



# Knowledge Progression in Physical Education

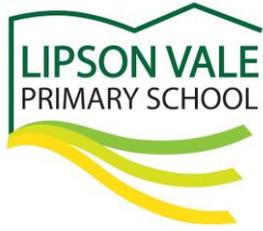
## Key Learning (National curriculum)

Throughout their school career, a Lipson Vale pupil will...

Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Using play and games, pupils should be exposed to:</p> <ul style="list-style-type: none"> <li>❖ basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination,</li> <li>❖ begin performing simple movement patterns</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>❖ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</li> <li>❖ participate in team games, developing simple tactics for attacking and defending</li> <li>❖ perform dances, using simple movement patterns</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>❖ use running, jumping, throwing and catching in isolation and in combination</li> <li>❖ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>❖ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>❖ perform dances using a range of movement patterns</li> <li>❖ take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>❖ compare their performance with previous ones and demonstrate improvement to achieve their personal best</li> </ul>				

## Key Knowledge Area: Invasion Games

Throughout their school career, a Lipson Vale pupil will...



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<p>Move freely using suitable spaces and speed.</p> <p>Understand their own needs hunger/toilet/personal hygiene.</p> <p>Dress with support.</p> <p>Know equipment needs to be used safely.</p>	<p>Explore different ways of using a ball.</p> <p>Explore ways to send a ball or other equipment.</p> <p>Retrieve and stop a ball using different parts of the body.</p> <p>Play a variety of running and avoiding games. Practise skills to make them warmer.</p> <p>Explain why they enjoy playing games and physical activities.</p> <p>Talk about what our bodies do during exercise e.g. breathing</p>	<p>Recognise the best ways to score points and stop points being scored.</p> <p>Recognise how they work best with their partner.</p> <p>Use different rules and tactics for invasion games.</p> <p>Make it difficult for opponents.</p> <p>Keep the ball and find best places to score.</p> <p>Watch others accurately.</p> <p>Describe what they see and ask to copy others' ideas, skills and tactics.</p>	<p>Practise passing to a partner using a number of sending and receiving techniques.</p> <p>Improve accuracy of passes and use space to keep possession better.</p> <p>Remain in control of ball while travelling.</p> <p>Use communication skills to help others know where they are going.</p> <p>Look when travelling and what happens after they have passed ball.</p>	<p>Play 3vs1 and 4vs1 and how to use the space and help each other.</p> <p>Score more regularly without making mistakes.</p> <p>Choose and adapt their techniques to keep possession and give their team chance to shoot.</p> <p>Plan ideas and tactics similar across invasion games.</p> <p>Know what rules are needed to make games fair.</p>	<p>Show ways to keep ball away from defenders.</p> <p>How to shield the ball.</p> <p>Change speed, direction with ball to get away from defender.</p> <p>Shoot accurately in a variety of ways.</p> <p>Mark an opponent.</p> <p>Watch and evaluate the success of the games they play in.</p> <p>Identify parts of the game that are going well</p>	<p>Understand that when the team has the ball they are attacking and when they haven't, they are defending.</p> <p>Understand different ways of attacking and encourage them to use positions for their team carefully.</p> <p>Understand different ways to attack and defend.</p> <p>Choose right formations and tactics for attack and defence.</p> <p>Know how they support other</p>



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	<p>Participate in team games.</p> <p>Develop simple attacking and defending techniques.</p> <p>Pass and receive a ball in different ways with increased control.</p>	<p>Recognise what is successful and how to use this knowledge. (Do they play well when hot or out of breath.)</p> <p>Participate in team games.</p> <p>Understand and develop tactics for attacking and defending.</p> <p>Pass and receive a ball in different ways with control and increased accuracy.</p>	<p>Play games that involve keeping possession and scoring in targets. 3vs 1 and 4vs 1 games.</p> <p>Know which passes are best, tactics to keep possession.</p> <p>Find space to receive and support.</p> <p>Know what to think about when team has and hasn't got the ball.</p> <p>How to organise themselves differently to play each of the games successfully.</p>	<p>Understand simple patterns of play. Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents.</p> <p>Know what they need to improve their game and what they need to practice.</p>	<p>and parts that need improving.</p> <p>Explain how confident they feel in different positions.</p> <p>Suggest what they need to practice to enjoy the game more.</p> <p>Change pitch size to make games better</p>	<p>players in attack and defence. Understand how to get ready for games.</p> <p>Know some ideas for warm up exercises and routines.</p> <p>Know what makes a good warm up.</p> <p>Know what clothing and footwear is best to wear.</p> <p>Know how to check playing area.</p> <p>Know how playing invasion games helps your fitness and benefits of playing outside of school.</p>
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# Knowledge Progression in Physical Education

			Understand patterns of play- if ball is in a certain position where should players be.			
<b>Key Knowledge Area: Net and Wall Games</b>						
Throughout their school career, a Lipson Vale pupil will...						
Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Demonstrate increasing control over objects.</p> <p>Use tools to change to materials.</p> <p>Move confidently.</p> <p>Use safety measures without direct supervision.</p>	<p>Focus on throwing and catching.</p> <p>Play games based on net games (like tennis and badminton).</p> <p>Children have an opportunity to play 1 v 1, 1 v 2, and 1 v 3.</p> <p>Play running and avoiding games.</p> <p>Explain how practicing skills can help you feel</p>	<p>Use their skills to play end to end games, games over a barrier and fielding games.</p> <p>Use their ability to solve problems and make decisions.</p> <p>Watch others and describe what is happening.</p> <p>Talk about what they have done and how they did it.</p>	<p>Practise throwing and catching with a variety of different balls and using different types of throwing.</p> <p>Hit the ball with a racket.</p> <p>Use different shots.</p> <p>Play games using throwing and catching skills.</p> <p>Vary strength, length and direction of throw.</p>	<p>Play games using throwing and catching skills.</p> <p>Vary strength, length and direction of throw.</p> <p>Understand how they can make it difficult for opponent to receive ball.</p> <p>Understand where to stand when receiving.</p>	<p>Hold and swing racket and where to stand on the court when hitting, catching and receiving.</p> <p>Hit the ball on both sides of the body and above head.</p> <p>Use different types of shots during a game.</p> <p>Improve accuracy.</p>	<p>Devise a scoring system.</p> <p>Hit the ball in the court away from opponent, how to outwit them using speed height and direction of ball.</p> <p>Know where to stand when attacking and defending.</p> <p>Explain why they or others are playing well in the games.</p>



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	<p>warmer and why is it good to play and get out of breath.</p> <p>Participate in team games.</p> <p>Pass and receive a ball in different ways with control and increased accuracy.</p>	<p>Participate in team games.</p> <p>Pass and receive a ball in different ways with control and increased accuracy.</p>	<p>Know how can they make it difficult for opponent to receive ball.</p> <p>Stand when receiving.</p> <p>Understand attack and defence tactics.</p> <p>Understand rules about the games.</p>	<p>Understand attack and defence tactics.</p> <p>Understand rules about the games.</p> <p>Describe what they do and what they find hard.</p> <p>Talk about how to change the court to make it easier/harder.</p> <p>Say what they do well in a game and what they need help with and what they need to practice.</p>	<p>Explain why they or others are playing well in the games.</p> <p>Know what they need to get better at and what to practice.</p> <p>Know how to change court to make easier. Understand practices to help with precision and consistency and speed about the court.</p>	<p>Know what they need to get better at and what to practice.</p> <p>Understand how to change court to make easier. Understand practices to help with precision and consistency and speed about the court.</p>
<b>Key Knowledge Area: Striking and Fielding</b>						
Throughout their school career, a Lipson Vale pupil will...						
<b>Foundation</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Year Five</b>	<b>Year Six</b>



# Knowledge Progression in Physical Education

<p>Demonstrate good control and co-ordination in large and small movement.</p> <p>Understand the importance for good health of physical exercise, healthy diet and talk about different ways to keep healthy and safe.</p>	<p>Be confident and safe in the spaces used to play games.</p> <p>Explore and use skills, actions and ideas individually and in combination to suit the game they are playing.</p> <p>Understand that being active is good for them and fun.</p> <p>Participate in team games.</p> <p>Pass and receive a ball in different ways with control and increased accuracy.</p> <p>Perform fielding techniques with increased control</p>	<p>Choose, use and vary simple tactics.</p> <p>Recognise good quality in performance.</p> <p>Use information to improve their work.</p> <p>Participate in team games.</p> <p>Pass and receive a ball in different ways with control and increased accuracy.</p> <p>Perform fielding techniques with increased control and co-ordination.</p>	<p>Consolidate and develop the range and consistency of their skills in striking and fielding games.</p> <p>Recognise how specific activities affect their bodies.</p> <p>Understand the importance of keeping warm.</p>	<p>Choose and use a range of simple tactics and strategies.</p> <p>Keep, adapt and make rules for striking and fielding games.</p> <p>Recognise good performance and identify the parts of a performance that need improving.</p>	<p>Develop the range and consistency of their skills, especially in specific striking and fielding games.</p> <p>Know how to warm up.</p> <p>Understand what to include in a warmup in order to improve performance.</p> <p>Understand why exercise is good for their fitness, health and well-being.</p>	<p>Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding.</p> <p>Evaluate strengths and weaknesses in their own and others' performances and suggest improvements.</p>
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# Knowledge Progression in Physical Education

	and co-ordination.					
<b>Key Knowledge Area: Multiskills and Athletics</b>						
Throughout their school career, a Lipson Vale pupil will...						
Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Participate in Sports day and physical activities that are included within this using a variety of equipment, taking turns and celebrating other's successes.	Take part in multiskills festivals. Designed to develop the fundamental movement skills of balance, co-ordination and agility. Activities to include bat and ball relay, throw clap and catch, slalom run, standing long jump etc.  Develop balance, agility and co-ordination.	Take part in multiskills festivals. Designed to develop the fundamental movement skills of balance, co-ordination and agility.  Activities to include bat and ball relay, throw clap and catch, slalom run, standing long jump etc.  Develop balance, agility and co-ordination.	Choose skills and equipment to meet the challenges they are set. E.g by increasing the distance thrown.  Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing.  Recognise and describe what their bodies feel like during different types of activity.	Run for short distances and times, and for longer distances and times.  Keep a steady pace. Practise 5 basic jumps e.g hop, step, jump.  Combine basic actions and form simple jump combinations. Throw into a target using slinging, pushing and pulling actions. A&D Describe and evaluate the effectiveness of	Choose their favourite ways of running, jumping and throwing.  Choose the best equipment for different activities.  Know how to plan a run so they pace themselves evenly or unevenly.  Plan to cover distances as a team to get the best results possible.	Develop the consistency of their actions in a number of events.  Increase the number of techniques they use.  Sustain pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes.  Throw with greater control, accuracy and efficiency.



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		<p>Explore movement techniques with increased control.</p> <p>How to run, throw and jump and perform these with increased control and co-ordination.</p>	<p>Describe what happens to their heart, breathing and temperature during different types of athletic activity.</p>	<p>performance and recognise aspects that need improving.</p>	<p>Mark a run up for jumping and throwing.</p> <p>Set themselves and others targets in different events. Watch a partner's athletic performance and identify the main strengths.</p> <p>Identify parts of the performance that need to be practised and refined, and suggest improvements.</p>	<p>Perform a range of jumps showing power, control and consistency at both take-off and landing.</p> <p>Understand why exercise is good for fitness, health and wellbeing.</p> <p>Say why some athletic activities can improve strength, power or stamina and explain how these can help their performance in other types of activity.</p>
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## Key Knowledge Area: Gymnastics

Throughout their school career, a Lipson Vale pupil will...

Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Move freely in a variety of different ways.	Respond to instructions and commands.	Develop short sequences on their own.	Develop and perform actions.	Devise, perform and repeat sequences that	Explore range of symmetric and asymmetric	Make up a sequence and adapt it to different



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<p>Stand on one foot. Show a dominant hand. Make anticlockwise movement.</p> <p>Understand the need for varied and healthy food</p>	<p>Move between mats and small apparatus and change the speed of movement.</p> <p>Learn a variety of basic gym actions.</p> <p>Be still in different body shapes and balances and combine different ways of travelling.</p> <p>Handle apparatus safely. Recognise how it feels when the body is tense.</p> <p>Discuss how the body changes during exercise.</p>	<p>Use imagination to find different ways of using apparatus.</p> <p>Form simple sequences of different actions using floor and apparatus.</p> <p>Have a clear start, middle and end.</p> <p>Have a clear focus when watching others perform. Say when a movement or skill is performed well (aesthetic appreciation).</p> <p>Describe what they have</p>	<p>Practice and concentrate on quality of movement.</p> <p>Link different balances moving in and out of positions of stillness.</p> <p>Transfer weight smoothly from one part of body to another.</p> <p>Use actions on floor and over, through, across and along apparatus. Vary and apply actions on floor and apparatus.</p> <p>Copy a partner's sequence</p>	<p>include travel, body shapes and balances.</p> <p>Help them change sequences.</p> <p>Move from floor to apparatus, change levels and move safely.</p> <p>Include changes of dynamics (motion).</p> <p>Work with a partner.</p> <p>Adapt their sequences to include apparatus and to suit partner or small group.</p>	<p>actions, shapes and balances.</p> <p>Control actions and combine them fluently.</p> <p>Be aware of extension, body tension and control.</p> <p>Combine movements with other in a group (matching and mirroring).</p> <p>Watch a performance and evaluate its success.</p> <p>Identify what was performed well and what needs improving.</p>	<p>apparatus layouts.</p> <p>Use combinations of dynamics (motion pathways) to use space effectively.</p> <p>Make up own rule for longer, more complex sequences.</p> <p>Plan a sequence and adapt it to limited equipment.</p> <p>Work as a group and share roles fairly. Investigate different ways of working with a partner or small group.</p>
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	Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, and direction.	done and what they have seen. (Make easier or harder. Use advice to improve.)  Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction.	on floor and apparatus.  Perform easy combinations of contrasting actions.  Choose combinations that work in their sequences.  Be able to answer how they devised sequences.	Ask which parts of task they have completed and the ones they still need to practice.  Compare and contrast similar performances.  Suggest ways to improve the quality of sequence.	Choose a focus for improvement.  Identify one or two aspects of their performance to practice and improve.	Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions).
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**Key Knowledge Area: Dance**

Throughout their school career, a Lipson Vale pupil will...

Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Experiment moving in different ways on equipment and jump landing safely.  Manage own risk assessment.	Learn basic movements relating to feelings.  Show that they have a clear starting and finishing	Evaluate and improve a dance performance by recording and viewing their rehearsals.	Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement.	Explore and create characters and narratives in response to a range of stimuli.	Explore and improvise ideas for dances in different styles, working on their own, with a	Explore, improvise and combine movement ideas fluently and effectively.  Understand how a dance is



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<p>Help to put away equipment correctly.</p>	<p>position.</p> <p>Respond to different music showing a range of emotions.</p> <p>Perform dance movements and simple routines using simple movement patterns.</p>	<p>Use a range of vocabulary to describe moods and how dances make them feel.</p> <p>Remember and repeat simple dance phrases.</p> <p>Perform dances using simple movement patterns.</p>	<p>Keep up an activity over a period of time and know what they need to do to warm up and cool down for dance.</p>	<p>Describe, interpret and evaluate their own and others' dances, taking account of character and narrative.</p>	<p>partner and in a group.</p> <p>Organise their own warm up and cool down activities to suit the dance. Show an understanding of why it is important.</p>	<p>formed and performed. To evaluate, refine and develop their own and others' work.</p>
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