

# Hazelbury Bryan Primary School

## PE Disciplinary Knowledge Progression

### PE progression across the school

To be achieved by:	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Dance</b>	<p>Link movements to moods and feelings.</p> <p>Move to music using different body parts.</p> <p>Copy and remember dance moves and positions</p> <p>Make up a short dance</p> <p>Move with careful control and co-ordination.</p>	<p>Be aware of space and move with control and coordination</p> <p>Dance with control and coordination</p> <p>Change rhythm, speed, level and direction in my dance</p> <p>Describe a short dance using appropriate vocabulary</p>	<p>Improvise dance moves freely and translate ideas from a stimuli into movement</p> <p>Recognise unison and cannon</p> <p>Repeat, remember and perform phrases</p> <p>Use simple dance vocabulary to compare and improve</p>	<p>Take the lead in a performance when working with a partner or group</p> <p>Use dance effectively to communicate an idea</p> <p>Use different motifs to work in unison and cannon</p> <p>Show clarity, fluency and expression in their performance</p> <p>Use simple dance vocabulary to compare and improve</p>	<p>Compose own dances in a creative and imaginative way.</p> <p>Perform to an accompaniment expressively and sensitively.</p> <p>Demonstrate strong movements throughout a dance sequence</p> <p>Use more complex dance vocabulary to compare and improve work</p>	<p>Experiment with a wide range of actions and choose their own music</p> <p>Perform actions, movements clearly and accurately</p> <p>Choreograph own creative dances</p> <p>Perform with confidence, using a range of movement patterns</p> <p>Combine flexibility, techniques and movements to create a fluent sequence</p> <p>Dance with fluency, linking all movements and ensuring they flow</p>
<b>Gymnastics</b>	<p>Make my body curled, relaxed, tense and stretched</p> <p>Hold a position whilst balancing on a different body part</p> <p>Jump, roll, travel, climb and be still</p> <p>Link a range of gymnastics actions to form a sequence on</p>	<p>Show contrast between tall, small, narrow, wide, straight and curved</p> <p>Demonstrate straight, tuck, pike, arch, straddle</p> <p>Work on their own and with a partner</p> <p>Plan and perform a series of movements</p> <p>Create, evaluate and</p>	<p>Perform dynamic balances at different levels on equipment and floor</p> <p>Jump, roll, travel, climb and be still consistently</p> <p>Adapt sequences to suit different types of apparatus and their partner / group ability</p> <p>Explain how strength and</p>	<p>Include a range of shapes in their performance</p> <p>Confidently combine two components fluently e.g- jump into roll.</p> <p>Perform complex moves that require strength and stamina- cartwheel or handstand</p> <p>Create various gymnastic</p>	<p>Show placement and alignment of body parts</p> <p>Create various gymnastics sequences on floor and apparatus at varied levels with appropriate links and speed</p> <p>Apply combined skills accurately and appropriately</p> <p>Show consistency,</p>	<p>Perform a vault</p> <p>Show placement and alignment of body parts when bending, twisting and stretching</p> <p>Create complex and well structured sequences which are rehearsed and performed for a sustained period.</p> <p>Perform complex moves</p>

	<p>floor or apparatus</p> <p>Perform at different levels</p> <p>Balance with some control</p>	<p>adapt a gymnastic sequence on the floor and apparatus</p>	<p>suppleness affect performance</p> <p>Create various gymnastic sequences on floor and apparatus at varied levels and speed</p> <p>Describe their work with simple gymnastics vocabulary</p>	<p>sequences on floor and apparatus at varied level and speed</p> <p>Begin to use gymnastics vocabulary to describe how to improve and refine performances</p>	<p>precision, control and fluency</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and other's work</p>	<p>that require strength and stamina</p> <p>Perform difficult actions with an emphasis on extension, clear body shape and changes in direction</p>
<b>Ball Skills</b>	<p>Throw underarm</p> <p>Roll an object to a target or person</p> <p>Hit an object with a bat</p> <p>Move fluently, changing direction and speed and have the ability to stop safely</p> <p>Throw, strike, stop and kick with some control</p> <p>Catch an object with both hands</p> <p>Begin to use space effectively</p> <p>Hit or throw into space</p> <p>Understand the term tactics and begin to apply simple tactics</p>	<p>Roll, hit and catch in combination</p> <p>Show spatial awareness when running and throwing</p> <p>Send, receive, block and strike confidently</p> <p>Follow rules to a game</p> <p>Understand and apply a range of tactics in a game situation</p> <p>Understand basic rules for attacking and defending</p>	<p>Throw and catch with greater control and when under pressure</p> <p>Pass, receive and dribble to keep possession</p> <p>Vary the speed and direction of a ball</p> <p>Be aware of space and use this to their advantage and opponents disadvantage</p> <p>Think clearly and concisely in order to help their team progress</p>	<p>Throw and catch consistently with control and accuracy</p> <p>Begin to catch with one hand</p> <p>Pass, receive and dribble with increased control to maintain possession</p> <p>Explore space when not in possession to help benefit their team</p> <p>Suggest rules and rule changes to a game</p> <p>Use tactics to cause problems for the opponent</p> <p>Make suggestions for adaptations which could be made to a game</p>	<p>Work as a team to gain possession</p> <p>Pass in different ways</p> <p>Use forehand and backhand effectively with a racket</p> <p>Demonstrate the ability to field</p> <p>Demonstrate a number of techniques to pass, shoot and dribble</p> <p>Vary skills, actions and ideas to link these in ways that suit the games activity</p>	<p>Umpire / referee games</p> <p>Understand complicated rules for a variety of games</p> <p>Make a team and communicate a plan</p> <p>Lead others in a game situation</p> <p>Perform skills at greater speed</p> <p>Transfer taught skills to other disciplines</p> <p>Keep possession of a ball during game situations</p> <p>Compare and comment on skills to support new games</p> <p>Take part in competitive games with a strong understanding of tactics</p>
<b>Athletics</b>	<p>Run at different speeds</p> <p>Jump from a standing position</p> <p>Perform a variety of throws with basic control</p>	<p>Change speed and direction whilst running</p> <p>Jump from a standing position with accuracy</p> <p>Perform a variety of throws with control and coordination</p> <p>Use equipment safely</p>	<p>Run at fast, medium and slow speeds and be able to change speed and direction</p> <p>Create their own patterns and link jumping activities with some fluency, control and consistency</p> <p>Confidently take part in a range of relay</p>	<p>Run at different speeds smoothly and with consistency</p> <p>Demonstrate different combinations of jumps, showing control, co-ordination and consistency</p> <p>Throw a range of objects in to a target area accurately</p>	<p>Sustain pace over longer distances and run more rhythmically</p> <p>Throw over-arm with greater control</p> <p>Perform a range of jumps showing control and consistency</p> <p>Organise themselves in small groups safely</p>	<p>Sustain their pace over longer distances</p> <p>Throw with greater control, accuracy and efficiency</p> <p>Perform a range of jumps showing power, control and consistency at both take-off and landing</p> <p>Know and understand the basic principles of relay</p>

			<p>activities</p> <p>Throw a range of objects or equipment</p> <p>Understand that they can change their method of throwing to be more accurate or to throw further distance</p> <p>Recognise when their heart rate, breathing and temperature have changed with activity</p>	<p>Recognise that there are different throwing, running and jumping styles and be able to choose the appropriate one for different situations</p> <p>Understand about pacing so they can keep going and maintain the quality of their actions</p> <p>Recognise that different events make different demands on the body</p> <p>Identify when the body is cool, warm, hot and record it</p> <p>Catch and describe specific aspects of running, throwing and jumping and suggest ways of improving</p>	<p>Know and understand the basic principles of relay take-over in particular the "up-sweep" method and take part in relays</p> <p>Understand and perform a range of warm up activities</p> <p>Say why some activities can improve strength, stamina and suppleness</p> <p>Watch a partner's performance. Identify good points and suggest ways of improving</p>	<p>takeovers and confidently take part in relay races</p> <p>Explain how warming up can affect performance and perform a range of warm up activities</p> <p>Watch a performance and be able to pick out the main strengths and weaknesses and suggest improvements</p> <p>Drive and speed throwing styles – push (shot), sling (discus) jumping – long (long and triple jump) pull throw (javelin)</p>
<p><b>Swimming</b></p>	<p>Enter and exit the water safely. Follow pool rules.</p> <p>Move forwards, backwards and sideways in the pool.</p> <p>Use floats to move from one side of the pool to another using leg movements.</p> <p>Gain confidence within the water.</p> <p>Begin to float on front and back aided.</p>	<p>Enter and exit the water safely. Follow pool rules.</p> <p>Use floats to swim from one side of the pool to another confidently using leg movements.</p> <p>Begin to use arm movements to move self through the water.</p> <p>Put face in the water.</p> <p>Float on front and back unaided.</p>	<p>Enter and exit the water safely. Follow pool rules.</p> <p>Swim 10m unaided in shallow water using one basic method. Put face in water and blow bubbles. Confidently float on front and back.</p>	<p>Enter and exit the water safely. Follow pool rules.</p> <p>Swim between 10m and 20m unaided in shallow water using one basic method to achieve.</p> <p>Use floats to swim longer distances with a controlled leg kick. Join in all swimming activities confidently. Put face under water and blow bubbles, beginning to do this whilst swimming. Explore how to move in and under water. Identify and describe differences between different leg and arm actions.</p>	<p>Enter and exit the water safely. Follow pool rules.</p> <p>Swim between 10m and 20m unaided in shallow water, using one stroke. Begin to swim 10-15m unaided using a second stroke. Put face in water and breathe correctly when swimming in one identifiable stroke. Use a float to develop leg and arm techniques.</p>	<p>Enter and exit the water safely. Follow pool rules.</p> <p>Swim 25m unaided in water using one basic method to achieve this. Use two different strokes to swim on both front and back. Control breathing. Swim confidently and fluently both on the surface and under the water.</p>

