



Progression of skills and knowledge in PE – KS2 Games			
Year 3 - Developing skills and knowledge in relation to Invasion Games / Net and Wall Games / Striking and Fielding Games	Year 4 - Developing skills and knowledge in relation to Invasion Games / Net and Wall Games / Striking and Fielding Games	Year 5 – Invasion Games / Net and Wall Games / Striking and Fielding Games	Year 6 - Invasion Games / Net and Wall Games / Striking and Fielding Games
I know how to use and select travelling movements in a game, therefore I can: - change direction and speed with control and coordination - move to find space - travel with equipment keeping possession I know how to use ball skills (passing and receiving) in relation to invasion games, therefore I can: - accurately pass and receive a range of balls in different ways with hands (e.g. chest pass, bounce pass, shoulder pass) - demonstrate control when dribbling, passing and receiving with feet - signal for the ball and pass and receive in sequential order (1-2-3-4-1 etc) - pass and receive on the move and signal for the ball to retain possession and show progression down the court / pitch - play with confidence in various small game formations (e.g. 2v1, 3v1, 3v2, 2v2, 3v3)	I know how to combine travelling skills with strategies for attacking and defending, therefore I can: - move into space - move and signal to obtain possession - move with equipment using a range of techniques showing control and fluency, whilst considering my next move I know how to use and apply invasion games skills, therefore I can: - play confidently in small sided invasion games using various formations - use a range of techniques to pass and travel with the ball (e.g. travel by carrying, bouncing, dribbling etc) - use a range of tactics to keep possession of the ball and get into position to shoot or score - understand how to dodge, mark, signal for the ball and intercept - play within the rules - recognise aspects that need improving	I know how to apply and combine footwork and travelling skills to all games, therefore I can: - use width and depth changing direction and speed - use skills such as dodge and weave to create an advantage over my opponents - understand the footwork rules for specific sports, for example netball, tchoukball, basketball - travel with equipment combining skills, for example dribble and shoot I know how to use, apply and vary invasion games skills, therefore I can: - choose and use skills which meet the specific needs of the ball, for example, passing by throwing, bouncing and striking, receiving, carrying, dribbling and shooting - understand and show how a team can retain possession and find ways of progressing towards an opponent's goal - know how to mark an opponent effectively and defend a goal	I know how to select and apply footwork and travelling skills to all games, therefore I can: - apply appropriate footwork skills and rules with control and accuracy to games activities, for example landing in different ways without the ball, coordinating catching the ball with different landings and pivoting - move at different speeds and in different directions and transfer this into a game scenario - move with equipment using the correct technique in one or more invasion games with increasing speed and control, including changing direction I know how to select and apply invasion games skills, therefore I can: - understand and demonstrate a range of controlled passing, receiving, striking, dribbling and shooting skills when kicking or using an implement or playing in ball handling invasion games and adapt them to meet the needs of the situation



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I know how to use skills focusing on net/wall games, therefore I can: - strike a ball with reasonable control and accuracy at a target or over a net - select and use appropriate basic shots in different situations - understand simple principles and tactics and use them effectively in a game activity e.g. a long shot followed by a short one makes the return shot difficult for an opponent - play confidently and competitively in small sided games (2v2, 3v3) and apply net/wall principles to other activities e.g. adapted volleyball games - know and use the rules and keep games going without dispute	I know how to use and apply net/wall games skills, therefore I can: - use a bat to strike a ball with a degree of accuracy and control - throw or strike a ball over a range of high, low and ground level barriers to show variations in level, speed and directions - aim a ball over a barrier to land in spaces on the other side - understand, plan and combine skills to play 1v1 net games cooperatively with a partner and then trying to make it difficult to return the shots - understand and play a game over a low or high barrier throwing into spaces to score (1v1 3v3)	- demonstrate a range of skills using one hand or two hands, feet or implement for passing and receiving - carry, bounce and dribble the ball in a controlled manner whilst moving - find and use space to help their team and use a variety of tactics to keep the ball e.g. changing speed and direction - work as a team in various small sided ball handling, kicking and implement invasion games and be able to transfer common principles of play and basic attacking strategies across the game	- play in a range of small sided games and make effective choices about when, how and where to pass so that I / my team retain possession and progress towards an opponent's goal - know and understand the positions I play and identify and show specific attacking and defending skills e.g. marking a player or a space, intercepting, dodging, moving into space and shooting - understand how to organise my team into different formations to concentrate more on attack or on defence e.g. overload the attack or give it numerical advantage; recognise how to transfer these principles to other invasion games
I know how to use skills focusing on striking and fielding games, therefore I can: - strike a ball with confidence and control and direct it accurately into a simple target area - receive the ball from one direction and throw or strike it away in another direction - understand and identify good striking and fielding techniques - make judgements about how best to intercept a ball travelling towards, to one side or beyond the fielder - combine the skills to play effectively in small sided striking and fielding games and use simple attacking and defending tactics, e.g. work as a team to field the ball	I know how to use and apply striking and fielding games skills, therefore I can: - know and use different ways of sending into and fielding from different directions (e.g. fielding a ball coming directly towards or to one side of the fielder) - throw accurately and be a reliable bowler or feeder of the ball (e.g. with one bounce, with no bounce) - strike a ball along the ground or through the air in different directions with control - understand how to direct or place a ball into spaces in order to score and how to best intercept and field the ball to return it - combine the skills to play small sided striking and fielding games to	I know how to use, apply and vary net and wall games skills, therefore I can: - play shots on both sides of the body and from above the head with reasonable control - understand how to position their bodies to receive a ball coming from different heights and angles - recognise where there are spaces on an opponent's court and try to hit into them - recognise which things they need to practise more - understand and apply net/wall principles to a range of small sided games (1v1, 2v2, 3v3) I know how to use, apply and vary striking and fielding games skills, therefore I can: - use a rounders bat or a cricket shaped bat with confidence	I know how to select and apply net and wall games skills, therefore I can: - play a variety of shots with intent when striking a ball after one bounce or on the volley - direct a ball into an opponents' court at different speeds, heights and angles and explain why I am doing it - evaluate the effectiveness of a shot and suggest ways of improving - work cooperatively as a team in twos or small groups to create rules and play them - play a range of small sided net/wall games and apply basic common principles for attack and defence across the activities



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- understand and demonstrate the roles of a bowler, striker, fielder, backstop / wicket keeper I know how to develop my own games, therefore I can: - demonstrate previously learned skills in independently constructed group games - work cooperatively and creatively in a group of specified numbers to achieve a given object using a limited choice of equipment - plan and adjust rules and strategies to make the game fairer, safer and more challenging - describe the format and intention of the game and explain why particular rules have been made - know how to use space in games	show understanding of simple attacking and defending strategies I know how to problem solve and invent games, therefore I can: - negotiate, plan and make collective decisions on the nature shape and construction of the game - select and use skills and tactics appropriate for the type of game - understand and transfer principles of play from known games to use in my own game - make up rules and be prepared to modify them to make the games more challenging - adapt rules in agreement with others - work cooperatively in groups of varying sizes (e.g. 6 and 8) to organise and keep my games going	- strike and throw the ball with reasonable accuracy and consistency - bowl underarm so the ball arrives appropriately for the batter to hit (bowling with a bounce and without a bounce) - understand when and how to move when fielding a ball e.g. move across the path of the ball to intercept it or move towards a ball traveling slowly and directly towards the fielder - play confidently in a range of small sided striking – fielding games using different bats, balls and rules and experience all roles	I know how to select and apply striking and fielding games skills, therefore I can: - know, understand and show correct striking stance and direct the ball away from fielders using different angles and speeds - bowl in competitive situations and understand strategies that can be deployed between bowler / wicket keeper / backstop / bases - field the ball and return it with an overarm throw - know when to run after hitting a ball - play confidently and effectively in a range of small sided striking and fielding games and work as a team to develop strategies to outwit the batters
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KPIs - confidently demonstrate a number of games related skills showing precision, accuracy and variety, for example - moving with a ball, catching a ball, passing and throwing a ball, hitting and striking a ball - successfully apply my skills within a game situation, even when under pressure, demonstrating I can select and use the most appropriate skill - apply skills to enable me to be successful in a game situation, for example hitting into space to challenge an opponent	KPIs - travel at appropriate speeds throughout a game - use a range of techniques to pass equipment, considering direction and speed of the pass, to who and when - receive a range of passes - demonstrate my awareness of attacking principles such as the importance of territory, zones and keeping possession as a team - demonstrate my awareness of defending principles such as recognising how to defend/intercept the ball, marking and tackling	KPIs - demonstrate an increasing awareness of space - accurately and consistently perform, apply and link skills under pressure in a variety of game situations, knowing when and where each skill is appropriate. These skills include: • Different ways to deliver and receive a range of passes • different ways of throwing and catching • different techniques to hit a ball • different ways to dribble • different ways to shoot	KPIs -demonstrate a good awareness of space - perform and apply a variety of skills and techniques confidently, consistently and with precision - use ball skills in various ways in a game situation, and link these skills together effectively with fluency, for example - throw and catch accurately and successfully under pressure in a game, choose and make the best pass in a game situation, pass and receive the ball on the move - think ahead and create a plan of attack or defence, for example - keep and win back possession of the
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- use simple attacking and defending skills in a game, for example - keeping and winning back possession of the ball in a team game, finding useful space and getting into it to support teammates - apply and follow rules fairly	- Contribute towards helping my team to keep and win back possession of the ball in a team game. - follow rules for different categories of games	• different fielding skills to prevent the other team from scoring - take part in competitive games with a strong understanding of tactics and composition, choosing the best tactics for attacking and defending, for example how to keep and win back possession of the ball effectively in a team game	- ball effectively and in a variety of ways in a team game - apply knowledge of skills for attacking and defending, for example - work as a team to develop fielding strategies to prevent the opposition from scoring - follow and create complicated rules to play a game successfully
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Progression of skills and knowledge in PE – KS2 Gymnastics

Children should be given the opportunity to:

- Through skill exploration, provide opportunities to learn, practise and link specific movements
- Through sequence development provide opportunities to explore different choreographic techniques, as well as creating criteria against which to judge
- Through performance, provide opportunities for children to share ideas and judge performance

Year 3 - Developing skills and knowledge in relation to Gymnastics	Year 4 - Developing skills and knowledge in relation to Gymnastics	Year 5 - Gymnastics	Year 6 - Gymnastics
I know and understand how to consistently perform and combine shape, travel, flight, balance and rotation movements in gymnastics, therefore I can: - demonstrate different ways of travelling along various pathways and in different directions, i.e. towards, backwards, sideways, diagonally forwards, diagonally backwards - travel showing a range of shapes - travel demonstrating a cat leap and scissor kick - show different rolls including a shoulder roll and a forward roll - take weight on hands and feet consistently to transfer from a front support to a back support or side support - join together two or more contrasting actions e.g. rolling, jumping, spinning and beginning of cartwheel activities - demonstrate stretched and curled balances on different body parts showing an understanding of high, medium and low positions - identify and perform matching shapes with a partner, one behind	I know, understand, and can recognise and perform, individually and with a partner, an increasing range of actions and skills following the gymnastic themes of shape, travel, flight, balance and rotation, therefore I can: - identify and use a range of travelling, jumping and turning movements on different levels and show ways of balancing on different body parts (1,2,3 and 4 point balances) - balance with and against a partner - move into a balance, then move out of it in a different direction - identify and use a variety of body parts for supporting balances and understand which combinations produce the most stable bases, including the progressions for a handstand, an Arabesque, Y balance and T balance - identify and use skills which transfer weight from feet to hands and back to feet again - jump and land in a controlled way when completing $\frac{1}{4}$ and $\frac{1}{2}$ turn	I know, understand, and can recognise and perform with control and fluency, individually, with a partner and in a group, an increasing range of actions and skills following the gymnastic themes of shape, travel, flight, balance and rotation, therefore I can: - explore different entries and exits when rolling, for example a forward roll from standing or a forward roll from straddle - explore travelling incorporating leaps and jumps, for example a split leap, stag leap, full turn jumps - explore weight on hands developing my ability to be able to do a handstand - explore the terms counter balance and counter tension (i.e. counter balance is pushing or leaning against a partner and counter tension is pulling or leaning away) - show counter balance / counter tension in in twos or threes and know that variations can be developed through changing body shape or being on different levels	I know, understand, and can recognise and perform with control, precision and fluency, individually, with a partner and in a group, an increasing range of actions and skills following the gymnastic themes of shape, travel, flight, balance and rotation, therefore I can: - explore different ways of entries and exits when performing specific skills such as handstands - perform a range of straightforward part-weight partner balances safely and effectively - travel in different directions showing a range of bridge shapes with back, front or side towards the floor or apparatus - identify and show the five basic jumps (1-1, 1- other 1, 1-2. 2-2. 2-1) and demonstrate a variety of clear body shapes in the air - understand how to take off and land safely in different directions and join together three different jumps or a jump and a roll showing variation in pathway - understand that spinning occurs around a body part in contact with



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the other, side by side or passing over a partner e.g. one is on a long thin shape on the ground and partner jumps over showing a long thin shape in the air - understand what symmetry and asymmetry means and identify and demonstrate symmetrical and asymmetrical balances on different body parts. - compose a short sequence with a partner demonstrating an understanding of levels, directions and speeds, matching and mirroring and be able to identify what adaptations were required to enhance the overall performance - transfer and extend all these ideas and skills onto low and high apparatus I know how to use apparatus, therefore I can: - follow instructions to set up small and large gymnastics apparatus	- demonstrate various sliding, rolling and turning movements, which lead smoothly into balanced positions - identify and show at least two different types of rolls in different directions sideways, forwards and backwards - demonstrate how to land safely and sink down into a roll on the floor and match different types of jumps with different types of rolls - with a partner, link together a series of movements and balances which demonstrate changes of direction, speed and levels - transfer and extend all these ideas and skills onto low and high apparatus with control I know how to use apparatus, therefore I can: - set up small and large gymnastics apparatus whilst considering the safety of others	- compose an individual sequence comprising travel, jump, turn and balance and then teach it to a partner and perform it together exploring matching and mirroring - understand and use a variety of spatial relationships when working with a partner, i.e. follow my leader, side by side, face to face, back to back and meeting and parting and explore ways of traveling over and under a partner - understand and use the terms synchronisation and canon when working with a partner - understand and use the possible variations in level, speed and direction when working with a partner - work with a partner to develop partner sequences involving partner balances and large apparatus - work as part of a group to develop a group sequence involving hand apparatus and benches - transfer and extend all these ideas and skills onto low and high apparatus with control and fluency I know how to use apparatus, therefore I can: - suggest ways to set up small and large gymnastics apparatus whilst considering the safety of others	the floor and show a variety of shapes and speeds when spinning on different body parts - identify a variety of rotations around the long axis (an imaginary line from the head to the feet) e.g. turning jumps, sideways rolls, cartwheels and turning on hands - know and understand that rotation around the side to side axis (an imaginary line through the hips from one side of the body to the other) involves rocking, forward rolls and progressions for backwards rolling - spring from feet to hands and back to feet again - with a partner join together in a controlled manner a jump and a roll to show contrasting body shapes e.g. tucked jump/ stretched roll - identify and show different ways of gripping apparatus with hands and different body parts to climb, swing and spring onto/off over or balance compose a sequence showing different actions / moves e.g. two different jumps, landings and rolls and one action of flight taking weight from feet to hands to feet - work as part of a group to develop a group sequence transferring all these skills to apparatus with control, precision and fluency I know how to use apparatus, therefore I can: - plan and set up the layout for small and large gymnastics apparatus whilst considering the safety of others
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KPIs -create interesting body shapes while holding balances with control and confidence and whilst developing the quality of my actions - I can take my weight on my hands holding a stable position - travel in a variety of ways with coordination, control and care and use turns whilst moving - confidently use a range of jumps making basic shapes in the air - perform safely using the apparatus with some confidence - link combinations of actions with increasing confidence, including changes of direction, speed or level and with smooth transitions - choose ideas to compose a movement sequence independently and with others developing the quality of my actions in my performance	KPIs -perform and apply skills and techniques with control and accuracy, moving with clarity, fluency and expression - show changes of direction, speed and level when travelling in different ways using flight - develop good technique when travelling, balancing and using equipment - use an increasing range of actions, directions and levels in my sequences performing with fluency and expression - create longer more complex sequences	KPIs -perform and apply skills and techniques consistently using a variety of travelling, jumps, shapes, rolls and balances fluently and with control - confidently develop the placement of my body parts in balances, recognising the position of my centre of gravity and where it should be in relation to the base of the balance - combine equipment with movement to create sequences - select ideas to compose specific sequences of movements, shapes and balances and adapt my sequences to fit new criteria or suggestions. - perform my own longer, more complex sequences in time to music	KPIs -demonstrate precise and controlled placement of body parts in my actions, shapes and balances - apply and perform skills and techniques consistently, showing fluency, precision and control - confidently use equipment and incorporate this into sequences. - create and perform my own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, performed in time to music. - create and perform a group sequence by linking complex shapes, movements and balances and using apparatus effectively
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Progression of skills and knowledge in PE – KS2 Dance			
Year 3 - Developing skills and knowledge in relation to Dance	Year 4 - Developing skills and knowledge in relation to Dance	Year 5 - Dance	Year 6 - Dance
I know and understand actions and dynamics in dance, therefore I can: - perform the basic dance actions (travelling, jumping, turning, gesture, stillness) with greater control coordination - demonstrate combinations of movement using whole body and body parts - respond to a range of stimuli and understand that the ideas initiated by the stimulus can be translated into movement - develop movement phrases by using actions and dynamics - understand how dance communicates moods, ideas and feelings I know and understand space in dance, therefore I can: - develop movement phrases by considering pathways and using space well I know and understand relationships in dance, therefore I can: - develop movement phrases with a partner or a small group working with others to explore over/under, push/pull, meet/part	I know and understand actions and dynamics in dance, therefore I can: - perform the basic dance actions (travelling, jumping, turning, gesture, stillness) with greater control, fluency and coordination - display a clarity within the movement with attention to clear body shape, extension, balance and footwork - begin to vary dynamics when developing actions and motifs in response to stimuli - discuss ideas initiated by stimuli and suggest appropriate movement for exploration, improvising freely - display confidence in improving and exploring the original ideas - recognise the timing of the sounds in a piece of music I know and understand space in dance, therefore I can: - demonstrate good special awareness and use space effectively I know and understand relationships in dance, therefore I can: - develop movement phrases with a partner or a small group working with others to explore action / reaction, question / answer	I know and understand how actions, dynamics, space and relationships blend in dance, therefore I can: - perform the basic dance actions (travelling, jumping, turning, gesture, stillness) with control, fluency, coordination and accuracy - know how to develop motifs (simple movement pattern, perhaps 3 movements or a phrase) in relation to space, dynamics and relationships - respond to a range of stimuli and accompaniment – demonstrate initial movement responses whilst demonstrating the ability to translate the ideas into movement - develop ideas with partners / small groups and whole class showing how the formation of the dance can change in relation to the group size I know how to perform a dance, therefore I can: - perform with expression showing an understanding of space, dynamics and relationships to achieve mood, feeling, idea and character	I know and understand how actions, dynamics, space and relationships blend in dance, therefore I can: - perform the basic actions (travelling, jumping, turning, gesture, stillness) in different combinations to increase the complexity of the dance - know how to develop motifs in relation to space, dynamics, relationship, rhythm (use a variety of rhythm) and a range of compositional devices (unison, canon, repetition, variation) - maintain the tempo and rhythm of particular patterns - demonstrate an awareness of the value of other dancers in their relationship to each other within the dance - explore the range of movements I can use and develop new skills when working with a partner, including taking weight, supporting, leaning, balancing and lifting I know how to perform a dance, therefore I can: - perform more complex dances individually, in small groups or as part of a whole class, communicating ideas and feelings expressively



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- show ways of performing movement patterns in different group formations (square, circle, line) and use simple compositional devices such as unison, canon, repetition, variation I know how to perform a dance, therefore I can: perform with expression showing a sense of phrasing and rhythm - understand and show different styles of dance in my performance	- change formation during a dance sequence. I know how to perform a dance, therefore I can: - copy and perform movement / rhythmic patterns showing the ability to demonstrate simple dances which have a clear beginning, middle and end		
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KPIs - perform body actions with fluency, control and coordination using dynamic, rhythmic and expressive qualities - respond to a range of stimuli and understand that the ideas initiated by the stimulus can be translated into movement - dance with a partner or small group to communicates moods, ideas and feelings using simple compositional devices - have a basic understanding of styles of dance	KPIs -identify and repeat the movement patterns and actions of a chosen dance style with precision and control - show an awareness of both rhythm and beat and use these when composing my own dances - confidently improvise with a partner or on their own - compose longer more complex dance sequences in a small group deliberately using at least two different dance techniques	KPIs -adapt and refine the way I use weight, space and rhythm in my dances to express myself - compose motifs and plan dances creatively and collaboratively in groups - remember, practise and combine complex dance phrases. - perform different styles of dance clearly and fluently with accuracy and precision	KPIs -use dynamic, rhythmic and expressive qualities clearly and with control - use movement to explore and communicate ideas and issues, and my own feelings and thoughts - perform to an accompaniment expressively and sensitively, with fluency, control and accuracy - work creatively and imaginatively on my own, with a partner and in a group to compose motifs and structure more complex dances
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Progression of skills and knowledge in PE – KS2 Athletics			
Year 3 - Developing skills and knowledge in relation to Athletics	Year 4 - Developing skills and knowledge in relation to Athletics	Year 5 - Athletics	Year 6 - Athletics
I know how to develop my skills and knowledge in relation to running, therefore I can: - understand and show the basic principles of running as an individual, in a team, in relays and over obstacles - demonstrate walking / jogging / running in various directions and speeds in a controlled manner - focus on my arm and leg action to improve my sprinting technique - begin to focus on trail leg and lead leg action when running over hurdles I know how to develop my skills and knowledge in relation to throwing, therefore I can: - demonstrate safety for self and others' and the basic principles of throwing - understand and show how changes in throwing actions can be affected by varying the amount of effort and speed - demonstrate various throwing actions e.g. pushing, pulling and slinging - continue to develop techniques to throw for increased distance.	I know how to develop my skills and knowledge in relation to running, therefore I can: - show how changes in height, arm, leg, head and foot movement can affect the walking / running / jogging response - show techniques used in a sprinting race, including accelerating and decelerating rapidly - find my leading leg when running over obstacles - discover a suitable rhythm when running over obstacles - understand that the back foot at the start of the race will be the lead leg over an obstacle in a race - show a suitable method of relay changeovers for both the incoming and outgoing runners I know how to develop my skills and knowledge in relation to throwing, therefore I can: - demonstrate safety for self and others' and the basic principles of throwing - identify and show how changes in throwing actions can be affected by varying the level, direction and distance - understand that the coordinated use of the arms, trunk and legs will	I know how to develop my skills and knowledge in relation to running, therefore I can: - run at a steady pace when running at different speeds - demonstrate some ability to judge pace and be able to plan a run - discover the different effects produced by standing starts / falling starts / reaction starts - accelerate from a variety of starting positions and select my preferred position I know how to develop my skills and knowledge in relation to throwing, therefore I can: - identify the basic throwing actions of the pull, push, fling and heave - demonstrate the core principles of throwing - model the correct throwing stance and the transference of weight from back foot to front foot - understand that the coordinated use of the arms, trunk and legs will affect the speed and distance of the throw	I know how to develop my skills and knowledge in relation to running, therefore I can: - understand and describe what is required to make a fast start - understand and demonstrate an effective relay takeover technique - understand how to position others in a relay team - run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern - confidently and independently select the most appropriate pace for different distances and different parts of the run I know how to develop my skills and knowledge in relation to throwing, therefore I can: - display a strong release position and strong braced side - demonstrate the sequence of events in a throw (legs first, arms last, low to high, slow to fast, strong to weak) - identify which athletics throwing events use push, pull or heave techniques and know how the different equipment suits different styles



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I know how to develop my skills and knowledge in relation to jumping, therefore I can: - understand and demonstrate safe landings and the basic principles of jumping - show the five basic jumps stationary and on the move in control - demonstrate combination jumps performed in a rhythmical way - know the action needed when jumping for height - develop an effective take-off for the standing long jump. I know and understand how to take part in competition, therefore I can: - compete as part of a team - compete against myself and others in a controlled manner	affect the speed and distance of the throw - discover that the force applied to a throwing implement will affect its speed - show different push throw techniques in the context of the shot put throw I know how to develop my skills and knowledge in relation to jumping, therefore I can: - demonstrate which foot must be placed forward at the start of a fourpace run up in order to jump from my strongest foot - describe which three basic jumps are used in athletics - develop an effective flight phase for the standing long jump - perform a hop, step and jump to perform, the standing triple jump I know and understand how to take part in competition, therefore I can: - adapt my performance to focus on being the best I can be	I know how to develop my skills and knowledge in relation to jumping, therefore I can: - demonstrate the principles of jumping for height and length - recognise that to jump long, height is required - show that good jumps need to have head up, torso erect, an even rhythm and flat-footed landings - use a run up with control and consistency to increase the jumping distance - develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. I know and understand how to take part in competition, therefore I can: - take part in competition with a strong understanding of tactics and how technique can affect performance	I know how to develop my skills and knowledge in relation to jumping, therefore I can: - understand that a long stride will help increase distance or height - explain the need to start consistently from their own special starting position and to mark out a run up I know and understand how to take part in competition, therefore I can: perform as an athlete but also take on the role of an official
KPIs - identify and demonstrate how different techniques can affect my performance - understand the importance of adjusting running pace to suit the distance being run - run consistently and smoothly at different speeds	KPIs - describe how the body reacts at different times and how this affects performance - run demonstrating good running posture and technique and run at a faster pace for a longer period of time	KPIs - refine my technique for sprinting, focusing on an effective sprint start - select the most suitable pace for the distance and my fitness level in order to maintain a sustained run - perform a fling throw. - perform an effective standing long jump	KPIs - maintain a good running technique whilst in a competitive situation including building up speed for a sprint finish, accelerating to pass other competitors and working as a team to competitively perform a relay - maintain a good jumping technique whilst in a competitive situation



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- throw with greater control and accuracy, showing increasing success in my overarm throw - perform a push throw - use one and two feet to take off and to land with - perform the standing long jump with some control - compete against myself and others and demonstrate some improvements to achieve my personal best	- confidently demonstrate a technique for sprinting and how to complete an effective sprint finish - perform a relay, focusing on the baton changeover technique, speeding up and slowing down - measure the distance of my throws and jumps - throw and jump with more control, accuracy and efficiency - throw and retrieve implements safely - show how the weight and shape of an object affects its flight path - jump for distance from 2 feet to 2 feet -perform hop, step and jump combinations with balance and control - jump for height from standing	- perform the standing triple jump with increased confidence	- maintaining control at each of the different stages of the jumps - maintain a good throwing technique whilst in a competitive situation including throwing accurately and with consideration for safety
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Progression of skills and knowledge in PE – KS2 OAA			
Year 3 - Developing skills and knowledge in relation to OAA	Year 4 - Developing skills and knowledge in relation to OAA	Year 5 - OAA	Year 6 - OAA
I know how to problem solve, therefore I can: - develop an awareness of the importance of planning and reviewing an activity - begin to choose equipment that is appropriate for an activity - begin to complete activities in a set period of time - follow multi-step instructions with support when necessary I know and understand the concept of a map, therefore I can: - use a key and symbols on a simple map, with support if necessary - know the meaning of some common map symbols - orientate a map, to follow a simple course with support if necessary - understand what orienteering involves and know some of the basic orienteering symbols - follow four compass directions and arrive at the correct destination - show how to set a simple map of a small area and establish direction of travel - understand and sometimes use directional language to navigate others with some success	I know how to problem solve, therefore I can: - recognise the importance of planning and reviewing activities - try a range of equipment for creating and completing an activity - make an informed decision on the best equipment to use for an activity I know and understand the concept of a map, therefore I can: - orientate myself with accuracy around a short trail - create a short trail for others with a physical challenge - start to recognise features of an orienteering course - associate the meaning of a key in context of the environment - begin to use a map to compete an orienteering course - complete an orienteering course more than once and begin to identify ways of improving completion time I recognise and know the importance of team work, therefore I can: - communicate clearly with other people in a team and with other teams	I know how to problem solve, therefore I can: - improve my ability to plan and an activity and improve performance by changing or adapting approaches as necessary - choose the best equipment for an outdoor activity I know and understand the concept of a map, therefore I can: - improve my accuracy and consistency in setting a map of a familiar area and the ability to establish direction of travel - follow a short route correctly being confident in my map reading skills - identify a key on a map and begin to use the information in activities - design an orienteering course that can be followed and offers some challenge to others - begin to use navigation equipment to orientate a trail, e.g. a compass - identify the quickest route to accurately navigate an orienteering course I recognise and know the importance of team work, therefore I can:	know how to problem solve, therefore I can: - discuss and plan an activity and consider the most effective approach for successful completion, adapting the approach as necessary - select, based on agreed criteria, the best equipment for an outdoor activity I know and understand the concept of a map, therefore I can: - orientate myself, partner and team with confidence and accuracy around an orienteering course when under pressure - design an orienteering course that is clear to follow and offers challenge to others - use navigation equipment (maps and compasses) to improve the trail - use a range of map styles and make informed decisions on the most effective - manage an orienteering event for others to compete in I recognise and know the importance of team work, therefore I can: - discuss and allocate roles within my team fairly



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I recognise and know the importance of team work, therefore I can: - cooperate willingly most of the time with others in problem solving activities e.g. trust activities - identify and use effective communication to begin to work as a team, demonstrating some verbal and non-verbal methods of communication	- experience a range of roles within a team and begin to identify the key skills required to succeed at each role	- consistently cooperate with others in problem solving activities regardless of my role - use clear communication to effectively complete a particular role within a team	- use clear and effective communication to make a positive contribution to a team - work effectively as part of a team, demonstrating leadership skills where necessary
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KPIs - choose simple approaches to solve the problems I am set, realising that activities need thinking through and recognise planning is useful - describe what orienteering is - orientate myself with increasing confidence and accuracy around a short trail, identifying symbols used on a key - communicate effectively with my team members - explain what teamwork involves and demonstrate some teamwork skills to help achieve a goal - take part in outdoor and adventurous activity challenges both individually and within a team	KPIs - choose sensible skills and approaches for the challenges set - confidently orientate myself and my partner / team around a short trail - work effectively as part of a team, taking on different roles	KPIs - use skills with control in problem solving activities - start to orientate myself with increasing confidence and accuracy around an orienteering course - complete orienteering activities successfully, using a map to complete a course, both individually and as a member of a team - communicate clearly and effectively with others	KPIs - use physical and teamwork skills well in a variety of different challenges - successfully compete in orienteering activities both as part of a team and independently - consistently communicate effectively and clearly with others as appropriate using verbal and non-verbal communication
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