



## Arnold View Primary School

### PE Skills and Knowledge Progression Framework



#### Intent

At Arnold View Primary School, we aim to inspire young people to participate in and enjoy physical activity. It is our intention to develop the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities

We want to promote an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus, we enable them to make informed choices about physical activity throughout their lives. As a member of the GPSSA, GPSFA, Next Level Games and Gedling School Games the school prides itself on providing the very best for its pupils by participating in inter school competitions.

Our intent is that pupils:

- Full PE curriculum in line with the PE National Curriculum.
- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

This includes using funding in order to;

- Ensure high quality of PE is taught to our children.
- Ensure high quality equipment is used to enhance learning.
- Provide opportunities for children to try new sports.
- Provide opportunities for children to take part in sporting competitions.
- Provide a full range of extra-curricular activities for all year groups.
- Create Sports Leadership opportunities for children.

In Early Years, the key knowledge progression takes reference from the following documentation; Early Years Framework, Development Matters and Birth to 5 Matters.

At Key Stage 1, the key knowledge progression document takes full account of the national curriculum's requirements and groups these into the following strands:

Basic Movements / Fundamentals; Team Games / Attacking and Defending and Dance.

As additional strands we have included Gymnastics and Athletics (running and jumping) as a vehicle for children to develop balance, agility, flexibility, strength and coordination as precursors to access further learning in KS2.

At Key Stage 2, the key knowledge progression takes full account of the national curriculum requirements and groups these into the following strands;

Athletics; Gymnastics; Competitive Games; OAA – Outdoor Adventurous Activities; Dance; Swimming and Evaluating

These strands have been selected to reflect the key knowledge and skills outlined in the national curriculum. As an additional strand we have included; Understanding Healthy lifestyles. This is to ensure children have the foundation and understanding of leading a healthy, active lifestyle throughout their whole life. We have included year 7, to ensure the children have the required skill levels for PE in KS3.

#### PE and SEND

For pupils with SEND, adaptations may be made in PE which are based on the child's individual needs. However, we acknowledge that pupils with SEND do not generally benefit from differentiated teaching, tasks or expectations. We also ensure that SEND pupils are appropriately challenged in PE by:

- Teaching staff using teaching methods which match the needs of children and not planning for overly elaborate tasks which make it more difficult for pupils with SEND to learn curriculum content.

- Having an ethos that any adaptations should be based on individual needs and should aim to retain ambition for pupils with SEND.
- Understanding that for pupils with SEND needs which are more complex, it may be appropriate to have different curriculum expectations. It may be necessary to adjust equipment being used or give more time for children to practice and embed skills.
- Plan for inclusion, pre-teach vocabulary and instructions and discuss adaptations with pupils.

### Skills and Knowledge Progression Framework

EYFS	Dance	KS1		LKS2		UKS2		KS3
EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<p><b>Physical Develop / Fundamentals</b> <b>Gross Motor Skills</b> Mastering basic Movements, including running, jumping, throwing and catching, as well as developing balance, agility and coordination.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Perform dances using simple movement patterns.</p> <p><b>Apply and Develop a broader range of skills.</b> Create actions and sequences of movements.</p> <p>Play competitive games across a broad variety of sports, including invasion, net and wall and striking and fielding, applying principles suitable for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Develop flexibility, strength, technique, control and balance.</p> <p>Outdoor and Adventurous Activities.</p> <p>Evaluate their own and others performance.</p> <p><b>Healthy Active Lifestyles</b> Understanding the importance of healthy active lifestyles.</p> <p>Children take part in active, strenuous lessons.</p>		<p>Copies and explores basic movements and body patterns.</p> <p>Remembers simple movements and dance steps.</p> <p>Follow adult led instructions.</p> <p>Responds to range of stimuli.</p> <p>Know how to change body shape.</p>	<p>Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence.</p> <p>Can vary the size of their body shapes.</p> <p>Add change of direction to a sequence.</p> <p>Uses space well and negotiates space clearly and know reasons why.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p>	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving).</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus <i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>	<p>Exaggerate dance movements and motifs (using expression when moving).</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus <i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Demonstrates consistent precision when performing dance sequences.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>	<p>Know how to identify and create different dance routines and genres.</p> <p>Know how to follow stimulus to allow further creativity.</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Able to use emotion and feelings, when performing different genres.</p> <p>Choose own music and style.</p> <p>Create routines and sequences for others.</p>

Gymnastics

Copies and explores basic movements with some control and coordination.

Can perform different body shapes.

Performs at different levels.

Can perform 2 footed jump.

Can use equipment safely  
Balances with some control.

Can link 2-3 simple movements.

Can go upstairs, climb on apparatus using alternate feet.

Able to copy and explore different pathways and patterns.

Uses equipment in a variety of ways.

Link movements together to create a sequence.

Can go upstairs, climb on apparatus using alternate feet maintaining balance and stability.

Know how to copy simple techniques.

Maintain balance using hands and body.

Applies compositional ideas independently and with others to create a sequence.

Copies, explores and remembers a variety of movements and uses these to create their own sequence.

Describes their own work using simple gym vocabulary.

Beginning to notice similarities and differences between sequences.

Uses turns whilst travelling in a variety of ways.

Beginning to show flexibility in movements  
Beginning to develop good technique when travelling, balancing, using equipment etc

Uses equipment in a variety of ways to create a sequence.

Links skills with control, technique, co-ordination and fluency.

Understands composition by performing more complex sequences.

Beginning to use gym vocabulary to describe how to improve and refine performances.

Develops strength, technique and flexibility throughout performances.

Creates sequences using various body shapes and equipment.

Combines equipment with movement to create sequences.

Following rules.

Know how to start and finish sequences using gymnastics positions.

Select and combine their skills, techniques and ideas.

Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.

Draw on what they know about strategy, tactics and composition when performing and evaluating.

Analyse and comment on skills and techniques and how these are applied in their own and others' work.

Uses more complex gym vocabulary to describe how to improve and refine performances.

Develops strength, technique and flexibility throughout performances.

Links skills with control, technique, co-ordination and fluency.

Understands composition by performing more complex sequences.

Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.

Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.

Adapts sequences to include a partner or a small group.

Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.

Draw on what they know about strategy, tactics and composition when performing and evaluating.

Analyse and comment on skills and techniques and how these are applied in their own and others' work.

Uses more complex gym vocabulary to describe how to improve and refine performances.

Develops strength, technique and flexibility throughout performances.

Plan and perform core sequences with a full range of techniques.

Perform with full confidence and fluidity.

Know how to include weight on hands, dance elements and transitions in routines.

Know how to perform to a minimum of an 8 part routine in pairs or groups to music.

Games

Can travel in a variety of ways including running and jumping.

Beginning to perform a range of throws.

Receives a ball with basic control.

Beginning to develop hand-eye coordination

Participates in simple games.

Know how to catch using two hands.

Know how to kick a stationary ball.

Balance with some control.

Know how to change speed.

Confident to send the ball to others in a range of ways.

Beginning to apply and combine a variety of skills (to a game situation)

Develop strong spatial awareness.

Beginning to develop own games with peers.

Understand the importance of rules in games.

Develop simple tactics and use them appropriately.

Beginning to develop an understanding of attacking/ defending.

Know how to hit, kick, throw or roll in a game.

Understand accuracy and distances.

Understands tactics and composition by starting to vary how they respond.

Vary skills, actions and ideas and link these in ways that suit the games activity.

Beginning to communicate with others during game situations.

Uses skills with co-ordination and control.

Develops own rules for new games.

Makes imaginative pathways using equipment.

Works well in a group to develop various games.

Beginning to understand how to compete with each other in a controlled manner.

Beginning to select resources independently to carry out different skills.

Know how to cause challenges for the opposition.

Understand basic rules for each sport.

Vary skills, actions and ideas and link these in ways that suit the games activity.

Shows confidence in using ball skills in various ways, and can link these together *e.g. dribbling, bouncing, kicking.*

Uses skills with co-ordination, control and fluency.

Takes part in competitive games with a strong understanding of tactics and composition.

Can create their own games using knowledge and skills.

Works well in a group to develop various games.

Compares and comments on skills to support creation of new games.

Can make suggestions as to what resources can be used to differentiate a game.

Apply basic skills for attacking and defending.

Uses running, jumping, throwing and catching in isolation and combination.

Understand rules for each sport.

Vary skills, actions and ideas and link these in ways that suit the games activity.

Shows confidence in using ball skills in various ways, and can link these together.

Uses skills with co-ordination, control and fluency.

Takes part in competitive games with a strong understanding of tactics and composition.

Can create their own games using knowledge and skills.

Can make suggestions as to what resources can be used to differentiate a game.

Apply basic skills for attacking and defending.

Uses running, jumping, throwing and catching in isolation and combination.

Know how to strike a ball with varied pieces of equipment.

Understand rules in game situations.

Vary skills, actions and ideas and link these in ways that suit the games activity.

Shows confidence in using ball skills in various ways, and can link these together effectively *e.g. dribbling, bouncing, kicking.*

Keeps possession of balls during games situations.

Consistently uses skills with co-ordination, control and fluency.

Takes part in competitive games with a strong understanding of tactics and composition.

Can create their own games using knowledge and skills.

Modifies competitive games.

Compares and comments on skills to support creation of new games.

Can make suggestions as to what resources can be used to differentiate a game.

Apply knowledge of skills for attacking and defending.

Uses running, jumping, throwing and catching in isolation and in combination.

Know how to Attack and defend individually and as a unit, using tactics and communication.

Throw, catch, strike, kick with a variety of techniques in different game scenarios.

Use technique strategically.

Understand rules completely, and use these strategically in game situations.

Athletics	<p>Can run at different speeds.</p> <p>Can jump from a standing position.</p> <p>Performs a variety of throws with basic control.</p>	<p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and co-ordination (<i>preparation for shot put and javelin</i>).</p> <p>Can use equipment safely.</p>	<p>Beginning to run at speeds appropriate for the distance <i>e.g. sprinting and cross country</i>.</p> <p>Can perform a running jump with some accuracy.</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component <i>e.g. hop skip jump (triple jump)</i>.</p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p> <p>Know how to change speed and direction.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component <i>e.g. hop skip jump (triple jump)</i>.</p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p> <p>Know how to change speed and stamina across different running and jumping events.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component <i>e.g. hop skip jump (triple jump)</i>.</p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p> <p>Know how to break down techniques to develop each part improving overall performance.</p>	<p>Score and manage their own and others performance.</p> <p>Understand and develop power and strength to enhance performance.</p> <p>Know how to identify health benefits to sustained periods of running.</p> <p>Understand how strength, speed, power and coordination contributes to performance in other sports.</p> <p>Understand PB and setting targets.</p> <p>Look at further skills, including shot putt and discuss.</p> <p>Adapt to change of equipment and safety requirements.</p>
	Outdoor Adventurous		<p>Develops listening skills.</p> <p>Creates simple body shapes.</p> <p>Listens to instructions from a partner/ adult.</p> <p>Beginning to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p> <p>Understanding simple map reading.</p>	<p>Develops strong listening skills.</p> <p>Uses simple maps.</p> <p>Beginn to think activities through and problem solve.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p> <p>Know how to follow a map in a familiar context.</p> <p>Know how to follow clues to follow a route.</p>	<p>Develops strong listening skills.</p> <p>Uses and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p> <p>Know how to follow a route within a time limit.</p> <p>Know how to use new information to change a route.</p> <p>Understand basic keys on a map.</p>	<p>Develops strong listening skills.</p> <p>Use s and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p> <p>Know how to use a compass to navigate a route</p> <p>Understand different styles of map reading.</p> <p>Full understanding of different keys on a map.</p>	<p>Know how to follow a map fully on own and as part of a group.</p> <p>How to identify themselves in an unknown location.</p> <p>Know how to work under pressure to perform set tasks.</p> <p>Understand different keys and can use these in different situations.</p> <p>Guide others safely.</p>
			Swimming		<p>Swims competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>		

	Evaluation	<p>Can comment on own and others performance.</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p>	<p>Watches and describes performances accurately.</p> <p>Beginning to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	<p>Watches and describes performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p> <p>Know how to provide support and advice.</p>	
	Understanding Healthy Lifestyles	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p> <p>Understand the importance of strenuous exercise and the impact this has on the body and other health.</p>	