

# North Lancing Primary School – Knowledge Progression in P.E. (Reception)



Reception	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working Physically:
Autumn 1	Introduction to PE	Negotiate space safely. Take turns with others. Explore movement skills. Make guided choices. Follow instructions with support. Understand the rules of the game.	Theme: people who help us. To move around safely in space. Friends and family: To follow instructions and stop safely. Houses and homes: To stop safely and develop control when using equipment. Morning time: To follow instructions and play safely as a group. At the shops: To follow a path and take turns. Dinner time: To work co-operatively with a partner.	Run, jump, throw, catch, roll, skip, work safely, co-operation, support others, communication.	Make independent choices. Negotiate space safely with consideration for themselves and others. Follow instructions involving several ideas or actions. Play co-operatively and take turns with others. Understand the rules and can explain why it is important to follow them. Use movement skills with developing balance and co-ordination.
Autumn 2	Gymnastics	Negotiate space safely. Take turns with others. Build confidence to try new challenges. Explore movement skills. Match skills to tasks and apparatus. Use a range of large and small apparatus with an awareness of safety. Follow instructions with support.	To copy and create shapes with your body. To be able to create shapes whilst on apparatus. To develop balancing and taking weight on different body parts. To develop jumping and landing safely. To develop rocking and rolling. To copy and create short sequences by linking actions together.	Around, balance, bend, copy, hold, jump, land, over, rock, roll, shape, squeeze, star, still, straight, trough, travel.	Confident to try new challenges. Combine movements, selecting actions in response to the task and apparatus. Confidently and safely use a range of large and small apparatus. Negotiate space safely. Follow instructions involving several ideas or actions. Use movement skills with developing strength, balance and co-ordination showing increasing control and grace. Work co-operatively with others and take turns.
Spring 1	Dance	Negotiate space safely. Use and remember sequences and patterns of movements which are related to music and rhythm. Confidence to try new challenges and perform in front of others. Explore movement skills. Follow instructions with support. Show respect towards others.	To copy, repeat and explore actions in response to a theme. To explore and remember actions considering level, shape and direction. To explore movement using a prop with control and co-ordination. To move with control and co-ordination, expressing ideas through movement. To remember and repeat actions moving in time with the music. To explore actions in response to a theme and begin to use counts.	Action, counts, direction, finish position, high, low, move, quickly, shape, space, slowly, travel, start position.	Confident to try new challenges and perform in front of others. Combine movements, selecting actions in response to the task. Negotiate space safely with consideration for themselves and others. Follow instructions involving several ideas or actions. Show respect towards others when providing feedback. Use movement skills with developing strength, balance and co-ordination showing increasing control and grace.
Spring 2	Bike Ability Games	Children ride trikes and scooters. Explore a range of ball skills. Negotiate space safely. Take turns with others. Understand how I feel in different situations. Explore movement skills. Follow instructions with support. Play games honestly guided by the rules with support.	Follow instructions. Put on a helmet. Sit correctly on the balance bike. Keep space from others. Follow safety boundaries and know how to stop and start safely. To work safely and develop running and stopping. To develop throwing. To play games showing an understanding of the different roles. To follow instructions and move safely when playing tagging games. To work co-operatively and learn to take turns. To work with others to play team games.	Balance bikes, instructions helmet, space, cones.  Pass, team, safety, space, throw, stop, catch, run, direction, score, points, partner, jump, land, rules, aim, lose, win.	Negotiate space safely with consideration for themselves and others. Follow instructions involving several ideas or actions. Play co-operatively, take turns and encourage others. Play games honestly with consideration of the rules. Use ball skills with developing competence and accuracy. Use movement skills with developing balance and co-ordination.
Summer 1	Ball skills	Explore a range of ball skills. Negotiate space safely. Take turns with others. Make guided choices. Persevere with support when trying new challenges. Play ball games guided by the rules with support.	To develop rolling a ball to a target. To develop stopping a rolling ball. To develop accuracy when throwing to a target. To develop bouncing and catching a ball. To develop dribbling a ball with your feet. To develop kicking a ball.	Bounce, dribbling, ball, catch, kick, hit, points, partner, roll, ready, score, run, throw, target.	Make independent choices. Negotiate space safely with consideration for themselves and others. Persevere when trying new challenges. Play ball games with consideration of the rules. Play co-operatively and take turns with others. Use ball skills with developing competence and accuracy.
Summer 2	Swimming	N/A	To develop confidence when entering and moving in the water. To safely enter and exit the pool and develop confidence in the water. To develop confidence when travelling in the water and begin to develop floating. To develop confidence to submerge in the water. To develop confidence when submerging. To develop floating on front and back.	Back, blow, breath, bubbles, front, kick, rules, safety, splash, travel.	Explain a pool rule that helps them to stay safe. Float on my front and back. Move and submerge confidently in the water. Swim over a distance of 10m with a buoyancy aid. Know and can demonstrate what to do if they fall into water.

# North Lancing Primary School – Knowledge Progression in Physical Education (Year 1)



Year 1	Topic:	Prior Knowledge: Know how to....	Key New Knowledge: Know how to....	Key Vocabulary:	Working physically:
Autumn 1	Swimming - Beginners	To safely enter and exit the pool and develop confidence in the water. Confidence when travelling in the water and begin to develop floating. Confidence to submerge in the water. Confidence when submerging. Floating on front and back.	To develop confidence when entering and moving in the water. To safely enter and exit the pool and develop confidence in the water. To develop confidence when travelling in the water and begin to develop floating. To develop confidence to submerge in the water. To develop confidence when submerging. To develop floating on front and back. Explain a pool rule that helps me to stay safe. I know what to do if I fall into water.	Back, blow, breath, bubbles, front, kick, rules, safety, splash, travel.	Float on front and back. Move and submerge confidently in the water. Swim over a distance of 10m with a buoyancy aid. Know what to do if I fall into water.
	Fundamentals	Negotiate space safely. Follow instructions involving several ideas or actions. Play co-operatively, take turns and encourage others. Play games with consideration of the rules. Use movement skills with developing balance and co-ordination when playing games.	To explore balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To explore changing direction and dodging. To explore jumping, hopping and skipping actions. To explore co-ordination and combination jumps. To explore combination jumping and skipping in an individual rope.	Dodge, jog, skip, swing, ready position.	Change direction when moving at speed. Recognise body changes in when exercising. Run at different speeds. Select actions in response to a task. Show hopping and jumping movements. Work co-operatively with others to complete tasks. Show balance and co-ordination when static and moving at a slow speed.
Autumn 2	Yoga	Follow instructions involving several ideas or actions. Use movement skills with developing balance and co-ordination.	To explore yoga and mindfulness. To be able to copy and remember poses. To develop flexibility when holding poses. To develop balance whilst holding poses. To create yoga poses using a hoop. To create a yoga flow with a partner.	Feel, stretch, focus, breath, pose, listen.	Recognise how yoga makes me both feel physically and mentally. Remember and repeat actions, linking poses together. Say what I liked about someone else's flow. Show an awareness of space when travelling. Work with others to create poses.
	Ball Skills	Play ball games with consideration of the rules. Play co-operatively and take turns with others. Use ball skills with developing competence and accuracy.	To develop dribbling a ball with your hands. To explore accuracy when rolling a ball. To explore throwing with accuracy towards a target. To explore catching with two hands. To explore dribbling a ball with your feet. To explore tracking a ball that is coming towards me.	Ready position, soft, swing, track, underarm, control.	Beginning to catch with two hands. Beginning to dribble a ball with my hands and feet. Beginning to understand simple tactics. Roll and throw with some accuracy towards a target. Say when someone was successful. Track a ball that is coming towards them. Work co-operatively with a partner.
Spring 1	Dance	Confident to perform in front of others. Combine movements, selecting actions in response to the task. Negotiate space safely. Show respect towards others when providing feedback. Use movement skills with developing strength, balance and co-ordination showing increasing control and grace.	To use counts of 8 to move in time and make my dance look interesting. To explore pathways in my dance. To create my own dance using, actions, pathways and counts. To explore speeds and actions in our pirate inspired dance. To copy, remember and repeat actions that represent the theme. To copy, repeat, create and perform actions that represent the theme.	Balance, beat, copy, fast, level, pathway, pose, timing.	Beginning to use counts. Copy, remember and repeat actions. Move confidently and safely. Use different parts of the body in isolation and together. Work with others to share ideas and select actions. Choose appropriate movements for different dance ideas. Say positives about someone else's performance. Show sense of dynamic and expressive qualities in dance.
	Invasion Games	Make independent choices. Negotiate space safely with consideration for themselves and others. Follow instructions. . Play co-operatively and take turns with others. Understand the rules and can explain why it is important to follow them.	To understand the role of defenders and attackers. To recognise who to pass to and why. To move towards goal with the ball. To support a teammate when playing in attack. To move into space showing an awareness of defenders. To stay with a player when defending.	Attacker, defender, goal, track, mark, dodge.	Beginning to dribble a ball with hands and feet. Change direction to move away from a defender. Recognise space when playing games. Send and receive a ball with hands and feet. Use simple rules to play fairly. Move to stay with another player when defending. Recognise changes in my body when I do exercise. Understand when I am a defender and when I am an attacker.

# North Lancing Primary School – Knowledge Progression in Physical Education (Year 1)



Year 1	Topic:	Prior Knowledge: Know how to....	Key New Knowledge: Know how to....	Key Vocabulary:	Working physically:
Spring 2	<b>Gymnastics</b>	Copy and create shapes with body. Create shapes whilst on apparatus. Balance and take weight on different body parts. Jump and land safely. Rocking and rolling. Create short sequences by linking actions.	To explore travelling movements. To develop and combine travelling movements. To develop quality when performing and linking shapes. To develop quality when linking shapes. To develop stability and control when performing balances. To develop stability and control when performing balances.	Action, control, direction, level, speed.	Confident to perform in front of others. Link simple actions together to create a sequence. Tense, relax, stretch and curl body. Recognise body changes when exercising. Remember and repeat actions and shapes. Appraise performance of others. Use apparatus safely.
	<b>Target Games</b>	Rolling a ball to a target. Stop a rolling ball. Accuracy when throwing to a target. Bouncing and catching a ball. Dribbling a ball with feet. Kicking a ball.	To develop underarm throwing towards a target. To develop throwing for accuracy. To develop underarm and overarm throwing at a target. To develop throwing for accuracy and distance using underarm and overarm. To select the correct throw for the target. To develop throwing for accuracy and distance.	Distance, overarm, underarm, swing, balance, further.	Recognise body changes doing exercise. Use an overarm throw aiming towards a target. Throw with some accuracy over increasing distances. Use an underarm throw aiming towards a target. Work co-operatively with a partner. Understand what good technique looks like.
Summer 1	<b>Fitness</b>	Recognise body changes when exercising.	To develop knowledge of how exercise can make you feel. To develop knowledge about how exercise can make you strong and healthy. To develop knowledge about how exercise relates to breathing. To develop my understanding of how exercise helps my brain. To develop my understanding of how exercise helps my muscles. To begin to understand the importance of daily exercise.	Active, brain, breathing, calm, exercise, healthy, heart, memory, mood, muscles, bones, quick, strong.	Recognise body changes when exercising. Share my ideas with other people in the class. Talk about what exercise does to my body. Recognise how exercise makes me feel. Try in the face of challenges. Understand why it is important to warm up.
	<b>Net and Wall Games</b>	Rolling a ball to a target. Stopping a rolling ball. Accuracy when throwing to a target. Bouncing and catching a ball.	To defend space using the ready position. To play against an opponent and keep the score. To explore hitting with a racket. To develop racket and ball skills. To develop sending a ball using a racket. To develop hitting over a net.	Net, ready position, track, racket, underarm.	Hit a ball using a racket. Throw a ball to land over the net and into the court area. Track balls and other equipment sent. Use a ready position to move to the ball. Know how to score points. Recognise changes in my body when I do exercise. Show honesty and fair play when playing against an opponent.
Summer 2	<b>Swimming</b>	Confidence when entering and moving in the water. Travelling in the water and begin to develop floating. Confidence to submerge in the water. Floating on front and back.	To develop confidence when entering and moving in the water. To safely enter and exit the pool and develop confidence in the water. To develop confidence when travelling in the water and begin to develop floating. To develop confidence to submerge in the water. To develop confidence when submerging. To develop floating on front and back.	Back, blow, breath, bubbles, front, kick, rules, safety, splash, travel.	Explain a pool rule that helps us stay safe. Float on front and back. Move and submerge confidently in the water. Swim over a distance of 10m with a buoyancy aid. Know and can demonstrate what to do if I fall into water.
	<b>Athletics</b>	Underarm throwing towards a target. Throwing for accuracy. Throwing for accuracy and distance using underarm and overarm. Select the correct throw for the target	To move at different speeds over varying distances. To develop balance. To develop changing direction quickly. To explore hopping, jumping and leaping for distance. To develop throwing for distance. To develop throwing for accuracy.	Walk, time, quickly, leap, underarm, overarm, further control.	Throw towards a target. Beginning to show balance and co-ordination when changing direction. Developing overarm throwing. Recognise changes in my body when I do exercise. Run at different speeds. Work with others and make safe choices. Understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.

# North Lancing Primary School – Knowledge Progression in Physical Education (Year 2)



Year 2	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working physically:
Autumn 1	Swimming	Confidence when entering and moving in the water. To safely enter and exit the pool. Confidence when travelling in the water and begin to develop floating. Submerge in the water. To develop confidence when submerging. To develop floating on front and back.	To develop the kicking action on front. To develop the kicking action and introduce breathing. To develop the arm action of pulling. To develop the pulling arm action and begin to glide on fronts. To develop the kicking action and gliding on backs. To develop confidence and consistency in a range of skills.	Back, blow, breath, bubbles, front, kick, rules, safety, splash, travel, enter, exit, float, glide, pull.	Use arms and legs together to move effectively across the water. Demonstrate what to do if I fall into water. Float on my front and back. Glide on both front and back. Roll from my front to my back and then regain a standing position. Swim over a distance of 10m unaided. Know several pool rules and can explain how they help me to stay safe.
	Fundamentals	Balance, stability and landing safely. How the body moves differently when running at different speeds. Changing direction and dodging. Jumping, hopping and skipping actions. Co-ordination and combination jumps.	To explore how the body moves when running at different speeds. To develop changing direction and dodging. To develop balance, stability and landing safely. To explore and develop jumping, hopping and skipping actions. To develop co-ordination and combining jumps. To develop combination jumping and skipping in an individual rope.	Sprint, wright, take off, hurdle, speed.	Provide feedback using key words. Turn and jump in an individual skipping rope. Describe how my body feels during exercise. Show balance when changing direction. Show hopping, skipping and jumping movements with some balance and control. Work co-operatively with a partner and a small group.
Autumn 2	Yoga	To explore yoga and mindfulness. Copy and remember poses. Flexibility when holding poses. Balance whilst holding poses. Yoga poses using a hoop. Yoga flow with a partner.	To copy and repeat yoga poses. To develop an awareness of strength when completing yoga poses. To develop an awareness of flexibility when completing yoga poses. To copy and remember actions linking them into a flow. To create a flow, perform and teach it to a partner. To explore poses and create a yoga flow.	Strength, flow, flexibility, create, choose, perform.	Provide feedback using key words. Copy, remember and repeat yoga flows. Describe how my body feels during exercise. Move from one pose to another thinking about my breath. Use clear shapes when performing poses. Work with others to create simple flows showing some control.
	Ball Skills	Dribbling a ball with your hands. Accuracy when rolling a ball. Throwing with accuracy towards a target. Catching with two hands. Dribbling a ball with feet. Tracking a ball that is coming towards me.	To develop rolling a ball to hit a target. To develop stopping a rolling ball. To develop dribbling a ball with your feet. To develop kicking a ball. To develop throwing and catching. To develop dribbling a ball with your hands.	Collect, release, receive, prepare, touch.	Provide feedback using key words. Understand and use simple tactics. Dribble a ball with my hands and feet with some control. Roll and throw a ball to hit a target. Send and receive a ball using both kicking and throwing and catching skills. Track a ball and collect it. Work co-operatively with a partner and a small group
Spring 1	Dance	Use counts of 8 to move in time and make a dance look interesting. Explore pathways in dance. Create own dance using, actions, pathways and counts. Copy, remember and repeat actions that represent the theme.	To remember, repeat and link actions to tell the story of my dance. To develop an understanding of dynamics and how they can show an idea. Use counts of 8 to help you stay in time with the music. To copy, remember and repeat actions using facial expressions to show different characters. To explore pathways and levels. To remember and rehearse our circus dance showing expression and character.	Dynamics, expression, matching, mirroring, perform, speed, unison, create.	Provide feedback using key words. Copy, remember, repeat and create dance phrases. Describe how my body feels during exercise. Show a character and idea through the actions and dynamics I choose. Use counts to stay in time with the music. Work with a partner using mirroring and unison in our actions. Show confidence to perform.
	Sending and Receiving	Rolling a ball to hit a target. Stopping a rolling ball. Dribbling a ball with your feet. Kicking a ball. Throwing and catching. Dribbling a ball with hands.	To roll a ball towards a target. To track and receive a rolling ball. To send and receive a ball with your feet. To develop catching skills. To develop throwing and catching skills. To send and receive a ball using a racket.	Collect, release, receive, prepare, touch.	Provide feedback using key words. Trap and cushion a ball. Accurately throw and kick a ball to a partner. Catch a ball passed to me, with and without a bounce. Roll a ball to hit a target. Track a ball and stop it using hands and feet. Work co-operatively with a partner and a small group. Work safely to send a ball towards a partner using a piece of equipment.

# North Lancing Primary School – Knowledge Progression in Physical Education (Year 2)



Year 2	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working physically:
Spring 2	Dance	To remember, repeat and link actions to tell the story of a dance. Understanding of dynamics and how they can show an idea. Use counts of 8 to help stay in time with the music.	To copy, repeat and create actions in response to a stimulus. To copy, create and perform actions considering dynamics. To create a short dance phrase with a partner showing clear changes of speed. To copy, repeat and create movement patterns in response to the theme. To create and perform using unison, mirroring and matching with a partner. To remember and repeat actions and dance as a group.	Dynamics, expression, mirroring, matching, perform, speed, unison create.	Provide feedback using key words. Copy, remember, repeat and create dance phrases. Describe how my body feels during exercise. Show a character and idea through the actions and dynamics I choose. Use counts to stay in time with the music. Work with a partner using mirroring and unison in our actions. Show confidence to perform.
	Target Games	Underarm throwing towards a target. Throwing for accuracy. Underarm and overarm throwing at a target. Throwing for accuracy and distance using underarm and overarm. Correct throw for the target	To consider how much power to apply when aiming at a target. To understand how to score using overarm and underarm throwing. To develop striking to a target. To develop hitting a moving target. To select and apply the appropriate skill to the target game. To show an improvement in my personal best.	Accurate, opponent, release, strike, teammate, ahead.	Select the appropriate skill for the situation. Throw, roll or strike a ball to a target with some success. Work co-operatively with a partner and a small group. Understand the principles of a target game and can use different scoring systems when playing games. Understand what good technique looks like and can use key words in the feedback provided.
Summer 1	Gymnastics	Travelling movements. Combine travelling movements. Quality when performing and linking shapes. Stability and control when performing balances.	To perform gymnastic shapes and link them together. To perform gymnastics shapes with control and link them together. To use shapes to create balances. To use shapes to create balances. To link travelling actions and balances using apparatus. To develop travelling actions and balances using apparatus.	Link, pathway, pike, sequence, straddle, tuck.	Provide feedback using key words. Be proud of work and confident to perform in front of others. Perform the basic gymnastic actions with some control and balance. Plan and repeat simple sequences of actions. Use directions and levels to make my work look interesting. Use shapes when performing other skills. Work safely with others and apparatus.
	Striking and Fielding Games	Throwing for accuracy. Underarm and overarm throwing at a target. Throwing for accuracy and distance using underarm and overarm. Select the correct throw for the target.	To track a rolling ball and collect it. To develop underarm throwing and catching to field a ball. To develop overarm throwing to limit a batter's score. To develop hitting for distance to score more points. To be able to get a batter out. To understand the rules of the game and use these to play fairly.	Backstop, collect, runs, teammate, stump, tactics.	Provide feedback using key words. Underarm and overarm throwing skills. Hit a ball using equipment with some consistency. Track a ball and collect it. Use simple tactics. Know how to score points and can remember the score. Understand the rules of the game and can use these to play fairly in a small group.
Summer 2	Swimming	Kicking action on front. To develop the kicking action and introduce breathing. Arm action of pulling. Pulling arm action and begin to glide on fronts. Kicking action and gliding on backs. Confidence and consistency in a range of skills.	To develop the kicking action on front. To develop the kicking action and introduce breathing. To develop the arm action of pulling. To develop the pulling arm action and begin to glide on fronts. To develop the kicking action and gliding on backs. To develop confidence and consistency in a range of skills.	Enter, exit, float, glide, pull.	Use arms and legs together to move effectively across the water. Demonstrate what to do if I fall into water. Float on my front and back. Glide on both front and back. Roll from my front to my back and then regain a standing position. Swim over a distance of 10m unaided. Know several pool rules and can explain how they help me to stay safe.
	Athletics	Move at different speeds over varying distances. Balance. Changing direction quickly. Hopping, jumping and leaping for distance. Throwing for distance and accuracy.	To develop the sprinting action. To develop jumping for distance. To develop technique when jumping for height. To develop throwing for distance. To develop throwing for accuracy. To select and apply knowledge and technique in an athletics carousel.	Distance, sprint, height, landing, far, aim, take off.	Describe how my body feels during exercise. Identify good technique. Jump and land with control. Use an overarm throw to help me to throw for distance. Work with others, taking turns and sharing ideas. Show balance and co-ordination when running at different speeds. I try my best.



# North Lancing Primary School – Knowledge Progression in Physical Education (Year 3)



Year 3	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working physically:
Autumn 1	Swimming	Kicking action on front. Kicking action and breathing. Arm action of pulling. Pulling arm action and begin to glide on fronts. Kicking action and gliding on backs. Confidence and consistency in a range of skills.	To develop an understanding of buoyancy and balance in the water. To develop independent movement and submersion. To develop gliding and crawl legs. To develop front crawl breathing. To develop gliding and backstroke. To develop rotation, sculling and treading water.	Backstroke, front crawl, huddle, stroke, tactics, technique, breaststroke floating handstand, H.E.L.P position, sidestroke, sinking, surface, surface dive, treading water, water safety	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
	Fundamental Movement skills	How the body moves when running at different speeds. Changing direction and dodging. Balance, stability and landing safely. Jumping, hopping and skipping actions. Co-ordination and combining jumps. Combination jumping and skipping in an individual rope.	To develop balancing and understand the importance of this skill. To develop technique when running at different speeds. To develop agility using a change of speed and direction. To develop technique and control when jumping, hopping and landing. To develop skipping with a rope. To apply fundamental skills to a variety of challenges. To identify when I was successful. I understand how the body moves differently at different speeds. To understand why it is important to warm up.	co-ordination, control, rhythm, technique, agility	Jump and turn a skipping rope. Change direction quickly. Link hopping and jumping actions. Balance when performing other fundamental skills.
Autumn 2	Gymnastics	Perform gymnastic shapes and link them together. Use shapes to create balances. Link travelling actions and balances using apparatus. Travelling actions and balances using apparatus.	To be able to create interesting point and patch balances. To develop stepping into shape jumps with control. To develop the straight, barrel, and forward roll and include these rolls in sequence work. To be able to transition smoothly in and out of balances. To create a sequence with matching and contrasting actions and shapes. To create a partner sequence using the skills that I have learnt and apparatus. To provide feedback using key words. With help, recognise how performances could be improved.	body tension, contrast extend, flow, patch, point, take off, landing position, match	Adapt sequences to suit different types of apparatus. Choose actions that flow well into one another. Complete actions with increasing balance and control. Use matching and contrasting actions in a partner sequence. Use a greater number of own ideas for movements in response to a task.
	Ball skills	Rolling a ball to hit a target. Stopping a rolling ball. Dribbling a ball with feet. Kicking a ball. Throwing and catching. Dribbling a ball with your hands.	To develop dribbling skills with hands and feet. To develop tracking and catching skills. To develop tracking and throwing skills. To develop tracking and kicking skills. To track a ball that is not sent directly to me. To apply sending and receiving skills in games. To provide feedback using key words.	Opponent, personal best, power, possession, technique, block, accurate	Catch different sized objects with increasing consistency with two hands. Dribble a ball with control. Persevere when learning a new skill. Show a variety of throwing techniques. Throw with accuracy and increasing consistency to a target. Track the path of a ball that is not sent directly to me.



# North Lancing Primary School – Knowledge Progression in Physical Education (Year 3)

Year 3	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working physically:
Spring 1	Dance	Copy, repeat and create actions in response to a stimulus. Copy, create and perform actions considering dynamics. Create a short dance phrase with a partner showing clear changes of speed. Copy, repeat and create movement patterns in response to the theme. Create and perform using unison, mirroring and matching with a partner. To remember and repeat actions and dance as a group.	To create actions in response to a stimulus and move in contact, interact and move in unison with a partner. To select and link appropriate actions and dynamics to show our dance idea. To remember, repeat and create actions to represent an idea around a theme. To share ideas of actions and dynamics to create a dance that shows a location. To use choreographing ideas to develop our dance. To use straight pathways and clear changes in direction in a line dance. To use canon and unison to make our line dance look interesting. To use formations, canon and unison to make our line dance look interesting. To understand and use formations. To structure a dance to represent a theme. To provide feedback using key words.	Canon, explore, extend, feedback, formation, interact	To be respectful of others when watching them perform. Repeat, remember and perform a dance phrase. Use counts to keep in time with a partner and group. Use dynamic and expressive qualities in relation to an idea. Work with a partner and in a small group, sharing ideas. Create short dance phrases that communicate the idea.
	Football	Dribbling skills with hands and feet. Tracking and catching skills. To develop tracking and throwing skills. To develop tracking and kicking skills. To track a ball that is not sent directly to me. To apply sending and receiving skills in games. To provide feedback using key words.	To develop the attacking skill of dribbling. To develop changing direction and speed when dribbling. To develop passing and begin to recognise when to use different skills. To apply attacking skills to move towards a goal. To use defending skills to delay an opponent and gain possession. To apply skills and knowledge to compete in a tournament. To learn the rules of the game and begin to use them to play honestly and fairly. To provide feedback using key words. To understand the role as an attacker and as a defender.	Onside, technique, receiver, referee, teamwork, tournament, control, umpire, invasion, offside, tackle, opposition, pitch, court, accurate, communicate, intercept.	Begin to use simple tactics. Dribble, pass, receive and shoot the ball with some control. Find space away from others and near to my goal. Track an opponent to slow them down. Work co-operatively with a group to self-manage games.
Spring 2	OAA	Follow and give instructions. Listen to and am accepting of others' ideas. Plan and attempt to apply strategies to solve problems. Work collaboratively with a partner and a small group	To develop co-operation and teamwork skills. To develop trust and teamwork. To involve all team members to work towards a shared goal. To develop trust whilst listening to others and following instructions. To be able to identify objects, draw and follow a simple map. To draw a route using directions, orientate a map and navigate around a grid. To plan and attempt to apply strategies to solve problems. To reflect on when and why I was successful at solving challenges.	discuss, honest, interrupt, course, route, symbol, tactics, trust, teamwork, collaborate, compass	To develop map reading skills. Follow and give instructions. Work collaboratively with a partner and a small group.
	Hockey	Tracking and trapping skills. Track a ball that is not sent directly to me. Apply sending and receiving skills in games. Provide feedback using key words.	To develop sending and receiving the ball with accuracy and control. To develop the attacking skill of dribbling. To develop dribbling to beat a defender. To use defending skills to delay an opponent and gain possession. To apply attacking skills to move towards goal and find space. To apply skills and knowledge to compete in a tournament. To learn the rules of the game and am beginning to use them honestly. To provide feedback using key words. To understand the role as an attacker and as a defender.	Invasion, offside, tackle, opposition, pitch, court, receiver, referee, teamwork, tournament, control, umpire, onside, technique, accurate, communicate, intercept.	Begin to use simple tactics. Dribble, pass, receive and shoot the ball with some control. Find space away from others and near to my goal. Track an opponent to slow them down. Work co-operatively with a group to self-manage games.



# North Lancing Primary School – Knowledge Progression in Physical Education (Year 3)

Year 3	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working Physically:
Summer 1	<b>Athletics</b>	Running: running on the balls of feet, taking big steps and elbows bent to run faster. Jumping: swinging arms forwards to jump further. Throwing: throw in a straight line by pointing the throwing hand at a target when letting go of the object. Rules: follow simple rules when working with others.	<p>To develop the sprinting technique and improve on your personal best.</p> <p>To develop changeover technique in relay events.</p> <p>To develop jumping technique in a range of approaches and take off positions.</p> <p>To develop throwing for distance and accuracy.</p> <p>To develop throwing for distance in a pull throw.</p> <p>To develop officiating and performing skills.</p> <p>To identify when I was successful and the reasons for this.</p> <p>To use key points to help me to improve my sprinting technique.</p>	Personal best, technique, speed baton, power, relay, accuracy, strength, event	<p>Develop jumping for distance.</p> <p>Participate in a relay activity, remembering when to run and what to do.</p> <p>Throw a variety of objects, changing an action for accuracy and distance.</p> <p>Use different take off and landings when jumping.</p>
	<b>Rounders</b>	Track a rolling ball and collect it. Underarm throwing and catching to field a ball. Overarm throwing to limit a batter's score. Hitting for distance to score more points. Get a batter out. Understand the rules of the game and use these to play fairly.	<p>To develop throwing and catching with accuracy and apply these to a striking and fielding game.</p> <p>To develop bowling and learn the rules of the skill within this game.</p> <p>To develop batting technique and understand where to hit the ball.</p> <p>To develop fielding techniques and apply them to game situations.</p> <p>To play different roles in a game and begin to think tactically about each role.</p> <p>To apply skills and knowledge to compete in a tournament.</p> <p>To develop an understanding of tactics and begin to use them in game situations.</p> <p>To learn the rules of the game and begin to use them.</p> <p>To provide feedback using key words.</p>	Grip, no ball, run out, short barrier, strike, technique, tournament, umpire, accuracy, caught out, wicket	<p>Bowl a ball towards a target.</p> <p>Begin to strike a bowled ball.</p> <p>Use overarm and underarm throwing and catching skills.</p> <p>Work co-operatively with a group to self-manage games.</p>
Summer 2	<b>Tennis</b>	Racket and ball control. Rallying using a forehand. Returning the ball using a forehand. Returning the ball using a backhand. How to score and use simple rules. Work co-operatively with others to begin to manage a game.	<p>To develop racket and ball control.</p> <p>To explore rallying using a forehand.</p> <p>To explore returning the ball using a forehand.</p> <p>To explore returning the ball using a backhand.</p> <p>To learn how to score and use simple rules.</p> <p>To work co-operatively with others to begin to manage a game.</p> <p>To learn the rules of the game and begin to use them to play fairly.</p> <p>To provide feedback using key words.</p> <p>To understand the aim of the game.</p>	control, cooperation, face, opponent, tactic, opposition, backhand, competition, court, forehand, react, rally.	<p>Return a ball to a partner.</p> <p>Use basic racket skills.</p> <p>Work cooperatively with a group to self-manage games.</p>
	<b>Swimming</b>	Buoyancy and balance in the water. Independent movement and submersion. Gliding and crawl legs. Front crawl breathing. To develop gliding and backstroke. Rotation, sculling and treading water.	<p>To develop surface dives, submersion and handstands.</p> <p>To develop head above water breaststroke technique.</p> <p>To develop head above water breaststroke technique.</p> <p>To develop basic skills in water safety and floating.</p> <p>To learn techniques for personal survival.</p> <p>To develop water safety skills and an understanding of personal survival.</p>	Backstroke, front crawl, huddle, stroke, tactics, technique, breaststroke floating handstand, H.E.L.P position, sidestroke, sinking, surface, surface dive, treading water, water safety	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations</p>



# North Lancing Primary School – Knowledge Progression in Physical Education (Year 4)



Year 4	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working physically:
Autumn 1	Swimming	Buoyancy and balance in the water. Independent moving, submersion, gliding, front crawl, backstroke, breathing. Rotation, sculling and treading water.	To develop an understanding of buoyancy and balance in the water. To develop independent movement and submersion. To develop gliding and crawl legs. To develop front crawl breathing. To develop gliding and backstroke. To develop rotation, sculling and treading water.	rotation, sculling, survival, submerge, alternate, buoyancy.	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
	Tag Rugby	To understand the role of defenders and attackers. To recognise who to pass to and why. To move towards goal with the ball. To support a teammate when playing in attack. To move into space showing an awareness of defenders. To stay with a player when defending.	To develop throwing, catching and running with the ball. To develop an understanding of how to defend using tagging rules. To begin to use the 'forward pass' and 'offside' rule. To develop movement skills to dodge a defender. To track an opponent and begin to defend as a team. To apply the rules and skills you have learnt and play in a tag rugby tournament. To be able to explain what happens to my body when I exercise and how this helps to make me healthy. To provide feedback using key terminology and understand what I need to do to improve. To share ideas and work with others to manage a game. To understand the rules of the game use them often and honestly.	cushion, opposing, momentum, supporting, accelerate, pressure, delay, gain, protect, obstruct, option, decision, limit, deny.	Delay an opponent and help prevent the other team from scoring. Help keep possession in a team and score tries when I play in attack. Pass and receive the ball with increasing control. Use simple tactics to help a team score or gain possession.
Autumn 2	Gymnastics	To be able to create interesting balances and shape jumps with control. To develop the straight, barrel, and forward roll and include these rolls in sequence work. To be able to transition smoothly in and out of balances and create a sequence with matching and contrasting actions and shapes.	To develop individual and partner balances. To develop control in performing and landing rotation jumps. To develop rotation jumps and sequence building using apparatus. To develop the straight, barrel, forward and straddle roll. To link actions that flow in a partner sequence using the rolls I have learnt. To develop strength in inverted movements. To create a great partner sequence to include the skills I have learnt and apparatus. To explain what happens to my body when I exercise and how this helps to make me healthy. To provide feedback using appropriate language relating. To watch, describe and suggest possible improvements to others' performances and my own. To understand how body tension can improve the control and quality of my movements.	shoulder stand, stability, wrist grip, perform, rotation, momentum, bridge, inverted, fluidly,	Plan and perform sequences with a partner that include a change of level and shape. Safely perform balances individually and with a partner.
	Netball	To understand the role of defenders and attackers. To recognise who to pass to and why. To move towards goal with the ball. To support a teammate when playing in attack. To move into space showing an awareness of defenders. To stay with a player when defending.	To develop passing and moving and play within the footwork rule. To use a variety of passes to move towards a goal. To develop movement skills to lose a defender. To defend an opponent and try to win the ball. To develop the shooting action. To apply skills and knowledge to play games using netball rules. To explain what happens to my body when I exercise and how this helps to make me healthy. To provide feedback using key terminology and understand what I need to do to improve. To share ideas and work with others to manage a game. To understand the rules of the game and use them often and honestly.	pressure, delay, gain, protect, obstruct, option, cushion, opposing, momentum, supporting, accelerate, decision, limit, deny.	Defend one on one and know when to win the ball. Move to space to help my team to keep possession and score goals. Pass, receive and shoot the ball with increasing control. Use simple tactics to help a team score or gain possession.

# North Lancing Primary School – Knowledge Progression in Physical Education (Year 4)



Year 4	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working physically:
Spring 1	<b>Dance</b>	<p>To create and link actions in response to a stimulus and move in contact, interact in unison with a partner.</p> <p>To remember, repeat, create and share actions to represent an idea around a theme.</p> <p>To use choreographing ideas to develop a dance.</p> <p>To use formations, canon and unison within a dance.</p>	<p>To copy and create actions in response to an idea and be able to adapt this using changes of space.</p> <p>To choose actions which relate to the theme.</p> <p>To develop a dance using matching and mirroring.</p> <p>To learn and create dance moves in the theme of carnival.</p> <p>To develop a carnival dance using formations, canon and unison.</p> <p>To develop a dance phrase and perform as part of a class performance.</p>	<p>action and reaction flow, order, performance, phrase, relationship, represent, rhythm, structure,</p>	<p>Choose actions and dynamics to convey a character or idea. Copy and remember set choreography. Respond imaginatively to a range of stimuli. Use changes in timing and spacing to develop a dance. Use counts to keep in time with others and the music. Use simple movement patterns to structure dance phrases individually, paired and in groups. Show respect for others when working as a group and watching others perform.</p>
	<b>Hockey</b>	<p>Sending and receiving the ball with accuracy and control.</p> <p>Skill of dribbling to attack and defend and apply these in game situations.</p>	<p>To develop sending and receiving the ball with accuracy and control.</p> <p>To develop the attacking skill of dribbling. To develop dribbling to beat a defender. To use defending skills to delay an opponent and gain possession. To apply attacking skills to move towards goal and find space. To apply skills and knowledge to compete in a tournament. To provide feedback using key terminology and understand what I need to do to improve. To share ideas and work with others to manage our game. To understand the rules of the game and I can use them often and honestly.</p>	<p>pressure, delay, gain, protect, obstruct, option, cushion, opposing, momentum, supporting, accelerate, decision, deny, limit.</p>	<p>Delay an opponent and help to prevent the other team from scoring. Dribble, pass, receive and shoot the ball with increasing control. Move to space to help my team to keep possession and score goals. Use simple tactics to help my team score or gain possession.</p>
Spring 2	<b>Football – invasion games</b>	<p>Attacking skill of dribbling. Changing direction and speed when dribbling. Passing and begin to recognise when to use different skills. Attacking skills to move towards a goal. Defending skills to delay an opponent and gain possession. Apply skills and knowledge to compete in a tournament. Learn the rules of the game. Understand the role as an attacker and as a defender.</p>	<p>To develop the attacking skill of dribbling.</p> <p>To develop changing direction and speed when dribbling.</p> <p>To develop passing and begin to recognise when to use different skills. To apply attacking skills to move towards a goal.</p> <p>To use defending skills to delay an opponent and gain possession.</p> <p>To apply skills and knowledge to compete in a tournament.</p> <p>To provide feedback using key terminology and understand what I need to do to improve. To share ideas and work with others to manage our game. To understand the rules of the game and I can use them often and honestly.</p>	<p>Pressure, delay, gain, protect, obstruct, option, cushion, opposing, momentum, supporting, accelerate.</p>	<p>Delay an opponent and help to prevent the other team from scoring. Dribble, pass, receive and shoot the ball with increasing control. Move to space to help my team to keep possession and score goals. Use simple tactics to help my team score or gain possession.</p>
	<b>Dodgeball</b>	<p>Throwing towards a moving target. Throwing to get players out. Identify and develop the skills needed to avoid being hit. Develop and apply dodging skills within a game. Develop catching skills. Catching skills and be confident to attempt this within a game.</p>	<p>To develop throwing and apply this to a target game.</p> <p>To develop dodging skills to avoid being hit.</p> <p>To develop catching and learn the rules of the skill within this game.</p> <p>To further develop catching and use the rules of the skill within this game. To begin to think tactically and apply this to a game.</p> <p>To apply skills and knowledge to compete in a tournament.</p> <p>To provide feedback using key terminology and understand what I need to do to improve.</p> <p>To share ideas and work with others to manage our game.</p> <p>To understand the rules of the game and I can use them often and honestly.</p>	<p>decision, cushion, avoid, adjust, relaxed, support</p>	<p>Catch with increasing consistency. Communicate with my teammates to apply simple tactics. Return to the ready position to defend myself. Throw with some accuracy at a target.</p>

# North Lancing Primary School – Knowledge Progression in Physical Education (Year 4)



Year 4	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working Physically:
Summer 1	<b>Cricket</b>	Throwing and catching with accuracy and apply these to a striking and fielding game. Bowling and learn the rules of the skill within this game. Batting technique and understand where to hit the ball. Fielding techniques and apply them to game situations. Different roles in a game and begin to think tactically about each role. Skills and knowledge to compete in a tournament. Rules of the game and begin to use them. To provide feedback using key words.	To develop overarm and underarm throwing and apply these to a striking and fielding game. To develop bowling technique and learn the rules of the skill within this game. To develop batting technique and understand where to hit the ball. To develop fielding techniques and apply them to game situations. To play different roles in a game and begin to think tactically about each role. To apply skills and knowledge to compete in a tournament. To learn the rules of the game and begin to use them to play honestly and fairly. To provide feedback using key terminology and understand what they need to do to improve.	Momentum, pressure, limit, retrieve, compete, decision, cushion	Bowl a ball with some accuracy and consistency. Communicate with my teammates to apply simple tactics. Persevere when learning a new skill. Strike a bowled ball after a bounce. Use overarm and underarm throwing, and catching skills with increasing accuracy.
	<b>Tennis</b>	Racket and ball control. Rallying using a forehand. Returning the ball using a backhand. How to score and use simple rules. Work co-operatively with others to begin to manage a game. Learn the rules of the game and begin to use them to play fairly. Provide feedback using key words. Understand the aim of the game.	To develop racket and ball control. To develop returning the ball using a forehand and understand when to use it. To develop the backhand and understand when to use it. To keep a continuous rally going showing increased technique. To use and apply rules and simple tactics. To understand and use rules to manage a game. To explain what happens to my body when I exercise and how this helps to make me healthy. To provide feedback using key terminology and understand what they need to do to improve. To understand the rules of the game and use them often and honestly.	receiver, continuous, co-operative, deny, reflect, swing, compete, alternate, extend, contact	Communicate with my teammates to apply simple tactics. Return to the ready position to defend my own court. Play a continuous game. Use a range of basic racket skills.
Summer 2	<b>Athletics</b>	Sprinting technique and improve on your personal best. Changeover technique in relay events. Jumping technique in a range of approaches and take off positions. Throwing for distance and accuracy. Throwing for distance in a pull throw. Officiating and performing skills. To use key points to help me to improve my sprinting technique.	To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop technique when jumping for distance. To develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills. To explain what happens to our bodies when we warm up.	Stamina, pace, stride measure, transfer of weight, heave, launch, official, officiate, record	Demonstrate the difference in sprinting and jogging techniques. Jump for distance with balance and control. Throw with some accuracy and power to a target area.
	<b>Swimming</b>	To develop an understanding of buoyancy and balance in the water. To develop independent moving, submersion, gliding, front crawl, backstroke, breathing. To develop rotation, sculling and treading water.	To develop surface dives, submersion and handstands. To develop head above water breaststroke technique. To develop head above water breaststroke technique. To develop basic skills in water safety and floating. To learn techniques for personal survival. To develop water safety skills and an understanding of personal survival.	submersion, float, glide, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position	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

# North Lancing Primary School – Knowledge Progression in Physical Education (Year 5)



Year 5	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working physically:
Autumn 1	Swimming	Surface dives, submersion and handstands. Head above water breaststroke technique. Basic skills in water safety and floating. Techniques for personal survival. Water safety skills and an understanding of personal survival.	To develop gliding, front crawl and backstroke. To develop rotation, sculling and treading water. To develop the front crawl stroke and breathing technique. To develop the technique for backstroke arms and legs. To develop breaststroke technique. To develop breaststroke technique.	Inhale, exhale, flutter, kick, outstretched, personal best, retrieve, somersault, synchronised	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
	Cricket	Overarm and underarm throwing and apply these to a striking and fielding game. Bowling technique and learn the rules of the skill within this game. Batting technique and understand where to hit the ball. Fielding techniques and apply them to game situations. Different roles in a game and begin to think tactically about each role. Apply skills and knowledge to compete in a tournament.	To develop throwing and catching under pressure and apply these to a striking and fielding game. To develop bowling under pressure whilst abiding by the rules of the game. To strike a bowled ball with increasing consistency. To develop fielding techniques and select the appropriate action for the situation. To understand and apply tactics in a game. To apply skills and knowledge to compete in a tournament. To understand the need for tactics and can identify when to use them in different situations. To understand the rules of the game and I can apply them honestly most of the time.	deep catch, situation, long barrier, backing up, close catch, stance	Develop a wider range of fielding skills. Strike a bowled ball with increasing consistency. Work co-operatively with others to manage a game. To begin to use different skills for different situations.
Autumn 2	Tag Rugby	To develop throwing, catching and running with the ball. To develop an understanding of how to defend using tagging rules. To begin to use the 'forward pass' and 'offside' rule. To develop movement skills to dodge a defender. To track an opponent and begin to defend as a team. To apply the rules and skills you have learnt and play in a tag rugby tournament. To be able to explain what happens to my body when I exercise and how this helps to make me healthy. To provide feedback using key terminology and understand what I need to do to improve.	To select the appropriate skill, choosing when to run and when to pass. To move into space to support a teammate abiding by the rules. To use defending skills to gain possession. To work as a defending unit to prevent attackers from scoring. To use a variety of attacking skills to beat a defender. To apply rules, skills and tactics learnt to play in a tag rugby tournament. Know what position I am playing in and how to contribute when attacking and defending.	angle, ball carrier, barrier, create, dominant, close down, drive, maintain, support, situation, sportsmanship, stance, rebound	Communicate with a team and move into space to keep possession and score. Pass and receive the ball with some control under pressure. Tag opponents and close down space. To use different skills and tactics for different situations.
	Indoor Athletics	Stamina and an understanding of speed and pace in relation to distance. Power and speed in the sprinting technique. Technique when jumping for distance. Power and technique when throwing for distance. Pull throw for distance and accuracy. Officiating and performing skills. Explain what happens to our bodies when we warm up.	To understand pace and apply different speeds over varying distances. To develop fluency and co-ordination when running for speed. To develop technique in relay changeovers. To build momentum and power in the triple jump. To develop throwing with force for longer distances. To develop throwing with greater control and technique.	Consistent, changeover, track, approach, momentum, drive, dominant, shot put, field, force, javelin.	Choose the best pace for a running event. Identify good athletic performance and explain why it is good. Perform a range of jumps showing some technique. Show control at take-off and landing in jumping activities. Take on the role of coach, official and timer when working in a group. Use feedback to improve my sprinting technique. Persevere to achieve my personal best. Show accuracy and power when throwing for distance.

# North Lancing Primary School – Knowledge Progression in Physical Education (Year 5)



Year 5	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working physically:
Spring 1	<b>Football</b>	Attacking skill of dribbling. Changing direction and speed when dribbling. Passing and begin to recognise when to use different skills. Attacking skills to move towards a goal. Defending skills to delay an opponent and gain possession. To apply skills and knowledge to compete in a tournament. Provide feedback using key terminology and understand what I need to do to improve. Understand the rules of the game and I can use them often and honestly.	To maintain possession when dribbling. To dribble with control under pressure. To select the appropriate skill, choosing when to pass and when to dribble. To move into and create space to support a teammate. To use the appropriate defensive technique for the situation. To apply rules, skills and principles to play in a tournament.	angle, ball carrier, barrier, create, dominant, close down, drive, maintain, support, situation, sportsmanship, stance, rebound	Communicate with my team and move into space to keep possession and score. Dribble, pass, receive and shoot the ball with some control under pressure. Use tracking and intercepting when playing in defence. Use different skills and tactics for different situations.
	<b>Gymnastics</b>	Individual and partner balances. To develop control in performing and landing rotation jumps. Rotation jumps and sequence building using apparatus. Straight, barrel, forward and straddle roll. To link actions that flow in a partner sequence. Strength in inverted movements. To understand how body tension can improve the control and quality of my movements.	To perform symmetrical and asymmetrical balances using apparatus. To develop the straight, forward, straddle and backward roll into a sequence. To explore different methods of travelling, linking actions in both canon and synchronisation. To perform progressions of inverted movements. To explore matching and mirroring using actions both on the floor and on apparatus. To create a partner and group sequence using apparatus.	Identify, stable, symmetrical, synchronisation, identify, performance, quality, canon, cartwheel decide, extension, mirroring, observe, asymmetrical	Create and perform sequences using apparatus, individually and with a partner. Use canon and synchronisation, and matching and mirroring To use feedback provided to improve my work. To use set criteria to make simple judgments about performances and suggest ways they could be improved. To use strength and flexibility to improve the quality of a performance. To work safely when learning a new skill to keep myself and others safe.
Spring 2	<b>Netball</b>	Passing and moving and play within the footwork rule. A variety of passes to move towards a goal. Movement skills to lose a defender. Defend an opponent and try to win the ball. Shooting action. Skills and knowledge to play games using netball rules. Provide feedback using key terminology and understand what is needed to improve. Understand the rules of the game and use them often and honestly.	To develop passing and moving to maintain possession. To use a variety of attacking skills to lose a defender. To move into and create space to support a teammate. To use defending skills to gain possession. To develop accuracy in the shooting action under pressure. To use and apply skills, principles and tactics to a game situation. To understand the rules of the game and apply them honestly most of the time.	stance, rebound, barrier, create, dominant, close down, drive, maintain, support, angle, ball carrier, situation, sportsmanship	Communicate with my team and move into space to keep possession and score. To identify when I was successful and what I need to do to improve. Pass, receive and shoot the ball with some control under pressure. Stay with an opponent and attempt to intercept. To use different skills and tactics for different situations.
	<b>OAA</b>	Co-operation and teamwork skills. Trust and teamwork. To involve all team members to work towards a shared goal. Trust whilst listening to others and following instructions. Identify objects, draw and follow a simple map. Draw a route using directions, orientate a map and navigate around a grid. Plan and attempt to apply strategies to solve problems. Reflect on when and why I was successful at solving challenges	To develop communication and negotiation skills. To develop strong communication and negotiation skills to solve challenges. To develop planning and problem-solving skills. To share ideas and work as a team to solve problems. To develop navigation skills and map reading. To create and follow a key and route on a map.	Concise, critical thinking, landmark, negotiate, strategy, verbal visual, cardinal points, compromise	Navigate around a course using a map. Orientate a map confidently. Reflect on when I was successful at solving challenges and alter my methods in order to improve. Use critical thinking to approach a task. Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.

# North Lancing Primary School – Knowledge Progression in Physical Education (Year 5)



Year 5	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working physically:
Summer 1	<b>Dance</b>	Copy and create actions in response to an idea and be able to adapt this using changes of space. Choose actions which relate to the theme. Using matching and mirroring. Learn and create dance moves in keeping with a theme. Use formations, canon and unison. Develop a dance phrase and perform as part of a class performance.	To create a dance using a random structure and perform the actions showing quality and control. To understand how changing dynamics changes the appearance of the performance. To understand and use relationships and space to change how a performance looks. To copy and repeat movements and actions in a particular style in time with the music To work collaboratively with a group to choreograph a dance. To choose actions to create a motif in a given character with consideration of dynamics, space and relationships. To use structure to choreograph a dance performance. To use matching, canon and unison in the style. To use space and relationships. To select and combine dance tools to choreograph and perform a dance. Suggest ways to improve my own and other people’s work using key terminology.	choreograph, choreography, collaboratively, genre, motif, posture, quality, transition	Accurately copy and repeat set choreography. Choreograph phrases individually and with others considering actions and dynamics. Confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. Refine the way actions, dynamics, relationships and space are used in a dance in response to a stimulus. Use counts when choreographing to stay in time with others and the music.
	<b>Rounders</b>	Throwing and catching with accuracy and apply these to a striking and fielding game. Develop bowling and learn the rules of the skill within this game. Develop batting technique and understand where to hit the ball. Develop fielding techniques and apply them to game situations. Play different roles in a game and begin to think tactically about each role. Apply skills and knowledge to compete in a tournament.	To develop throwing and catching under pressure and apply these to a striking and fielding game. To develop bowling under pressure whilst abiding by the rules of the game. To strike a bowled ball with increasing consistency. To develop fielding techniques and select the appropriate action for the situation. To understand and apply tactics in a game. To understand rules and apply skills and knowledge to compete in a tournament. To understand the need for tactics and identify when to use them in different situations.	Close catch, deep catch, long barrier, situation, stance, backing up	Strike a ball with a rounders bat. Develop a wider range of fielding skills and use these under some pressure. To identify when I was successful and what I need to do to improve. Work co-operatively with others to manage our game. To use different skills and tactics for different situations.
Summer 2	<b>Tennis</b>	Racket and ball control. Returning the ball using a forehand and understand when to use it. Backhand and understand when to use it. Keep a continuous rally going showing increased technique. Use and apply rules and simple tactics. Understand and use rules to manage a game. To understand the rules of the game and use them often and honestly.	To return the ball using a forehand groundstroke under pressure. To return the ball using a backhand groundstroke under pressure. To use a variety of shots to keep a continuous rally going. To develop the underarm serve and understand the rules of serving. To develop the volley and understand when to use it. To apply rules, skills and principles to play against an opponent.	Pressure, dominant, grip, serve, adjust, baseline, situation, readjust, release, option, cushion, create, technique, consecutive, communicate, sportsmanship, non-dominant, groundstroke.	Work cooperatively with others to manage a game. To use different skills and tactics for different situations.
	<b>Swimming</b>	Gliding, front crawl and backstroke. Rotation, sculling and treading water. Front crawl stroke and breathing technique. Technique for backstroke arms and legs. Breaststroke technique. Breaststroke technique.	To develop breaststroke and breathing technique. To develop basic skills of water safety and floating. To develop the dolphin kick. To learn techniques for personal survival. To develop water safety skills and an understanding of personal survival. To identify fastest strokes and personal bests.	Inhale, exhale, flutter, kick, outstretched, personal best, retrieve, somersault, synchronised	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



# North Lancing Primary School – Knowledge Progression in Physical Education (Year 6)



Year 6	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working Physically:
Autumn 1	<b>Rounders</b>	Throwing and catching under pressure and apply these to a striking and fielding game. Bowling under pressure whilst abiding by the rules of the game. Strike a bowled ball with increasing consistency. Fielding techniques and select the appropriate action for the situation. Understand and apply tactics in a game. Understand rules and apply skills and knowledge to compete in a tournament.	<p>To develop throwing and catching under pressure and apply these to a striking and fielding game.</p> <p>To develop bowling under pressure whilst abiding by the rules of the game.</p> <p>To strike a bowled ball with increasing consistency.</p> <p>To develop fielding techniques and select the appropriate action for the situation.</p> <p>To understand and apply tactics in a game.</p> <p>To apply skills and knowledge to compete in a tournament.</p>	consistently collaborate, appropriate, assess, abide, consecutive.	<p>Strike a bowled ball with increasing consistency.</p> <p>To use the rules of the game consistently to play fairly.</p> <p>Work collaboratively with others to get batters out.</p> <p>Work in collaboration with others so that games run smoothly.</p> <p>Understand apply some tactics in the game as a batter, bowler and fielder.</p>
	<b>Swimming</b>	Breaststroke and breathing technique. Basic skills of water safety and floating. Dolphin kick. Techniques for personal survival. Water safety skills and an understanding of personal survival. Identify fastest strokes and personal bests.	<p>To develop gliding, front crawl and backstroke.</p> <p>To develop rotation, sculling and treading water.</p> <p>To develop the front crawl stroke and breathing technique.</p> <p>To develop the technique for backstroke arms and legs.</p> <p>To develop breaststroke technique.</p> <p>To develop breaststroke technique.</p>	Inhale, exhale, flutter, kick, outstretched, personal best, retrieve, somersault, synchronised	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations</p>
Autumn 2	<b>Tag Rugby</b>	Select the appropriate skill, choosing when to run and when to pass. Move into space to support a teammate abiding by the rules. Use defending skills to gain possession. Work as a defending unit to prevent attackers from scoring. Use a variety of attacking skills to beat a defender. Apply rules, skills and tactics learnt to play in a tag rugby tournament. Know what position I am playing in and how to contribute when attacking and defending.	<p>To select the appropriate skill, choosing when to run and when to pass.</p> <p>To move into space to support a teammate abiding by the rules.</p> <p>To use defending skills to gain possession.</p> <p>To work as a defending unit to prevent attackers from scoring.</p> <p>To use a variety of attacking skills to beat a defender.</p> <p>To apply rules, skills and tactics learnt to play in a tag rugby tournament.</p>	ball carrier, barrier, create, dominant, close down, drive, maintain, support, situation, sportsmanship, stance, rebound, angle	<p>Create and use space to help a team.</p> <p>Pass and receive the ball with increasing control under pressure.</p> <p>Quickly select the appropriate action for the situation.</p> <p>Tag opponents individually and when working within a unit.</p> <p>Use the rules of the game consistently to play honestly and fairly.</p> <p>Work collaboratively to create tactics with a team and evaluate the effectiveness of these.</p>
	<b>Indoor Athletics</b>	Understand pace and apply different speeds over varying distances. Develop fluency and co-ordination when running for speed. Develop technique in relay changeovers. Build momentum and power in the triple jump. Develop throwing with force for longer distances. To develop throwing with greater control and technique.	<p><b>To develop my own and others sprinting technique.</b></p> <p><b>To identify a suitable pace for the event.</b></p> <p><b>To develop power, control and technique for the triple jump.</b></p> <p><b>To develop power, control and technique when throwing for distance.</b></p> <p><b>To develop throwing with force and accuracy for longer distances.</b></p> <p><b>To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.</b></p>	Pattern, phase, grip, fling, stance, release, meet, explosive, discus, maximum, strategy, rhythm	<p>Compete within the rules showing fair play and honesty. Help others to improve their technique using key teaching points.</p> <p>Identify own and others' strengths and areas for development and can suggest ways to improve. Perform jumps for distance using good technique. Select and apply the best pace for a running event.</p> <p>Show accuracy and good technique when throwing for distance. Understand that there are different areas of fitness and how this helps me in different activities. Use different strategies to persevere to achieve my personal best.</p>

# North Lancing Primary School – Knowledge Progression in Physical Education (Year 6)



Year 6	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working Physically:
Spring 1	<b>Football</b>	Maintain possession when dribbling. Dribble with control under pressure. Select the appropriate skill, choosing when to pass and when to dribble. Move into and create space to support a teammate. Use the appropriate defensive technique for the situation. Apply rules, skills and principles to play in a tournament.	To maintain possession when dribbling. To dribble with control under pressure. To select the appropriate skill, choosing when to pass and when to dribble. To move into and create space to support a teammate. To use the appropriate defensive technique for the situation. To apply rules, skills and principles to play in a tournament.	ball carrier, barrier, create, dominant, close down, drive, maintain, support, situation, sportsmanship, stance, rebound, angle	Create and use space to help my team. Dribble, pass, receive and shoot the ball with increasing control under pressure. Quickly select the appropriate action for the situation. Use marking, tackling and/or interception to improve my defence. Use the rules of the game consistently to play honestly and fairly. Work to create tactics collaboratively with team and evaluate the effectiveness of these.
	<b>Dance</b>	Create a dance using a random structure and perform the actions showing quality and control. Understand how changing dynamics changes the appearance of the performance. Understand and use relationships and space to change how a performance looks. Copy and repeat movements and actions in a particular style in time with the music. Work collaboratively to choreograph a dance.	To copy and repeat a dance phrase showing confidence in movements. To work with others to explore and develop the dance idea. To use changes in dynamics in response to the stimulus. To demonstrate a sense of rhythm and energy To perform showing an awareness of timing, formations and direction. To select, order, structure and perform movements showing various group formations. To develop a dance phrase using actions, dynamics, space and relationships. To copy and create actions with consideration to stimulus. To use choreographic devices to improve the aesthetics of a performance. To use feedback to develop and refine a performance.	aesthetic express freeze frame inspiration mood refine rehearse stimulus, style	Choreograph a dance and work safely using a prop. Perform dances confidently and fluently with accuracy and good timing. Refine the way actions, dynamics and relationships are used to represent ideas, emotions, feelings and characters. Work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.
Spring 2	<b>Handball</b>	Throw and catch while on the move. To move towards goal or away from a defender. Move towards goal to create shooting opportunities. Use defending skills to delay an opponent and gain possession. Use a change of direction and speed to lose a defender and move into space. Apply skills and knowledge to compete in game situations.	To use a variety of passes to maintain possession under pressure. To select the appropriate skill to create space, move towards goal and away from defenders. To select and apply the appropriate skill to score goals. To use defending skills to prevent an opponent from scoring. To use the appropriate defensive technique for the situation. To apply rules, skills and principles to play in a tournament.	Ball carrier, barrier, create, dominant, close down, drive, maintain, support, situation, sportsmanship, stance, rebound, angle	Confidently apply defensive skills individually and as a team to gain possession, deny space and stop goals. Create and use space to help my team to maintain possession and create scoring opportunities. Perform a range of skills with control and select the appropriate action for the situation under pressure. Work collaboratively with others to self-manage games so that they run smoothly. Use the rules of the game honestly and consistently when playing and refereeing.
	<b>Gymnastics</b>	Perform symmetrical and asymmetrical balances using apparatus. Straight, forward, straddle and backward roll into a sequence. Explore different methods of travelling, linking actions in both canon and synchronisation. Perform progressions of inverted movements. Explore matching and mirroring using actions both on the floor and on apparatus. Create a partner and group sequence using apparatus.	To perform symmetrical and asymmetrical balances. To perform interesting symmetrical and asymmetrical balances using apparatus. To develop the straight, forward, straddle and backward roll. To develop the straight, forward, straddle and backwards roll into a sequence. To explore different travelling actions using both canon and synchronisation. To explore different methods of travelling, linking actions in both canon and synchronisation. To perform progressions of inverted movements. To perform progressions of inverted movements. To explore matching and mirroring in sequence work. To explore matching and mirroring using actions both on the floor and on apparatus. To create a partner sequence using apparatus. To create a group sequence using apparatus. To use appropriate language to evaluate and refine my own and others' work. To understand how to work safely when learning a new skill. To understand what counter balance and counter tension is and can show examples with a partner.	Execution, flight, formation, handstand progression, refine structure, vault counter tension, counter balance, contrasting, competent, engage, aesthetics.	Combine and perform gymnastic actions, shapes and balances with control and fluency. Create and perform sequences using compositional devices to improve the quality. Work collaboratively with others to create a sequence.

# North Lancing Primary School – Knowledge Progression in Physical Education (Year 6)



Year 6	Topic:	Prior Knowledge:	Key New Knowledge:	Key Vocabulary:	Working Physically:
Summer 1	<b>Athletics</b>	Understand pace and apply different speeds over varying distances. Develop fluency and co-ordination when running for speed. Develop technique in relay changeovers. Build momentum and power in the triple jump. Develop throwing with force for longer distances. To develop throwing with greater control and technique.	To develop my own and others sprinting technique. To identify a suitable pace for the event. To develop power, control and technique for the triple jump. To develop power, control and technique when throwing for distance. To develop throwing with force and accuracy for longer distances. To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.	pattern, phase, grip, fling, stance, release, meet, explosive, discus, maximum, strategy, rhythm	Compete within the rules showing fair play and honesty. Identify my own and others' strengths and areas for development and can suggest ways to improve. Perform jumps for distance using good technique. Select and apply the best pace for a running event. Show accuracy and good technique when throwing for distance. Use different strategies to persevere to achieve my personal best.
	<b>Stoolball</b>	Throwing and catching skills and apply them relevantly to the situation. Bowling accuracy and perform the skill within the rules of the game. Batting skills, identify when I am successful and what I need to do to improve. Fielding techniques and begin to use these under some pressure. Understand the need for tactics and identify when to use them. Apply skills and knowledge to compete in a tournament.	To develop throwing and catching under pressure and apply these to a striking and fielding game. To develop bowling under pressure whilst abiding by the rules of the game. To strike a bowled ball with increasing consistency. To develop fielding techniques and select the appropriate action for the situation. To understand and apply tactics in a game. To apply skills and knowledge to compete in a tournament.	consistently, collaborate, appropriate, assess, abide, consecutive.	Select the appropriate action for the situation. Strike a bowled ball with increasing consistency and accuracy. Use a wider range of fielding skills with increasing control under pressure. Use the rules of the game consistently to play fairly. Work in collaboration with others so that games run smoothly. Recognise own and others strengths and areas for development and suggest ways to improve. Understand and can apply some tactics in the game as a batter, bowler and fielder
Summer 2	<b>Hockey</b>	Sending and receiving the ball with accuracy and control. Attacking skill of dribbling. Dribbling to beat a defender. Defending skills to delay an opponent and gain possession. Apply attacking skills to move towards goal and find space. Apply skills and knowledge to compete in a tournament. Provide feedback using key terminology and understand what is needed to do to improve. Share ideas and work with others to manage our game. Understand the rules of the game and I can use them often and honestly.	To develop dribbling to beat a defender. To send and receive the ball with control under pressure. To select the appropriate skill, choosing when to pass and when to dribble. To move into and create space to support a teammate. To use the appropriate defensive technique for the situation. To apply rules, skills and principles to play in a tournament.	ball carrier, barrier, create, dominant, close down, drive, maintain, support, situation, sportsmanship, stance, rebound, angle	Create and use space to help my team. Dribble, pass, receive and shoot the ball with increasing control. under pressure. Quickly select the appropriate action for the situation. Use marking, tackling and/or interception to improve defence. Use the rules of the game consistently to play honestly and fairly. Work collaboratively to create tactics with my team and evaluate the effectiveness of these. Recognise my own and others strengths and areas for development and can suggest ways to improve.
	<b>Swimming</b>	Gliding, front crawl and backstroke. Rotation, sculling and treading water. Front crawl stroke and breathing technique. Technique for backstroke arms and legs. Breaststroke technique.	To develop breaststroke and breathing technique. To develop basic skills of water safety and floating. To develop the dolphin kick. To learn techniques for personal survival. To develop water safety skills and an understanding of personal survival. To identify fastest strokes and personal bests.	Inhale, exhale, flutter, kick, outstretched, personal best, retrieve, somersault, synchronised	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