jump, straddle, pike, straight jump half-turn and full turn, jumping jack and a cat leap, cat leap half-turn, cat leap full-turn, stag jump and split leap.                      I can perform the following rolls: Forward roll from standing, straddle forward roll, pike forward roll, tucked backward roll, backward roll to straddle.                      I can perform a handstand, cartwheel and round-off with a lunge.                      I select ideas to compose specific sequences of movements, shapes and balances.                      I can adapt my sequences to fit new criteria or suggestions.                      I can perform jumps, shapes and balances fluently and with control.                      I can perform jumps, shapes and balances fluently and with control. I can confidently develop the placement of my body parts in balances.                      I can confidently use equipment to vault in a variety of ways.                      I apply skills and techniques consistently.                      I can develop strength, technique and flexibility throughout performances.                      I can combine equipment with movement to create sequences.</p> <p><b><u>Vault</u></b>                      I can hurdle step onto a springboard.                      I can squat on vault.                      I can confidently straddle on vault.                      I can perform a star, tuck, straddle and pike jump off.</p>	<p>I can perform 1, 2, 3 and 4 point balances both on the floor and apparatus.                      I can complete full body weight partner balances. I can demonstrate front/back and side support shapes and lower to the floor with control and push back up.                      I can travel using steps, jumps, hops, galloping, skipping, hopscotch and chassis steps.                      I can travel on tip toes and use a straight jump half-turn, straight jump full turn, cat leap, cat leap half-turn, cat leap full-turn and pivot.                      I can perform a straight, tuck, star jump, straddle, pike, straight jump half-turn and full turn, jumping jack and a cat leap, cat leap half-turn, cat leap full-turn, stag jump, split leap and stag leap.                      I can perform the following rolls: Forward roll from standing, straddle forward roll, pike forward roll, dive forward roll, tucked backward roll, backward roll to straddle, backward roll to standing pike, pike backward roll.                      I can perform a cartwheel and round off with a lunge.                      I am able to hurdle step, using into a cartwheel and round-off.                      I can create my own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.                      I can demonstrate precise and controlled placement of body parts in my actions, shapes and balances.                      I confidently use equipment to vault and incorporate this into sequences.                      I can apply skills and techniques consistently, showing precision and control.                      I can develop strength, technique and flexibility throughout performances.</p> <p><b><u>Vault</u></b>                      I can hurdle step onto a springboard. I can squat on vault. I can straddle on vault. I can perform a star, tuck, straddle and pike jump off.</p>



# PHYSICAL EDUCATION KNOWLEDGE & SKILLS PROGRESSION - DANCE

Year 1	Year 2	Year 3
<p><b><u>Dance skills &amp; performance</u></b>            I can copy and repeat simple movements applying spatial awareness and co-ordination.            I can put together a sequence of actions to create a motif.            I can vary the speed of my actions.            I can use simple devices such as canon, unison and mirroring.            I am beginning to improvise independently and create a simple dance.            I can perform using a range of actions and body parts with developing co-ordination and control.</p> <p><b><u>Evaluation</u></b>            I am able to watch and describe different performances.            I am beginning to say how they could improve.</p>	<p><b><u>Dance skills &amp; performance</u></b>            I can copy, memorise and repeat simple sequences with a partner.            I can create a short motif inspired by a stimulus            I can vary the speed and level of my actions.            I can use simple devices such as canon, unison and mirroring.            I can use simple transitions within a dance motif.            I can move in time to the music            I can improve the timing of my actions.            I can compose sequences of my own composition with co-ordination and control.</p> <p><b><u>Evaluation</u></b>            I can watch and describe performances and use it to improve my own performance            I can compare my performance</p>	<p><b><u>Dance skills &amp; performance</u></b>            I can copy and follow a dance routine.            I can create motifs from different stimuli.            I am beginning to compare and adapt movements and motifs to create a larger sequence.            I can use simple devices such as canon, unison and mirroring and use simple dance vocabulary.            I can perform with developing awareness of rhythm and expression.            I can develop the quality of my actions in my performance and perform with control and confidence.            I can compete against myself and others in a controlled manner.</p> <p><b><u>Evaluation</u></b>            I can watch, describe and evaluate the effectiveness of a performance.            I can describe how my performance            Has improved over time.</p>



# PHYSICAL EDUCATION KNOWLEDGE & SKILLS PROGRESSION - DANCE

Year 4	Year 5	Year 6
<p><b><u>Dance skills and performance</u></b>            I am beginning to improvise with a partner to create a simple dance.            I can compose a dance that reflects the chosen dance style.            I can confidently improvise with a partner or on my own.            I can compose longer dance sequences in a small group.            I can demonstrate precision and some control in response to stimuli. I am beginning to vary dynamics and develop actions and motifs in response to stimuli.            I can demonstrate rhythm and spatial awareness.            I can change parts of a dance as a result of self-evaluation.            I use simple dance vocabulary when comparing and improving work.            I perform and create sequences with fluency and expression considering control and accuracy</p> <p><b><u>Evaluation</u></b>            I am able to watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.            I modify my use of skills or techniques</p>	<p><b><u>Dance skills and performance</u></b>            I am able to identify and repeat the movement patterns and actions of a chosen dance style.            I can compose individual, partner and group dances that reflect the chosen dance style.            I show a change of pace and timing in my movements.            I have developed an awareness of my use of space.            I can demonstrate imagination and creativity in the movements I devise in response to stimuli.            I use transitions to link motifs smoothly together.            I can improvise with confidence, still demonstrating fluency across the sequence.            I ensure my actions fit the rhythm of the music.            I can modify parts of a sequence as a result of self and peer evaluation. I can use more complex dance vocabulary to compare and improve work.            I perform my own longer, more complex sequences in time to music, applying skills and techniques with accuracy and control.</p>	<p><b><u>Dance skills and performance</u></b>            I can identify and repeat the movement patterns and actions of a chosen dance style.            I can compose individual, partner and group dances that reflect the chosen dance style.            I use dramatic expression in dance movements and motifs.            I perform with confidence, using a range of movement patterns.            I can demonstrate strong and controlled movements throughout a dance sequence.            I am able to combine flexibility, techniques and movements to create a fluent sequence.            I move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.            I can show a change of pace and timing in my movements.            I move rhythmically and accurately in dance sequences.            I can improvise with confidence, still demonstrating fluency across my sequence.            I dance with fluency and control, linking all movements and ensuring that transitions flow.            I can demonstrate consistent precision when performing dance sequences.            I modify some elements of a sequence as a result of self and peer evaluation.            I use complex dance vocabulary to compare and improve my work.            I link actions to create a complex sequence using a full range of movement.            I perform the sequence in time to music applying a variety of skills and techniques confidently, consistently and with precision.</p> <p><b><u>Evaluation</u></b>            I thoroughly evaluate my own and others' work, suggesting thoughtful improvements.</p>





# PHYSICAL EDUCATION KNOWLEDGE & SKILLS PROGRESSION - ATHLETICS

Year 1	Year 2	Year 3
<p><b><u>Running</u></b>                      I can vary my speed when running                      I can run with a basic technique over distances                      I am starting to use the correct posture for sprinting.                      I can sprint in a straight line                      I can race against my friends</p> <p><b><u>Jumping</u></b>                      I can jump in different ways- two feet to two feet, one foot-two feet etc                      I can perform a short jumping sequence.                      I can jump as high as possible.</p> <p><b><u>Throwing</u></b>                      I can throw different equipment and start to use the correct throwing technique                      I can use the equipment safely</p> <p><b><u>Performance and evaluation</u></b>                      I can engage in competition.                      I can begin to understand my place in a team</p>	<p><b><u>Running</u></b>                      I can run at different paces and describe the different pace.                      I can select the most suitable pace for the distance I am running.                      I use the correct posture for sprinting.                      I can sprint in a straight line and around a curved line                      I can race against my friends and begin to try and beat my personal best.                      I can complete an obstacle course.</p> <p><b><u>Jumping</u></b>                      I can perform and compare different jumps.                      I can combine different jumps with fluency and a greater degree of control.                      I can jump for standing long jump using my arms to help and bend my knees to land.</p> <p><b><u>Throwing</u></b>                      I can throw different equipment and start to name them and use the correct throwing technique                      I can use the equipment safely and tell someone why I need to stay in the safe zone.</p> <p><b><u>Performance and evaluation.</u></b>                      I can engage in competition against myself and others and start to accept a defeat.                      I can evaluate my own performance</p>	<p><b><u>Running</u></b>                      I can run at different paces and say why I'm using the pace.                      I understand the importance of adjusting my pace based on the distance I am running.                      I use the correct posture for sprinting and I use it to achieve success.                      I can run in a straight line and around a curved line.                      I can sprint over longer distances.                      I can race against my friends and can describe how I might be able to improve my PB.                      I can run in a relay and understand when it's my turn to run.                      I can run incorporating hurdles.</p> <p><b><u>Jumping</u></b>                      I can select the most appropriate jump for the distance required.                      I can jump for standing long jump using my arms and bent knees to land and use control to land</p> <p><b><u>Throwing</u></b>                      I can throw a range of equipment and name them and use the correct throwing technique.                      I can use equipment safely and explain why I need to use the safe zone.</p> <p><b><u>Performance and evaluation</u></b>                      I can engage in competition against myself and others                      I can accept a defeat and evaluate my performance to improve my next attempt</p>



# PHYSICAL EDUCATION KNOWLEDGE & SKILLS PROGRESSION - ATHLETICS

Year 4	Year 5	Year 6
<p><b><u>Running</u></b> I can use the correct pace for the distance I am running. I can use an effective sprint finish I can perform a relay and confidently wait for the baton</p> <p><b><u>Jumping</u></b> I can perform the standing long jump landing confidently. I can measure and evaluate my jump to make progress</p> <p><b><u>Throwing</u></b> I can name and throw different throwing equipment and choose the correct technique for throwing. I can throw further and higher I can use the equipment safely and explain why I and others must use the safe zone.</p> <p><b><u>Performance and evaluation</u></b> I can engage in competition successfully and accept defeat. I can evaluate my performance and understand why I was or wasn't successful</p>	<p><b><u>Running</u></b> I can vary my speed during a run I can understand that I can accelerate at the end of a run to win a race. I continue to refine my sprint start and sprint finish I can perform in a relay and confidently pass and receive the baton</p> <p><b><u>Jumping</u></b> I can perform the standing long jump and I am practising the running long jump technique. I can practise the standing triple jump</p> <p><b><u>Throwing</u></b> I can throw and name the different pieces of equipment. I can throw further and higher and accurately. I can measure my own throws I can use the equipment safely and encourage others to use their equipment safely</p> <p><b><u>Performance and evaluation</u></b> I can engage in competition successfully and accept defeat. I can show support to those that have defeated me. I can evaluate my performance and set myself a goal to achieve.</p>	<p><b><u>Running</u></b> I can change speed during a run to gain an advantage. I can select the correct pace based on my fitness and stamina I can use an effective sprint start and finish. I can perform a relay and confidently and smoothly transition the baton. I can select where my teammates should go based on their and my abilities.</p> <p><b><u>Jumping</u></b> I can perform, measure and evaluate my own and peers' standing long jump I can perform the standing triple jump and I am practising the running long and triple jump.</p> <p><b><u>Throwing</u></b> I can name and throw the different pieces of equipment. I can support younger children to improve their throw. I can measure and record my own and others' throws I can use all equipment safely and monitor my friends to ensure they are using the safe zones correctly.</p> <p><b><u>Performance and evaluation</u></b> I can engage in competition and accept loss and success graciously. I can evaluate my own and others' performances and set myself achievable goals. I can set an example to younger children and be a team leader.</p>



# PHYSICAL EDUCATION KNOWLEDGE & SKILLS PROGRESSION - OUTDOOR & ADVENTUROUS

Year 3	Year 4	Year 5	Year 6
<p><b><u>Orienteering</u></b> I can orientate myself around a basic trail with increasing confidence and skill.</p> <p><b><u>Cooperation and teamwork</u></b> I can work in a team to solve problems.</p> <p><b><u>Personal challenge</u></b> I can take part in something that I have never done before.</p> <p><b><u>Organisation</u></b> I can take responsibility for my own equipment and ensure I take it with me.</p>	<p><b><u>Orienteering</u></b> I can orientate myself around a basic trail with increasing confidence and skill.</p> <p><b><u>Cooperation and teamwork</u></b> I can work in a team to solve problems.</p> <p><b><u>Personal challenge</u></b> I can take part in something that I have never done before.</p> <p><b><u>Organisation</u></b> I can take responsibility for my own equipment and ensure I take it with me.</p>	<p><b><u>Orienteering</u></b> I am starting to orientate myself with increase accuracy and confidence. I can create a course that can be followed and offers a degree of challenge.</p> <p><b><u>Cooperation and teamwork</u></b> I can work confidently as part of a team and understand the different roles and benefits each person brings.</p> <p><b><u>Personal challenge</u></b> I can take part in something I've never done before and recognise that even small steps are personal growth.</p> <p><b><u>Organisation</u></b> I can make sure I have the correct equipment, begin to put it on and wait for it to be checked.</p>	<p><b><u>Orienteering</u></b> I can orientate myself with confidence whilst under pressure. I can create a course for others to follow that offers a challenge. I can use equipment such as maps and a compass</p> <p><b><u>Cooperation and teamwork</u></b> I can lead a team and delegate responsibilities to the appropriate people in my team. I can encourage my team</p> <p><b><u>Personal challenge</u></b> I can take part in something I've never done before and understand that other people have different fears to ourselves. I can set myself a personal goal. I can encourage others to try something new. I can support my friends to set a personal goal.</p> <p><b><u>Organisation</u></b> I have the correct equipment, I have it on waiting to be checked and I am supervising younger children to put theirs on.</p>

