

PE Curriculum Knowledge and Skills Progression

			N	ational Curricul	um				
	KS1			KS 2					
increasingly compet of opportunities to e coordination, individ to engage in compe	lop fundamental moven ent and confident and a extend their agility, bala dually and with others. T titive (both against self a ysical activities, in a ran 15.	ccess a broad range nce and They should be able and against others)	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.						
Gymnastic	Basic	Dance Athletics Competitive Gymnastics Dance O						Evaluate	
movements	movements			games			Adventurous		
	and team						activity		
	games								
Master basic movements incl running, jumping, throwing, and catching, as well as developing balance, agility, and co- ordination, and begin to apply these in a range of activities	Participate in team games, developing simple tactics for attacking and defending.	Perform simple movements patterns.	Use running, jumping, throwing and catching in isolation and combination.	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Develop flexibility, strength, technique, control and balance.	Perform dances using a range of movement patterns	Take part in outdoor and adventurous activity challenges both individually and with a team	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
			-	SWIMMING					
Swim competently, c	onfidently, and proficie at least 25 meters	ntly over a distance of	User a range of strok backstroke and breas	es effectively [for exam tstroke]	ple front, crawl,	Perform safe self-reso	ue in different water-b	ased situations	

	YEAR 1								
KS 1 PE Curriculum	AUTUMN		SPR	SPRING		IMER			
End Points	Multi skills	Gymnastics	Dance	Invasion games	Striking and fielding	Athletics			
 Has mastered basic movements; running, 	-Skills: Skills of travel,	-Skills: Skills of travelling,	-Skills: Skills of travelling,	-Skills: Skills of travel,	-Skills: Skills of travel,	-Skills: Skills of running,			
jumping, throwing, and	send, chase, receive, avoid,	stillness, balance, turning,	jumping,	send, chase, receive, avoid,	send, chase, receive, avoid,	throwing, jumping,			
catching. -Has developed balance,	dodge, control; awareness	rolling, climbing, swinging,	-turning, stillness, balance;	dodge, control; awareness	dodge, control; awareness	direction, control, accuracy			
agility, and co-ordination	of space and partner	weight on hands, placing	changing shape, size, level,	of space and partner	of space and partner	-Experience: Experience			
and is beginning to apply these in arrange of	-Experience: Experience a	apparatus, jumping – (with	speed, tension	-Experience: Experience a	-Experience: Experience a	indoor/outdoor areas,			
situations.	variety of games	more control,	-Experience: Experience	variety of games	variety of games	competition and games,			
 -Can participate in team games and is developing 	equipment; practicing with	combinations, contrast,	exploring moods and	equipment; practicing with	equipment; practicing with	variety of activities and			
simple tactics for attacking and defending.	a partner; competition,	complex, actions –	feelings, responding	a partner; competition,	a partner; competition,	equipment which stimulate			
-Can perform dances using	simple rules	requiring continuity and	spontaneously; a	simple rules	simple rules	skill and learning			
simple movement patterns.	-Develop: Develop simple	co-ordination of body	range/variety of stimuli,	-Develop: Develop simple	-Develop: simple games	development			
patterns.	games (net/wall, striking,	parts).	performing	games (net/wall, striking,	(net/wall, striking, goal	- Develop : an understanding of safe			
	goal scoring), playing these	 Experience: Experience using floor and apparatus, 	movements/patterns some	goal scoring), playing these	scoring), playing these –	practice linked to the			
	games – alone/with a	safe lifting and carrying,	from different times and	games – alone/with a	alone/with a partner.	activities			
	partner	using/finding space, using different body parts –	cultures	partner					
		-shape/levels/direction	-Develop: Develop making						
		,improving actions, making	dances with clear						
		up a sequence.	beginning/middle/end;						
		-Develop: working	responding to rhythm,						
		together, body control,	music, coordination and						
		planning/practicing simple	control						
		actions alone using correct							
		language for							
		actions/apparatus							

	YEAR 2								
KS 1 PE Curriculum	AUTUMN		SPR	SPRING		IMER			
End Points	Multi skills	Gymnastics	Dance	Invasion games	Striking and fielding	Athletics			
-Has mastered basic movements; running,	- Skills: Skills of travel,	-Skills: Skills of travelling,	-Skills: Skills of travelling,	- Skills : Skills of travel,	-Skills: Skills of travel,	- Skills : Skills of running,			
jumping, throwing, and	send, chase, receive, avoid,	stillness, balance, turning,	jumping,	send, chase, receive, avoid,	send, chase, receive, avoid,	throwing, jumping,			
catching. -Has developed balance,	dodge, control; awareness	rolling, climbing, swinging,	-turning, stillness, balance;	dodge, control; awareness	dodge, control; awareness	direction, control, accuracy			
agility, and co-ordination	of space and partner	weight on hands, placing	changing shape, size, level,	of space and partner	of space and partner	-Experience: Experience			
and is beginning to apply these in arrange of	-Experience: Experience a	apparatus, jumping – (with	speed, tension	-Experience: Experience a	-Experience: Experience a	indoor/outdoor areas,			
situations.	variety of games	more control,	-Experience: Experience	variety of games	variety of games	competition and games,			
-Can participate in team games and is developing	equipment; practicing with	combinations, contrast,	exploring moods and	equipment; practicing with	equipment; practicing with	variety of activities and			
simple tactics for attacking and defending.	a partner; competition,	complex, actions ,	feelings, responding	a partner; competition,	a partner; competition,	equipment which stimulate			
-Can perform dances using	simple rules	requiring continuity and	spontaneously; a	simple rules	simple rules	skill and learning			
simple movement patterns.	-Develop: Develop simple	co-ordination of body	range/variety of stimuli,	-Develop: Develop simple	-Develop: simple games	development			
patterns.	games (net/wall, striking,	parts).	performing	games (net/wall, striking,	(net/wall, striking, goal	- Develop: an understanding of safe			
	goal scoring), playing these	 Experience: Experience using floor and apparatus, 	movements/patterns some	goal scoring), playing these	scoring), playing these –	practice linked to the			
	games – alone/with a	safe lifting and carrying,	from different times and	games – alone/with a	alone/with a partner.	activities			
	partner	using/finding space, using different body parts	cultures	partner					
		-shape/levels/direction	-Develop: Develop making						
		,improving actions, making	dances with clear						
		up a sequence.	beginning/middle/end;						
		-Develop: working	responding to rhythm,						
		together, body control,	music, coordination and						
		planning/practicing simple	control						
		actions alone using correct							
		language for							
		actions/apparatus							

	YEAR 3								
KS 2 PE Curriculum	AUT	UMN	SPRING		SUMMER				
End Points	Invasion Games	Gymnastics	Dance	NET/Wall	Striking and fielding	Swimming/ Athletics			
-Can use running, jumping, throwing and catching in isolation and in	- Skills: Improve skills of	- Skills: Improve skills of	- Skills: Improve skills of	- Skills: Improve skills of	- Skills: Improve skills of	- Skills: Improve skills of			
combination. • Is able to play	travel, send chase, receive, dodge, avoid, attack,	rolling, jumping, swinging, balancing, taking weight	travelling, jumping, turning, stillness, changing	travel, send chase, receive, dodge, avoid, attack,	travel, send chase, receive, dodge, avoid, attack,	running, throwing, jumping; refine basic			
competitive games, modified where	defend, control accuracy;	on hands; changing speed,	size/shape/level/ direction;	defend, control accuracy;	defend, control accuracy;	technique by emphasis on			
appropriate and apply basic principles suitable	movement into/out of	direction, shape levels;	increase range of body	movement into/out of	movement into/out of	accuracy, time,			
for attacking and defending.	space - Experience: Experience	using different combinations of floor and	actions; compose, practice and perform actions with	space -Experience: Experience	space -Experience: Experience	measurement, length, distance			
 Has developed flexibility, strength, 	small sided and simplified	apparatus, working alone/	control	small sided and simplified	small sided and simplified	-Experience: Experience			
technique, control and balance.	versions of different types	with partner	-Experience: Experience	versions of different types	versions of different types	outdoor areas, measuring			
• Can perform dances using a range of	of games, (i.e. invasion/net & wall/strike & field); a	-Experience: Experience performing and	responding to a range of music/stimuli, expressing	of games, (i.e. invasion/net & wall/strike & field); a	of games, (i.e. invasion/net & wall/strike & field); a	and timing activities, competition, activities and			
 movement patterns. Is able to take part in 	variety of common skills	remembering sequences,	moods and feelings	variety of common skills	variety of common skills	equipment which support			
outdoor and adventurous activity challenges both	and game principles; team	with control; responding to	-Develop: Develop making	and game principles; team	and game principles; team	refining basic techniques			
individually and within a team	work; working towards tasks set by themselves	set tasks, short sequences, selecting apparatus	own dances with clear beginnings/middle/end.	work; working towards tasks set by themselves	work; working towards tasks set by themselves	- Develop: Develop understanding of safe			
 Is able to compare their performances with 	and the teacher,	-Develop: Develop an	Understand the different	and the teacher,	and the teacher,	practice linked to activities,			
previous ones and demonstrate	competition	understanding of actions	elements of dance;	competition	competition	comparing and			
improvement to achieve their personal best.	-Develop: Develop team	ending one movement –	control, co-ordination,	-Develop: Develop team	-Develop: Develop team	improvement of own			
then personal best.	games, making up games, own game practices,	starts next; making decisions to effect their	poise and elevation. A number of dance forms	games, making up games, own game practices,	games, making up games, own game practices,	performance			
	understanding of game	actions	from different times,	understanding of game	understanding of game				
	principles		cultures and places	principles	principles				

	YEAR 4									
KS 2 PE Curriculum	AUTUMN		SPRING		SUMMER					
End Points	Invasion Games/ Swimming	Gymnastics/Swimming	Dance/ Swimming	NET/Wall/ Swimming	Striking and fielding	Swimming/ Athletics				
-Can use running, jumping, throwing and	- Skills: Improve skills of	-Skills: Improve skills of	-Skills: Improve skills of	-Skills: Improve skills of	-Skills: Improve skills of	-Skills: Improve skills of				
catching in isolation and	travel, send chase, receive,	rolling, jumping, swinging,	travelling, jumping,	travel, send chase, receive,	travel, send chase, receive,	running, throwing,				
in combination. ● Is able to play	dodge, avoid, attack,	balancing, taking weight on	turning, stillness, changing	dodge, avoid, attack,	dodge, avoid, attack,	jumping, refine basic				
competitive games,	defend, control accuracy;	hands; changing speed,	size/shape/level/direction;	defend, control accuracy;	defend, control accuracy;	technique by emphasis on				
modified where	movement into/out of	direction, shape levels; using	using whole body control;	movement into/out of	movement into/out of	accuracy, time,				
appropriate and apply			C ,	movement into/out of						
basic principles suitable for attacking and	space	different combinations of	explore and select actions	space	space	measurement, length,				
defending.	-Experience: Experience	floor and apparatus, working	which can be developed	-Experience: Experience	-Experience: Experience	distance				
• Has developed flexibility, strength,	small sided and simplified	alone/ with partner. Practice,	within chances, practiced	small sided and simplified	small sided and simplified	-Experience: Experience				
technique, control and	versions of different types	adapt and refine actions;	and repeated	versions of different types	versions of different types	outdoor areas, measuring				
balance.	of games, (i.e.	perform with whole/part	-Experience: Experience	of games, (i.e.	of games, (i.e.	and timing activities,				
Can perform dances	invasion/net & wall/strike	body control; explore and	responding to a range of	invasion/net & wall/strike	invasion/net & wall/strike	competition, activities and				
using a range of movement patterns.	& field); a variety of	select actions which can be	music/stimuli, expressing	& field); a variety of	& field); a variety of	equipment which support				
 Is able to take part in outdoor and adventurous 	common skills and game	developed within sequences,	moods and feelings	common skills and game	common skills and game	refining basic techniques				
activity challenges both	5		5			. .				
individually and within a	principles; team work;	practiced and repeated	-Develop: Develop	principles; team work;	principles; team work;	-Develop: Develop				
team	working towards tasks set	through gymnastic actions	selecting content for	working towards tasks set	working towards tasks set	understanding of safe				
• Is able to compare their performances with	by themselves and the	-Experience: Experience	making dances; discussing	by themselves and the	by themselves and the	practice linked to				
previous ones and	teacher, competition	sequences which they	the different elements of	teacher, competition	teacher, competition	activities, comparing and				
demonstrate improvement to achieve	-Develop: Develop team	remember and repeat,	dance; control, co-	-Develop: Develop team	-Develop: Develop team	improvement of own				
their personal best.	games, making up games,	respond to a variety of tasks,	ordination, poise and	games, making up games,	games, making up games,	performance				
	own game practices,	longer sequences, apparatus	elevation. A number of	own game practices,	own game practices,					
	understanding of game	choice	dance forms from different	understanding of game	understanding of game					
	principles	-Develop: Develop an	times, cultures and places	principles	principles					
		understanding of selecting								
		more relevant actions,								
		continuity when linking								
		movement action.								

	YEAR 5								
KS 2 PE Curriculum	AUTUMN		SPR	SPRING		SUMMER			
End Points	Dance	Striking and fielding	Invasion Games	Gymnastics	NET/ Wall games	Athletics/ Sports Day			
-Can use running, jumping, throwing and	-Skills: Improve skills of	-Skills: Improve skills of travel,	-Skills: Improve skills of travel,	- Skills: Improve skills of	-Skills: Improve skills of travel,	-Skills: Improve skills of			
catching in isolation and in	Travelling, jumping, turning,	send chase, receive, dodge,	send chase, receive, dodge,	rolling, jumping, swinging,	send chase, receive, dodge,	running, throwing, jumping,			
combination. ● Is able to play	stillness, changing	avoid, attack, defend, control	avoid, attack, defend, control	balancing, taking weight on	avoid, attack, defend, control	refine basic technique by			
competitive games, modified where	size/shape/level/ direction;	accuracy; movement into/out	accuracy; movement into/out	hands; changing speed,	accuracy; movement into/out	emphasis on accuracy, time,			
appropriate and apply	using body	of space	of space	direction, shape, levels; using	of space	measurement, length,			
basic principles suitable for attacking and	parts/actions/variations in	-Experience: Experience small	-Experience: Experience small	different combinations of floor	-Experience: Experience small	distance, speed			
defending.	speed/continuity and stepping	sided and simplified versions	sided and simplified versions	and apparatus, working	sided and simplified versions	-Experience: Experience			
 Has developed flexibility, strength, 	patterns; compose, practise,	of different types of games,	of different types of games,	alone/with partner. Practise	of different types of games,	outdoor areas, measuring and			
technique, control and	adapt, refine actions; perform	(i.e. invasion/ net wall/strike &	(i.e. invasion/ net wall/strike &	adapt and refine actions;	(i.e. invasion/ net wall/strike &	timing activities, competition,			
balance. ● Can perform dances	with part/whole body control;	field); a variety of common	field); a variety of common	perform with whole/part body	field); a variety of common	activities and equipment that			
using a range of	explore and select actions	skills and game principles;	skills and game principles;	control; explore and select	skills and game principles;	support refining basic			
movement patterns. • Is able to take part in	which can be developed within	team work; working towards	team work; working towards	actions that can be developed	team work; working towards	techniques			
outdoor and adventurous	dances, practiced and	tasks set by themselves and	tasks set by themselves and	within sequences, practised	tasks set by themselves and	-Develop: Develop			
activity challenges both individually and within a	repeated	teacher, competition	teacher, competition	and repeated through	teacher, competition	understanding of safe practice			
team	-Experience: Experience	-Develop: Develop team	-Develop: Develop team	gymnastic actions	-Develop: Develop team	linked to activities, comparing			
 Is able to compare their performances with 	responding to music/stimuli,	games – working within	games – working within	-Experience: Experience	games – working within	and improving own			
previous ones and	expressing moods and feelings	prescribed areas, considering	prescribed areas, considering	working within prescribed	prescribed areas, considering	performance			
demonstrate improvement to achieve	-Develop: Develop: Refine	and developing rules	and developing rules and	areas, considering and	and developing rules and				
their personal best.	content for making dances;	and scoring systems,	scoring systems, understanding	developing rules and scoring	scoring systems, understanding				
	interpreting different elements	understanding of game	of game principles	systems	of game principles				
	of dance; control, co-	principles		-Develop: Develop an					
	ordination, poise, elevation; a			understanding of selecting					
	number of dance forms,			more relevant actions,					
	include dances from different			continuity when linking					
	times, places and cultures			movement actions					

	YEAR 6								
KS 2 PE Curriculum	AUT	UMN	SPR	RING	SUMMER				
End Points	Invasion Games	Gymnastics	Dance	NET/Wall	Striking and fielding	Swimming/ Athletics			
-Can use running, jumping, throwing and	-Skills: Improve skills of travel,	-Skills: Improve skills of rolling,	-Skills: Improve skills of	Skills: Improve skills of travel,	-Skills: Improve skills of travel,	- Skills: Improve skills of			
catching in isolation and in	send chase, receive, dodge,	jumping, swinging, balancing,	travelling, jumping, turning,	send chase, receive, dodge,	send chase, receive, dodge,	running, throwing, jumping,			
combination. ● Is able to play	avoid, attack, defend, control	taking weight on hands;	stillness, changing	avoid, attack, defend, control	avoid, attack, defend, control	refine basic technique by			
competitive games,	accuracy; movement into/out	changing speed, direction,	size/shape/level/ direction;	accuracy; movement into/out	accuracy; movement into/out	emphasis on accuracy, time,			
modified where appropriate and apply	of space	shape, levels; using different	using complex body	of space	of space	power, length, distance, speed			
basic principles suitable	-Experience: Experience small	combinations of floor and	actions/control of body	-Experience: Experience small	-Experience: Experience small	-Experience: Experience			
for attacking and defending.	sided and modified	apparatus, working alone/with	parts/stepping patterns;	sided and modified	sided and modified	outdoor areas, measuring and			
Has developed	competitive versions of	partner. Practise adapt and	compose, practise, adapt,	competitive versions of	competitive versions of	timing activities, competition,			
flexibility, strength, technique, control and	different types games, (i.e.	refine actions; perform with	refine actions; perform with	different types games, (i.e.	different types games, (i.e.	activities and equipment that			
balance.	invasion/net wall/strike &	whole/part body control;	part/whole body control;	invasion/net wall/strike &	invasion/net wall/strike &	support refining basic			
 Can perform dances using a range of 	field); a variety of common	explore and select actions that	explore and select actions	field); a variety of common	field); a variety of common	techniques			
movement patterns.	skills and game principles	can be developed within	(include variations in	skills and game principles	skills and game principles	- Develop: Develop			
 Is able to take part in outdoor and adventurous 	linked to attacking & defending	sequences, practised and	speed/continuity/tension)	linked to attacking & defending	linked to attacking & defending	understanding of safe practice			
activity challenges both individually and within a	play; team wok; refining their	repeated through gymnastic	which can be developed within	play; team wok; refining their	play; team wok; refining their	linked to activities, comparing			
team	own games, competition	actions	dances, practices and repeated	own games, competition	own games, competition	and improving own			
 Is able to compare their performances with 	-Develop: Develop team	-Experience: Experience	-Experience: Experience	-Develop: Develop team	-Develop: Develop team	performance			
previous ones and demonstrate	games – working within	performing and practising	responding to music/stimuli,	games – working within	games – working within				
improvement to achieve	prescribed areas, considering	sequences alone with others;	expressing moods and feelings.	prescribed areas, considering	prescribed areas, considering				
their personal best.	and developing rules	responding to own/partner	Creating simple characters and	and developing rules, roles and	and developing rules, roles				
	-roles and scoring systems,	task; complex sequences,	narrative in movement.	scoring systems, understanding	and scoring systems,				
	understanding of game	planning apparatus, layouts	Develop: Develop use of other	of game principles	understanding of game				
	principles	-Develop: Develop selecting	curriculum work to make		principles.				
		own ideas and relevant	dances; interpreting different						
		apparatus to develop more	elements of dance; control,						
		complex sequences	coordination, poise, elevation;						
			a number of dances from						

	different times, places &		
	cultures		