



Marlborough Primary Academy School

Progression of Skills and Knowledge for Physical Education						
Knowledge and understanding of fitness and health						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Observe effect of activity on their bodies. • Recognise when they need a rest. • Dresses with help. • Shows some understanding that exercise can be good for you. • Beginning to understand the need for safety when tackling new challenges. • Shows understanding of how to move equipment safely. • Beginning to know that exercise is important. 	<ul style="list-style-type: none"> • Recognise how their body feels before and after exercise. 	<ul style="list-style-type: none"> • Recognise and describe what their bodies feel like during different activities. • Move equipment safely. 	<ul style="list-style-type: none"> • Recognise and describe short term effects of exercise on the body. • Know the importance of suppleness and strength. 	<ul style="list-style-type: none"> • Describe how the body reacts during exercise and how it affects performance. 	<ul style="list-style-type: none"> • Understand importance of a warm up. • Understand why exercise is good for health. 	<ul style="list-style-type: none"> • Understand importance of a warm and cool down. • Carry out warm ups safely and effectively. • Understand why exercise is good for health, fitness and well-being.
<p>Related National Curriculum Objectives in italics:</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of</p>		<p>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.</p>			



Marlborough Primary Academy School

	increasingly challenging situations.					
Gymnastics						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Stands momentarily on one foot. Jumps and lands appropriately. Travels with confidence and skill; around, under, over, through equipment Show good control and co-ordination in large movements. 	<ul style="list-style-type: none"> Move safely and confidently in own space showing changes of speed and direction. Use stillness Copy/create sequences using range of body actions/parts with beginning, middle and end. Watch, copy and describe others work. 	<ul style="list-style-type: none"> Remember, repeat and link sequences of gymnastic actions showing balance and precision. Choose, use and vary simple compositional ideas in sequences. Improve work using feedback. 	<ul style="list-style-type: none"> Consolidate and improve quality of work using smooth transitions. Improve ability to select actions and compositional ideas. Evaluate effectiveness and quality of a performance Recognise how own performance has improved. 	<ul style="list-style-type: none"> Develop range of actions, balances and shapes used in a sequence Perform with increased accuracy consistently. Create and evaluate sequences based on a criteria. 	<ul style="list-style-type: none"> Develop range of actions, balances and shapes used in a sequence. Improve fluency and consistency. Choose, apply compositional ideas to sequences adapting them to new situations. Be able to evaluate own and others work using criteria. 	<ul style="list-style-type: none"> Combine and perform effectively and fluently gymnastic sequences. Develop own sequences by using a range of compositional principles Evaluate own and others work suggesting improvements.
Related National Curriculum Objectives in italics:	developing balance, agility and co-ordination, and begin to apply these in a range of activities		develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]			
Dance						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Moves freely with pleasure and confidence: slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping 	<ul style="list-style-type: none"> Copies and explores movements and patterns Remembers simple steps and movements. Links movements to music. 	<ul style="list-style-type: none"> Copies, explores and controls basic movements. Varies level and speed in sequences Can vary size of body shapes Adds changes of direction to a sequence 	<ul style="list-style-type: none"> Use appropriate improvisation independently and with a partner to create simple dance. Translates ideas into movement with help Beginning to compare and adapt movements and 	<ul style="list-style-type: none"> Confidently improvises with partner or on own. Beginning to create longer dance sequences in a larger group. 	<ul style="list-style-type: none"> Beginning to exaggerate dance movements and motifs (expression) Uses a variety of movements within a sequence Combines flexibility, 	<ul style="list-style-type: none"> Beginning to exaggerate dance movements and motifs (expression) Performs and improves confidently with precision.



Marlborough Primary Academy School

<ul style="list-style-type: none"> Experiments with movements Enjoys joining in. Begins to move rhythmically, imitates and creates movement in response to music Begins to build up repertoire of dances Uses dance to respond to experiences. Represent own ideas, thoughts and feelings using dance. 	<ul style="list-style-type: none"> Responds to stimuli 	<ul style="list-style-type: none"> Use space effectively. Describes a sequence appropriately. Responds imaginatively to stimuli. 	<ul style="list-style-type: none"> motifs to create larger sequences. Uses simple dance vocabulary when discussing. 	<ul style="list-style-type: none"> Demonstrates precision and control. Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness Modifies work after self-evaluation. Uses simple dance vocabulary when discussing. 	<ul style="list-style-type: none"> techniques and movements to create a sequence. Begins to move appropriately with required style in relation to stimuli. Can show change of pace and timing Uses space effectively. Modifies dance as result of evaluation. Uses more complex dance vocabulary. 	<ul style="list-style-type: none"> Demonstrates strong imagination when creating sequences Demonstrates strong movements. Uses flexibility to create fluency. Moves appropriately in required style in relation to stimuli. Uses change of pace and timing accurately. Modifies work after evaluation. Uses more complex dance vocabulary.
<i>Related National Curriculum Objectives in italics:</i>	perform dances using simple movement patterns.		perform dances using a range of movement patterns			

Athletics

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Shows increased control when throwing object. Runs skilfully, negotiating space, 	<ul style="list-style-type: none"> Can run at different speeds. Can jump from standing position Jumps over low hurdles 	<ul style="list-style-type: none"> Changes speed and direction when running. Can jump from standing position with accuracy. 	<ul style="list-style-type: none"> Runs at speeds appropriate for distance Can perform a running jump with some accuracy Make some recordings 	<ul style="list-style-type: none"> Beginning to build variety of running techniques with confidence. Can perform running jump with 	<ul style="list-style-type: none"> Build variety of running techniques with confidence. Perform combinations of jumps showing 	<ul style="list-style-type: none"> Confident use of variety of running techniques. Demonstrates range of jumps showing power,



Marlborough Primary Academy School

adjusting speed and direction	<ul style="list-style-type: none"> • Perform variety of throws with basic control. • Begins to understand correct vocabulary. 	<ul style="list-style-type: none"> • Shows control with take-off and landing. • Throws into targets. • Performs variety of throws with control and co-ordination; rolling, underarm, overarm (prep field events) • Uses correct vocabulary in context. 	<ul style="list-style-type: none"> • Performs variety of throws using equipment; pulling, pushing slinging (field events) • Uses appropriate vocabulary. 	more than one component hop, skip, jump <ul style="list-style-type: none"> • Begin to record peers work. • Demonstrates accuracy in throwing and catching. • Can set realistic targets when throwing(with help) • Identify athletic performance using correct vocabulary. 	control and consistency. <ul style="list-style-type: none"> • Make and evaluate recordings Demonstrates accuracy in throwing and catching. • Sets realistic targets when throwing. • Describes athletic performance using correct vocabulary. 	control and consistency with take-off and landings. <ul style="list-style-type: none"> • Can select appropriate ways of recording. • Demonstrates accuracy in throwing and catching. • Sets realistic targets when throwing over distance. • Evaluate own athletic performance using correct vocabulary.
Related National Curriculum Objectives in italics:	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities		use running, jumping, throwing and catching in isolation and in combination compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
Swimming						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<ul style="list-style-type: none"> • Work with confidence in water • Explore skills, actions and ideas including holding breath underwater • Uses a range of strokes; front crawl, backstroke, breaststroke • Performs safe self-rescue in different water-based situations • Swims competently and proficiently with confidence at least 25m • Improves control and co-ordination in water 		



Marlborough Primary Academy School

					<ul style="list-style-type: none"> Evaluates own swimming noting future improvements Chooses appropriate strokes and equipment based on time and distance. Demonstrates breath control 	
Related National Curriculum Objectives in italics:	swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.					
Invasion games						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Runs skillfully, negotiating space successfully, adjusting speed or direction to avoid obstacles when playing racing or chasing games Can catch large ball Shows increased control over an object; pushing, parting, throwing, catching, kicking Can move confidently, safely in range of ways. 	<ul style="list-style-type: none"> Masters basic movements: running, jumping, throwing, catching Develops balance, agility, co-ordination Begins to apply these to a range of activities Participates in team games; developing simple tactics for attack and defence 	<ul style="list-style-type: none"> Begins to understand and apply simple tactics. Begin to communicate during a game Begin to link skills Work in a group to develop a game; selecting appropriate resources with minimal help Develop understanding of different rules of invasion games 	<ul style="list-style-type: none"> Begins to understand and apply simple tactics. Begin to communicate during a game Begin to link skills Work in a group to develop a game; selecting appropriate resources with minimal help Develop understanding of different rules of invasion games 	<ul style="list-style-type: none"> Shows a good understanding of tactics and is beginning to apply them Shows good communication in a game Shows increased control and co-ordination of skills Can work in pairs Work in a group to develop a game; selecting appropriate resources with minimal help. Begins to observe others to evaluate success Applies basic skill of attack and defence 	<ul style="list-style-type: none"> Confident use of tactics which enables an individual to take part successfully Strong communication in a game Fluent co-ordination and control of skills Works independently to develop a game Can select resources appropriately. Consolidating skills for attack and defence Consistent understanding of need to intercept/possess a ball 	<ul style="list-style-type: none"> Confident use of tactics and applying them as mini coaches Strong continual communication in a game. Fluent co-ordination and control enabling them to maintain possession in a game. Can adapt a game independently. Can select resources appropriately. Able to coach using strong knowledge of tactics. Can apply in attack or defence correctly



Marlborough Primary Academy School

				<ul style="list-style-type: none"> • Begins to show understanding of a need to intercept and possess a ball. • Able to use two elements of jumping, throwing, catching, running in isolation or combination. • Begin to suggest improvements to skills. • Develop an understanding of different rules for games. 	<ul style="list-style-type: none"> • Use running, jumping, catching in isolation and combination • Confidently make suggestions how to improve own skills. • Have confident knowledge of rules of different games. 	<ul style="list-style-type: none"> • Consistent understanding of need to intercept/take possession of a ball in a range of games. • Use running, jumping, throwing, catching successfully. • Confidently suggest improvements to self and others. • Be able to referee a game using knowledge of rules.
Related National Curriculum Objectives in italics:	participate in team games, developing simple tactics for attacking and defending	play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve their personal best.				
Striking and fielding games (as above with additional skills detailed below)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Runs skilfully and negotiates space, adjusting speed or direction • Experiments with different ways of moving. • Shows increased control over throwing and catching an object. 	<ul style="list-style-type: none"> • Explores skills and space. • Travels in different way; running, jumping • Watch, copy and describe others work. • Receive a ball with some control. 	<ul style="list-style-type: none"> • Remember and repeat series of moves. • Sends a ball in range ways; rolling, passing • Changes speed when running. • Can jump from standing position with some accuracy. 	<ul style="list-style-type: none"> • Understand how different equipment is used for different games. • Can strike a ball with some success using different equipment. • Investigates different ways to 	<ul style="list-style-type: none"> • Understand how different equipment is used for different games. • Can strike a ball with some success using appropriate equipment. • Can chose appropriate way to 	<ul style="list-style-type: none"> • Select appropriate striking equipment based on ability and game. • Can strike a ball with increases success and accuracy. • Uses tactical awareness to select correct throw when fielding. 	<ul style="list-style-type: none"> • Select appropriate striking equipment based on ability and game. • Can strike a ball with increases success and accuracy. • Uses tactical awareness to select correct throw when fielding.



Marlborough Primary Academy School

	<ul style="list-style-type: none"> Begins to develop hand eye co-ordination. Participates in simple games. 	<ul style="list-style-type: none"> Send and receive a ball in different ways with some control. Some understanding of what tactics are; attacking and defending. Understands basic feedback. 	<p>throw a ball in fielding positions.</p> <ul style="list-style-type: none"> Basic understanding of communication in fielding position. 	<p>throw when fielding.</p> <ul style="list-style-type: none"> Understands importance of communicating when fielding. 	<ul style="list-style-type: none"> Communicate effectively to apply tactics when fielding. 	<ul style="list-style-type: none"> Communicate effectively to apply tactics to coach or captain a team in a strong game.
Related National Curriculum Objectives in italics:	participate in team games, developing simple tactics for attacking and defending		play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve their personal best.			

Outdoor Adventurous

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Pupils should develop fundamental movement skills becoming increasingly confident. Engage in competitive and co-operative activities. Make and apply decisions in a range of contexts. Begin to make simple courses and routes that they/or others can follow. Know how to be keep themselves safe and work safely. Participate in activities such as problem solving, involving others Wear appropriate clothing for working safely outside 			<ul style="list-style-type: none"> Map colours and common basic symbols Use maps/diagrams to orientate themselves and successfully navigate around a simple course. Undertake simple orienteering exercises both indoors and in school grounds. Apply safety considerations when participating. 	<ul style="list-style-type: none"> Read a map using more complex keys and symbols to complete a variety of orienteering exercises. Participate in a range of problem solving and adventure games, introducing additional variations such as non-verbal communication , no physical contact Construct a basic shelter in a safe environment. 	<ul style="list-style-type: none"> Plan/organise simple orienteering trail using a variety of map reading and compass skills. Make more complex route choices. Develop skills in unfamiliar terrain Apply skills and safety requirements for survival in an outdoor environment. Pupils understand/are able to devise 	<ul style="list-style-type: none"> Plan/navigate a variety of orienteering challenges using map reading and compass skills in unfamiliar settings. Plan/undertake a journey outdoors. Pupils understand/able to plan and respond to more complex challenges in different environments and in unfamiliar circumstances.



Marlborough Primary Academy School

	<ul style="list-style-type: none"> • Participate in activities that involve working with and trusting others. • Pupils understand/are able to respond to simple challenges/problem solving tasks in a familiar environment. • Listen/follow instructions what is needed to keep safe. • Talk about what they/others have done using appropriate vocabulary. 	<ul style="list-style-type: none"> • Pupils should respond to more varied challenges in different environments. • Recognise what is needed to keep themselves and others safe. • The need for and correct use of specialist equipment. • Pupils understand and are able to describe what they/others have done using an increased range of vocabulary. 	<p>appropriate responses to challenges and tasks and adapt to changing circumstances.</p> <ul style="list-style-type: none"> • Able to accept responsibility for personal and group safety. • Pupils understand/are able to make informed judgements about own/others performances and use this to improve. • Begin to use a wider vocabulary. • Record, view and evaluate performances. 	<ul style="list-style-type: none"> • Work with others to identify potential hazards and devise strategies to ensure they are safe. • Pupils understand/able to view, appraise own and others performances
<p>Related National Curriculum Objectives in italics:</p>	<p>co-operative physical activities, in a range of increasingly challenging situations.</p>	<p>take part in outdoor and adventurous activity challenges both individually and within a team</p>		