



Weddington Primary School

PE

Knowledge and Skills Progression

Area	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Healthy Lifestyle		Recognise their heartbeat changes when exercising.	Can explain the importance of exercise.	Can describe several effects of exercise has on the body.	Can explain the importance of exercise and a healthy lifestyle.	Can explain the importance of exercise and a healthy lifestyle. Understands the positive/negative impact of exercise. Understands the need to warm up/ cool down.	Can explain the importance of exercise and a healthy lifestyle in detail. Understands the positive/ negative impact of exercise. Understands the need to warm up/ cool down.
Reflection and Evaluation		Make general comments about their own performance.	Make general comments on how others have performed.	Share feedback to peers or as a whole class.	Begin to give others feedback on their performance. Begin to recognise their own personal best.	Give specific feedback to others on their performance. Attempt to improve their own personal best.	Give specific feedback to others and provide ideas to improve. Compare their performance and work on achieving their own personal best.
KS1- RUN, JUMP AND THROW KS2 - ATHLETICS	Can move on their feet in a variety of ways including: jumping, Skipping, hopping, running and walking.	Can start and stop at speed, run in straight lines using a variety of speeds. Can participate as part of a team to	Can develop power, agility, coordination and balance over a variety of activities. Can throw and handle a variety of	Can link running and jumping activities with some fluency and consistency. Can control movements and	Can show differences between sprinting and running speeds over a variety of distances.	Can sustain pace over shorter and longer distances such as running 100m and running for 2 minutes.	Can accurately and confidently judge across a range of athletics activities. Can demonstrate accuracy and good



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<p>Can move on large body parts in a variety of ways including sliding, slithering, rolling and shuffling.</p> <p>Can jump off an object and land appropriately and safely.</p> <p>Can travel with confidence around, under, over and through equipment and apparatus.</p>	<p>Can attempt a variety of jumps, taking off and landing on different foot combinations.</p> <p>Can handle and throw a variety of different objects and attempt to throw for distance.</p> <p>Can demonstrate an awareness for the need to improve and attempt to improve.</p> <p>Can copy and repeat basic movements for extended periods of time to develop stamina.</p> <p>Can demonstrate some core strength to hold shapes and positions.</p>	<p>compete in running relays.</p> <p>Can attempt a variety of jumps, taking off and landing on different foot combinations.</p> <p>Can handle and throw a variety of different objects and attempt to throw for distance.</p> <p>Can demonstrate an awareness for the need to improve and attempt to improve.</p> <p>Can copy and repeat basic movements for extended periods of time to develop stamina.</p> <p>Can demonstrate some core strength to hold shapes and positions.</p>	<p>objects including quoits, beanbags, balls and hoops.</p> <p>Can negotiate obstacles showing increased control of body and limbs.</p> <p>Can make choices about appropriate throws for different types of activity.</p> <p>Can use agility in running games</p> <p>Can apply skills in a variety of activities.</p> <p>Can identify areas of activities that need improving, e.g. power in throws to throw further.</p> <p>Can practise to improve skills.</p>	<p>body actions in response to specific instructions.</p> <p>Can jump for height and distance with control and balance.</p> <p>Can run at different speeds according to event and instruction.</p> <p>Can run as part of a relay team.</p> <p>Can throw a variety of objects using different recognised throws.</p> <p>Can take part in basic scoring of different events.</p> <p>Can throw more accurately and over greater distances.</p>	<p>Can throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone.</p> <p>Can perform a range of jumps with consistency, sometimes approaching jump with a run-up.</p> <p>Can decide on ways to improve, run, jumps and throws and implement changes.</p> <p>Can work with others to score and record distance and times accurately.</p> <p>Can compete in running, jumping and throwing activities and compare their own performance against previous</p>	<p>Is able to run as part of a team in relay style events and demonstrate maximum effort pace.</p> <p>Can perform a range of jumps in different activities.</p> <p>Can identify how they can change an activity by using the STEP principle.</p> <p>Can demonstrate a range of throwing actions using different equipment with some consistency and control.</p> <p>Can distinguish between good and poor performances and suggest ways to improve self and others.</p>	<p>technique when throwing for distance.</p> <p>Can show good technique and control for jumping activities.</p> <p>Can demonstrate improvement when working with self and others.</p> <p>Can choose appropriate run up distance as an individual for athletic jumps.</p> <p>Can use appropriate pace for different running distances</p>



<p>KS1- HIT, CATCH AND RUN</p> <p>KS2 - STRIKING AND FIELDING</p>	<p>Can move on their feet in a variety of ways including jumping, skipping, hopping, running and walking.</p> <p>Can move on large body parts in a variety of ways including sliding, slithering, rolling and shuffling.</p> <p>Can jump off an object and land appropriately and safely.</p> <p>Can demonstrate a range of control over an object such as a ball (e.g. rolling, catching, patting and pushing).</p> <p>Can show a preference for a dominant hand when manipulating objects.</p>	<p>Can catch a medium sized ball from a short distance</p> <p>Can intercept, retrieve and stop a beanbag and a medium sized ball with some consistency.</p> <p>Can track balls and other equipment sent to them, moving in line with the ball to collect it.</p> <p>Can run between bases to score points.</p> <p>Can retrieve and return a ball to a base.</p> <p>Can work collaboratively to restrict runs in a simple game scenario.</p>	<p>Can use a variety of bats to hit.</p> <p>Can practise bowling/feeding a ball to other players.</p> <p>Can run in a game to score points.</p> <p>Can work in small groups to field.</p> <p>Can attempt to play the role of wicket keeper or backstop.</p> <p>Can make choices about where to hit the ball.</p> <p>Can make attempts to catch balls coming towards players in games</p>	<p>Can adhere to some basic rules of recognised games such as rounders or cricket.</p> <p>Can strike a ball with some consistency.</p> <p>Can develop skills to use in isolation and in competitive play e.g. throwing, catching and bowling.</p> <p>Can play in simplified games.</p> <p>Can bowl accurately.</p> <p>Can show ready position to catch a ball.</p>	<p>Can apply speed and decision making to run safely between scoring markers e.g. stumps, posts.</p> <p>Can choose where to direct a hit from a bowled ball with increasing consistency.</p> <p>Can play confidently in a variety of roles such as fielder, bowler, backward e.g. backstop, wicket keeper.</p> <p>Can use and apply the basic rules of the game.</p> <p>Can track and intercept the ball along the ground sometimes collecting with one hand.</p> <p>Can bowl in recognised action with some consistency.</p>	<p>Can use a variety of shots in isolation and in a game situation.</p> <p>Can recognise where increased flexibility and power is an advantage in striking and fielding the ball.</p> <p>Can use simple tactics in a game situation, such as getting players out to restrict the attack.</p> <p>Can use and apply the basic rules of the game fairly and consistently.</p> <p>Can work collaboratively with others in the field to restrict runs.</p> <p>Can throw with accuracy and</p>	<p>Can strike a bowled ball and attempt a small range of shots.</p> <p>Can demonstrate control and consistency in a range of fielding skills e.g. Throwing, catching, tracking, interception.</p> <p>Can work collaboratively in teams to compete against themselves and others.</p> <p>Can apply standard rules of modified games.</p> <p>Can use a range of tactics for attacking and defending in the role of bowler, batter and fielder.</p> <p>Can play within small sided games using standard field/pitch layout e.g. boundaries, posts, bowling areas.</p>
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						consistency over short distances.	
KS1 SEND AND RETURN		Can send an object with increased confidence using a hand or a bat.	Can demonstrate basic sending skills in isolation and small games.	Can send and receive a ball with some consistency to keep possession.	Can explore shots on both sides of the body and attempt with confidence.	Can play a range of basic shots on both sides of the body and move feet to hit ball at the most appropriate point.	Can confidently use forehand, backhand and overhead shots in games.
KS2 NET/WALL		Can move towards a moving ball to return it with a hand or bat.	Can track the path of a ball over a line/net and move towards it.	Can sometimes move into a space to receive the ball.	Can use a small range of racquet/hand skills.	Can confidently play modified games by sending and returning a ball (with differentiated equipment).	Can make appropriate choices in games about the best shot to use.
		Can score points against opposition over a line/net.	Can hit a ball using both hand and racquet with some consistency.	Can use recognised passes in isolation e.g. chest pass (netball) kicking with inside of foot (football).	Can work with a partner/ small groups to return a served ball.	Can confidently play modified games by sending and returning a ball (with differentiated equipment).	Can start games with the appropriate serve Is beginning to use full scoring systems Is developing doubles play (team play for volleyball).
		Can select and apply skills to win points.	Can return a ball coming towards them using hand or racquet.	Can play using the basic rules of recognised game e.g. hockey or football.	Can play competitively with others and against others in modified games.	Can play with others with some flow to the game, keeping track of their own scores.	Can apply tactics in games effectively.
		Can chase, stop and control balls and other objects such as beanbags and hoops.	Can play in a modified game sending and returning the ball over a line/net.	Can shoot at a goal using appropriate skills e.g. slap shot in hockey or set shot in basketball.	Can play competitively with others and against others in modified games.		
		Can identify space to send a ball.	Can decide on and play with dominant hand.		Can use basic defensive tactics to defend the court i.e. move to different positions on the court.		



			Can start a game using basic serving skills.	Can work as part of a team to attack towards a goal. Can recognise when there is a need to defend	Can choose ways to send the ball to make it difficult for opponent to return.	Can recognise where they should stand on the court. Can apply some control when returning the ball including foot placement, shot selection and aim. Can suggest and lead warm-ups that prepare the body for net/wall activities.	
KS1 – ATTACK, DEFEND AND COMPETE KS2 - INVASION		Is beginning to engage in competitive activities. Can roll or slide a beanbag or ball with accuracy. Can recognise rules and apply them in competitive and cooperative games.	Can work with a partner and in small groups to develop skills. Can send a ball using feet. Can receive a ball using feet.	Can send and receive a ball with some consistency to keep possession. Can sometimes move into a space to receive the ball. Can use recognised passes in isolation	Can send and receive the ball with accuracy, controlling to score points/goals. Can work with teammates to make it difficult for the opposition.	Is able to combine basic skills such as dribbling and passing. Can select and apply skills in game situation with some consistency	Can choose and implement a range of strategies to attack and defend. Can use a variety of techniques for passing, controlling, dribbling and shooting the ball in games.



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		<p>Can work in collaboration with others to score points.</p> <p>Can bounce a medium sized ball to self and attempt to bounce to others.</p> <p>Can attempt to intercept and catch a thrown ball.</p>	<p>Can link combinations of skills e.g. dribbling and passing.</p> <p>Can select and apply a small range of simple tactics.</p> <p>Can show awareness of teammates and opponents in games.</p> <p>Can apply catching and throwing skills to games.</p> <p>Can begin to look for space to pass to or run to in order to receive.</p>	<p>e.g. chest pass (netball) kicking with inside of foot (football).</p> <p>Can play using the basic rules of recognised game e.g. hockey or football.</p> <p>Can shoot at a goal using appropriate skills e.g. slap shot in hockey or set shot in basketball.</p> <p>Can work as part of a team to attack towards a goal.</p> <p>Can recognise when there is a need to defend.</p> <p>Can modify actions independently using different pathways, directions and shapes</p> <p>Can perform sequences with contrasting actions</p>	<p>Can keep possession of the ball as an individual using skills such as dribbling and running with the ball.</p> <p>Can show speed and endurance in a game situation.</p> <p>Can move into space to help others and track the ball over longer distances.</p> <p>Can use apply the basic rules of the game.</p> <p>Can perform actions such as balance, body shapes and flight with control.</p>	<p>Knows and applies the rules consistently in game situations.</p> <p>Can move balls over longer distances accurately, demonstrating power.</p> <p>Can play in different positions with some success.</p> <p>Can explain the need for different tactics and attempt these in a game situation.</p> <p>Can create longer and more complex sequences and adapt their performances.</p>	<p>Can work collaboratively in a team to play and keep possession of the ball.</p> <p>Can suggest, plan and lead a warm up or drill.</p> <p>Can play in a variety of positions (attacking and defending).</p> <p>Can make quicker decisions in games (on and off the ball)</p> <p>Can lead group warm up, demonstrating the importance of strength and flexibility.</p>
GYMNASTICS	Can follow simple instructions, copy and use a variety of defined shapes and actions.	Can identify and use simple gymnastics and shapes. Can safely move and carry basic	Can perform basic actions with control and consistency, at different speeds and on different levels.				



	<p>Can make their bodies tense, relaxed, stretched and curled.</p>	<p>gym equipment such as mats and benches.</p> <p>Can recognise like actions and link them together.</p> <p>Can make their body tense, relaxed, stretched and curled.</p> <p>Can link actions and perform a simple sequence.</p> <p>Can move on, off and over an object with confidence.</p> <p>Can perform in unison.</p> <p>Can use words such as rolling, travelling, balancing and climbing.</p>	<p>Can create and perform a simple sequence.</p> <p>Can show contrast in shapes and actions.</p> <p>Can comment on aspects of own and others performances.</p> <p>Can work towards improving flexibility and strength.</p> <p>Can attempt to use rhythm whilst performing a sequence.</p> <p>Can use core strength to link gymnastic elements e.g. back support and half twist.</p> <p>Can remember and repeat sequences.</p>	<p>Can show strength and flexibility to shapes and actions being performed.</p> <p>Can remember and repeat sequences.</p> <p>Can comment on others gymnastics sequences describing what they did well.</p> <p>Can adapt basic sequences to include some apparatus.</p> <p>Can identify similarities and differences in sequences.</p> <p>Can develop body management over a range of floor exercises.</p>	<p>Can develop a range of body actions and shapes to use in longer, more complex sequences.</p> <p>Can adapt actions and sequences to work with partners and small groups.</p> <p>Can decide on ways to improve a piece of work using compositional elements and implement changes.</p> <p>Can identify core muscles and use them to improve quality of shapes and actions.</p> <p>Can show smooth transitions and flow in sequences.</p>	<p>Can perform symmetry individually, in pairs and as a group.</p> <p>Can follow, copy and repeat others actions.</p> <p>Can make a dynamic sequence with contrasting shapes and actions and balances.</p> <p>Can remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder rolls.</p> <p>Can select a component for improvement and use information from others to do so.</p>	<p>Can work independently and in small groups to make up sequences to perform to an audience.</p> <p>Can perform increasingly complex sequences.</p> <p>Can compose and practise actions and relate to music.</p> <p>Can experience flight on and off of apparatus.</p> <p>Can show clarity, fluency, accuracy and consistency in their movements.</p>
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						<p>Can explain the significance of a warm up and how it relates to gymnastics activity.</p> <p>Can perform different styles of dance clearly and fluently.</p>	
DANCE		<p>Can perform basic body actions along with music.</p> <p>Can use different parts of the body and combine arm and leg actions.</p> <p>Can remember and repeat simple movement patterns.</p> <p>Can move with control.</p> <p>Is confident to explore space within their own</p>	<p>Can show some sense of dynamic, expressive and rhythmic qualities in their own dance.</p> <p>Can use different parts of the body in isolation and combination.</p> <p>Can perform with control and balance, demonstrating coordination.</p> <p>Can explore and use basic choreography including levels,</p>	<p>Can contribute ideas to the structure of the dance.</p> <p>Can attempt to perform with a sense of dynamics</p> <p>Can competently include props and other ideas in their dance.</p> <p>Can attempt short pieces of improvised dance responding to the structure/theme of the dance.</p> <p>Can share and create short dance phrases</p>	<p>Can refine, repeat and remember short dance phrases.</p> <p>Can show sensitivity to a dance idea/theme or story.</p> <p>Can perform with increasing musicality with control and confidence.</p> <p>Can perform dances with consistency.</p>	<p>Can refine and improve dances adapting them to include use of space rhythm and expression.</p> <p>Can adapt their skills to meet the demands of a range of dance styles.</p> <p>Can recognise and comment on dances, suggesting ways to improve.</p>	<p>Can interpret different stimuli with imagination and flair.</p> <p>Can lead, suggest ideas and refine others actions.</p> <p>Can warm up and cool down independently</p> <p>Can work creatively and imaginatively on their own, in pairs and in a group to create simple dances.</p> <p>Can use recognised dance actions and adapt to create motifs</p>



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		<p>dances and movements.</p> <p>Can recognise that dances can have themes and stories.</p> <p>Can work with a partner.</p> <p>Can, with support, compose a basic movement phrase.</p>	<p>speed changes and cannon.</p> <p>Can move with imagination in response to the music.</p> <p>Can select movements that shows a clear understanding of the theme/story/idea of the dance.</p> <p>Can perform with expression.</p> <p>Can attempt to work as part of a group to perform a dance.</p>	<p>with a partner and in small groups.</p> <p>Can express moods and feelings throughout the dance piece.</p> <p>Can perform movements with increased control</p> <p>Can describe, using appropriate language, features of dances performed by others.</p>	<p>Can show rhythm and style when performing as an individual and with others.</p> <p>Can dance using a variety of formations confidently.</p>	<p>Can confidently participate in dances from different cultures/parts of the world.</p> <p>Can confidently create and use compositional ideas such as pathways, step patters and unison.</p> <p>Can work collaboratively in groups to compose short dances.</p>	<p>and movement patterns.</p>
OAA				<p>Can work with others to solve problems.</p> <p>Can describe their work and the strategies they use to solve problems.</p> <p>Can lead others and be led.</p> <p>Can identify and use symbols on a map to navigate.</p>	<p>Can work well as part of a team or group within a well-defined role.</p> <p>Can plan and refine strategies to solve problems.</p> <p>Can confidently use maps, symbols and a compass to navigate.</p>		<p>Can use information given by others to complete a task and work collaboratively.</p> <p>Can take responsibility for a role in a task</p> <p>Uses knowledge of games to suggest adaptations and variations to games/activities.</p> <p>Can work collaboratively to</p>



				<p>Can play competitively and fairly, implementing the rules.</p> <p>Can independently identify factors need to complete a task Can use acquired skills to create maps and directions.</p> <p>Can perform with strength, stamina and endurance in more physical tasks.</p>	<p>Can identify what they have done well and suggest ways to improve.</p> <p>Can listen and be directed by others.</p> <p>Can remember and recall map symbols and other relevant key information.</p> <p>Can work out answers from clues, working independently from the teacher.</p>	<p>perform a more complex task.</p> <p>Can use written description to identify objects.</p> <p>Can follow instructions accurately.</p> <p>Can refine and adapt ideas in a group task.</p>
SWIMMING						



YEAR 3 ONLY

Swim a short distance between 5 and 20 metres unaided using one consistent stroke
Swim competently, confidently and proficiently over a distance of at least 25 metres
Propel themselves over longer distances using swimming aids
Confidently swim using a variety of strokes including breaststroke, backstroke and front crawl.
Move with more confidence in water including submerging themselves fully
Perform safe self-rescue in different water-based environments.
Enter and exit the water independently
Float and regain to standing confidently
Push and glide and transition from glide to stroke
Attempt skill of sculling and use to propel themselves
Apply basic arm and leg action to 'doggy paddle'
Swim over greater distance of 10 and 20 metres with confidence in shallow water
Begin to use basic swimming techniques including correct arm and leg action
Attempt to use basic breathing patterns when swimming
Enter and exit the water in a variety of ways
Work in collaboration to perform group challenges such as group floats
Submerge, sink, roll and rotate underwater
Attempt surface dive
Bring control and fluency to at least two recognised strokes
Compete as part of a team
Implement good breathing technique to allow for smooth stroke patterns
Have attempted personal survival techniques as an individual and a group with success
Link lengths together with turns and attempt a tumble turn in isolation and during stroke
Surface dive and travel to the bottom of the pool to collect objects
Work up to crouching dive
Work in pairs to refine stroke technique and suggest ways they can improve

