

Physical Education Knowledge and Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games (KS2)	Can they throw	Can they use	Can they throw and	Can they catch with	Can they gain	Can they explain
Multi-skills (KS1)	underarm?	hitting, kicking and/or rolling in a	catch with control when under limited	one hand?	possession by working as a team?	complicated rules?
	Can they roll a piece of	game?	pressure?	Can they throw and catch accurately?	Can they pass in	Can they make a team plan and
	equipment?	Can they stay in a	Are they aware of	,	different ways?	communicate it to
		'zone' during a	space and use it to	Can they hit a ball		others?
	Can they hit a ball with a bat?	game?	support team- mates and cause	accurately and with	Can they use forehand and	Conthouload
	with a bat?	Can they decide	problems for the	control?	backhand with a	Can they lead others in a game
	Can they move and	where the best	opposition?	Can they keep	racquet?	situation?
	stop safely?	place to be is	оррозион.	possession of the	racquet.	Sicacion.
	,	during a game?	Do they know and	ball?	Can they field?	Can they use a
	Can they catch with		use rules fairly to			range of passing
	both hands?	Can they follow rules?	keep games going?	Can they move to find a space when	Can they choose the best tactics for	techniques with control?
	Can they throw in		Can they keep	they are not in	attacking and	
	different ways?	Can they show awareness of	possession with some success when	possession during a game?	defending?	Can they dribble using a range of
	Can they kick in	opponents and	using equipment		Can they use a	techniques with
	different ways?	team mates when playing a game?	that is not used for throwing and	Can they vary tactics and adapt	range of passing techniques with	control?
	Can they use basic		catching skills?	skills according to	some control?	Can they use a
	underarm rolling	Can they kick the		what is happening?		range of shooting
	skills?	ball with more	Can they pass the		Can they use a	techniques with
	Cara th acc	confidence?	ball with some	Can they pass with	range of dribbling	control?
	Can they sometimes use	Can they kick a ball	control to a partner?	control?	techniques with some control?	Can they keep
	overarm skills?	during a simple	partiter:	Can they dribble	Some controls	possession in a
	Overann skins:	game?		with control?		small sided game?



Can they sometimes catch a bean bag and medium sized ball? Can they choose different ways to throw a ball?	Can they look to pass to a partner with some control? Can they find space during a simple game? Can they use simple tactics during a game?	Can they be aware of space and use it to support team mates? Can they keep possession with some success? Can they say when a player has moved to help others? Can they understand basic positions?	Can they shoot with control? Can they identify tactics to help my team keep the ball and take it towards the opponent's goal? Can they mark opponents and help their team mates defend?	Can they use a range of shooting techniques with some control? Can they attack an opponent's goal? Can they defend their goal and mark an opponent?	Can they play in positions for both attack and defence?
	simple tactics	a player has moved to help others? Can they understand basic	Can they mark opponents and help their team	their goal and mark	



Physical Education Knowledge and Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	Can they make	Can they plan and	Can they use a	Can they work in a	Can they make	Do they combine
	their body tense,	show a sequence of	greater number of	controlled way?	complex or	their own work
	relaxed, curled and	movements?	their own ideas for		extended	with that of
	stretched?		movement in	Can they include	sequences?	others?
	Can they control	Can they use	response to a task?	change of speed?		
	their body when	contrast in their			Can they combine	Can they link their
	travelling?	sequences?	Can they adapt	Can they include	action, balance and	sequences to
			sequences to suit	change of	shape?	specific timings?
	Can they control	Are their	different types of	direction?		
	their body when	movements	apparatus and their	Can they include	Can they perform	Can they make up
	balancing?	controlled?	partner's ability?	range of shapes?	consistently to	longer, more
					different	complex
	Can they copy	Can they think of	Can they explain	Can they follow a	audiences?	sequences,
	sequences and	more than one way	how strength and	set of 'rules' to		including changes
	repeat them?	to create a	suppleness affect	produce a	Are their	of direction, level
		sequence which	performances?	sequence?	movements	and speed?
	Can they roll in	follows a set of			accurate, clear and	
	different ways?	'rules'?	Can they compare	Can they work with	consistent?	Can they combine
			and contrast	a partner to create,	Can they create,	and perform
	Can they travel in	Can they work on	gymnastic	repeat and improve	practice and refine	gymnastics actions,
	different ways?	their own and with	sequences,	a sequence with at	longer, more	shapes and
		a partner to create	commenting on	least three phases?	complex sequences	balances?
	Can they balance in	a sequence?	similarities and	Can they perform	for performance	
	different ways?		differences?	actions, balances,	including changes	Can they show
		Can they plan and		body shape and	in level, direction	clarity, fluency,
	Can they climb	repeat simple	Can they use their	agilities with	and speed?	accuracy and
	safely?	sequences of	own ideas for	control?		consistency in their
		actions?	movements in		Can they choose	movements?
	Can they stretch in		response to a task?	Can they plan,	actions, body	
	different ways?			perform and repeat	shapes and	



Can they curl in	Can they show	Can they perform	longer sequences	balances from a	Can they prepare a
different ways?	contrasts in shape?	actions, balances,	that include	wider range of	sequence in small
ŕ		body shape and	changes of speed	themes and ideas?	groups and
Can they show	Can they travel	agilities with some	and level, clear		perform to an
basic control and	using different	control?	shapes and quality		audience?
coordination when	pathways with co-		of movement?		
travelling and when	ordination,	Can they choose			
remaining still?	control?	and plan	Can they adapt		
		sequences?	their own		
Can they choose	Can they perform a		movements to		
and link actions	range of balances	Can they adapt	include a partner in		
such as rolls,	with co-ordination,	sequences to suit	a sequence?		
travelling and	control?	their partners			
balances?		ability?			
Can they					
remember and					
repeat these					
actions?					
Can they find and					
use space safely?					
Can they identify					
and copy basic					
actions of					
gymnastics?					
Can thou use wards					
Can they use words					
such as rolling,					
travelling,					
balancing and					
climbing?					



Can	n they make			
the	n they make eir body tense,			
rola	axed, stretched			
Tela	axeu, strettrieu			
and	d curled?			



Physical Education Knowledge and Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	Can they run at fast, medium and slow speeds, changing speeds and direction? Can they link running and jumping activities with some fluency? Can they make a short sequence of linked jumps? Can they take part in relay activities? Can they throw a variety of objects changing my action for accuracy and distance?	Can they run at fast, medium and slow speeds, changing speeds and direction? Can they link running and jumping activities with some fluency? Can they make a short sequence of linked jumps? Can they take part in relay activities? Can they throw a variety of objects changing my action for accuracy and distance?	Can they run at fast, medium and slow speeds, changing speed and direction? Can they link running and jumping activities with some fluency, control and consistency? Can they make up and repeat a short sequence of linked jumps? Can they take part in a relay activity, remembering when to run and what to do? Do they throw a variety of objects, changing their	Can they work in a controlled way? Can they include change of speed? Can they include change of direction? Can they include range of shapes? Can they follow a set of 'rules' to produce a sequence? Can they work with a partner to create, repeat and improve a sequence with at least three phases? Can they understand the difference between	Are they controlled when taking off and landing in a jump? Can they throw with accuracy? Can they combine running and jumping? Can they follow specific rules? Can they select the correct running pace for a variety of distances? Can they perform a controlled take off whilst jumping? Can they use the correct technique when throwing the	Can they demonstrate stamina? Can they use their skills in different situations? Can they select the correct running pace for a variety of distances? Can they perform a controlled take off whilst jumping? Can they use the correct technique when throwing the shot put, discus and javelin performing with accuracy? Can they understand power
			changing their action for accuracy and distance?	difference between sprinting and distance running?	when throwing the shot put, discus and javelin	understand power and stamina and relate them to athletics events



	Can they	Can they	performing with	understanding why
	understand the	understand and	accuracy?	they are needed to
	difference between	demonstrate a		do well?
	sprinting and	range of throwing	Can they	
	distance running?	techniques?	understand power	
			and stamina and	
	Can they know and	Can they throw	relate them to	
	demonstrate a	with some power	athletics events	
	range of throwing	and accuracy to a	understanding why	
	techniques?	target area?	they are needed to	
			do well?	
	Can they throw	Can they perform a		
	with some power	range of jumps		
	and accuracy to a	using a short run		
	target area?	up?		
	Can they perform a			
	range of jumps			
	using a short run			
	up?			



Physical Education Knowledge and Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	Can they move to	Can they dance	Can they improvise	Can they take the	Can they compose	Can they develop
	music?	imaginatively?	freely, translating	lead when working	their own dances in	imaginative dances
			ideas from a	with a partner or	a creative and	in a specific style?
	Can they copy	Can they change	stimulus into	group?	imaginative way?	
	dance moves?	rhythm, speed,	movement?			Can they choose
		level and direction?		Can they use dance	Can they perform	their own music,
	Can they perform		Can they share and	to communicate an	to an	style and dance?
	some dance	Can they dance	create phrases with	idea?	accompaniment,	
	moves?	with control and	a partner and in		expressively and	Can they work
		co-ordination?	small groups?	Can they work on	sensitively?	independently, in
	Can they move		Can they repeat,	their movements		pairs or as a group
	around the space	Can they make a	remember and	and refine them?	Are their	to compose motifs
	safely?	sequence by linking	perform these		movements	and structure
	Can they perform	sections together?	phrases in a dance?	Is their dance clear and fluent?	controlled?	simple dances?
	basic body actions?	Can they link some	Can they improvise		Does their dance	Can they perform
		movements to	movements freely?	Can they respond	show clarity,	with expression
	Can they use	show a mood or		imaginatively to a	fluency, accuracy	and sensitivity?
	different parts of	feeling?	Can they create	range of stimuli	and consistency?	
	the body singly and		dance phrases that	related to mood,		Can they dance
	in combination?	Can they perform	communicate ideas	character and	Can they compose	with control and
		body actions with	freely?	narrative?	motifs and plan	fluency?
	Can they choose	control and co-			dances creatively	
	appropriate	ordination?	Can they share and	Can they use	and collaboratively	
	movements for		create dance	simple motifs and	in groups?	
	different dance	Can they choose	phrases with a	patterns to		
	ideas?	movements with	partner?	structure dance	Can they adapt and	
		different qualities		phrases on their	refine the way they	
	Can they	to make a dance	Can they repeat,	own with a partner	use weight, space	
	remember and	phrase that	remember and	or in a group?		



			Constitution of Cons	and double at the second	
repeat short dance	expresses an idea,	perform these	Can they refine,	and rhythm in their	
phrase?	mood or feeling?	phrases in a dance?	repeat and	dance?	
			remember dance		
Can they move	Can they link	Can they introduce	phases and	Can they perform	
with control?	action?	rhythm and	dances?	different styles of	
		expression?		dance?	
Can they vary the	Can they	·	Can they perform		
way they use	remember and		dances clearly and	Can they	
space?	repeat dance		fluently?	understand how to	
Space.	phrases?		nacitiy.	perform safely?	
	piliases:			perioriii sarciy:	
	Can they perform a				
	short dance phrase				
	showing an				
	understanding of				
	expressive				
	qualities?				



Physical Education Knowledge and Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Outdoor/ Adventurous	N/A	N/A	Can they follow a map in a familiar context?	Can they follow a map in a more demanding familiar	Can they follow a map in an unknown location?	Can they plan a route and series of clues for someone
			Can they move from one location to another following a map?	context? Can they move from one location to another	Can they use clues and compass directions to navigate a route?	else? Can they plan with others taking account of safety
			Can they use clues to follow a route? Can they follow a	following a map? Can they use clues to follow a route?	Can they change their route if there is a problem?	and danger? Can they choose and perform skills and strategies
			route safely?	Can they follow a route accurately,	Can they change their plan if they	effectively?
			Can they use maps and diagrams to orientate myself	safely and within a time limit?	get new information?	Can they find solutions to problems and
			and travel around a simple course?	Can they use maps and diagrams to orientate myself	Can they choose and perform skills and strategies	challenges? Can they adapt
			Can they respond when the task or	and travel around a simple course?	effectively?	strategies?
			environment changes and the challenge increase?	Can they respond when the task or	Can they find solutions to problems and	Can they work effectively in groups sharing
			Can they start to plan sensible responses to	environment changes and the challenge increase?	challenges? Can they plan, implement and	roles and responsibilities?



physical challenges	Can they start to	refine the
or problems, talk	plan sensible	strategies that they
and work with	responses to	use?
others in my	physical challenges	
group?	or problems, talk	Can they adapt
	and work with	strategies?
	others in their	
	group?	Can they work
		effectively in
		groups, sharing
		roles and
		responsibilities?



Physical Education Knowledge and Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and Developing	Can they repeat actions and skills? Can they move with control and care?	Can they copy and remember actions? Can they repeat and explore actions with control and coordination? Can they work with a partner and as part of a group?	Can they select and use the most appropriate skills, actions or ideas? Can they move and use actions with coordination and control? Can they understand and use rules fairly? Can they play different roles in small groups?	Can they select and use the most appropriate skills, actions or ideas? Can they move and use actions with coordination and control? Can they make up their own smallsided game? Can they play different roles in small groups? Can they use language appropriate to a range of sporting activities?	Can they adapt their performances to the demands of the task? Can they link skills, techniques and ideas and apply them accurately and appropriately? Do they show good control in their movements?	Do they apply their skills, techniques and ideas consistently? Do they show precision, control and fluency? Can they use appropriate language, understanding and terminology? Can they plan, implement and refine the strategies that they use?



Physical Education Knowledge and Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluating and Improving	Can they talk about what they have done? Can they describe what other people did? Can they describe basic movements and body actions? Can they describe what they and others are doing? Can they describe what they do in their movement phases?	Can they talk about what is different between what they did and what someone else did? Can they say how they could improve? Can they describe what their class mates and they have done? Can they suggest ways they could improve their performance?	Can they explain how their work is similar and different from that of others? With help, do they recognise how performances could be improved? Can they compare sequences, commenting on similarities and differences? Can they recognise how performances could be improved? Can they recognise how performances could be improved? Can they compare performances using appropriate language? Can they suggest improvements that can be made to	Can they explain how their work is similar and different from that of others? Can they use their comparison to improve their work? Can they pick out things that could be improved? Can they suggest improvements? Can they compare performances using appropriate language? Can they identify parts of the work that were successful? Can they respond	Can they compare and comment on skills, techniques and ideas that they and others have used? Can they use their observations to improve their work? Can they evaluate my own performances and suggest ideas and practices for improvement? Can they make simple judgements on performances? Can they suggest ways to improve their own and others work? Can they recognise	Can they analyse and explain why they have used specific skills or techniques? Can they modify use of skills or techniques to improve their work? Can they create their own success criteria for evaluating? Can they evaluate their own performances and suggest ideas and practices for improvement? Can they identify a good sporting performance and know why it is good?



	their and others	to go about my	dances, showing an	Can they use
	performances?	work differently?	understanding of	appropriate criteria
		·	style?	to evaluate and
	Can they identify			refine my and
	parts of the work		Can they identify	others work?
	that were		what they do well	
	successful?		as an individual and	Can they suggest
			as part of a group?	ways to improve?
	Can they respond			, ,
	to feedback on how		Can they suggest	Can they identify
	to go about my		ways to improve?	what they do well
	work differently?			as an individual and
				as part of a group?



Physical Education Knowledge and Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Fitness	Can they describe how their body feels before, during and after an activity? Can they recognise when their heart rate, breathing and temperature have changed? Can they describe	Can they show how to exercise safely? Can they describe how their body feels during different activities? Can they explain what their body needs to keep healthy? Can they describe	Can they explain why it is important to warm-up and cool-down? Can they identify some muscle groups used in gymnastic activities? Can they explain why it is important	Can they explain why warming up is important? Can they explain why keeping fit is good for their health? Can they understand how to carry out a warm up helpful for a	Can they explain some important safety principles when preparing for exercise? Can they explain what effect exercise has on their body? Can they explain why exercise is	Can they explain how the body reacts to different kinds of exercise? Can they choose appropriate warm ups and cool downs? Can they explain why we need regular and safe
	how their heart and lungs work when dancing?	how their body works and feels during games? Can they recognise and describe how I feel after exercise? Can they describe what my body feels like during different activities? Can they say what different actions are being performed well?	to warm up and cool down? Can they explain how strength and suppleness affect performance? Can they identify muscle groups used in a range of activities? Can they relate different activities to different heart	specific game? Can they understand that strength and suppleness can be improved? Can they lead a partner through a short warm up? Can they relate different activities to different heart rates and body temperatures?	important? Can they warm up appropriate to a specific game? Can they understand the need for warming up and cooling down and be able to lead them? Can they organise their own warm up and cool down?	exercise? Can they explain why exercise is good for wellbeing? Can they warm up and cool down independently? Can they understand how physical activity keeps them healthy?



		Can they recognise when their heart rate, breathing and temperature have changed? Can they describe how activities affects their body? Can they understand why it	rates and body temperatures? Can they understand the importance of warming up and cooling down? Can they recognise some of the physical demands	Can they show a clear understanding of how to warm up and cool down safely? Can they recognise some of the physical demands that activities make		
		is important to be active?	that activities make on them?	on them?		
	Lower attainers		Middle attainers		Higher attainers	
Swimming (Year 4 only)	Can they swim between 25 and 50 metres unaided? Can they keep swimming for 30 to 45 seconds, using swimming aids and support? Can they use a variety of basic arm and leg actions when on their front and on their back? Can they swim on the surface and lower themselves under water? Can they take part in group problemsolving activities on personal survival? Do they recognise how their body reacts and feels when swimming? Can they recognise and concentrate on what they need to improve?		Can they swim between 50 and 100 metres and keep swimming for 45 to 90 seconds? Do they use 3 different strokes, swimming on their front and back? Can they control their breathing? Can they swim confidently and fluently on the surface and under water? Do they work well in groups to solve specific problems and challenges, sharing out the work fairly? Do they recognise how swimming affects their body, and pace their efforts to meet different challenges? Can they suggest activities and practices to help improve their own performance?		Can they swim further than 100 metres? Can they swim fluently and confidently for over 90 seconds? Do they use all 3 strokes with control? Can they swim short distances using butterfly? Do they breathe so that the pattern of their swimming is not interrupted? Can they perform a wide range of personal survival techniques confidently? Do they know what the different tasks demand of their body, and pace their efforts well to meet challenges? Can they describe good swimming technique and show and explain it to others?	

Hendal Primary School Curriculum Progression Ladder – Physical Education

