



Physical Education Progression

Sapphires
(Years 3-6)

Children within this class have a bespoke curriculum and complete objectives from various year groups based on their individual needs. They access all strands of the curriculum.

Physical Education Overview – Knowledge Progression and Working Actively

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement.</p> <p>Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.</p> <p>Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>Pupils will 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.</p> <p>Pupils will participate in team games.</p>	<p>Pupils will develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>They will participate in team games, developing simple tactics for attacking and defending.</p> <p>Pupils will perform dances using simple movement patterns.</p>	<p>Pupils use running, jumping, throwing and catching in isolation and in combination.</p> <p>They play competitive games, modified where appropriate.</p> <p>Pupils will develop their ability to swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>When swimming, they will use a range of strokes effectively.</p>	<p>Pupils play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>They will perform dances using a range of movement patterns.</p> <p>Pupils will develop flexibility, strength, technique, control and balance.</p> <p>Pupils will compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Pupils will develop their ability to swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>When swimming, they will use a range of strokes effectively.</p>	<p>Pupils will develop flexibility, strength, technique, control and balance.</p> <p>Pupils will use running, jumping, throwing and catching in isolation and in combination.</p> <p>They will play competitive games, modified where appropriate.</p> <p>Pupils will develop their ability to swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>When swimming, they will use a range of strokes effectively.</p> <p>They will perform safe self-rescue in different water-based situations.</p>	<p>Pupils will take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>They will play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Pupils will perform dances using a range of movement patterns.</p> <p>They will compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Pupils should swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>When swimming, pupils will use a range of strokes effectively.</p> <p>They will perform safe self-rescue in different water-based situations.</p>
<p>Pupils in EYFS and KS1:</p> <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives. 			<p>Pupils in LKS2:</p> <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives. 		<p>Pupils in UKS2:</p> <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives 	



St Andrew's CE Primary School
Whole School Physical Education Knowledge and Skills Progression Map



Dance						
RUBIES - EYFS		Describe how the body feels when still and when exercising. Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas. Control their body, when performing a sequence of movements.				
RUBIES		EMERALDS		DIAMONDS		
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Knowledge	<ul style="list-style-type: none"> Developing awareness of the importance of moving with control Understand the difference between stillness and movement Link and repeat basic gymnastic actions Copies and remember actions. Link two or more actions to make a sequence. Understand key health and safety features whilst moving in an area Plan and rehearse to perform a basic sequence Identify the use of different pathways to travel Identify differences and similarities between own and others work Identify when the body is relaxed and when it is extended 	<ul style="list-style-type: none"> Explain the importance moving with control, posture and awareness of space Identify and suggest warm up ideas in preparation for dance Create a sequence using 3 or more actions Explain the importance of moving with expression Understand the difference between stillness and movement Link and repeat basic dance actions Link two or more actions to make a sequence. Identify differences and similarities between own and others work Identify when the body is relaxed and when it is 	<ul style="list-style-type: none"> Explain the importance of smooth transitions between balances and level changes. Plan, perform and repeat sequences. Develop the use of language to identify a sequence of movements Understand and apply key health and safety features of a gymnastic session Plan and rehearse to perform a more complex sequence Identify and develop the use of different pathways to travel Understand and apply changes in tempo to perform according to the music Understands and begins to develop unison or canon in movements and actions Develop language 	<ul style="list-style-type: none"> Plan and repeat more complex dance sequences with transitions Identify and understand transitions through own and others performances Demonstrate further understanding of canon and unison through performance Apply key health and safety features of a dance session Identify areas for your own development Identify and develop the use of different pathways to travel Understand and apply changes in tempo to perform according to the music Improvements to develop greater quality and precision of moves, steps and 	<ul style="list-style-type: none"> Discuss a range of dance moves and actions using technical terminology Create complex and well-executed sequences that include a full range of movements Include in a sequence set pieces, choosing the most appropriate linking elements. Demonstrates understanding of theme portrayal, levels, transitions, pathways, unison and canon to perform a sequence Apply all health and safety regulations throughout the session Demonstrate clear understanding of tempo whilst performing to music Identify, discuss 	<ul style="list-style-type: none"> Create longer, more complex gymnastic sequences that include a good range of well performed gymnastic elements including shapes, balances, movements and transitions Utilise feedback to refine gymnastic techniques used in performances. Understand matching, mirroring and canon to perform a sequence Demonstrate understanding of levels and transitions to perform a sequence Use a wide range of technical language to explain balances and movements Apply all health and safety regulations



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<p>Knowledge</p>	<ul style="list-style-type: none"> Begin to identify the language used for movements 	<ul style="list-style-type: none"> extended Begin to identify the language used for movements Understand and apply key health and safety features of a dance session Plan and rehearse to perform a basic sequence Identify and apply different levels of movement Understands and begins to develop unison or canon in movements and actions Develop language used to identify dance (choreograph, sharp, smooth, creative, sequence) 	<ul style="list-style-type: none"> used to identify dance (choreograph, sharp, smooth, creative, sequence) Identify, discuss and improve extension, relaxed, tension, levels, transitions, smooth and sharp movements 	<ul style="list-style-type: none"> sequences Develop language used to identify dance (choreograph, sharp, smooth, creative, sequence) Identify, discuss and improve extension, relaxed, tension, levels, transitions, smooth and sharp movements 	<ul style="list-style-type: none"> and improve extension, relaxed, tension, levels, transitions, smooth and sharp movements Describe how the different components of fitness may affect your performance (cardio, flexibility, balance, agility and strengthening and conditioning) 	<ul style="list-style-type: none"> throughout the session Demonstrates understanding of matching, mirroring unison and canon to perform a sequence Use appropriate criteria & terminology to evaluate performances Be aware of & use musical structure, rhythm & mood & can dance accordingly Develop understanding of phases, contrasts, variations of speed, levels and structure of the performance from start to finish
<p>Skills</p>	<ul style="list-style-type: none"> Understand how to carry and position equipment safely Developing to identify what's good about a performance to provide feedback to others Can identify some good shapes and travelling in others performance Can take turns in a small group to practice and perform Identifies key 	<ul style="list-style-type: none"> Identify some good points about a performance to provide feedback to others Identifies some good travelling, movements, gestures in others performance Takes turns in a small group to create an imaginative sequence Identifies and can apply basic safety points when 	<ul style="list-style-type: none"> Choreograph and perform dance sequences individually and in groups To work in small groups offering peer support Share and combine ideas within a small group to improve own and others performances Understands and implements key health and safety during the 	<ul style="list-style-type: none"> Collaborate in a group to make similar and contrasting movement patterns Adapt a sequence to work in a small group To work in small groups offering peer support Effectively share ideas within a small group to improve own and others performances 	<ul style="list-style-type: none"> Works well individually or within a group to link actions using imaginative ways to problem solve, overcome challenge and entertain audiences using different styles and themes Communicate effectively to share ideas within a group 'fairly' Assess own and others 	<ul style="list-style-type: none"> To work in small groups offering peer support to allow the sequence to develop and progress Identify what a good performance looks like to inform own performance Offer constructive ideas for others to improve Show respect whilst watching others performances Take turns to share



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Skills	<ul style="list-style-type: none"> safety points when practicing and performing Developing reactions to adapt or change following feedback to improve own performance Understands 'respect' when watching others performance Can share their ideas with their group or partner Can make safe decisions about others and their surroundings Engages with the activities to the best of their ability Can explore skills independently and with others 	<p>practicing and performing</p> <ul style="list-style-type: none"> Develops own performance following feedback from others Comments on own performance constructively Understands 'respect' when watching others performance Shares their ideas with their group or partner Listens to others ideas and suggestions to inform performance Engages with the activities to the best of their ability Can explore skills more independently and with others 	<p>sessions</p> <ul style="list-style-type: none"> Take turns within a group to ensure 'fair' time and space to practice and perform Listens to make 'fair' group decisions for individuals to perform roles within a group performance Demonstrates 'respect' when watching others performance Developing leading and follows others to develop a performance Engages with the activities with control and to the best of their ability Increased confidence to explore and perform independently or within a group Take on varied roles during a session (judging, supporting, choreographing) 	<ul style="list-style-type: none"> Take turns within a group to ensure 'fair' time and space to practice, perform and share ideas Listens to make 'fair' group decisions for group performance Demonstrates 'respect' when watching others performance Can begin to lead and follows others to develop a performance Engages with the activities with control, expression and to the best of their ability Increased confidence to explore and perform independently or within a group Take on varied roles during a session (judging, supporting, choreographing) 	<p>performance providing constructive feedback to improve</p> <ul style="list-style-type: none"> Suggest ways that someone can improve a skill using technical language and terminology (control, continuity of movements, body management, precise steps) Understand and implement key health and safety during the sessions Take turns within a group to ensure 'fair' time and space to practice and perform Demonstrates 'respect' when watching others performance Can lead and follow others to develop a performance Engages with the activities with control and to the best of their ability Increased confidence to explore and perform independently or within a group 	<p>ideas to develop a group sequence</p> <ul style="list-style-type: none"> Implements health and safety measures during the sessions Demonstrates 'fair' values when communicating with others Demonstrates 'respect' when watching others performance Leads and follows others to develop a performance Engages with the activity to the best of their ability Take on different roles within groups demonstrating organisation and effective communication Take on a leadership role by supporting and teaching others with focus on speed, shapes, levels, timing, canon, unison, pathways and unity of movements
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Working actively	<ul style="list-style-type: none"> Copy and repeat a range of basic dance travelling and jumping actions (hop, stride, step) and with whole body (push, pull, slide, rock, roll) Move with careful control and coordination. Link two or more actions to perform a sequence. Choose movements to communicate a mood, feeling or idea. Coordinate body parts to develop performing a small range of movement patterns with some control Show basic expression whilst performing Developing change of speed and direction Developing rhythm and level changes Performs five basic dance actions (jump, travel, turn, gesture, stillness) Creates a short sequence of 2-5 parts 	<ul style="list-style-type: none"> Interpreting music to change rhythm, speed, level and direction with more consistency Dance with control and co-ordination Make a sequence by linking sections together. Link some movement to show a mood or feeling Performs dances using simple movement patterns. Use movement imaginatively, responding to stimuli, including music and performing basic skills Change rhythm, speed, level and direction of their movements Create and perform dances using simple movement patterns, including those from different times and cultures Express and communicate ideas and feelings through more fluid movements Demonstrates increased confidence when performing 	<ul style="list-style-type: none"> Plan, perform and repeat more complex sequences clearly and accurately with expression Move in a clear, fluent and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea. Demonstrate clear speed and level changes within a performance. Develop physical strength and suppleness by dynamic movements Perform pair/group dance involving canon & unison, meet & part Respond to music in time & rhythm to show like/unlike actions Respond to music to express a variety of moods & feelings Improves upon identified areas to demonstrate greater quality of moves, steps and sequences Create and demonstrate a 	<ul style="list-style-type: none"> Plan, perform and repeat more complex sequences clearly and accurately with expression, level changes and speed changes that convey a definite idea Respond imaginatively to stimuli related to character/music/story Perform clear & fluent dances that show sensitivity to idea/stimuli Choreograph and perform dance sequences individually and in groups consistently showing precision, control and fluency Perform pair/group dance involving canon & unison, meet & part Respond to music in time & rhythm to show like/unlike actions Respond to music to express a variety of moods & feelings Develop fast, aggressive and dramatic movements to suit the motifs or themes 	<ul style="list-style-type: none"> Show/fluency/control in chosen dances in response to stimuli Perform fluent dances with characteristics of different styles/eras Adapt & refine (in pair/group), dances that vary direction, space & rhythm Choreograph and perform more technically difficult dance skills with expression and apply these during routines Replicate and adapt accurately, styles of dance to music Demonstrates a variety of good techniques with rhythmic patterns throughout a range of styles and themes Demonstrates a clear use of tempo and changes in a dance routine Display evidence of a wider range of movements, skills and ideas with consistent precision, control and fluency 	<ul style="list-style-type: none"> Compose creative and imaginative dance sequences demonstrating precision, fluency, timing and control throughout Perform expressively and hold a precise and strong body posture. Perform and create technically difficult and complex sequences. Express an idea clearly, in original and imaginative ways. Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. Perform complex moves that combine strength and stamina gained through strength and conditioning (this may be obtained through other topical studies e.g. gymnastics) Create & perform dances in a variety of styles consistently Be aware of & use musical structure, rhythm & mood & can dance
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Whole School Physical Education Knowledge and Skills Progression Map



Working actively			<p>wider variety of styles and forms with clear expression</p> <ul style="list-style-type: none">• Express movements within a group to demonstrate style and elegance with increased control, precision and fluency• Develop fast, aggressive and dramatic movements to suit the motifs or themes	<ul style="list-style-type: none">• Select and combine a range of dance styles and forms clearly and with expression		<p>accordingly</p> <ul style="list-style-type: none">• Create dances using a range of movement patterns, including those from different times, place and cultures• Respond to a range of stimuli and accompaniment• Through dance, develop flexibility, strength, technique, control and balance• Perform dances using a range of movement patterns identified, demonstrated and combined• Demonstrate unity with steps and movements when collaborating a sequence



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Gymnastics						
RUBIES - EYFS		Describe how the body feels when still and when exercising. Create a short sequence of movements. Roll, travel and stretch in different ways with control. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment. Control their body, when performing a sequence of movements.				
RUBIES		EMERALDS		DIAMONDS		
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Knowledge	<ul style="list-style-type: none"> Explain the importance of moving with control Understand the difference between stillness and movement Link and repeat basic gymnastic actions Know how to carry and position equipment safely Copy and remember actions. Link two or more actions to make a sequence. Understand and apply key health and safety features of a gymnastic session Plan and rehearse to perform a basic sequence Identify the use of different pathways to travel Identify different levels of movement 	<ul style="list-style-type: none"> Explain the importance moving with control, posture and awareness of space Create a sequence using 3 or more linked actions combined with basic and intermediate balances Explain the importance of moving with control Understand the difference between stillness and movement Link and repeat basic gymnastic actions Demonstrate how to carry and position equipment safely Link two or more actions to make a sequence. Understand and apply key health 	<ul style="list-style-type: none"> Explain the importance of smooth transitions between balances and level changes. Plan, perform and repeat sequences. Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get centre of gravity successfully over base and organise body parts to create an interesting body shape). Develop understanding of matching and mirroring to perform a sequence Develop the use of language to identify a sequence of 	<ul style="list-style-type: none"> Plan and repeat gymnastic sequences, linking still shapes with travelling Link a number of shapes and movements into a sequence Identify and understand transitions through own and others performances Understand centre of gravity for more complex balance and travelling Demonstrate further understanding of matching and mirroring to perform a sequence Develop language used to identify a sequence of movements and balances Apply key health and safety features 	<ul style="list-style-type: none"> Discuss a range of gymnastics actions Create complex and well-executed sequences that include a full range of movements Include in a sequence set pieces, choosing the most appropriate linking elements. Demonstrates understanding of matching, mirroring and canon to perform a sequence understand and implement centre of gravity to improve overall performance Use technical language to explain a sequence Apply all health and safety regulations throughout the session 	<ul style="list-style-type: none"> Create longer, more complex gymnastic sequences that include a good range of well performed gymnastic elements including shapes, balances, movements and transitions Utilise feedback to refine gymnastic techniques used in performances. Understand matching, mirroring and canon to perform a sequence Demonstrate understanding of levels and transitions to perform a sequence Use a wide range of technical language to explain balances and movements Apply all health



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge</p>	<ul style="list-style-type: none"> Identify matching and mirroring Begin to identify the language used for shapes 	<p>and safety features of a gymnastic session</p> <ul style="list-style-type: none"> Plan and rehearse to perform a basic sequence Identify and develop the use of different pathways to travel Identify and apply different levels of movement Identify and develop matching and mirroring Develop language used to identify shapes 	<p>movements and balances</p> <ul style="list-style-type: none"> Understand and apply key health and safety features of a gymnastic session Plan and rehearse to perform a basic sequence Identify and develop the use of different pathways to travel 	<p>of a gymnastic session</p>		<p>and safety regulations throughout the session</p> <ul style="list-style-type: none"> Demonstrates understanding of matching, mirroring and canon to perform a sequence
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Skills</p>	<ul style="list-style-type: none"> Understand how to carry and position equipment safely Developing to identify what's good about a performance to provide feedback to others Can identify some good shapes and travelling in others performance Can take turns in a small group to practice and perform Identifies key safety points when practicing and performing Developing reactions to adapt or change following feedback to improve own 	<ul style="list-style-type: none"> With support, show understanding of how to carry and position equipment safely Identify some good points about a performance to provide feedback to others Identifies some good shapes and travelling in others performance Takes turns in a small group to practice and perform Identifies and can apply basic safety points when practicing and performing Develops a performance following feedback, 	<ul style="list-style-type: none"> Adapt a sequence to work in a small group To work in small groups offering peer support Share ideas within a small group to improve own and others performances Understands and implements key health and safety during the sessions Take turns within a group to ensure 'fair' time and space to practice and perform Listens to make 'fair' group decisions for individuals to perform roles 	<ul style="list-style-type: none"> Collaborate to make similar and contrasting shapes on the floor and apparatus with a partner Adapt a sequence to work in a small group To work in small groups offering peer support Effectively share ideas within a small group to improve own and others performances Understand and implement key health and safety during the sessions Take turns within a group to ensure 'fair' time and 	<ul style="list-style-type: none"> Work within a group to collaborate and perform a sequence successfully Demonstrate fair use of equipment, space and time for practice and performance Communicate effectively to share ideas within a group Assess own and others performance providing constructive feedback to improve Effectively communicate to share ideas within a group to improve 	<ul style="list-style-type: none"> To work in small groups offering peer support to allow the sequence to develop and progress Identify what a good performance looks like to inform own performance Offer constructive ideas for others to improve Show respect whilst watching others performances Take turns to share ideas to develop a group sequence Implements health and safety measures during the sessions Demonstrates 'fair' values when



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Skills	<p>performance</p> <ul style="list-style-type: none"> • Understands 'respect' when watching others performance • Can share their ideas with their group or partner • Can make safe decisions about others and their surroundings • Engages with the activities to the best of their ability • Can explore skills independently and with others 	<p>to improve</p> <ul style="list-style-type: none"> • Understands 'respect' when watching others performance • Shares their ideas with their group or partner • Listens to others ideas and suggestions to inform performance • Can make safe decisions about others and their surroundings • Engages with the activities to the best of their ability • Can explore skills more independently and with others • Climb and travel safely on equipment 	<p>within a group performance</p> <ul style="list-style-type: none"> • Demonstrates 'respect' when watching others performance • Developing leading and follows others to develop a performance • Engages with the activities with control and to the best of their ability • Increased confidence to explore and perform independently or within a group 	<p>space to practice and perform</p> <ul style="list-style-type: none"> • Listens to make 'fair' group decisions for individuals to perform roles within a group performance • Demonstrates 'respect' when watching others performance • Can begin to lead and follows others to develop a performance • Engages with the activities with control and to the best of their ability • Increased confidence to explore and perform independently or within a group 	<p>own and others performances</p> <ul style="list-style-type: none"> • Understand and implement key health and safety during the sessions • Take turns within a group to ensure 'fair' time and space to practice and perform • Demonstrates 'fair' values when communicating with others • Demonstrates 'respect' when watching others performance • Can lead and follows others to develop a performance • Engages with the activities with control and to the best of their ability • Increased confidence to explore and perform independently or within a group 	<p>communicating with others</p> <ul style="list-style-type: none"> • Demonstrates 'respect' when watching others performance • Leads and follows others to develop a performance • Engages with the activity to the best of their ability
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Whole School Physical Education Knowledge and Skills Progression Map



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Working actively</p>	<ul style="list-style-type: none"> • Perform the basic actions of balancing, travelling, rolling, jumping and climbing • Show awareness of body parts, points and position when making still shapes • Link and repeat basic gymnastic actions • Perform the basic actions of balancing, travelling, rolling, jumping and climbing • Change speed and direction when travelling • Show awareness of body parts, points and position when making still shapes • Link and repeat basic gymnastic actions • Move with some control and awareness of space. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on 	<ul style="list-style-type: none"> • Move with some increased control and awareness of space • Create a sequence using 3 or more linked actions combined with basic and intermediate balances • Show contrasts on use of body and shape (such as small, tall, straight, curved) • Balance on different points of the body, holding a still position • Jump in a range of different of ways, showing control and balance on landing • Change speed and direction with control when travelling • Show awareness of body parts, points and position when making still shapes • Link and repeat basic gymnastic actions • Move with some control and awareness of space. • Show contrasts (such as small/tall, straight/curved and wide/narrow). 	<ul style="list-style-type: none"> • Display smooth transitions between balances • Demonstrate increased spatial awareness • Demonstrate control and coordination • Create a sequence using 3 - 5 linked actions combined with basic and intermediate balances • Demonstrate increased 'tension' stillness during balances and shapes • Devise, repeat and perform a short sequence that shows changes in speed, level and direction • Adapt a sequence to include apparatus • Move in a clear, fluent and expressive manner. • 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. 	<ul style="list-style-type: none"> • Plan, perform and repeat gymnastic sequences, linking still shapes with travelling • Link a number of movements into a sequence • Show changes of direction, speed and level during a gymnastic sequence • Travel in a variety of ways, creating power in movements • Align body parts to create successful and stable balances • Make similar and contrasting shapes on the floor and apparatus, working with a partner • Display smooth transitions between balances • Demonstrate control, coordination and spatial awareness • Create a sequence using 5 or more linked actions combined with basic and intermediate balances • Demonstrate increased 'tension' stillness during balances and shapes 	<ul style="list-style-type: none"> • Perform a range of gymnastic actions with consistency, fluency and clarity of movement • Show body tension and extension and good weight transference • When working in small groups, make similar and contrasting shapes on the floor and apparatus (symmetry / asymmetry) • Combine dynamics when making sequences using changes of speed, level and direction • Create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures, linking skills. • Hold shapes that are strong, fluent and expressive. • Vary speed, direction, level and body rotation during floor performances. 	<ul style="list-style-type: none"> • Create longer, more complex gymnastic sequences that include a good range of well performed gymnastic elements • When working in small groups, carefully link actions and balances together showing good timing • Incorporate a range of different speeds, directions, levels, pathways and body rotations during gymnastic performance • Rehearse, refine and perfect gymnastic skills • Perform a wide range of gymnastic actions with consistency, fluency and clarity of movement • Demonstrate body tension, extension and controlled weight transference • Perform asymmetrical and symmetrical shapes with control of balance, speed and posture • Combine dynamics when making
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Working actively	<p>different points of the body.</p> <ul style="list-style-type: none"> • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. 	<ul style="list-style-type: none"> • Travel by rolling forwards, backwards and sideways. • Hold a position with increased control whilst balancing on different points of the body. • Climb over and onto equipment safely • Stretch and curl to develop flexibility. 	<ul style="list-style-type: none"> • Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get centre of gravity successfully over base and organise body parts to create an interesting body shape). • Show increased control to land from a jump and explore variations of jumps to land safely. 	<ul style="list-style-type: none"> • Devise, repeat and perform a longer sequence that shows changes in speed, level and direction • Adapt a sequence to include apparatus • Move in a clear, fluent and expressive manner. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get centre of gravity successfully over base and organise body parts to create an interesting body shape). 	<ul style="list-style-type: none"> • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). 	<p>sequences using changes of speed, level and direction</p> <ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotation, bending, stretching and twisting, gestures, linking skills. • Hold shapes that are strong, fluent and expressive. • Vary speed, direction, level and body rotation during floor performances. • Further refine the gymnastic techniques used in performances. • Demonstrate controlled kinaesthetic awareness for performance.



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Athletics						
	RUBIES - EYFS		<p>Run in different ways for a variety of purposes. Jump in a range of ways, landing safely. Roll equipment in different ways. Throw underarm. Throw an object at a target. Control their body, when performing a sequence of movements. Participate in simple games.</p>			
	RUBIES		EMERALDS		DIAMONDS	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<ul style="list-style-type: none"> Describe how the body feels before, during and after exercise. 	<ul style="list-style-type: none"> Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. Know that the leg muscles are used when performing a jumping action. 	<ul style="list-style-type: none"> Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down. Understand the importance of adjusting running pace to suit the distance being run. 	<ul style="list-style-type: none"> Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. 	<ul style="list-style-type: none"> Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. Identify and demonstrate stamina, explaining its importance for runners. Take part in competitive games with a strong understanding of tactics and composition. 	<ul style="list-style-type: none"> Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. Take part in competitive games with a strong understanding of tactics and composition.



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Skills	<ul style="list-style-type: none"> Carry and place equipment safely. Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Land safely and with control. Work with a partner to develop the control of their jumps. Jump as high as possible. Jump as far as possible. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power. Watch and describe performances. Begin to say how they could improve. 	<ul style="list-style-type: none"> Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others 	<ul style="list-style-type: none"> Identify and demonstrate how different techniques can affect their performance. Land safely and with control. Throw with greater control and accuracy. Show increasing control in their overarm throw. Continue to develop techniques to throw for increased distance. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. 	<ul style="list-style-type: none"> Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped. Measure the distance of their throws. Continue to develop techniques to throw for increased distance. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. 	<ul style="list-style-type: none"> Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance. 	<ul style="list-style-type: none"> Recap, practise and refine an effective sprinting technique, including reaction time. Work as a team to competitively perform a relay. Build up speed quickly for a sprint finish. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Measure and record the distance of their throws.
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St Andrew's CE Primary School
Whole School Physical Education Knowledge and Skills Progression Map



Skills					<ul style="list-style-type: none">• Choose and use criteria to evaluate own and others' performance.• Explain why they have used particular skills or techniques, and the effect they have had on their performance.	<ul style="list-style-type: none">• Continue to develop techniques to throw for increased distance and support others in improving their personal best.• Develop and refine techniques to throw for accuracy.• Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
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Working actively	<ul style="list-style-type: none"> • Jog in a straight line. • Change direction when jogging. • Sprint in a straight line. • Change direction when sprinting. • Maintain control as they change direction when jogging or sprinting. • Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. • Perform a short jumping sequence. • Throw underarm and overarm. • Begin to perform learnt skills with some control. • Engage in competitive activities and team games. 	<ul style="list-style-type: none"> • Complete an obstacle course. • Vary the speed and direction in which they are travelling. • Run with basic techniques following a curved line. • Be able to maintain and control a run over different distances. • Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. • Combine different jumps together with some fluency and control. • Jump for distance from a standing position with accuracy and control. • Perform learnt skills with increasing control. • Compete against self and others. 	<ul style="list-style-type: none"> • Focus on their arm and leg action to improve their sprinting technique. • Begin to combine running with jumping over hurdles. • Focus on trail leg and lead leg action when running over hurdles. • Use one and two feet to take off and to land with. • Develop an effective take-off for the standing long jump. • Develop an effective flight phase for the standing long jump. • Perform a push throw. • Perform learnt skills and techniques with control and confidence. • Compete against self and others in a controlled manner. 	<ul style="list-style-type: none"> • Speed up and slow down smoothly. • Perform a pull throw. • Perform and apply skills and techniques with control and accuracy. • Take part in a range of competitive games and activities. 	<ul style="list-style-type: none"> • Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. • Improve techniques for jumping for distance. • Perform an effective standing long jump. • Perform the standing triple jump with increased confidence. • Perform a fling throw. • Throw a variety of implements using a range of throwing techniques. • Consistently perform and apply skills and techniques with accuracy and control. • Take part in competitive games with a strong understanding of tactics and composition. 	<ul style="list-style-type: none"> • Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. • Accelerate to pass other competitors. • Demonstrate endurance and stamina over longer distances in order to maintain a sustained run. • Perform and apply different types of jumps in other contexts. • Set up and lead jumping activities including measuring the jumps with confidence and accuracy. • Perform a heave throw. • Perform and apply a variety of skills and techniques confidently, consistently and with precision. • Take part in competitive games with a strong understanding of tactics and composition.
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Striking and Fielding						
	RUBIES - EYFS		Hit a ball with a bat or a racquet. Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands. Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball Kick an object at a target.			
	RUBIES		EMERALDS		DIAMONDS	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<ul style="list-style-type: none"> Is confident and feels safe when in spaces which are used to play games. Explores and uses skills, actions and Ideas individually to suit the game they are playing Understands that feedback is only used to help and aid performances Can begin to make independent decisions during an activity Can listen to and share ideas for simple tactics with their team Can perform fielding techniques with some control and coordination Knows and can demonstrate how to effectively grip a variety of bats and often uses them when taking part in 	<ul style="list-style-type: none"> Be able to select and use a variety of simple tactics within games Be able to use new information to alter or improve performance Can listen and share ideas with others to help performance when either striking or fielding. Know and understand how to get to successfully completing a task Can begin to select and make decisions on where to strike the ball Have control and begin to understand how to field with a degree of efficiency Can demonstrate and begin to know why to grip bats in certain ways and 	<ul style="list-style-type: none"> Be able to select and use a variety of more complex tactics within games Be able to begin to analyse new information to improve performance before and during the game Can listen, share and demonstrate ideas with others to help performance when either striking or fielding. Can identify quickly and effectively how to complete a number of tasks Can demonstrate good decision making on where to strike the ball in relation to opposite team Can place team mates in effective 	<ul style="list-style-type: none"> Can begin to communicate and showcase what believe success might be Can demonstrate all of the key skills needed to play a variety of games Can talk in depth about ideas to benefit the team when within a game Can improve own performance after getting feedback Can begin to anticipate where the ball is being hit when fielding and effectively move into that position Can exploit space left by opponents when batting Always plays to the rules Always hold self and others to fairly of the game Develops own 	<ul style="list-style-type: none"> Can clearly communicate and showcase what success is. Can demonstrate all of the key skills needed to play a variety of games with a good amount of success Can talk in depth about ideas to benefit the team when within a game Can be analytical about own performance in order to improve Can begin to anticipate where the ball is being hit when fielding and effectively move into that position and get others around them to start being more analytical Can exploit space left by opponents when batting with 	<ul style="list-style-type: none"> Identifies space to exploit when striking and space to fill when fielding Can come up with new ideas and share these with team mates to effect performance. Select and apply skills to outwit opponents. Identify and apply attacking principles within a team to a competitive game Demonstrate anticipation to apply a movement or skill during an activity Make quick decisions in reaction to a period of play or transition Identify own strengths and weaknesses for development Use previously gained knowledge of skills and tactics



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Knowledge	skill practices or games	can use these grips with some success	<p>portions to try and stop opponents scoring</p> <ul style="list-style-type: none"> • Can demonstrate and know why to grip bats in certain ways and can use these grips with a good amount of success 	decision making and how to help others during the game	<p>consistency</p> <ul style="list-style-type: none"> • Always plays to the rules • Always hold self and others to fairly of the game • Develops own decision making and how to help others during the game • Can share relevant tactics with team mates 	<p>to delay or deny my opponents</p> <ul style="list-style-type: none"> • Can listen to and share ideas for tactics with their team • Take part in small sided competitive games with a good understanding of tactics and composition • To apply with consistency standard rules in a variety of different styles of games
Skills	<ul style="list-style-type: none"> • Can share their ideas with their group or partner • Can take turns to listen to others ideas • Develops teamwork during a game • Can make safe decisions about others and their surroundings • Engages with the activities to the best of their ability • Can participate in team games • Begins to understand that taking part in sport is fun and enjoyable • Understands and follows simple rules to play a game with others 	<ul style="list-style-type: none"> • Can share and bring new ideas with their group or partner • Can take turns to listen to others ideas and begin to ask why and respect other people's opinions • Develops teamwork during a game beginning to help others or be helped within the game • Engages with the activities to the best of their ability • Can participate in team games without the need to take over or leave the game when things don't go their way. • Demonstrates sharing equipment 	<ul style="list-style-type: none"> • Understands PE has number of health benefits • Can identify the key components to effectively strike and field. • Can communicate verbally and non-verbally to benefit the team. • Starts to help team mates more effectively. • Able to reflect on own performance with • Start to think about strategies in the game for both striking and fielding • Demonstrates a good effort and attitude to learning • Demonstrates encouragement for 	<ul style="list-style-type: none"> • Understands different roles and responsibilities given in a team. • Helps team mates in both small or larger groups • Can identify and demonstrate the key components to effectively strike and field • Knows in depth of what the benefits of PE and a healthy lifestyle are. • Uses feedback with consideration to the individuals and the task • Shows determination to participate and compete • Honestly evaluates own success and achievements 	<ul style="list-style-type: none"> • Understands and follows a variety of games rules to play competitively and fairly • Works as a team to develop strategies for successful defending or attacking • Upholds the spirit of fair play competing against others in a controlled manner • Understands the structure and importance of being physically active and the benefits for health • Demonstrates encouragement for others • Models sportsmanship values during 	<ul style="list-style-type: none"> • Participates in a competitive game fairly with others • Understands and follows multiple rules to play competitive team games • Work as a team to develop fielding strategies to prevent the opposition from scoring • Uphold the spirit of fair play within a competitive game • demonstrates a good attitude to learning and effort • Understands and demonstrates honesty during competition • Uses feedback with consideration to the individuals and the task



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Skills	<ul style="list-style-type: none"> Shows kindness in their feedback knows how to be truthful in their achievements Understands playing a game fairly with others Demonstrates sharing equipment with others 	<p>with others</p> <ul style="list-style-type: none"> Participates in a competitive game fairly with others Can make up simple rules for a game Understands and follows simple rules to play a game with others Understands a warm up's purpose for exercise and health 	<p>others</p> <ul style="list-style-type: none"> Upholds respect by demonstrating values Respects the rules of the game to compete Identifies the values needed for sportsmanship Offers feedback to others performance with respect 	<ul style="list-style-type: none"> Demonstrates values of fairness to include others participation Understands and follows a variety of games rules to play competitively and fairly Displays good learning behaviour in response to various tasks Competes against others in a controlled manner Accepts winning and losing is part of competitive games 	<p>activity</p> <ul style="list-style-type: none"> Support others in their learning in small groups Provides useful feedback for how others might improve Consistently shares ideas effectively for the purpose of the task Communicates verbally and non-verbally to indicate where and when to pass or receive a pass Identifies key skills needed to attack and defend 	<ul style="list-style-type: none"> Communicates effectively to others about their ideas Shares ideas with increased confidence Identifies and participates different roles within a team Can make safe decisions about others and their surroundings
Working actively	<ul style="list-style-type: none"> Sends a stationary object using equipment in a direction Explores balancing, handling and carrying varying equipment with control demonstrates handling to control a small ball or beanbag Strikes a ball towards a target Strikes a ball with equipment making good contact Sends a ball or beanbag to a teammate or partner (pass) 	<ul style="list-style-type: none"> Sends a stationary object using equipment Uses equipment to block a moving object Developing returning a moving object with equipment Performs rolling accurately in isolation and with interference Performs a push throw for accuracy and distance in isolation and in combination Developing a pull throw for distance and for accuracy in isolation and with 	<ul style="list-style-type: none"> Compete against self and others in a controlled manner Children can strike a ball with intent and direction Uses basic fielding skills to stop the ball effectively Shows some control handling a small ball to catch, bounce, roll and throw Developing returning the ball to a target with a variety of racket skills Rally with a partner using throwing or tapping the ball with a 	<ul style="list-style-type: none"> Children can strike a stationary ball with increased intent towards a target or direction and into space Strikes a bowled ball with increased power and consistency Uses previously gained fielding skills to stop the ball effectively Shows increased control handling a small ball to catch, bounce, roll and throw Returns a ball towards a target with increased accuracy using a variety of racket 	<ul style="list-style-type: none"> Can strike a bowled ball with increased range and technique towards space Uses and links previously gained fielding skills to stop the ball effectively Continues to master the control of a small ball to catch, bounce, roll and throw handles a racket correctly and reacts with body positioning to return a ball Anticipates and tracks a ball to block, retrieve and return effectively 	<ul style="list-style-type: none"> Uses equipment and selects a shot to strike objects with increased power and directional accuracy towards a target or into space handles a racket correctly and reacts with body positioning to return a ball over a net accurately Demonstrate sending a ball using under arm and over arm throws in combination for accuracy and distance Manoeuvres body to intercept a



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Working actively	<ul style="list-style-type: none"> Travels to return equipment to a target area Develops the use of equipment to block a moving object Performs rolling accurately in isolation and with interference Explores sending a beanbag or ball with varying trajectories and speeds Developing awareness to track an object pathway to intercept Tracks a moving object to sometimes receive Retrieves balls or beanbags to return to a target in isolation and with interference 	<p>interference</p> <ul style="list-style-type: none"> Coordinates their body to catch a moving object with varying trajectories and speeds Developing awareness to track an object pathway to intercept Develop tracking a moving object with to receive and retrieve Retrieve equipment to return to a target in isolation and with interference Developing effective use of equipment to strike and return towards targets Demonstrates use of equipment to strike a shot or a pass with some accuracy Combines movements to block the pathway of an object or an opponent Hits objects with increased accuracy and control with equipment 	<p>racket</p> <ul style="list-style-type: none"> Stand in a ready position holding racket correctly Move into a ready position before playing a shot and returning the ball to a partner Retrieves a ball to return with increased speed and accuracy Explores pull and push throws for distance and for accuracy during a small sided game Anticipates with speed and direction to block the pathway of a ball successfully Track an object with increased speed and accuracy to retrieve and return Returns a moving object using racket towards a target Uses a forehand and a backhand to send a ball towards a target 	<p>skills</p> <ul style="list-style-type: none"> Moves into a ready position holding racket correctly to return a ball Anticipates use of ready positioning to receive a ball Tracks a ball to block, retrieve and return effectively Retrieves a ball to return with increased speed and accuracy Explores pull and push throws for distance and for accuracy during a small sided game Anticipates with speed and direction to block the pathway of a ball successfully Returns a moving object using racket with increased control and accuracy Uses a forehand and a backhand to send a ball to make it difficult for the opponent Accurately sends a ball towards a target 	<ul style="list-style-type: none"> Selects and links retrieving with throwing and catching to field effectively Selects and applies throws with an increased range of technique Uses returning accuracy to send a ball and make it difficult for the opponent 	<p>moving object anticipating to block, catch or return</p> <ul style="list-style-type: none"> Coordinates their body to catch a moving object with varying trajectories and speeds Tracks a moving ball to intercept, block or return Links a combination of Tracking, blocking, retrieving and sending a ball to stop the opposition from scoring points Demonstrates correct footwork and retained batting techniques to select a shot to block or strike a ball Can strike a bowled ball more consistently with increased range and technique towards space Uses and links previously gained fielding skills to stop the ball effectively with the whole body as a barrier Continues to master the control of a small ball to catch, bounce, roll and throw Anticipates and



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Working actively						<p>tracks a ball to block, retrieve and return effectively</p> <ul style="list-style-type: none">• Selects and links retrieving with throwing and catching to field effectively• Selects and applies underarm and overarm throws with an increased range of technique• Uses returning accuracy to send a ball and make it difficult for the opponent
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Invasion games						
RUBIES - EYFS		Move safely around the space and equipment. Travel in different ways, including sideways and backwards. Play a range of chasing games. Follow simple rules.				
RUBIES		EMERALDS		DIAMONDS		
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	
Curriculum	<ul style="list-style-type: none"> To begin to participate in skill related games and team games Develop simple techniques within games and small sided games developing application of tactics for attacking, defending and problem solving. Begin to apply some technical and tactical knowledge within a variety of adapted and conditioned invasion based games and activities such as netball, basketball, hockey, tag-rugby and football. 	<ul style="list-style-type: none"> To participate in skill related games and team games Develop simple tactics within skill related games and small sided games developing application of attacking and defending. Begin to adapt and apply some technical and tactical knowledge within a variety of invasion based sports and activities such as netball, basketball, hockey, tag-rugby and football. 	<ul style="list-style-type: none"> To begin to apply tactical and technical aspects within skill related and small sided games that are modified Developing application of team work and principles suitable for attacking and defending in small sided games 	<ul style="list-style-type: none"> Applies tactical and technical aspects within skill related and small sided games that are modified Developing application of team work and principles suitable for attacking and defending in small sided games 	<ul style="list-style-type: none"> Demonstrates tactical and technical aspects within skill related and small sided games that are modified Progressing to application of team work and principles suitable for attacking and defending in small sided games 	<ul style="list-style-type: none"> To apply tactical and technical aspects within skill related and small sided games that are modified Apply team work and principles suitable for attacking and defending in small sided games



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Knowledge	<ul style="list-style-type: none"> • Can create movements to participate in an activity • Can share ideas with partners and groups to create a game • Can copy and repeat simple skills • Makes independent decisions to solve a problem • Makes simple decisions about where and when to move during invasion games • Understands and follows simple instructions • Understands and follows simple rules of a game • Understands feedback is used to improve • Understands how to participate in activities safely • Shows confidence to participate in activities • Identifies keywords for development • To begin to share ideas to progress with a task • Develops understanding of when and where to use rolling, catching, kicking, 	<ul style="list-style-type: none"> • To understand and follow simple instructions • To understand, identify and follow simple rules of a game • To use feedback to improve • To move into space safely • Shows confidence to participate in activities • To remember and use keywords • To begin to share ideas to progress with a task • To know when and where to use rolling, catching, kicking, hitting, travelling in coordination with the task • To know when and where to travel into space • To know how to and follow safe use of equipment • Know how to succeed at the task • Understand how to score points • Can communicate how to improve and how others can improve • Can identify and communicate what key skills might be 	<ul style="list-style-type: none"> • Identifies the basic rules of competitive games • Shows improvements from feedback, demonstrations and support • Exploits space for an attack • Understands the principles of safe practice during different tasks • Knows how to succeed at the task • Understands how to score points • Identifies what success might look like • Can identify key skills related to the activities • Applies some key skills related to the activity • Makes independent decisions during a game to attack or defend • Shares relevant ideas for tactics within their team • Take part in small sided competitive games demonstrating some tactics • To identify basic rules in a variety of 	<ul style="list-style-type: none"> • Identifies and applies the rules of various competitive games • Improves own performance upon feedback • Exploits space for an attack • Understands and applies the principles of safe practice during different tasks • Understands criteria to participate in various games successfully • Can communicate what success might look like • Can identify and demonstrate key skills related to the activities • Makes independent decisions during a game to attack or defend • Shares relevant ideas for tactics within their team • demonstrates tactics during competitive games • Demonstrates basic competency in a variety of roles within a team game 	<ul style="list-style-type: none"> • Identifies and applies the rules of various competitive games • Improves own performance upon feedback • Exploits space for an attack • Understands and applies the principles of safe practice during different tasks • Understands criteria to participate in various games successfully • Can communicate what success might look like • Can identify and demonstrate key skills related to the activities • Makes independent decisions during a game to attack or defend • Shares relevant ideas for tactics within their team • demonstrates tactics during competitive games • Identifies and demonstrates key aspects of defending • Reacts to 	<ul style="list-style-type: none"> • Demonstrate good understanding of the rules to identify, apply to and create games • Responds to constructive feedback to improve • Identifies the use of space to create an exploit for attack and deny for defence • Understands safe participation by identifying and applying rules • Know how to succeed at the task • Understands how to score points • Initiates communication to support others understanding • Can identify and communicate what key skills might be needed to improve/for success • Executes demonstration of key skills related to the activities • Identifies applies key skills related to the activity • Makes independent decisions during a game to react to either a defensive
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Knowledge	<ul style="list-style-type: none"> hitting, travelling in coordination with the task Develops knowledge of when and where to travel into space Understands how to use equipment safely Know how to score points during an activity Can identify key principles to improve and progress Can demonstrate what some key skills might look like Can begin to make independent decisions during an activity Can listen to and share ideas for simple tactics with their team 	<ul style="list-style-type: none"> needed to improve/for success Can demonstrate what some key skills might look like Can begin to make independent decisions during a game Can listen to and share ideas for simple tactics with their team 	<ul style="list-style-type: none"> different styles of games Participate in attacking and defending in the role of bowler, batter and fielder Begin to understand and identify key aspects of defending sometimes demonstrating Identify a transition during a game Identify when and where space changes during a game Begin to understand key areas for development Understand key concepts for the principles of defending Demonstrate some skills or tactics to try and outwit my opponents identify others strengths and areas for development Identify qualities that a leader may possess Participate within a role in a team Creates simple games with rules and concepts of 	<ul style="list-style-type: none"> Identifies and demonstrates key aspects of defending Reacts to transition and space changes to exploit during a game Anticipates to intercept and regain possession Understand key areas for development Demonstrate skills and tactics to try and outwit their opponents Identifies others strengths and areas for development Demonstrates qualities a leader might possess Creates games with rules and concepts of point scoring Identifies attacking principles within a team for a competitive game Develop anticipation through movement to attack and defend Developing understanding of how to create space through movement 	<ul style="list-style-type: none"> transition and space changes to exploit during a game Understands linked skills to perform more efficiently Identifies key areas for development Demonstrate skills and tactics to try and outwit their opponents Identifies others strengths and areas for development providing feedback to improve Demonstrates qualities a leader might possess Creates games with rules and concepts of point scoring Creates games applying safety principles Identifies and applies attacking principles within a team for a competitive game Anticipates through movement to attack and defend Shows understanding of how to create space through movement 	<ul style="list-style-type: none"> or attacking period of play Can listen to and share ideas for tactics with their team Take part in small sided competitive games with a good understanding of tactics and composition To apply with consistency standard rules in a variety of different styles of games To use a range of tactics for attacking and defending in role of bowler, batter and fielder Know when to defend and what defensive skills could be used to delay an opponent or deny them space or opportunities Know how space changes within a game and when and how to exploit this Make quick decisions in reaction to a period of play or transition Identify own strengths and weaknesses for development Use previously gained knowledge



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Knowledge			<ul style="list-style-type: none"> point scoring Identify attacking principles within a team for a competitive game Develop anticipation through movement to attack and defend Developing understanding of how to create space through movement Begin to understand the rules and concept of games when you must pass the ball Developing decision making during games to either carry/dribble, or to pass Understand and demonstrate sending a ball for speed of play Identifies key skills to participate successfully in a game Selects tracking, blocking pathways and space to defend 	<ul style="list-style-type: none"> Begin to understand the rules and concept of games when you must pass the ball Developing decision making during games to either carry/dribble, or to pass Understand and demonstrate sending a ball for speed of play Selects tracking, blocking pathways and space to defend 	<ul style="list-style-type: none"> Begin to understand the rules and concept of games when you must pass the ball Developing decision making during games to either carry/dribble, or to pass Understand and demonstrate sending a ball for speed of play Selects tracking, blocking pathways and space to defend Applies tactics and techniques to minimise the score of other teams Identifies, communicates and demonstrates good technique 	<ul style="list-style-type: none"> of skills and tactics to delay or deny my opponents Select and apply skills and tactics to outwit my opponents to create an attack Analyse to identify others strengths and areas for development Understand leadership within a team for roles and responsibilities Participate within a team in different roles Create activities and games with suitable rules Identify and apply attacking principles within a team to a competitive game Demonstrate anticipation to apply a movement or skill during an activity



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Whole School Physical Education Knowledge and Skills Progression Map



Skills	<ul style="list-style-type: none"> • Can share their ideas with their group or partner • Can take turns to listen to others ideas • Develops teamwork during a game • Can make safe decisions about others and their surroundings • Engages with the activities to the best of their ability • Developing feedback for others' performance • Can watch others performance with respect • Can explore skills independently and with others • Identifies how to be honest during tasks and games • Shows kindness in their feedback • knows how to be truthful in their achievements • Understands playing a game fairly with others • Demonstrates sharing equipment with others • Participates in a game fairly with others • Identifies simple 	<ul style="list-style-type: none"> • Can talk to others about their ideas • Can listen to others ideas • Can work within a team • Can make safe decisions about others and their surroundings • Engages with the activities to the best of their ability • Can encourage to support others with their learning • Can begin to provide encouraging feedback • Can watch others performance with respect • Can explore skills independently and with others • Can share their ideas and performance with the class • Understand how to put their skills under pressure to improve own performance • Show that they are trying their best to complete challenges • Understand and applies honesty during tasks and games • Shows kindness in 	<ul style="list-style-type: none"> • Communicate verbally to indicate where you like to pass or receive a pass • Work within a team applying some skills needed to attack and defend • Support others understanding in partnered work • Provides simple feedback of how others might improve • Shares ideas effectively for the purpose of the task • Identifies and participates a role within a team • Demonstrates a good effort and attitude to learning • Demonstrates encouragement for others • Upholds respect by demonstrating values • Respects the rules of the game to compete • Identifies the values needed for sportsmanship • Offers feedback to others performance with respect • Explores skills independently, in small and large 	<ul style="list-style-type: none"> • Communicates verbally and non-verbally to indicate where and when to pass or receive a pass • Identifies key skills needed to attack and defend • Support others in their learning in small groups • Provides useful feedback for how others might improve • Consistently shares ideas effectively for the purpose of the task • Understands different roles to designate within a team • Displays good learning behaviour in response to various tasks • Demonstrates encouragement for others • Upholds respect by identifying sporting values • Respects the rules of the game during competition • Identifies the values needed for sportsmanship • Offers feedback to others performance with respect 	<ul style="list-style-type: none"> • Communicates verbally and non-verbally to indicate where and when to pass or receive a pass • Identifies key skills needed to attack and defend • Support others in their learning in small groups • Provides useful feedback for how others might improve • Consistently shares ideas effectively for the purpose of the task • Fulfils various roles and responsibilities within a team consistently • Displays good learning behaviour in response to various tasks • Demonstrates encouragement for others • Models sportsmanship values during activity • Respects the rules of the game during competition • Offers feedback to others performance with respect • Explores skills 	<ul style="list-style-type: none"> • Communicates effectively how to improve and how others might improve • Shares ideas effectively for the purpose of the task • Communicates effectively to others about their ideas • Shares ideas with increased confidence • Identifies and participates different roles within a team • Can make safe decisions about others and their surroundings • Demonstrates encouragement for others with their learning • Upholds respect with communication and performance with self and others • Offers feedback to others performance with respect • Explores skills independently, in small and large groups • Can share their ideas and performance with the class
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St Andrew's CE Primary School
Whole School Physical Education Knowledge and Skills Progression Map



Skills	<p>rules to create a game</p> <ul style="list-style-type: none"> • Understands and follows simple rules to play a game with others • Enjoys being active and understands it can create a healthy lifestyles 	<p>their feedback</p> <ul style="list-style-type: none"> • Is truthful in their achievements • Understands playing a game fairly with others • Demonstrates sharing equipment with others • Participates in a competitive game fairly with others • Can make up simple rules for a game • Understands and follows simple rules to play a game with others • Understands a warm ups purpose for exercise and health 	<p>groups</p> <ul style="list-style-type: none"> • Understands and demonstrates honesty during competition • Uses feedback with consideration to the individuals and the task • Shows determination to participate and compete • Honestly evaluates success and achievements • Demonstrates values of fairness to include others participation • Shares equipment and responsibilities for inclusion • Participates in a competitive game fairly with others • Understands and follows a variety of games rules to play competitively and fairly • Work as a team to develop strategies to defend or attack • Uphold the spirit of fair play within a competitive game • Understands the purpose of being active for health 	<ul style="list-style-type: none"> • Explores skills independently, in small and large groups • Uses feedback with consideration to the individuals and the task • Shows determination to participate and compete • Honestly evaluates own success and achievements • Demonstrates values of fairness to include others participation • Shares equipment and responsibilities to include all • Understands and follows a variety of games rules to play competitively and fairly • Works as a team to develop strategies to defend or attack • Uphold the spirit of fair play within a competitive game • Competes against others in a controlled manner • Accepts winning and losing is part of competitive games 	<p>independently, in small and large groups</p> <ul style="list-style-type: none"> • Uses feedback with consideration to the individuals and the task • Shows determination to participate and compete • Honestly evaluates own success and achievements • Demonstrates values of fairness to include others participation • Shares equipment and responsibilities to include all • Understands and follows a variety of games rules to play competitively and fairly • Works as a team to develop strategies for successful defending or attacking • Upholds the spirit of fair play competing against others in a controlled manner • Understands the structure and importance of being physically active and the benefits for health 	<ul style="list-style-type: none"> • Demonstrates a good attitude to learning and effort • Understands and demonstrates honesty during competition • Uses feedback with consideration to the individuals and the task • Shows determination to participate and compete • Honestly evaluates success and achievements • Demonstrates values of fairness to include others participation • Shares equipment and responsibilities for inclusion • Participates in a competitive game fairly with others • Understands and follows multiple rules to play competitive team games • Work as a team to develop fielding strategies to prevent the opposition from scoring • Uphold the spirit of fair play within a competitive game
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St Andrew's CE Primary School
Whole School Physical Education Knowledge and Skills Progression Map



Working actively	<ul style="list-style-type: none"> • Agility – can identify a pathway towards a space with others developing dodging, swerving and evading, stopping, starting and turning. • Balance – can demonstrate balance to use skills in isolation and developing skills in combination (e.g. to run and kick a ball/step to catch a ball) • Coordination – demonstrates spatial awareness to move towards targets and into space • Travels with coordination and balance by walking, stopping and starting, turning, jogging and running isolated and in combination with some skills • jumps and lands on two feet safely • Develops fluent movement, controlling their body and limbs in coordination 	<ul style="list-style-type: none"> • Agility – can identify a pathway towards a space with others dodging, swerving and evading, stopping, starting and turning with increased control • Balance – can demonstrate balance to use skills in isolation and in combination (e.g. to run and kick a ball/step to catch a ball) • Coordination – demonstrates some spatial awareness to move towards targets • Travel – Shows increased control and speed to walk, jog, run isolated and in combination with some skills • Developing jumping in combination with interference • Track players movements to follow or evade during a game 	<ul style="list-style-type: none"> • Travels into a space around others further developing dodging, swerving and evading, stopping, starting and turning. • Balance – Practice's with increased speed developing more control • Coordination – demonstrates increased spatial awareness to move towards space to avoid others • Travel – Shows control and speed to walk, jog and run in different directions under pressure • Evades players with increased control and speed • Defends by closing down, tracking and blocking player pathways 	<ul style="list-style-type: none"> • Travels into a space around others further developing dodging, swerving and evading, stopping, starting and turning. • Balance – Practice's with increased speed developing more control • Coordination – demonstrates increased spatial awareness to move towards space to avoid others • Travel – Shows control and speed to walk, jog and run in different directions under pressure • Evades players with increased control and speed • Defends by closing down, tracking and blocking player pathways 	<ul style="list-style-type: none"> • Travels into a space with increased control and speed; dodging, swerving and evading, stopping, starting and turning. • Balance – increased control to combine skills with speed • Coordination – uses multiple skills in combination with speed, accuracy and control • Travel – Shows control and agility to move quickly under pressure • Evades players with increased control and speed • Defends by closing down, tracking and blocking player pathways consistently 	<ul style="list-style-type: none"> • Demonstrates multi – directional travelling with increased agility under pressure • Increased stability allows positioning to use skills in combination with speed and accuracy • Creates purposeful, directional movement using speed and pathways in relation to the activity or the game • Utilises coordinated movements with increased accuracy and speed in linking combinations for performance
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St Andrew's CE Primary School
Whole School Physical Education Knowledge and Skills Progression Map



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Ball skills</p>	<ul style="list-style-type: none"> Tracks, intercepts and retrieves beanbags and balls with consistency Catches a beanbag and small ball in isolation and with interference Hits stationary objects with equipment for the purpose of a game Shows an awareness of others in a space to move into space Play simple games with a partner in isolation Developing controlling a ball with their foot to stop and move it in different directions Develops kicking a moving ball with control Positions themselves to block other players Follows to track other players during a game Passes a beanbag or ball to a teammate or partner with a degree of accuracy Demonstrates dribbling a ball in 	<ul style="list-style-type: none"> Passes an object with a degree of accuracy, isolated and in combination Demonstrates dribbling a ball in isolation and is developing dribbling with interference and opposition. Can throw, catch and bounce with two hands or one, or with different parts of the body using a variety of equipment Demonstrates kicking objects with consistent contact Kicks a ball with increased accuracy towards a target Selects and applies kicking for distance or for accuracy Can control a ball with their feet Show increased control with and without the ball to send and receive Blocks to defend and evades to attack Perform basic techniques of catching and throwing with a good level of consistency 	<ul style="list-style-type: none"> Passes an object with accuracy, isolated and in combination Demonstrates dribbling a ball in isolation and is developing dribbling with control in small sided games Kicks a ball with increased power and accuracy under pressure Selects and applies kicking in a small sided game Can demonstrate some control with a ball at their feet under pressure Dribbles a ball to attack during a small sided game Accurately sends a ball towards a target Demonstrates ready positioning to receive or return a ball Demonstrates positioning and key skills to intercept a moving object Uses equipment to block a moving object effectively Explores different pull and push throws for accuracy and 	<ul style="list-style-type: none"> Passes an object with accuracy in combination Demonstrates dribbling a ball in isolation with increased control dribbling in small sided games Kicks a ball with increased power and accuracy under pressure Selects and applies kicking in a small sided game Dribbles a ball to attack during a small sided game Controls a passed ball to keep possession Demonstrates positioning and key skills to intercept a moving object Uses equipment to block a moving object effectively Explores different pull and push throws for accuracy and distance in a small sided game Demonstrates catching objects consistently with varying size and shape Develops volleying balls for the purpose of a 	<ul style="list-style-type: none"> Passes a ball to teammates with increased accuracy in combination Demonstrates control with a ball to dribble during small sided games Demonstrates ball striking, passing and control to attack the goal Intercepts balls with control to attack or keep possession Demonstrates consistent and varied throwing skills to pass or shoot Volleyballs for the purpose of a competitive game Engages movement and positioning to successfully receive/catch a ball under pressure Demonstrates effective use of equipment to control, dribble, pass, receive, shoot and block during a competitive game Within a team game make a variety of passes to team mates 	<ul style="list-style-type: none"> Links and combines movements to block the pathway of an object or an opponent Efficiently passes an object with accuracy in combination, linking, to provide support for an attack Demonstrates using equipment to dribble a ball with speed and control Demonstrates kicking objects with accurate and consistent contact towards a target Kicks a ball in combination with increased accuracy to pass or shoot, selecting skills such as the instep or laces. Selects, applies and links appropriate skills during a small sided game to to pass, dribble or shoot Shows increased control of a ball at their feet to maintain possession Throws and catches a ball in combination, linking skills to
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St Andrew's CE Primary School
Whole School Physical Education Knowledge and Skills Progression Map



Ball skills	<p>isolation and is developing dribbling with interference and opposition.</p> <ul style="list-style-type: none"> • Throws, catches and bounces large balls with two hands in isolation, interference and sometimes during an opposed game • kicks stationary balls with consistent contact • Show some control with and without the ball to send and receive • Blocks to defend and evades to attack • Develops travelling with equipment in different directions • Carries or dribbles a ball or beanbag towards a target area • Demonstrates principles of receiving a ball or beanbag 	<ul style="list-style-type: none"> • Can dribble a ball with control in isolation and sometimes with interference. • Performs to accurately send equipment to a target • Demonstrates ready positioning to receive an object in isolation and with interference • Demonstrates catching objects with varying size and shape • Developing knowledge for body positioning to intercept a moving object 	<p>distance in a small sided game</p> <ul style="list-style-type: none"> • Demonstrates catching objects consistently with varying size and shape • Explores developing volleying balls for the purpose of a competitive game • Demonstrates catching balls varying in trajectory during small sided games • Intercept a ball with controlled handling to successfully regain possession • Track players movements to follow or evade during a game • Developing jumping in combination to play a competitive game • Demonstrate correct use of equipment to strike, control, dribble, pass, receive, return, throw, catch, roll, shoot and block during a competitive game • Within a team game make a variety of passes 	<p>competitive game</p> <ul style="list-style-type: none"> • Demonstrates catching balls varying in trajectory during small sided games • Intercept a ball with controlled handling to successfully regain possession • Developing jumping in combination to play a competitive game • Demonstrate correct use of some equipment to control, dribble, pass, receive, shoot and block during a competitive game • Within a team game make a variety of passes to team mates moving the direction of play towards the scoring area • Aim to use a variety of passes, using a chest pass, bounce pass and shoulder pass • Track players to mark and use defending principles when needed • Apply previously embedded skills to 	<p>moving the direction of play towards the scoring area</p> <ul style="list-style-type: none"> • Selects and applies a variety of appropriate passes, using a chest pass, bounce pass and shoulder pass • Tracks players to defend effectively • Applies previously embedded skills to create multiple passing and shooting opportunities • increased confidence to move & accelerate with speed whilst carrying/dribbling a ball • Understand and demonstrate technically, how to score with a ball • Evades defenders moving into space to avoid being tackled • Hold equipment correctly whilst manipulating a ball • Defends by tackling, closing down, blocking and intercepting • Effectively Attacks in possession by selecting to dribble, pass or shoot in the 	<p>keep possession using one hand or two hands</p> <ul style="list-style-type: none"> • Demonstrates reactions and ready positioning to catch a ball transitioning to dribble, pass or shoot • Throws and catches accurately under pressure from opponents in a game using under arm and over arm throws successfully • Passes using bounce pass, chest pass, shoulder pass in combination during a small sided game • Dribbles the ball to travel towards a target area using different techniques depending on the rules of the game (handball-step and bounce, basketball – bounce and travel, hockey – push, Indian dribble, endzone - carrying, tag rugby – carrying, football – using the foot inside/outside, sole) • Intercepts a ball by tracking, marking
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St Andrew's CE Primary School
Whole School Physical Education Knowledge and Skills Progression Map



Ball skills			<p>to team mates moving the direction of play towards the scoring area</p> <ul style="list-style-type: none"> • Aim to use a variety of passes, using a chest pass, bounce pass and shoulder pass • Track players to mark and use defending principles when needed • Apply previously embedded skills to pass a football to someone on your team • Keep a ball under control at different speeds • Move & accelerate with speed whilst carrying/dribbling a ball • Understand and demonstrate technically, how to score with a ball • Evades defenders moving into space to avoid being tackled • Begin to show how to hold equipment correctly whilst manipulating a ball • Begin to use simple passes with equipment to another team mate 	<p>pass a football to someone on your team</p> <ul style="list-style-type: none"> • Move & accelerate with speed whilst carrying/dribbling a ball • Understand and demonstrate technically, how to score with a ball • Evades defenders moving into space to avoid being tackled • Hold equipment correctly whilst manipulating a ball • Defends by tackling, closing down, blocking and intercepting • Understand and begin to apply the basic principles of invasion games • Attacks in possession by selecting to dribble, pass or shoot in the direction of the target • Find a useful space and get into it to support teammates to keep possession or to attack • Moves with the ball in a variety of skills with more control • Passes to a teammate in space 	<p>direction of the target</p> <ul style="list-style-type: none"> • Supports team with tactics and movement to create space • Travels with increased handling and fluidity carrying equipment • Catches the ball with increased confidence and consistency under pressure 	<p>and blocking pathways and players during a team game</p> <ul style="list-style-type: none"> • Pivots on one foot successfully to change direction to execute a pass or shoot • Demonstrates agility to evade opponents through speed and direction change • Selects, combines and links a wide range of passes during a small sided game • Dribble into space with speed and control to beat defenders • Make quicker decisions regarding how and when to pass a ball to someone in your team • Use a variety techniques to keep the ball under control building on previous knowledge • Position body to defend effectively, making successful interceptions • Apply effective movement principles in attack and defence • Apply skills in combination to
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St Andrew's CE Primary School
 Whole School Physical Education Knowledge and Skills Progression Map



Ball skills			<ul style="list-style-type: none"> • Dribbles the ball using equipment to keep the ball close • Approaches a player to tackle and intercept • Understand and begin to apply the basic principles of invasion games • Use simple attacking and defending skills in a game • Find a useful space and get into it to support teammates to keep possession or to attack • Move with the ball in a variety of ways with some control • Pass to a teammate to create an attack • Pass and catch the ball in different ways in a game situation with some success 	<ul style="list-style-type: none"> • Passes and catch the ball in different ways in a game situation with some success 		<p>score points against opposition</p> <ul style="list-style-type: none"> • Supports the player with the ball effectively using multi-directional movement to find space to receive for possession or for an attacking opportunity • Retains possession by selecting and applying shielding, passing and dribbling • Create or react to a transition from defence to attack and vice versa • Shoots with accuracy or power to score points using retained game related skills; (foot striking instep or laces, hockey stick strike or pull shot, basketball hoop shot, netball hoop shot, handball one handed throw) • Executes a volley for the purpose of a pass or an attack in a ball game
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St Andrew's CE Primary School
Whole School Physical Education Knowledge and Skills Progression Map



Net / Wall games						
	RUBIES		EMERALDS		DIAMONDS	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<ul style="list-style-type: none"> Know different ways to move about the court. Know different ways to send the ball with hands and racket. Know how to move body in line with the ball. Able to explain how to hold the racket. 	<ul style="list-style-type: none"> Know different ways to move about the court. Know that ball must be hit before 2 bounces. Able to explain how to hold the racket. Have a good idea of technique of hitting the ball off the racket. Understand simple scoring system. Know what a rally is. 	<ul style="list-style-type: none"> Can explain how to hold a racket correctly. Know what the ready position is. Know basic technique of hitting the ball. Understand some basic rules of the game. Understand scoring concepts. Developing basic tactics in their game. Understand some basic terminology of the game. 	<ul style="list-style-type: none"> Can explain how to hold a racket correctly. Can explain the ready position and why it is important. Have knowledge of the technique of a forehand stroke. Understand some basic rules of the game. Understand the scoring system. Developing basic tactics in their game. Understand some basic terminology of the game. 	<ul style="list-style-type: none"> Can explain how to hold a racket correctly. Can explain the ready position and why it is important. Have knowledge of the different strokes. Understand the technique of hitting the ball correctly. Understand the rules of the game. Understand the scoring system. Developing tactics in their game such as performing a short shot followed by a lob. Understand terminology of the game. Name more than 2 types of stroke. 	<ul style="list-style-type: none"> Can explain what grip to apply to racket. Can explain the ready position and why it is important. Have knowledge of the different strokes. Understand the technique of hitting the ball. Understand the rules of the game. Developing tactics in their game eg performing a short shot followed by a lob. Able to name 3 or more types of strokes.
Skills	<ul style="list-style-type: none"> Work effectively by self. Work effectively with peers. Good listening skills to absorb information. Learning to take turns. Having patience with self and others. Showing resilience 	<ul style="list-style-type: none"> Work effectively by self. Work effectively with peers. Good listening skills to absorb information. Learning to take turns. Having patience with self and others. Showing resilience 	<ul style="list-style-type: none"> Work effectively by self. Work effectively with peers. Having patience with self and others. Showing resilience and the will to keep trying. Implement health and safety measures during a 	<ul style="list-style-type: none"> Work effectively by self. Work effectively with peers. Having patience with self and others. Showing resilience and the will to keep trying. Implement health and safety measures during a 	<ul style="list-style-type: none"> Work effectively with peers. Having patience with self and others. Showing resilience and the will to keep trying. Implement health and safety measures during a session. Show respect to 	<ul style="list-style-type: none"> Work effectively with peers. Having patience with self and others. Showing resilience and the will to keep trying. Implement health and safety measures during a session. Show respect to



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Skills	<p>and the will to keep trying.</p> <ul style="list-style-type: none"> • Implement health and safety measures during a session. • Show respect to themselves, peers and coaches. • Demonstrates fair values when working with others. • Engages with activity to the best of their ability. • Look after equipment and be responsible for it. 	<p>and the will to keep trying.</p> <ul style="list-style-type: none"> • Implement health and safety measures during a session. • Show respect to themselves, peers and coaches. • Demonstrates fair values when working with others. • Engages with activity to the best of their ability. • Look after equipment and be responsible for it. 	<p>session.</p> <ul style="list-style-type: none"> • Show respect to themselves, peers and coaches. • Demonstrates fair values when working with others. • Engages with activity to the best of their ability. • Look after equipment and be responsible for it. • To take feedback from coaches to improve game. 	<p>session.</p> <ul style="list-style-type: none"> • Show respect to themselves, peers and coaches. • Demonstrates fair values when working with others. • Engages with activity to the best of their ability. • Look after equipment and be responsible for it. • To take feedback from coaches to improve game. 	<p>themselves, peers and coaches.</p> <ul style="list-style-type: none"> • Demonstrates fair values when working with others. • Engages with activity to the best of their ability. • Look after equipment and be responsible for it. • To be gracious in success and defeat. • To take feedback from coaches to improve game. 	<p>themselves, peers and coaches.</p> <ul style="list-style-type: none"> • Demonstrates fair values when working with others. • Engages with activity to the best of their ability. • Look after equipment and be responsible for it. • To be gracious in success and defeat. • To take feedback from coaches to improve game.
Working actively	<ul style="list-style-type: none"> • Developing agility, balance and coordination. • Demonstrate different ways to manipulate ball. • Demonstrate different ways to manipulate ball with a racket. • Use different sized balls to increase/decrease activity. • Working towards moving body in line with where the ball is heading. • Catch a ball after one or no bounces on own. • Catch a ball after one or no bounces with a partner. • Distribute ball with 	<ul style="list-style-type: none"> • Show reasonable agility, balance and coordination. • Use different sized balls to increase/decrease activity. • Demonstrate towards moving body in line with where the ball is heading. • Distribute ball over a net or obstacle without bouncing on own side. • Able to hold the racket correctly. • Understand the concept of the ready position and have racket up and central. • With some control have an 	<ul style="list-style-type: none"> • Demonstrate good agility, balance and coordination. • Improve hand eye coordination techniques through challenges. • Use correct grip and racket position. • Stand in the ready position. • Attempt at playing forehand and back hand shots. • Change from the ready position before playing a shot and returning to a partner. • Move body in multiple directions in line with the ball. • Rally with a partner using 	<ul style="list-style-type: none"> • Demonstrate good agility, balance and coordination. • Improve hand eye coordination techniques through challenges. • Tap/send the ball over to a partner in a small space. • Tap/send ball over to a partner in a small space allowing it to bounce before returning. • Use correct grip and racket position. • Stand in the ready position. • Change from the ready position before playing a shot and returning 	<ul style="list-style-type: none"> • Have good agility, balance and coordination. • Demonstrate the correct grip of the racket. • Demonstrate the ready position and recover after. • Have developed good hand/eye coordination. • Able to align own body with direction of the ball. • Can change the direction of the ball. • Able to demonstrate 2 different types of strokes. • Confidently serve the ball underarm into space forcing 	<ul style="list-style-type: none"> • To have good agility, balance and coordination. • Able to change direction of the ball. • Show good control and power over the ball. • Able to demonstrate correct grip. • Have developed good hand/eye co-ordination through serving, moving into line and returning the ball smoothly. • Able to demonstrate the ready position. • Able to demonstrate at least 4 different



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Working actively	<p>hands over a net or obstacle without bouncing on own side.</p> <ul style="list-style-type: none"> • Able to hold the racket correctly. • Understand the concept of the ready position and have hands up and central. • Join in on some rally based games. • Follow some simple rules to the game. 	<p>understanding of how the ball is hit off the racket.</p> <ul style="list-style-type: none"> • Develop an understanding of attacking shots. • Apply scoring to the games. • Join in on some rally based games. • Follow rules for a game. • Start to apply some basic tactics. 	<p>hands or hitting back with the racket.</p> <ul style="list-style-type: none"> • Apply a scoring system. 	<p>to a partner.</p> <ul style="list-style-type: none"> • Recover into the ready position after a shot. • Move body in multiple directions in line with the ball. • Demonstrate correct technique of a forehand and backhand shot. • Follow the rules of a game/challenge. • Know how the scoring systems work. • Apply some basic tactics. 	<p>opponent to move.</p> <ul style="list-style-type: none"> • Attempted the overarm serve into a target area. • To have attempted backhand, volley and lob. 	<p>strokes.</p> <ul style="list-style-type: none"> • Confidently serve underarm into space forcing opponent to move. • Attempted overarm serve into target box. • Displaying correct technique from footwork, body shape, hitting the ball
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