

PE Skills, Knowledge and Understanding Progression

How do we ensure our pupils leave Phillimore as confident, physically skilled individuals demonstrating an understanding of how to keep themselves healthy and safe and displaying appropriate sporting and leadership behaviours?

Area		KS1		KS2			
National Curriculum Objectives		- Master basic movement, e.g. running, jumping, throwing, catching, balance, agility, co-ordination - Participate in team games - Perform dances using simple movement		- Use running, jumping, throwing and catching in isolation and in combination - Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending - Develop flexibility, strength, technique, control and balance - 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 - Swim competently, confidently and proficiently over a distance of at least 25 metres - Use a range of swimming strokes effectively - Perform safe self-rescue in different water-based situations			
Progression	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Multi-skills (ABC: agility, balance, co-ordination)	Hold a balance on one foot (left/right) Show balance and control when jumping forwards, backwards, side to side and onto one foot. Show control when walking	Hold a balance on one foot (left/right) Show balance and control when jumping forwards, backwards, side to side and onto one foot Show control when walking forwards and	Maintain balance whilst standing on a low beam Hold simple balances with control Pull a partner up from sitting to standing Balance whilst standing on tiptoes on a line	Jump with good take-off and height, showing balance and control on landing Perform controlled, dynamic movements whilst balancing on a line	Perform a variety of footwork patterns with fluency and control, in different directions and on both sides	Perform partner counter-balances with control Pivot in order to send a ball in a different direction Perform movements (such as picking up objects) whilst holding a one-leg balance	Effectively transfer skills and movements across a range of activities and sports Use a variety of footwork patterns in game situations

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	forwards and backwards along a line Practise side-steps, hops, gallops, skips	backwards along a line Practise side-steps, hops, gallops, skips	Perform side-steps, hops, gallops and skips				
Progression	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Games Milestones	Work as a team with a partner Recognise the opponent Take turns Play by the rules	Work as a team with a partner Recognise the opponent Take turns Play by the rules	Use the terms 'opponent' and 'team-mate' Use rolling, hitting, running, jumping, catching and kicking skills in combination Think of tactics Lead others when appropriate	Throw and catch with control and accuracy Strike a ball and field with control Choose appropriate tactics to cause problems for the opposition Follow the rules of the game and play fairly Maintain possession of a ball with eg feet or hands Pass to team mates at appropriate time Lead others and act as a respectful team member.	Throw and catch with control and accuracy Strike a ball and field with control Choose appropriate tactics to cause problems for the opposition Follow the rules of the game and play fairly Maintain possession of a ball with eg feet, object such as hockey stick or hands Pass to team mates at appropriate time Lead others and act as a respectful team member.	Choose and combine techniques in game situations: (running, throwing, catching, passing, jumping and kicking) Work alone, or with team mates in order to gain points or possession Strike a bowled or volleyed ball with accuracy Use forehand and backhand when playing racquet games Field, defend and attack tactically by anticipating the direction of play Choose the most appropriate tactics for a game Uphold the spirit of fair play and respect in all competitive situations Uphold the spirit of fair play and respect in all competitive situations	Choose and combine techniques in game situations: (running, throwing, catching, passing, jumping and kicking) Work alone, or with team mates in order to gain points or possession Strike a bowled or volleyed ball with accuracy Use forehand and backhand when playing racquet games Field, defend and attack tactically by anticipating the direction of play Choose the most appropriate tactics for a game Uphold the spirit of fair play and respect in all competitive situations Lead others when called upon and act as a good role model within a team

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						Lead others when called upon and act as a good role model within a team	
Large Ball Skills Invasion Games (basketball, netball, hockey, tag rugby)	Roll and track a ball Attempt to catch large balls with two hands from a short distance, sometimes achieving the catch	Maintain control whilst handling and moving a ball Roll large balls with accuracy Attempt to catch large balls with two hands from a short distance, sometimes achieving the catch	Move a ball with smooth movements in all directions Catch large balls with two hands from a short distance Roll, chase and collect a ball in a balanced position facing the opposite direction.	Send a ball to a partner with accuracy and power Position correctly to receive a ball Employ the basic catching technique Send and receive balls accurately by kicking (dominant and non-dominant feet)	Understand simple tactics of attacking/defending Perform a range of catching and gathering skills with control React and move quickly in order to receive a ball	To use ABC to move into good positions for catching and apply it in a game situation Throw and catch accurately with one hand (dominant and non-dominant)	Read and react to different game situations as they develop Recognise and suggest patterns of play which will increase chances of success Develop methods to outwit opponents
Progression	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Small ball skills Striking and fielding games (cricket, rounders)	Dribble a ball with hands	Move a ball with smooth movements in all directions Roll small balls with accuracy	Catch small balls with two hands from a short distance Roll, chase and collect a ball in a balanced position facing the opposite direction	Send a ball to a partner with accuracy and power Position correctly to receive a ball Employ the basic catching technique	React and move quickly in order to receive a ball Perform a range of catching and gathering skills with control	Throw and catch accurately with one hand (dominant and non-dominant) Receive balls by turning over either shoulder	Use awareness of space and others to make good decisions Change tactics, rules or tasks to make activities more fun or challenging
Small ball skills Net/Wall games (tennis, table tennis, volleyball)	Balance a ball on a racquet	Walk whilst balancing a ball on a racquet	Strike a ball thrown from a short distance with a hand or racquet Use a hand or racquet to send a ball towards the wall or a partner	Bat a ball a short distance in the air repeatedly, showing control Hit a ball against the wall a number of times, with bounce between hits	Develop a basic underarm serve Play a short rally with a partner, with bounces in between hits	Play a rally with a partner Position effectively in order to return a ball	Learn forehand, backhand and overhead techniques and begin to use them in a rally Use an overarm/underarm serve in a game situation
Athletics Milestones	See multi/fundamental skills	Move at different speeds	Move at different speeds for varying directions	Sprint over a short distance up to 60 metres	Sprint over a short distance up to 60 metres	Combine sprinting with low hurdles over 60 metres	Combine sprinting with low hurdles over 60 metres

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		for varying directions Hop, jump, leap for distance Throw for distance Throw for accuracy Point hand towards target	Hop, jump, leap for distance Throw for distance Throw for accuracy Keep eyes on a target	Run over a longer distance, conserving energy in order to sustain performance Use a range of throwing techniques (such as under arm, over arm) Throw with accuracy to hit a target or cover a distance Jump in a number of ways, using a run up where appropriate Compete with others and aim to improve personal best performances	Run over a longer distance, conserving energy in order to sustain performance Use a range of throwing techniques (such as under arm, over arm) Throw with accuracy to hit a target or cover a distance Jump in a number of ways, using a run up where appropriate Compete with others and aim to improve personal best performances	Choose the best place for running over a variety of distances Throw accurately and refine performance by analysing technique and body shape Show control in take off and landings when jumping Compete with others and keep track of personal best performances, setting targets for improvement	Choose the best place for running over a variety of distances Throw accurately and refine performance by analysing technique and body shape Show control in take off and landings when jumping Compete with others and keep track of personal best performances, setting targets for improvement
Progression	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Dance Milestones	Move safely and confidently Remember and repeat actions Choose movements to communicate mood, feeling or idea	Copy and remember moves and positions Link two or more actions to perform a sequence Choose movements to communicate	Copy and remember moves and positions Link two or more actions to perform a sequence Choose movements to communicate mood, feeling or idea	Plan, perform and repeat sequences Move in clear, fluent and expressive manner Refine movements into sequences Show changes of direction, speed and level during a performance	Plan, perform and repeat sequences Move in clear, fluent and expressive manner Refine movements into sequences Show changes of direction, speed and level during a performance	Compose creative and imaginative dance sequences Perform expressively and hold a precise and strong body posture Perform and create complex sequences	Compose creative and imaginative dance sequences Perform expressively and hold a precise and strong body posture Perform and create complex sequences Express an idea in original and imaginative ways

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		mood, feeling or idea		Show kinaesthetic sense in order to improve placement and alignment of body parts (e.g. in balances, experiment to get centre of gravity successfully over base and organise body parts to create interesting body shapes)	Show kinaesthetic sense in order to improve placement and alignment of body parts (e.g. in balances, experiment to get centre of gravity successfully over base/organise body parts to create interesting shapes)	Express an idea in original and imaginative ways Plan to perform with high energy, slow grace or other Demonstrate good kinaesthetic awareness (good placement and alignment of body parts in well-rehearsed actions)	Plan to perform with high energy, slow grace or other themes and maintain throughout Demonstrate good kinaesthetic awareness (good placement and alignment of body parts in well-rehearsed actions)
Progression	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Gymnastics Milestones	Use different body parts to travel on Develop rocking and rolling Use changes of direction and level Hold a still position Travel around, over, through apparatus Jump and land safely	Link two or more actions to perform a sequence Travel with some control and awareness of space in a variety of ways (bunny hop, bear walk, crab walk etc) Show contrasts (such as small/tall, straight/curved and wide/narrow) Travel by rolling forwards, backwards and sideways (pencil, egg , teddy bear) on	Copy and remember moves and positions Link two or more actions to perform a sequence Travel with some control and awareness of space in a variety of ways (bunny hop, bear walk, crab walk etc) Show contrasts (such as small/tall, straight/curved and wide/narrow) Travel by rolling forwards, backwards and sideways (pencil, egg , teddy bear) on floor and apparatus Hold a position whilst balancing on	Plan, perform and repeat sequences Show changes of direction, speed and level Travel in a variety of ways, including flight, by transferring weight to generate power in movements Use points and patches in order to hold a variety of body shapes on floor and on apparatus Show a kinaesthetic sense in order to improve placement and alignment of body parts (e.g. in balances, experiment to get centre of gravity successfully over base and	Plan, perform and repeat sequences Refine movements into sequences Show changes of direction, speed and level during a performance Travel in a variety of ways, including flight, by transferring weight to generate power in movements Use points and patches in order to hold a variety of body shapes on floor and on apparatus Show a kinaesthetic sense in order to improve placement	Perform and create complex sequences that include a full range of movements: • travelling • balances • hanging • springing • flight • vaults • inversions • rotations • bending, stretching, twisting • rolling • linking skills. Perform moves that combine strength and stamina gained through gymnastics activities (such as cartwheels, handstands) Hold shapes that are strong and fluent	Compose creative and imaginative sequences well-executed that include a full range of movements: • travelling • balances • hanging • springing • flight • vaults • inversions • rotations • bending, stretching, twisting • rolling • linking skills. Perform moves that combine strength and stamina gained through gymnastics activities (such as cartwheels, handstands) Hold shapes that are strong and fluent

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		floor and apparatus Hold a position whilst balancing on different points of the body using shapes (tuck, pike, straddle) Climb safely on equipment Stretch and curl to develop flexibility Jump in a variety of ways (2 feet to 1 foot, 1 foot to other, 1 foot to 2) and land with increasing control and balance	different points of the body using shapes (tuck, pike, straddle) Climb safely on equipment Stretch and curl to develop flexibility Jump in a variety of ways (2 feet to 1 foot, 1 foot to other, 1 foot to 2) and land with increasing control and balance	organise body parts to create interesting shapes) Hold balances: arabesque, shoulder stand, front/back/side, support Perform tuck, star, half turn, cat leap, jete, hop on the floor Use hand apparatus for jumping (rope, hoops) Hang from equipment safely (using hands)	and alignment of body parts (e.g. in balances, experiment to get centre of gravity successfully over base and organise body parts to create interesting shapes) Hold balances: arabesque, shoulder stand, front/back/side support Perform tuck, star, half turn, cat leap, jete, hop, scissor jumps on the floor Use hand apparatus for jumping (rope, hoops) Hang from equipment safely (using hands)	Include in a sequence the most appropriate linking elements Vary speed, direction, level and body rotation during floor performances Demonstrate good kinaesthetic awareness (good placement and alignment of body parts in well-rehearsed actions) Use equipment to vault and to take body weight (remaining upright) Travel whilst using hand apparatus (balls, hoops, ropes) Work with a partner	Include in a sequence the most appropriate linking elements Vary speed, direction, level and body rotation during floor performances Demonstrate good kinaesthetic awareness (good placement and alignment of body parts in well-rehearsed actions) Use equipment to vault and take body weight (remaining upright) Travel whilst using hand apparatus (balls, hoops, ropes) Work well with a partner
Progression	FS2	Y1	Y2	Y3	Y4	Y5	Y6
OAA Milestones		Develop communication skills Solve problems by planning Work as individual, pair, in small groups Take turns	Listen to instructions Give instructions Include everyone Make decisions Reflect on strategies Consider safety, honesty, fair play	Arrive properly equipped for outdoor and adventurous activity Understand need to show accomplishment in managing risks	Arrive properly equipped for outdoor and adventurous activity Understand the need to show accomplishment in managing risks	Select appropriate equipment for outdoor and adventurous activity Identify possible risks and ways to manage them, asking for and listening carefully to expert advice	Select appropriate equipment for outdoor and adventurous activity Identify possible risks and ways to manage them, asking for and listening carefully to expert advice Embrace both leadership and team roles and gain

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		Work collaboratively Lead and listen to others	Develop trust Make a plan before starting	Show an ability to both lead and form part of a team Support others and seek support when situation dictates Show resilience when plans do not work and use initiative to try new ways of working Remain aware of changing conditions and change plans if necessary	Show an ability to both lead and form part of a team Support others and seek support when situation dictates Show resilience when plans do not work and use initiative to try new ways of working Remain aware of changing conditions and change plans if necessary	Embrace both leadership and team roles and gain the commitment and respect of a team Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt Remain positive even in the most challenging circumstances, rallying others if need be Quickly assess changing conditions and adapt plans to ensure safety first	the commitment and respect of a team Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt Remain positive even in the most challenging circumstances, rallying others if need be Quickly assess changing conditions and adapt plans to ensure safety first
Progression	FS2	Y1	Y2	Y3	Y4	Y5	Y6
OAA (orienteering)		Create a basic map	Create and use a basic map	Identify and run to positions on a map Use maps, compasses and digital devices to orientate themselves	Identify basic symbols on a map Set maps, compasses and digital devices to correct orientation Follow a route on a map	Use a range of devices in order to orientate themselves Identify a wide range of symbols on a map Thumb the map (keep thumb on current position)	Use a range of devices in order to orientate themselves Plan and follow an effective route between controls, weighing up different options
Swimming Milestones					Swim between 25 and 50 metres unaided Use more than one stroke and		Swim over 100 metres unaided Use breast stroke, front crawl and back stroke, ensuring that breathing is

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					coordinate breathing as appropriate for the stroke being used Coordinate leg and arm movements Swim at the surface and below the water Know how to keep themselves safe near water Know how to perform a safe self rescue		correct so as not to interrupt the pattern of swimming Swim fluently with controlled strokes Turn efficiently at the end of a length Perform safe self rescues in a variety of different water situations Explain to others how to keep themselves safe near water .
Progression	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Health and Fitness Milestones	I try to be active for at least 60 minutes every day I am active most of the time at playtimes I can say or show why it is important to be active I can say or show how being active is fun and makes me feel happy	I try to be active for at least 60 minutes every day I take part in different games and activities at playtime and lunchtimes I can say or show which parts of the playground are used for different things and how we stay safe I can show at least two activities that	I try to be active for at least 60 minutes every day I can say or show how my friends and I are active and happy at playtimes and lunchtimes I have walked, cycled or scooted at least part of the way to school most days in the last week I show how to play safely and actively at school and at home I can make a poster or write a story about playing safely and	I try to be active for at least 60 minutes every day At playtime I play with others and: - make myself out of breath - make my heart beat faster - get hotter by running on most days I can communicate why it is important for my health and well being to move regularly I try to not sit still for long periods	I try to be active for at least 60 minutes every day During school holidays, I play outside or take part in physical activities with others at least 5 times a week I take part in at least one active club at school or elsewhere each week I know and can communicate why being active is important for my	I try to be active for at least 60 minutes every day I can say or show why too much screen time is not good for my health and wellbeing I have at least one hobby that I enjoy outside school I am positive about my abilities and I put my ideas into action to improve I can communicate to others where I can safely be active at home	I try to be active for at least 60 minutes every day I walk, cycle or scoot at least part of the way to school whenever I am able to I know how much exercise / physical activity I should do each day as a minimum I can make a physical activity/ exercise plan I can keep an exercise/ physical activity diary for at least four weeks I am positive about my own and others abilities

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	I can say or show what I am good at I can say or show what happens to my body when I am active I can name or identify 5 body parts I try to eat breakfast at the start of every day I drink water every day I can say why eating fruit and vegetables is important I eat fruit and vegetables every day	are fun and make me happy and out of breath I can say or show why I am good at something and what others are good at I can say or show how I use some parts of my body when I am being active I try to eat breakfast at the start of every day I drink water every day I know what a portion of fruit or vegetables is I eat fruit and vegetables every day	having fun I can demonstrate why I am good or improving at something I can communicate what happens to my - breathing, temperature and appearance when I am active I try to eat breakfast at the start of every day I drink water every day I can communicate what '5 a day' means and why we need to eat 5 a day I eat fruit and vegetables every day I can say or show why it is important to eat 'me size meals' I can choose between 'friendly' (healthier) and 'unfriendly' (less healthy) foods	I can be positive when talking about myself and others and offer suggestions for new ideas or how we can improve at something I can show how to take my pulse I can say or show what happens to my heart rate when I am active I can lead a simple warm-up or cool-down activity I have learnt and say or show why it is important I try to eat breakfast at the start of every day I can communicate to others why it is important to have a healthy breakfast I drink water every day I can explain why water helps me to be healthy I eat fruit and vegetables every day	health and well being I can make a simple plan to improve the playground and/or playtime activities so everyone feels safe and has something to do I know and can communicate how to stay safe around water, and why it is not safe to jump, swim or play in unsupervised open water I can say or show what my muscles, heart and lungs do, and why exercise is important for them	I understand and can communicate why it is important to let adults know where I am playing and who I am with I can communicate to others which types of activities can help to strengthen my muscles and bones I eat breakfast at the start of every day I can read labels on food and know why too much fat, sugar or salt is not good for me I drink water every day I eat fruit and vegetables every day	and how to develop them further I can say or show why sleep is really important for my health and well being I can lead a simple warm up or cool-down activity I have designed and say or show why it is important; I can say or show how helping others makes me feel I eat breakfast at the start of every day I can describe or draw the Eatwell Guide I can prepare or draw a balanced meal for myself at home or at school I can say or show what I should eat and drink for a healthy lifestyle, and why it helps I drink water every day I eat fruit and vegetables every day
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				I can say or show why I should chew my food and how food gives me energy			
Progression	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Warm up/Cool down Milestones		Show awareness of why exercise is good for health	Describe how the body feels before, during and after exercise	Explain why we need to warm up and cool down	Describe the basic fitness components and explain how often and how long we should exercise to be healthy	Select and perform appropriate warm up and cool down activities	Explain how individuals need different types and levels of fitness to be more effective in their activity/role/event Identify possible dangers when planning an activity
Sporting Behaviours and Leadership	I listen carefully to my teacher and class-mates and am able to follow an instructions I can play with others and share toys and equipment I can agree rules with others I can play with others without getting upset or angry I can follow rules to make the game fair I can talk to others about	I listen carefully to my teacher and class-mates and follow at least 2 instructions I can take turns I can run around and enjoy playing with others I try to join in with all activities, even if I find them difficult I know right from wrong and try to obey the rules in PE, the classroom, at home and when I am playing	I can work well with others in PE, the playground, the classroom and at home I can share what I am doing with others, and can copy and share their ideas to improve mine I can work well in different groups, and always try my best I can share my ideas to improve the rules or make the activity fairer I can help others to work well together I can help solve a disagreement	I talk to others about what we will or could play at playtime I can listen to others' ideas and happily follow their instructions I can try my best in a determined and controlled way I can control my feelings if I am winning or losing I can lead others in a simple activity I can change my activities to help others to join in I know why it is important for people to have their own space	I can work collaboratively with others to find solutions and improve our work I can ask for help from my teacher or classmates if I don't understand, or have tried on my own and am still struggling I can explain why rules are important and I try to play fairly I can set my own goals to improve in anything I do I can lead by example and take responsibility for my actions	I can explain why it is good to have friends and be friendly I can ask for feedback and help about my activity and use this to help me improve further I can communicate the importance of fair play I can overcome my fears when trying something new or a bit scary I can be part of a team and help to organise a successful activity I can say or show how to adapt an activity to make sure	I can ask others their opinion and take this into account when working out my solutions I can demonstrate fair play in various ways when leading and playing I am honest about my actions and take responsibility for them I keep trying, even when I find things difficult or make mistakes I can support my school, my favourite team or country at sporting events and respect the successes of others I know what to say and do to make others feel successful and good about themselves

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	my ideas/ games I know who to ask for help if I see somebody who is upset or angry	I can share my ideas for a game/activity I am friendly, and caring when I play with others. I can explain why this is important I can help and encourage others to join in	I can help others join in		I work well with others in PE, the classroom and the playground I can offer to help, or find an adult or friend who may be able to help if somebody is upset	everyone can join in and improve I can organise and lead younger pupils in physical activities I can help my team-mates/ class-mates with positive comments	I can be a leader of a team in PE, playtimes, after school clubs or class I can organise and lead younger pupils in sport activities I can use my experiences to help others
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