

Physical Education Progression of Knowledge by Year

Games	Year 3	Year 4	Year 5	Year 6
	<p>Know how to use and select travelling movements in a game;</p> <ul style="list-style-type: none"> can change direction and speed with control and coordination can move to find space can travel with equipment keeping possession. <p>Know how to use ball skills (passing and receiving) in relation to invasion games:</p> <ul style="list-style-type: none"> can accurately pass and receive a range of balls in different ways with hands (e.g. chest pass, bounce pass, shoulder pass) can demonstrate control when dribbling, passing and receiving with feet. can signal for the ball and pass and receive in sequential order (1-2-3-4-1 etc) can pass and receive on the move and signal for the ball to retain possession and show progression down the court / pitch. can play with confidence in various small game formations (e.g. 2v1, 3v1, 3v2, 2v2, 3v3) <p>Know how to use skills focusing on net/wall games:</p> <ul style="list-style-type: none"> can strike a ball with reasonable control and accuracy at a target or over a net. can select and use appropriate basic shots in different situations. can understand simple principles and tactics and use them effectively in a game activity e.g. a long shot followed by a short one makes the return shot difficult for an opponent can play confidently and competitively in small, sided games (2v2, 3v3) and apply net/wall principles to other activities e.g. adapted volleyball games. can know and use the rules and keep games going. without dispute <p>Know how to use skills focusing on striking and fielding games:</p> <ul style="list-style-type: none"> can strike a ball with confidence and control and direct it accurately into a simple target area. can receive the ball from one direction and throw or strike it away in another direction. can make judgements about how best to intercept a ball travelling towards, to one side or beyond the fielder. can combine the skills to play effectively in small sided striking and fielding games and use simple attacking and defending tactics, e.g. work as a team to field the ball. can understand and demonstrate the roles of a bowler, striker, fielder, backstop / wicket keeper. <p>Know how to develop my own games:</p> <ul style="list-style-type: none"> can demonstrate previously learned skills in independently constructed group games. can work cooperatively and creatively in a group of specified numbers to achieve a given object. can plan and adjust rules and strategies to make the game fairer, safer and more challenging using a limited choice of equipment. can describe the format and intention of the game. and explain why particular rules have been made. can use space in a game 	<p>Know how to combine travelling skills with strategies for attacking and defending:</p> <ul style="list-style-type: none"> can move into space can move and signal to obtain possession can move with equipment using a range of techniques showing control and fluency, whilst considering my next move <p>Know how to use and apply invasion games skills:</p> <ul style="list-style-type: none"> can play confidently in small, sided invasion games using various formations. can use a range of techniques to pass and travel with the ball (e.g. travel by carrying, bouncing, dribbling etc) can use a range of tactics to keep possession of the ball and get into position to shoot or score. can understand how to dodge, mark, signal for the ball and intercept can play within the rules can recognise aspects that need improving. <p>Know how to use and apply net/wall games skills:</p> <ul style="list-style-type: none"> can use a bat to strike a ball with a degree of accuracy and control. can throw or strike a ball over a range of high, low and ground level barriers to show variations in level, speed and directions. can aim a ball over a barrier to land in spaces on the other side. can understand, plan and combine skills to play 1v1 net games cooperatively with a partner and then trying to make it difficult to return the shots. can understand and play a game over a low or high barrier throwing into spaces to score (1v1 3v3) <p>Know how to use and apply striking and Fielding games skills:</p> <ul style="list-style-type: none"> can know and use different ways of sending into and fielding from different directions (e.g. fielding a ball coming directly towards or to one side of the fielder) can throw accurately and be a reliable bowler or feeder of the ball (e.g. with one bounce, with no bounce) can strike a ball along the ground or through the air in different directions with control. can understand how to direct or place a ball into spaces in order to score and how to best intercept and field the ball to return it. can combine the skills to play small sided striking and fielding games to show understanding of simple attacking and defending strategies. <p>Know how to problem solve and invent games:</p> <ul style="list-style-type: none"> can negotiate, plan and make collective decisions on the nature shape and construction of the game. can select and use skills and tactics appropriate for the type of game. can understand and transfer principles of play from known games to use in my own game. can make up rules and be prepared to modify them to make the games more challenging. can adapt rules in agreement with others can work cooperatively in groups of varying sizes (e.g. 6 and 8) to organise and keep my games going 	<p>Know how to apply and combine footwork and travelling skills to all games:</p> <ul style="list-style-type: none"> can use width and depth changing direction and speed. can use skills such as dodge and weave to create an advantage over my opponents. can understand the footwork rules for specific sports, for example netball, tchoukball, basketball. can travel with equipment combining skills, for example dribble and shoot. <p>Know how to use, apply and vary invasion games skill:</p> <ul style="list-style-type: none"> can choose and use skills which meet the specific needs of the ball, for example, passing by throwing, bouncing and striking, receiving, carrying, dribbling and shooting. can understand and show how a team can retain possession and find ways of progressing towards an opponent's goal. can know how to mark an opponent effectively and defend a goal. can demonstrate a range of skills using one hand or two hands, feet or implement for passing and receiving. can carry, bounce and dribble the ball in a controlled manner whilst moving. can find and use space to help their team and use a variety of tactics to keep the ball e.g. changing speed and direction can work as a team in various small sided ball handling, kicking and implement invasion games and be able to transfer common principles of play and basic attacking strategies across the game <p>Know how to use, apply and vary net and wall games skills:</p> <ul style="list-style-type: none"> can play shots on both sides of the body and from above the head with reasonable control. can understand how to position their bodies to receive a ball coming from different heights and angles. can recognise where there are spaces on an opponent's court and try to hit into them. can recognise which things they need to practise more. can understand and apply net/wall principles to a range of small, sided games (1v1, 2v2, 3v3) <p>Know how to use, apply and vary striking and fielding games skills:</p> <ul style="list-style-type: none"> can use a rounders bat or a cricket shaped bat with confidence. can strike and throw the ball with reasonable accuracy and consistency. can bowl underarm so the ball arrives appropriately for the batter to hit (bowling with a bounce and without a bounce) can understand when and how to move when fielding a ball e.g. move across the path of the ball to intercept it or move towards a ball traveling slowly and directly towards the fielder. can play confidently in a range of small sided striking – fielding games using different bats, balls and rules and experience all roles 	<p>Know how to select and apply footwork and travelling skills to all games:</p> <ul style="list-style-type: none"> can apply appropriate footwork skills and rules with control and accuracy to games activities, for example landing in different ways without the ball, coordinating catching the ball with different landings and pivoting, can move at different speeds and in different directions and transfer this into a game scenario. can move with equipment using the correct technique in one or more invasion games with increasing speed and control, including changing direction. <p>Know how to select and apply invasion games skills:</p> <ul style="list-style-type: none"> can understand and demonstrate a range of controlled passing, receiving, striking, dribbling and shooting skills when kicking or using an implement or playing in ball handling invasion games and adapt them to meet the needs of the situation. can play in a range of small, sided games and make effective choices about when, how and where to pass so that I / my team retain possession and progress towards an opponent's goal. can know and understand the positions I play and identify and show specific attacking and defending skills e.g. marking a player or a space, intercepting, dodging, moving into space and shooting. can understand how to organise my team into different formations to concentrate more on attack or on defence e.g. overload the attack or give it numerical advantage; recognise how to transfer these principles to other invasion games. <p>Know how to select and apply net and wall games skills:</p> <ul style="list-style-type: none"> can play a variety of shots with intent when striking a ball after one bounce or on the volley. can direct a ball into an opponents' court at different speeds, heights and angles and explain why I am doing it can evaluate the effectiveness of a shot and suggest ways of improving. can work cooperatively as a team in twos or small groups to create rules and play them. can play a range of small, sided net/wall games and apply basic common principles for attack and defence across the activities. <p>Know how to select and apply striking and fielding games skills:</p> <ul style="list-style-type: none"> can know, understand and show correct striking stance and direct the ball away from fielders using different angles and speeds. can bowl in competitive situations and understand strategies that can be deployed between bowler / wicket keeper / backstop / bases. canfield the ball and return it with an overarm throw. can know when to run after hitting a ball. can play confidently and effectively in a range of small sided striking and fielding games and work as a team to develop strategies to outwit the batters

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Gymnastics	<p>Know and understand how to consistently perform and combine shape, travel, flight, balance and rotation movements in gymnastics; can demonstrate different ways of travelling along various pathways and in different directions, i.e. towards, backwards, sideways, diagonally forwards, diagonally backwards. can travel showing a range of shapes. can travel demonstrating a cat leap and scissor kick. can show different rolls including a shoulder roll and a forward roll. can take weight on hands and feet consistently to transfer from a front support to a back support or side support. can join together two or more contrasting actions e.g. rolling, jumping, spinning and beginning of cartwheel activities. can demonstrate stretched and curled balances on different body parts showing an understanding of high, medium and low positions. can identify and perform matching shapes with a partner, one behind the other, side by side or passing over a partner e.g. one is on a long thin shape on the ground and partner jumps over showing a long thin shape in the air. can understand what symmetry and asymmetry means and identify and demonstrate symmetrical and asymmetrical balances on different body parts. can compose a short sequence with a partner demonstrating an understanding of levels, directions and speeds, matching and mirroring and be able to identify what adaptations were required to enhance the overall performance can transfer and extend all these ideas and skills onto low and high apparatus. Know how to use apparatus: can follow instructions to set up small and large gymnastics apparatus</p>	<p>Know, understand, and can recognise and perform, individually and with a partner, an increasing range of actions and skills following the gymnastic themes of shape, travel, flight, balance and rotation: can identify and use a range of travelling, jumping and turning movements on different levels and show ways of balancing on different body parts (1,2-,3- and 4-point balances) can balance with and against a partner. can move into a balance, then move out of it in a different direction. can identify and use a variety of body parts for supporting balances and understand which combinations produce the most stable bases, including the progressions for a handstand, an Arabesque, Y balance and T balance. can identify and use skills which transfer weight from feet to hands and back to feet again. can jump and land in a controlled way when completing $\frac{1}{4}$ and $\frac{1}{2}$ turn. can demonstrate various sliding, rolling and turning movements, which lead smoothly into balanced positions can identify and show at least two different types of rolls in different directions sideways, forwards and backwards. can demonstrate how to land safely and sink down into a roll on the floor and match different types of jumps with different types of rolls. can with a partner, link together a series of movements and balances which demonstrate changes of direction, speed and levels. can transfer and extend all these ideas and skills onto low and high apparatus with control. Know how to use apparatus: can set up small and large gymnastics apparatus whilst considering the safety of others</p>	<p>Know, understand, and can recognise and perform with control and fluency, individually, with a partner and in a group, an increasing range of actions and skills following the gymnastic themes of shape, travel, flight, balance and rotation: can explore different entries and exits when rolling, for example a forward roll from standing or a forward roll from straddle. can explore travelling incorporating leaps and jumps, for example a split leap, stag leap, full turn jumps. can explore weight on hands developing my ability to be able to do a handstand. can explore the terms counterbalance and counter tension (i.e. counterbalance is pushing or leaning against a partner and counter tension is pulling or leaning away) can show counterbalance / counter tension in in twos or threes and know that variations can be developed through changing body shape or being on different levels. can compose an individual sequence comprising travel, jump, turn and balance and then teach it to a partner and perform it together exploring matching and mirroring. can understand and use a variety of spatial relationships when working with a partner, i.e. follow my leader, side by side, face to face, back-to-back and meeting and parting and explore ways of traveling over and under a partner can understand and use the terms synchronisation and canon when working with a partner. can understand and use the possible variations in level, speed and direction when working with a partner. can work with a partner to develop partner sequences involving partner balances and large apparatus. can work as part of a group to develop a group sequence involving hand apparatus and benches. can transfer and extend all these ideas and skills onto low and high apparatus with control and fluency. know how to use apparatus: can suggest ways to set up small and large gymnastics apparatus whilst considering the safety of others.</p>	<p>Know, understand, and can recognise and perform with control, precision and fluency, individually, with a partner and in a group, an increasing range of actions and skills following the gymnastic themes of shape, travel, flight, balance and rotation: can explore different ways of entries and exits when performing specific skills such as handstands. can perform a range of straightforward part-weight partner balances safely and effectively. can travel in different directions showing a range of bridge shapes with back, front or side towards the floor or apparatus. can identify and show the five basic jumps (1-1, 1-other 1, 1-2. 2-2. 2-1) and demonstrate a variety of clear body shapes in the air can understand how to take off and land safely in different directions and join together three different jumps or a jump and a roll showing variation in pathway. can understand that spinning occurs around a body part in contact with the floor and show a variety of shapes and speeds when spinning on different body parts. can identify a variety of rotations around the long axis (an imaginary line from the head to the feet) e.g. turning jumps, sideways rolls, cartwheels and turning on hands. can know and understand that rotation around the side-to-side axis (an imaginary line through the hips from one side of the body to the other) involves rocking, forward rolls and progressions for backwards rolling. can spring from feet to hands and back to feet again. can with a partner join together in a controlled manner a jump and a roll to show contrasting body shapes e.g. tucked jump/ stretched roll c. an identify and show different ways of gripping apparatus with hands and different body parts to climb, swing and spring onto/off over or balance compose a sequence showing different actions / moves e.g. two different jumps, landings and rolls and one action of flight taking weight from feet to hands to feet. can work as part of a group to develop a group sequence transferring all these skills to apparatus with control, precision and fluency. Know how to use apparatus, Can plan and set up the layout for small and large gymnastics apparatus whilst considering the safety of others.</p>
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Dance	<p>Know and understand actions and dynamics in dance:</p> <ul style="list-style-type: none"> can perform the basic dance actions (travelling, jumping, turning, gesture, stillness) with greater control coordination. can demonstrate combinations of movement using whole body and body parts. can respond to a range of stimuli and understand that the ideas initiated by the stimulus can be translated into movement. can develop movement phrases by using actions and dynamics. can understand how dance communicates moods, ideas and feelings. <p>Know and understand space in dance:</p> <ul style="list-style-type: none"> can develop movement phrases by considering pathways and using space well. <p>Know and understand relationships in dance,:</p> <ul style="list-style-type: none"> can develop movement phrases with a partner or a small group working with others to explore over/under, push/pull, meet/part. can show ways of performing movement patterns in different group formations (square, circle, line) and use simple compositional devices such as unison, canon, repetition, variation. <p>Know how to perform a dance: perform with expression showing a sense of phrasing and rhythm</p> <ul style="list-style-type: none"> can understand and show different styles of dance in performance 	<p>Know and understand actions and dynamics in dance,:</p> <ul style="list-style-type: none"> can perform the basic dance actions (travelling, jumping, turning, gesture, stillness) with greater control, fluency and coordination. can display a clarity within the movement with attention to clear body shape, extension, balance and footwork. can begin to vary dynamics when developing actions and motifs in response to stimuli. can discuss ideas initiated by stimuli and suggest appropriate movement for exploration, improvising freely. can display confidence in improving and exploring the original ideas. can recognise the timing of the sounds in a piece of music. <p>Know and understand space in dance:</p> <ul style="list-style-type: none"> can demonstrate good special awareness and use space effectively. <p>Know and understand relationships in dance:</p> <ul style="list-style-type: none"> can develop movement phrases with a partner or a small group working with others to explore action / reaction, question / answer. can change formation during a dance sequence. <p>Know how to perform a dance:</p> <ul style="list-style-type: none"> can copy and perform movement / rhythmic patterns showing the ability to demonstrate simple dances which have a clear beginning, middle and end 	<p>Know and understand how actions, dynamics, space and relationships blend in dance;</p> <ul style="list-style-type: none"> can perform the basic dance actions (travelling, jumping, turning, gesture, stillness) with control, fluency, coordination and accuracy. can know how to develop motifs (simple movement pattern, perhaps 3 movements or a phrase) in relation to space, dynamics and relationships. can respond to a range of stimuli and accompaniment. can demonstrate initial movement responses whilst demonstrating the ability to translate the ideas into movement. can develop ideas with partners / small groups and whole class showing how the formation of the dance can change in relation to the group size. <p>Know how to perform a dance:</p> <ul style="list-style-type: none"> can perform with expression showing an understanding of space, dynamics and relationships to achieve mood, feeling, idea and character 	<p>know and understand how actions, dynamics, space and relationships blend in dance:</p> <ul style="list-style-type: none"> can perform the basic actions (travelling, jumping, turning, gesture, stillness) in different combinations to increase the complexity of the dance. can know how to develop motifs in relation to space, dynamics, relationship, rhythm (use a variety of rhythm) and a range of compositional devices (unison, canon, repetition, variation) can maintain the tempo and rhythm of particular patterns. can demonstrate an awareness of the value of other dancers in their relationship to each other within the dance. can explore the range of movements that can be used and develop new skills when working with a partner, including taking weight, supporting, leaning, balancing and lifting. <p>Know how to perform a dance,:</p> <ul style="list-style-type: none"> can perform more complex dances individually, in small groups or as part of a whole class, communicating ideas and feelings expressively
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Physical Education Progression of Knowledge by Year

athletics	<p>Know how to develop skills and knowledge in relation to running:</p> <ul style="list-style-type: none"> can understand and show the basic principles of running as an individual, in a team, in relays and over obstacles. can demonstrate walking / jogging / running in various directions and speeds in a controlled manner. can focus on my arm and leg action to improve my sprinting technique. can begin to focus on trail leg and lead leg action when running over hurdles. <p>Know how to develop skills and knowledge in relation to throwing:</p> <ul style="list-style-type: none"> can demonstrate safety for self and others and the basic principles of throwing. can understand and show how changes in throwing actions can be affected by varying the amount of effort and speed can demonstrate various throwing actions e.g. pushing, pulling and slinging. can continue to develop techniques to throw for increased distance. <p>Know how to develop my skills and knowledge in relation to jumping:</p> <ul style="list-style-type: none"> can understand and demonstrate safe landings and the basic principles of jumping. can show the five basic jumps stationary and on the move in control. can demonstrate combination jumps performed in a rhythmical way. can know the action needed when jumping for height develop an effective take-off for the standing long jump. Know and understand how to take part in competition,: can compete as part of a team. can compete against self and others in a controlled manner. 	<p>Know how to develop skills and knowledge in relation to running:</p> <ul style="list-style-type: none"> can show how changes in height, arm, leg, head and foot movement can affect the walking / running / jogging response. can show techniques used in a sprinting race, including accelerating and decelerating rapidly. can find leading leg when running over obstacles. can discover a suitable rhythm when running over obstacles. can understand that the back foot at the start of the race will be the lead leg over an obstacle in a race. can show a suitable method of relay changeovers for both the incoming and outgoing runners. <p>Know how to develop skills and knowledge in relation to throwing:</p> <ul style="list-style-type: none"> can demonstrate safety for self and others and the basic principles of throwing. can identify and show how changes in throwing actions can be affected by varying the level, direction and distance. can understand that the coordinated use of the arms, trunk and legs will affect the speed and distance of the throw. can discover that the force applied to a throwing implement will affect its speed. can show different push throw techniques in the context of the shot-put throw. <p>Know how to develop skills and knowledge in relation to jumping:</p> <ul style="list-style-type: none"> can demonstrate which foot must be placed forward at the start of a four-pace run up in order to jump from strongest foot. can describe which three basic jumps are used in athletics can develop an effective flight phase for the standing long jump. can perform a hop, step and jump to perform, the standing triple jump. <p>Know and understand how to take part in competition:</p> <ul style="list-style-type: none"> can adapt performance to focus on being the best possible. 	<p>Know how to develop skills and knowledge in relation to running,:</p> <ul style="list-style-type: none"> can run at a steady pace when running at different speeds can demonstrate some ability to judge pace and be able to plan a run. can discover the different effects produced by standing starts / falling starts / reaction starts. can accelerate from a variety of starting positions and select preferred position. <p>Know how to develop skills and knowledge in relation to throwing,:</p> <ul style="list-style-type: none"> can identify the basic throwing actions of the pull, push, fling and heave. can demonstrate the core principles of throwing. can model the correct throwing stance and the transference of weight from back foot to front foot. can understand that the coordinated use of the arms, trunk and legs will affect the speed and distance of the throw. <p>Know how to develop skills and knowledge in relation to jumping,:</p> <ul style="list-style-type: none"> can demonstrate the principles of jumping for height and length. can recognise that to jump long, height is required. can show that good jumps need to have head up, torso erect, an even rhythm and flat-footed landings. can use a run up with control and consistency to increase the jumping distance. can develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Know and understand how to take part in competition,: can take part in competition with a strong understanding of tactics and how technique can affect performance 	<p>Know how to develop skills and knowledge in relation to running,:</p> <ul style="list-style-type: none"> can understand and describe what is required to make a fast start. can understand and demonstrate an effective relay takeover technique. can understand how to position others in a relay team. can run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. can confidently and independently select the most appropriate pace for different distances and different parts of the run. <p>Know how to develop skills and knowledge in relation to throwing,:</p> <ul style="list-style-type: none"> can display a strong release position and strong braced side can demonstrate the sequence of events in a throw (legs first, arms last, low to high, slow to fast, strong to weak) can identify which athletics throwing events use push, pull or heave techniques and know how the different equipment suits different styles <p>Know how to develop skills and knowledge in relation to jumping,:</p> <ul style="list-style-type: none"> can understand that a long stride will help increase distance or height. can explain the need to start consistently from own special starting position and to mark out a run up. <p>Know and understand how to take part in competition,: can perform as an athlete but also take on the role of an official</p>
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Outdoor adventurous activity	<p>Know how to problem solve:</p> <ul style="list-style-type: none"> can develop an awareness of the importance of planning and reviewing an activity. can begin to choose equipment that is appropriate for an activity. can begin to complete activities in a set period of time. can follow multi-step instructions with support when necessary. <p>Know and understand the concept of a map:</p> <ul style="list-style-type: none"> can use a key and symbols on a simple map, with support if necessary. can know the meaning of some common map symbols. can orientate a map, to follow a simple course with support if necessary. can understand what orienteering involves and know some of the basic orienteering symbols. can follow four compass directions and arrive at the correct destination. can show how to set a simple map of a small area and establish direction of travel. can understand and sometimes use directional language to navigate others with some success. <p>Know the importance of teamwork:</p> <ul style="list-style-type: none"> can cooperate willingly most of the time with others in problem solving activities e.g. trust activities. can identify and use effective communication to begin to work as a team, demonstrating some verbal and non-verbal methods of communication 	<p>Know how to problem solve:</p> <ul style="list-style-type: none"> can develop an awareness of the importance of planning and reviewing an activity. can begin to choose equipment that is appropriate for an activity. can begin to complete activities in a set period of time can follow multi-step instructions with support when necessary. <p>Know and understand the concept of a map:</p> <ul style="list-style-type: none"> can use a key and symbols on a simple map, with support if necessary. can know the meaning of some common map symbols. can orientate a map, to follow a simple course with support if necessary. can understand what orienteering involves and know some of the basic orienteering symbols. can follow four compass directions and arrive at the correct destination. can show how to set a simple map of a small area and establish direction of travel. can understand and sometimes use directional language to navigate others with some success. <p>Know the importance of teamwork:</p> <ul style="list-style-type: none"> can cooperate willingly most of the time with others in problem solving activities e.g. trust activities. <p>Know how to problem solve:</p> <ul style="list-style-type: none"> can recognise the importance of planning and reviewing activities. can try a range of equipment for creating and completing an activity. can make an informed decision on the best equipment top use for an activity. <p>Know and understand the concept of a map:</p> <ul style="list-style-type: none"> can orientate with accuracy around a short trail. can create a short trail for others with a physical challenge. can start to recognise features of an orienteering course. can associate the meaning of a key in context of the environment. can begin to use a map to compete an orienteering course. can complete an orienteering course more than once and begin to identify ways of improving completion time. <p>Know the importance of teamwork:</p> <ul style="list-style-type: none"> can communicate clearly with other people in a team and with other teams. can experience a range of roles within a team and begin to identify the key skills required to succeed at each role 	<p>Know how to problem solve:</p> <ul style="list-style-type: none"> can improve ability to plan an activity and improve performance by changing or adapting approaches, as necessary. can choose the best equipment for an outdoor activity. <p>Know and understand the concept of a map:</p> <ul style="list-style-type: none"> can improve accuracy and consistency in setting a map of a familiar area and the ability to establish direction of travel. can follow a short route correctly being confident in my map reading skills. can identify a key on a map and begin to use the information in activities. can design an orienteering course that can be followed and offers some challenge to others. can begin to use navigation equipment to orientate a trail, e.g. a compass. can identify the quickest route to accurately navigate an orienteering course. <p>Know the importance of teamwork:</p> <ul style="list-style-type: none"> can consistently cooperate with others in problem solving activities regardless of role. can use clear communication to effectively complete a particular role within a team 	<p>Know how to problem solve:</p> <ul style="list-style-type: none"> can discuss and plan an activity and consider the most effective approach for successful completion, adapting the approach, as necessary. can select, based on agreed criteria, the best equipment for an outdoor activity. <p>Know and understand the concept of a map:</p> <ul style="list-style-type: none"> can orientate self, partner and team with confidence and accuracy around an orienteering course when under pressure. can design an orienteering course that is clear to follow and offers challenge to others. can use navigation equipment (maps and compasses) to improve the trail. can use a range of map styles and make informed decisions on the most effective. can manage an orienteering event for others to compete in <p>Know the importance of teamwork:</p> <ul style="list-style-type: none"> can discuss and allocate roles within a team fairly can use clear and effective communication to make a positive contribution to a team. can work effectively as part of a team, demonstrating leadership skills where necessary
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Physical Education Progression of Knowledge by Year

swimming	<p>Know and understand how to be confident in water: can scoop the water to wash face and hair and be at ease with water from overhead. can blow bubbles a minimum of three times with nose and mouth submerged. can move into a stretched floating position using aids, equipment or support. can regain an upright position from floating on the front (aids may be used) can push and glide in a horizontal position to or from the pool wall. can take part in a teacher led partner orientated game.</p> <p>Know how to use a range of strokes effectively: can move forwards, backwards and sideways for a distance of 5m. can travel on the back and front for a distance of 5m (aids may be used)</p> <p>Know and understand about water safety: can enter the water safely (using steps or swivel entry) can demonstrate an understanding of pool rules. can recognise and understand beach flags. can exit the water safely. can have an understanding of the water safely code</p>	<p>Know and understand how to be confident in water: can jump in from side and submerge (min depth 0.9m) can fully submerge to pick up an object. can push from wall and glide on the front and back can push and glide from the wall to the pool floor can perform a rotation from the front to the back and gain an upright position. can perform a rotation from the back to the front and gain an upright position. can perform a tuck float for 5secs. can perform a sequence of changing shapes (min 3) whilst floating at the surface. can push and glide on the front with arms extended and log roll onto back. can push and glide on the back with arms extended and log roll onto the front. can travel on the front, tuck to rotate around the horizontal axis to return on the back.</p> <p>Know how to use a range of strokes effectively: can travel 10m on the front and 10m on back.</p> <p>Know and understand about water safety: can enter the water safely (using steps, swivel entry or a jump) can answer questions on the water safety code. can exit the water safely without the use of steps can demonstrate an action for getting help (can be performed in deep or shallow water)</p>	<p>Know and understand how to be confident in water: can travel on back and roll in one continuous movement onto front. can travel on front and roll in one continuous movement onto back. can perform 3 different jumps into deep water (one must be a straddle jump) can perform a horizontal stationary scull on the back. can perform a headfirst sculling action for 5m. can perform a feet first sculling action on the back can perform a sculling sequence with a partner for 30-45secs to include a rotation. can tread water for 30secs. can perform a handstand and hold for a minimum of 3secs. can perform a forward somersault, tucked in the water.</p> <p>Know how to use a range of strokes effectively: can kick 10m Backstroke (one item of equipment may be used) can kick 10m Front Crawl (one item of equipment may be used) can kick 10m Butterfly or Breaststroke on the front or back (one item of equipment may be used) can swim 10m (own choice of stroke)</p> <p>Know and understand about water safety: can enter the water safely from a jump. can perform a shout and signal rescue. can swim 10m in clothes. can exit deep water without the use of steps</p>	<p>Know and understand how to be confident in water: can submerge to pick up an object from the pool floor (full reach depth) can participate in a game of mini polo. can in groups of three or more perform a movement sequence of one minute incorporating a number of different skills e.g. sculling, treading water, floating, rotation. can tread water for 20secs.</p> <p>Know how to use a range of strokes effectively: can swim 10m Front crawl, Breaststroke or Backstroke (two out of three must be chosen) can swim 25m (own choice of stroke) can swim 25m to a floating object (own choice of stroke) can swim 10m retaining a floating object.</p> <p>Know and understand about water safety: can enter the water safely (swivel entry, surface dive or straddle jump) can float or scull waving one arm and shout for help can demonstrate the HELP position. can, in groups, demonstrate the Huddle position can swim using a long front paddle to the side (survival stroke) can exit the pool from at least full reach depth without using the steps. can discuss as a group which skills might be used to self-rescue in different situations</p>
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