

**Tenacres First School**  
**Progression of Knowledge and Skills – Physical Education**

Games				
National Curriculum objectives	Year 1	Year 2	Year 3	Year 4
<b>Use tactics for attacking and defending in competitive games</b>	Demonstrate basic defending and attacking in small games e.g. piggy in the middle.	Demonstrate defending and attacking in whole class games e.g. defending and attacking a skittle from a ball	Vary skills, actions and ideas and link these in ways that suit the games activity. Develop spatial awareness and an understanding of attacking and defending tactically.	Strike/pass the ball tactically to attack and/or defend
	Participates in simple games. Play within a team and begin to show an awareness of position and space.	Beginning to apply and combine a variety of skills (to a game situation). Play within a team, adopting a position and showing an awareness of space	Understands tactics and composition by starting to vary how they respond. Recognise the different roles within a game, understanding position and space	Adopt a range of roles within a team, making effective use of position and space
			Use a range of skills to keep possession and control of the ball	Know and use a range of skills that allow them to keep hold of the ball, before passing to a member of their team
<b>Run, jump, catch, gather and throw with correct technique and accuracy</b>	Beginning to develop hand-eye coordination. Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking	Confident to send the ball to others in a range of ways. Perform a range of rolling, throwing (underarm and overarm), striking, kicking, catching and gathering skills, with control	Travel with a ball using a hand and /or foot, showing control (throwing and catching with correct technique where necessary)	Uses skills with co-ordination, control and fluency. Travel with a ball using either hand and / or either foot, showing control (throwing and catching with correct technique where necessary)

	<p>Receives a ball with basic control. Pass / throw and stop / catch a ball with a partner (large ball) Beginning to perform a range of throws. Throw a ball/bean bag towards a target with accuracy</p>	<p>Pass / throw accurately and stop / catch a ball with a partner over varying distances (small ball) Throw a ball/bean bag towards a range of targets at varying distances with accuracy</p>	<p>Throw and catch a variety of balls using different techniques</p>	<p>Select the correct throwing and catching technique dependent on game situation, distance and ball</p>
	<p>Can travel in a variety of ways including running and jumping.</p>	<p>Run with high knees, arms by side (hip to lip), straight torso</p>	<p>Run with correct technique for sprinting and distance running</p>	<p>Run with correct technique and adapt it for pacing and sprinting</p>

## Gymnastics

National Curriculum objectives	Year 1	Year 2	Year 3	Year 4
<p><b>Demonstrate different movements including balances with control, fluency and co-ordination.</b></p>	<p>Begin to choose and link 2-3 basic movements (travelling, rolling – <i>teddy bear roll/log roll</i> and jumping), recognising and using space accurately</p>	<p>Select simple movements to construct basic sequences with a leap, hop or jump and a balance.</p>	<p>Applies compositional ideas independently and with others to create a sequence..  Beginning to develop good technique when travelling, balancing, using equipment etc.</p>	<p>Create a sequence using floor, mats and apparatus with varying speeds, levels and directions.  Links skills with control, technique, co-ordination and fluency.</p>
	<p>Travel on different body parts and with different steps.</p>	<p>Travel on different body parts and at different speeds and height with varying steps.</p>	<p>Travel on and off equipment using jumps that are landed with safety and control</p>	<p>Travel on and off equipment using a range of different jumps.</p>
	<p>Develop balancing skills through floor work and low apparatus using different body parts</p>	<p>Develop balancing skills through floor work, low and high apparatus</p>	<p>Demonstrate a range of balances. Beginning to show flexibility in movements.</p>	<p>Transition smoothly between balances to improve a sequence</p>
	<p>Copies and explores basic movements with some control and coordination. Can perform different body shapes.</p>	<p>Uses equipment in a variety of ways to create a sequence.</p>	<p>Demonstrate different speeds, levels or directions within a sequence</p>	<p>Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences.</p>

	Can perform 2 footed jumps.	Explores and creates different pathways and patterns.	Copies, explores and remembers a variety of movements and uses these to create their own sequence.	Understands composition by performing more complex sequences.
			Describes their own work using simple gym vocabulary.	Beginning to use gym vocabulary to describe how to improve and refine performances
			Beginning to notice similarities and differences between sequences.	Develops strength, technique and flexibility throughout performances.

## Dance

National Curriculum objectives	Year 1	Year 2	Year 3	Year 4
<b>Use movement patterns to perform dances</b>	Copy and explore basic body patterns & movements demonstrated by the teacher.	Perform body patterns & movements with control and co-ordination independent of the teacher.	Improvise independently, with a partner and in a small group	Perform longer dances with a partner or small group, using actions that are linked with fluency and accuracy
	Work with a partner to follow simple dance movement and create a sequence of steps	Work with a partner to create and sequence steps	Mirror a partner's dance moves	Perform a dance with a partner/small group using canon, unison and mirroring
	Follow and keep in time to a simple dance sequence	Follow and keep in time to a more complicated dance sequence	Count steps independently and move in time to a variety of dance pieces	Listen for a beat and move in time to a variety of dance pieces
	Remembers simple movements and dance steps	Varies levels and speed in sequence	Beginning to compare and adapt movements and motifs to create a larger sequence.	Beginning to vary dynamics and develop actions and motifs.
	Responds to range of stimuli.	Responds imaginatively to stimuli.	Translates ideas from stimuli into movement with support.	Demonstrating precision and some control in response to stimuli.

	Links movements to sounds and music.	Can describe a short dance using appropriate vocabulary.	Uses simple dance vocabulary to compare and improve work.	Modifies parts of a sequence as a result of self-evaluation. Uses simple dance vocabulary to compare and improve work.
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## Outdoor Adventurous Activities

National Curriculum objectives	Year 1	Year 2	Year 3	Year 4
<b>Participate in outdoor adventurous activity independently and as a member of a team</b>			Use maps and diagrams to orientate themselves around a course.	Orientate a map correctly to retrieve information at different locations
			Develop resilience to problem solving.	Beginning to think activities through and problem solve. Use trial and error of a range of possible solutions, adapting where necessary
			Develops listening skills. Take turns and listen to other's ideas and solutions	Develop strong listening skills. Value each other's opinions and recognise which solution is the best
			Discuss and work with others in a group.	
			Demonstrates an understanding of how to stay safe.	

## Swimming

National Curriculum objectives	Year 1	Year 2	Year 3	Year 4
<b>Swim competently with correct technique</b>			By the end of Ks2 (Year 6) Swim competently, confidently and proficiently over a distance of at least 25m	
<b>Perform self-rescue</b>			Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	

Perform self-rescue in different water-based situations.  
e.g. treading water.

## Athletics

National Curriculum objectives	Year 1	Year 2	Year 3	Year 4
Use running, jumping, throwing and catching in isolation and in combination.	Can run at different speeds.	Can change speed and direction whilst running.	Beginning to run at speeds appropriate for the distance. <i>e.g. sprinting and cross country.</i>	Beginning to build a variety of running techniques and use with confidence.
	Can jump from a standing position	Can jump from a standing position with accuracy.	Can perform a running jump with some accuracy	Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i>
	Performs a variety of throws with basic control.	Performs a variety of throws with control and co-ordination.	Performs a variety of throws using a selection of equipment.	Demonstrates accuracy in throwing and catching activities.
		Can use equipment safely	Can use equipment safely and with good control.	Can use equipment safely and with good control.
				Describes good athletic performance using correct vocabulary.

## Evaluation

National Curriculum objectives	Year 1	Year 2	Year 3	Year 4
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**Develop an understanding  
of how to improve in  
different physical activities  
and  
sports and learn how to  
evaluate and recognise their  
own success**

- Can comment on own and others performance
- Can give comments on how to improve performance.
- Use appropriate vocabulary when giving feedback.

- Watches and describes performances accurately.
- Beginning to think about how they can improve their own work.
- Work with a partner or small group to improve their skills.
- Make suggestions on how to improve their work,