



Physical Education Progression in Skills and Knowledge Overview

Intent

At Manor Park Academy, the Physical Education curriculum is designed to provide all pupils with a high-quality, inclusive and progressive education that develops physical competence, knowledge, confidence and a lifelong commitment to being physically active.

Our curriculum begins in the Early Years by promoting the development of fundamental movement skills, coordination and body awareness through play and exploration. These foundations are built upon in Key Stage 1, where pupils develop control, balance and agility, and begin to apply basic skills within simple games, dance and gymnastics.

In Key Stage 2, pupils refine and combine skills with increasing accuracy, fluency and consistency, applying them in a range of competitive and non-competitive activities. They develop an understanding of tactics, rules and strategies, while also learning to evaluate and improve their own and others' performance.

We ensure that knowledge progresses alongside skills. Pupils gain an understanding of:

- how the body moves and responds to exercise
- the importance of health, fitness and wellbeing
- rules, fairness and teamwork
- how to lead, communicate and collaborate effectively

Our curriculum is fully inclusive, ensuring that every pupil (regardless of ability, background or need) can access, enjoy and succeed in PE. Through thoughtful adaptation of tasks, environments and resources, all pupils are supported and challenged to achieve their potential.

We aim to develop not only physically competent pupils, but also individuals who demonstrate resilience, respect, leadership and sportsmanship, preparing them for participation in sport and physical activity beyond primary school and throughout their lives.



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Implementation

Our PE curriculum is implemented through a carefully sequenced, progressive programme that ensures pupils build on prior learning from Early Years through to Year 6.

In the Early Years, children develop fundamental movement skills through structured play, exploration and adult-led activities. These skills are systematically revisited and developed in Key Stage 1, where pupils are taught to apply them with increasing control, coordination and confidence across games, gymnastics and dance.

In Key Stage 2, teaching focuses on refining and applying skills within increasingly complex and competitive contexts, enabling pupils to develop tactical awareness, teamwork and performance evaluation.

Lessons are designed to be fully inclusive, using adaptation strategies such as modifying space, equipment, tasks and groupings to ensure all pupils can access learning and make progress. Teachers use clear modelling, targeted questioning and differentiated activities to support and challenge all learners.

Knowledge is explicitly taught alongside physical skills. Pupils learn about:

- the effects of exercise on the body
- the principles of fitness and healthy lifestyles
- rules, tactics and strategies across activities
- the importance of fairness, respect and collaboration

Assessment is ongoing and informs planning, ensuring that pupils revisit key skills in a spiral curriculum that supports retention and mastery. Opportunities for self and peer assessment help pupils to reflect and improve their performance.

The curriculum is further enriched through extra-curricular activities, competitions and leadership opportunities, promoting engagement and broadening pupils' experiences.



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Impact

As a result of our PE curriculum, pupils leave primary school as physically confident, knowledgeable and motivated individuals who value and enjoy physical activity.

They demonstrate:

- secure fundamental movement skills and the ability to apply them effectively in a range of activities
- progressive improvement in skill, accuracy, fluency and control
- a clear understanding of rules, tactics and strategies
- the ability to evaluate and improve performance

Pupils also show strong personal development, including:

- teamwork, cooperation and leadership skills
- resilience and perseverance
- respect for others and fair play

Through their learning, pupils develop a solid understanding of health, fitness and wellbeing, enabling them to make informed choices about active lifestyles.

All pupils, including those with SEND, make measurable progress from their starting points, as evidenced through ongoing assessment and participation. Pupils are increasingly engaged and enthusiastic, reflected in high levels of participation in lessons and extracurricular sport.

By the end of Year 6, pupils are well-prepared for secondary PE, equipped with the skills, knowledge and confidence to continue participating in sport and physical activity throughout their lives.



Manor Park Primary Academy

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PE at a glance

| Phase | Skill Focus | Knowledge Focus |
|-----------|--|------------------------------------|
| EYFS | Explore & develop basic fundamental movement | Awareness of body and space |
| KS1 | Control & apply simple skills | Rules and basic tactics |
| Lower KS2 | Develop sport-specific skills | Strategy and teamwork |
| Upper KS2 | Refine, evaluate, perform | Analysis and fitness understanding |



Physical Education Progression in Skills and Knowledge Overview

EYFS Physical Education: Skill & Knowledge Progression Table

| Area | Skill Focus (What children can DO) | Knowledge Focus (What children KNOW & understand) | Inclusive Practice / Adaptation |
|--|---|---|--|
| Body Control & Coordination | <ul style="list-style-type: none"> - Move with increasing control and coordination - Begin to link movements (e.g. run → jump → land) - Show awareness of body parts in movement | <ul style="list-style-type: none"> - Know names of basic body parts - Understand how their body moves (bend, stretch, twist) - Begin to recognise control vs uncontrolled movement | <ul style="list-style-type: none"> - Use visual demonstrations and mirroring - Break movements into small steps - Provide physical prompts or support where needed |
| Locomotor Skills (Travelling) | <ul style="list-style-type: none"> - Run, hop, skip, jump, crawl - Change speed and direction - Travel in different ways (high/low, fast/slow) | <ul style="list-style-type: none"> - Understand vocabulary: fast, slow, stop, go - Recognise space and direction - Know how to move safely in a shared space | <ul style="list-style-type: none"> - Provide clear boundaries and visual markers - Allow choice of movement type - Adapt distances and speed expectations |
| Object Control | <ul style="list-style-type: none"> - Roll, throw, catch, kick a ball - Begin to aim and control direction - Use hands and feet with increasing coordination | <ul style="list-style-type: none"> - Know simple action words: throw, catch, kick - Understand cause and effect (force changes distance) - Begin to understand sharing equipment and turn-taking | <ul style="list-style-type: none"> - Use varied equipment (different sizes/textures) - Use larger, lighter balls for accessibility - Allow partner or adult support |
| Balance & Stability | <ul style="list-style-type: none"> - Balance on one foot - Walk along lines or low apparatus | <ul style="list-style-type: none"> - Know what balance means (staying still/control) - Understand importance of control when using equipment | <ul style="list-style-type: none"> - Provide stable, low-level apparatus - Offer support (hand-holding, wall use) |



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| | <ul style="list-style-type: none"> - Begin to hold shapes (e.g. tuck, star) | <ul style="list-style-type: none"> - Recognise when they feel stable or unstable | <ul style="list-style-type: none"> - Encourage exploration without pressure |
| Spatial Awareness | <ul style="list-style-type: none"> - Move safely around others - Avoid collisions - Use space independently during activities | <ul style="list-style-type: none"> - Understand personal space - Recognise others in the environment - Know basic safety rules (stop, listen, look) | <ul style="list-style-type: none"> - Use clear visual zones/markers - Model safe movement - Reinforce rules with visuals and repetition |
| Dance & Expressive Movement | <ul style="list-style-type: none"> - Move to music and rhythm - Copy simple movements and actions - Create simple movement sequences | <ul style="list-style-type: none"> - Understand rhythm and beat - Know how movement can show feelings or ideas - Begin to use descriptive language (e.g. "big", "small", "slow") | <ul style="list-style-type: none"> - Provide different music styles - Allow free expression alongside structured tasks - Use prompts and storytelling to support engagement |
| Using Equipment & Apparatus | <ul style="list-style-type: none"> - Climb, jump and land safely - Explore large and small apparatus - Move equipment with support | <ul style="list-style-type: none"> - Know basic safety rules when using equipment - Understand how to carry and place equipment safely - Recognise risks in simple terms (e.g. falling, bumping) | <ul style="list-style-type: none"> - Pre-teach safe use - Adult supervision and scaffolding - Simplify tasks and reduce height/complexity |
| Health & Self-Care | <ul style="list-style-type: none"> - Begin to show stamina in active play - Recognise when they are tired or need rest - Participate in active play regularly | <ul style="list-style-type: none"> - Know that exercise is good for the body - Recognise simple physical changes (breathing, heart beating faster) - Understand basic hygiene (e.g. drinking water after activity) | <ul style="list-style-type: none"> - Build in rest breaks - Use simple explanations and visuals - Encourage all children at their own pace |



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| <p>Personal, Social & Emotional (PE links)</p> | <ul style="list-style-type: none"> - Take turns and share - Play cooperatively with others - Show confidence in trying new activities | <ul style="list-style-type: none"> - Understand rules and fairness - Recognise feelings when they succeed or find something difficult - Know how to work with others | <ul style="list-style-type: none"> - Provide structured groupings - Offer choice and alternative roles - Use praise to build confidence |
| <p>Early Evaluation & Reflection</p> | <ul style="list-style-type: none"> - Talk about what they did - Begin to say what they enjoyed - Copy and improve simple actions | <ul style="list-style-type: none"> - Know what “good” looks like (e.g. balancing still) - Begin to understand improvement - Use simple language to describe movement | <ul style="list-style-type: none"> - Use sentence starters - Model reflection verbally - Accept all responses at early stage |

By the end of EYFS, children:

- Demonstrate secure fundamental movement skills
- Have basic physical vocabulary
- Understand simple rules and safety
- Show confidence and willingness to participate



Physical Education Progression in Skills and Knowledge Overview

KS1 Physical Education: Skill & Knowledge Progression Table

| Area | Skill Focus (What pupils can DO) | Knowledge Focus (What pupils KNOW & understand) | Inclusive Practice / Adaptation |
|---|---|---|---|
| Fundamental Movement Skills (FMS) | <ul style="list-style-type: none"> - Perform running, jumping, hopping, skipping with improved control - Link movements with coordination (e.g. jump → balance → travel) - Show increasing agility and balance | <ul style="list-style-type: none"> - Understand key vocabulary: balance, coordination, agility - Know how to move safely in different ways - Recognise differences in movement quality (fast/slow, strong/light) | <ul style="list-style-type: none"> - Adjust speed, distance, and complexity - Use visual and verbal cues - Allow repetition and practice time |
| Object Control (Sending & Receiving) | <ul style="list-style-type: none"> - Throw, catch, roll, kick with increasing accuracy - Begin to aim and control direction and force - Work with a partner in simple exchanges | <ul style="list-style-type: none"> - Know basic techniques (e.g. “look at the target”, “soft hands”) - Understand how force affects distance and control - Begin to understand turn-taking and cooperation | <ul style="list-style-type: none"> - Use differentiated equipment (size, weight, texture) - Reduce distance or use targets - Provide adult or peer support |
| Games (Simple Tactics) | <ul style="list-style-type: none"> - Participate in simple games - Apply basic attacking (finding space) and defending (stopping/marking) - Follow simple rules | <ul style="list-style-type: none"> - Understand purpose of games (scoring, teamwork) - Know simple tactics (move into space, stay spread out) - Recognise rules and fairness | <ul style="list-style-type: none"> - Modify rules for accessibility - Use small-sided games - Provide clear demonstrations and role modelling |
| Gymnastics | <ul style="list-style-type: none"> - Perform basic shapes (tuck, star, straight) - Hold balances with increasing control - Link simple movements into sequences - Travel safely on apparatus | <ul style="list-style-type: none"> - Know names of shapes and positions - Understand importance of control and body tension - Recognise safe ways to use apparatus | <ul style="list-style-type: none"> - Use low, stable equipment - Provide mats and adult support - Offer simplified sequences or fewer elements |



Physical Education Progression in Skills and Knowledge Overview

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| <p>Dance</p> | <ul style="list-style-type: none"> - Copy and create simple movement patterns - Move with rhythm and expression - Use different levels, speeds and directions | <ul style="list-style-type: none"> - Understand rhythm, beat and timing - Know movements can express ideas or stories - Use descriptive vocabulary (e.g. fast, smooth, sharp) | <ul style="list-style-type: none"> - Allow creative choice and variation - Use visual prompts and music variety - Scaffold routines with step-by-step guidance |
| <p>Balance & Coordination</p> | <ul style="list-style-type: none"> - Balance on different body parts - Transition between movements smoothly - Show improved posture and control | <ul style="list-style-type: none"> - Understand balance as control and stillness - Recognise how body position affects stability - Know how to improve balance (focus, body tension) | <ul style="list-style-type: none"> - Provide support (e.g. partner, wall) - Slow down tasks - Adjust difficulty of positions |
| <p>Spatial Awareness</p> | <ul style="list-style-type: none"> - Move confidently in a shared space - Avoid collisions - Use space effectively in games and activities | <ul style="list-style-type: none"> - Understand personal and general space - Know how to stay safe around others - Recognise how space impacts success in games | <ul style="list-style-type: none"> - Use clearly marked boundaries - Reduce group size if needed - Reinforce rules regularly |
| <p>Health, Fitness & Wellbeing</p> | <ul style="list-style-type: none"> - Sustain activity for short periods - Show increased energy and stamina - Engage in warm-ups and cool-downs | <ul style="list-style-type: none"> - Know exercise makes the heart beat faster and breathing quicker - Understand why we warm up and cool down - Recognise importance of being active and healthy | <ul style="list-style-type: none"> - Build in rest breaks - Encourage pacing - Use simple explanations and visuals |
| <p>Personal, Social & Emotional (PE links)</p> | <ul style="list-style-type: none"> - Work cooperatively with others - Take turns and follow rules | <ul style="list-style-type: none"> - Understand fairness and respect - Recognise emotions in competitive | <ul style="list-style-type: none"> - Provide structured group roles - Use positive reinforcement |



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| | <ul style="list-style-type: none"> - Show confidence in participation - Begin to manage winning and losing | situations <ul style="list-style-type: none"> - Know how to be a good teammate | <ul style="list-style-type: none"> - Offer non-competitive alternatives |
| Evaluation & Improvement | <ul style="list-style-type: none"> - Describe what they did well - Identify simple ways to improve - Copy and refine actions | <ul style="list-style-type: none"> - Know what a “good performance” looks like (e.g. control, balance) - Understand that practice leads to improvement - Use simple evaluative vocabulary | <ul style="list-style-type: none"> - Use sentence starters and prompts - Model feedback - Accept verbal, visual or practical resp |

Year 1:

- Build on EYFS foundations
- Focus on control, coordination and confidence
- Introduce simple rules and structured activities

Year 2:

- Improve consistency and accuracy
- Begin applying skills in simple games and sequences
- Develop early understanding of tactics and evaluation



Physical Education Progression in Skills and Knowledge Overview

Lower Key Stage 2 (Years 3–4) Physical Education: Skill & Knowledge Progression Table

| Area | Skill Focus (What pupils can DO) | Knowledge Focus (What pupils KNOW & understand) | Inclusive Practice / Adaptation |
|---|--|--|--|
| Fundamental Movement & Agility | <ul style="list-style-type: none"> - Perform movements with increasing fluency and control - Combine running, jumping, balancing in sequences - Change direction and speed with purpose | <ul style="list-style-type: none"> - Understand how agility, balance and coordination improve performance - Know how to adjust movement for different tasks and spaces - Recognise strengths in their own movement | <ul style="list-style-type: none"> - Adjust pace and complexity of movement patterns - Use visual demonstrations and step-by-step modelling - Scaffold sequences where needed |
| Object Control (Sending, Receiving & Striking) | <ul style="list-style-type: none"> - Pass, catch, throw and strike with greater accuracy and consistency - Use different techniques depending on activity (e.g. underarm/overarm) - Begin to combine skills in game situations | <ul style="list-style-type: none"> - Know how technique affects success (e.g. positioning, force, aim) - Understand when to use different types of passes or strikes - Recognise cause and effect in movement outcomes | <ul style="list-style-type: none"> - Use varied equipment (lighter balls, larger targets) - Reduce distance or opposition pressure - Provide guided practice before gameplay |
| Games (Tactics & Strategy) | <ul style="list-style-type: none"> - Apply simple attacking and defending principles in games - Work collaboratively in small teams - Maintain possession and begin to create scoring opportunities | <ul style="list-style-type: none"> - Understand basic tactics (e.g. finding space, marking opponents, supporting teammates) - Know key rules and begin to apply them independently - Understand the purpose of teamwork in game success | <ul style="list-style-type: none"> - Use small-sided or adapted games - Simplify rules or roles - Provide visual cues and tactical prompts |
| Gymnastics | <ul style="list-style-type: none"> - Create and perform sequences with control and flow | <ul style="list-style-type: none"> - Know how to link movements smoothly - Understand the importance of control, | <ul style="list-style-type: none"> - Adapt apparatus height and complexity |



Physical Education Progression in Skills and Knowledge Overview

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| | <ul style="list-style-type: none"> - Use a range of shapes, balances and transitions - Begin to use apparatus more confidently (levels, directions) | <ul style="list-style-type: none"> tension and extension - Recognise how sequences can be composed (start, middle, end) | <ul style="list-style-type: none"> - Provide structured sequence templates - Use peer or adult support for challenging elements |
| Dance | <ul style="list-style-type: none"> - Perform dances with rhythm and coordination - Create simple sequences with a clear beginning, middle and end - Express ideas, moods or themes through movement | <ul style="list-style-type: none"> - Understand timing, rhythm and phrasing - Know how movement can communicate ideas or emotions - Recognise how to vary speed, level and direction for effect | <ul style="list-style-type: none"> - Use prompts (images, stories, music) - Allow choice in movement creation - Break routines into manageable steps |
| Balance, Control & Coordination | <ul style="list-style-type: none"> - Demonstrate controlled movements in a range of activities - Hold balances with improved strength and stability - Transition smoothly between positions | <ul style="list-style-type: none"> - Understand how body positioning affects balance - Know techniques to improve control (focus, core strength) - Recognise what improves performance quality | <ul style="list-style-type: none"> - Offer support options (partners, stable surfaces) - Reduce duration of holds - Provide differentiated challenges |
| Spatial Awareness | <ul style="list-style-type: none"> - Use space effectively in games and activities - Make decisions about movement based on surroundings - Avoid collisions confidently | <ul style="list-style-type: none"> - Understand how using space impacts success in games - Know when to move into or away from space - Recognise positioning in relation to others | <ul style="list-style-type: none"> - Mark clear zones and boundaries - Reduce group size for clarity - Reinforce spatial awareness through guided questioning |
| Outdoor & Adventurous Activities (OAA) | <ul style="list-style-type: none"> - Work cooperatively to solve physical challenges - Follow instructions and complete tasks as part of a team | <ul style="list-style-type: none"> - Understand importance of communication and teamwork - Know how to follow instructions safely - Recognise strategies for solving challenges | <ul style="list-style-type: none"> - Adapt tasks to reduce complexity - Assign clear roles within |



Physical Education Progression in Skills and Knowledge Overview

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| | - Develop problem-solving through movement | | groups - Provide visual/task prompts |
| Health, Fitness & Wellbeing | - Sustain activity for longer periods - Take part in warm-ups and cool-downs independently - Begin to develop fitness through activity | - Know effects of exercise on the body (heart rate, breathing) - Understand basic components of fitness (stamina, strength, flexibility) - Know why exercise is important for health | - Provide rest breaks and pacing strategies - Personalise challenge levels - Use clear explanations and demonstrations |
| Personal, Social & Emotional (PE links) | - Work effectively as part of a team - Show fairness, respect and encouragement - Begin to take on leadership roles (e.g. leading a warm-up element) | - Understand importance of cooperation and respect - Recognise how behaviour affects others - Know qualities of a good leader and teammate | - Provide structured roles (leader, coach, performer) - Use positive reinforcement strategies - Offer alternative participation roles where needed |
| Evaluation & Improvement | - Identify strengths and areas for improvement in performance - Provide simple feedback to peers - Apply feedback to improve skills | - Understand what makes an effective performance (control, accuracy, teamwork) - Know how practice and feedback lead to improvement - Use appropriate vocabulary to evaluate | - Use sentence starters and scaffolds - Model constructive feedback - Allow verbal, visual or practical res |

Year 3:

- Transition from KS1 to more structured skill application
- Focus on developing accuracy, control and teamwork
- Introduce simple tactical awareness



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Year 4:

- Increase consistency and decision-making
- Apply skills more effectively in competitive situations
- Develop ability to evaluate and improve performance



Physical Education Progression in Skills and Knowledge Overview

Upper Key Stage 2 (Years 5–6) Physical Education: Skill & Knowledge Progression Table

| Area | Skill Focus (What pupils can DO) | Knowledge Focus (What pupils KNOW & understand) | Inclusive Practice / Adaptation |
|--|--|---|---|
| Advanced Movement & Agility | <ul style="list-style-type: none"> - Perform movements with fluency, precision and control - Combine complex actions (e.g. sprint → dodge → pass) - Demonstrate quick changes of direction and speed in response to situations | <ul style="list-style-type: none"> - Understand how agility, balance and coordination influence performance outcomes - Know how to adapt movement based on opposition and environment - Recognise strengths and areas for development in their own performance | <ul style="list-style-type: none"> - Provide tiered challenges (core → advanced) - Adjust intensity, speed or complexity - Use modelling and video examples to support understanding |
| Object Control (Advanced Application) | <ul style="list-style-type: none"> - Execute passing, receiving and striking with accuracy, timing and consistency - Select and apply appropriate techniques under pressure - Combine skills effectively in competitive situations | <ul style="list-style-type: none"> - Know when and why to use different techniques (e.g. short vs long pass) - Understand how accuracy, power and timing affect success - Recognise patterns of play and decision-making processes | <ul style="list-style-type: none"> - Modify equipment and space - Reduce pressure (time/opposition) where needed - Use guided practice before full games |
| Games (Tactics & Strategy) | <ul style="list-style-type: none"> - Apply attacking and defending strategies effectively - Maintain possession, create space and exploit weaknesses - Adapt tactics during gameplay based on outcomes | <ul style="list-style-type: none"> - Understand key tactical principles (width, depth, marking, counter-attack) - Know rules of a range of sports and apply them independently - Understand how teamwork and communication impact performance | <ul style="list-style-type: none"> - Use adapted game formats (e.g. smaller teams) - Offer tactical prompts and visual aids - Assign roles (coach, analyst, player) |
| Gymnastics | <ul style="list-style-type: none"> - Create and perform complex sequences with fluency and control | <ul style="list-style-type: none"> - Understand composition of sequences (structure, flow, clarity) | <ul style="list-style-type: none"> - Adapt apparatus height/complexity |



Physical Education Progression in Skills and Knowledge Overview

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| | <ul style="list-style-type: none"> - Demonstrate strength, flexibility and body tension - Use apparatus creatively and safely, incorporating levels and direction | <ul style="list-style-type: none"> - Know how to refine performance through control and precision - Recognise how strength and flexibility affect performance | <ul style="list-style-type: none"> - Break sequences into sections - Provide adult or peer support for difficult elements |
| Dance | <ul style="list-style-type: none"> - Perform expressive dance sequences with control, rhythm and creativity - Choreograph group dances with clear structure and purpose - Use dynamics, formations and timing effectively | <ul style="list-style-type: none"> - Understand how dance communicates ideas, themes and emotions - Know how to vary movement (speed, level, direction, dynamics) - Recognise how timing and formation enhance performance | <ul style="list-style-type: none"> - Provide structured choreography options - Allow varied styles and interpretations - Use prompts and scaffolding for sequence creation |
| Balance, Strength & Coordination | <ul style="list-style-type: none"> - Demonstrate controlled, sustained balances with strength - Transition smoothly between complex movements - Show improved core strength and posture | <ul style="list-style-type: none"> - Understand the role of strength and stability in performance - Know techniques to improve balance and control - Recognise links between physical conditioning and skill execution | <ul style="list-style-type: none"> - Offer differentiated balance challenges - Provide supportive equipment or partners - Reduce duration or complexity if needed |
| Spatial Awareness & Decision-Making | <ul style="list-style-type: none"> - Make quick, effective decisions about movement and positioning - Use space strategically in competitive situations - Anticipate actions of others | <ul style="list-style-type: none"> - Understand how spatial awareness influences success in games - Know when to create or deny space - Recognise patterns and positioning in team play | <ul style="list-style-type: none"> - Use smaller or clearly defined spaces - Slow down gameplay for understanding - Use guided questioning |
| Outdoor & Adventurous Activities (OAA) | <ul style="list-style-type: none"> - Plan and solve more complex challenges in teams - Demonstrate leadership and | <ul style="list-style-type: none"> - Understand strategies for teamwork and problem-solving - Know importance of trust, communication and planning | <ul style="list-style-type: none"> - Adapt tasks for accessibility - Provide clear instructions and roles - Scaffold problem-solving steps |



Physical Education Progression in Skills and Knowledge Overview

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| | <p>communication skills</p> <ul style="list-style-type: none"> - Navigate and problem-solve effectively | <ul style="list-style-type: none"> - Recognise how to evaluate success in challenges | |
| Health, Fitness & Wellbeing | <ul style="list-style-type: none"> - Sustain activity with increasing stamina and intensity - Lead warm-ups and suggest exercises - Engage in fitness-based activities purposefully | <ul style="list-style-type: none"> - Know key components of fitness (strength, stamina, flexibility, speed) - Understand effects of exercise on the body (short and long term) - Know how to improve fitness safely | <ul style="list-style-type: none"> - Provide differentiated fitness challenges - Monitor intensity levels - Adapt duration and expectations |
| Personal, Social & Emotional (PE links) | <ul style="list-style-type: none"> - Show leadership and responsibility in activities - Work effectively in teams and competitive settings - Demonstrate resilience, respect and sportsmanship | <ul style="list-style-type: none"> - Understand qualities of effective leadership and teamwork - Recognise impact of behaviour on group success - Know how to handle competition positively (win/lose respectfully) | <ul style="list-style-type: none"> - Provide leadership roles for all abilities - Offer alternative ways to contribute (e.g. officiating) - Reinforce positive behaviours |
| Evaluation & Performance Analysis | <ul style="list-style-type: none"> - Analyse and evaluate their own and others' performance - Provide constructive, specific feedback - Apply feedback to refine and improve skills | <ul style="list-style-type: none"> - Know key criteria for successful performance (accuracy, control, tactics) - Understand how feedback leads to improvement - Use subject-specific vocabulary confidently | <ul style="list-style-type: none"> - Use structured evaluation frameworks - Provide sentence stems and examples - Allow verbal, written or practical feedback methods |

Year 5:

- Develop consistency, control and tactical understanding
- Apply skills confidently in a range of activities
- Begin leadership and deeper evaluation



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Year 6:

- Achieve fluency, precision and independence
- Adapt skills and tactics effectively in competitive situations
- Demonstrate strong evaluation, leadership and game understanding



Primary Swimming Framework

National Curriculum Requirements (Statutory Outcomes)

By the end of Key Stage 2, all pupils should be able to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively (e.g. front crawl, backstroke, breaststroke)
- Perform safe self-rescue in different water-based situations

Swimming Curriculum Intent (Year 5–6 Focus)

Our swimming provision ensures that all pupils develop the confidence, competence and water safety knowledge required to meet and exceed National Curriculum expectations. The curriculum prioritises inclusion, water confidence and life-saving skills, ensuring that every child can access learning regardless of prior experience.

Year 5 – Developing Competence & Confidence

| Area | Skill Focus (What pupils can DO) | Knowledge Focus (What pupils KNOW) | Inclusion & Adaptation |
|-------------------------|--|--|---|
| Water Confidence | <ul style="list-style-type: none">- Enter and exit water safely- Submerge face and body- Float on front and back with support or independently | <ul style="list-style-type: none">- Understand basic pool rules and safety- Know how water supports the body (buoyancy) | <ul style="list-style-type: none">- Gradual exposure (steps, shallow water)- Use flotation aids- Adult/peer reassurance |



Physical Education Progression in Skills and Knowledge Overview

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| Swimming Technique | <ul style="list-style-type: none"> - Swim short distances using a basic stroke - Begin to coordinate arm and leg actions - Attempt front and back strokes | <ul style="list-style-type: none"> - Understand basic body position (streamlined) - Know importance of breathing control | <ul style="list-style-type: none"> - Break skills into component parts - Use kickboards or floats - Provide frequent rest |
| Stroke Development | <ul style="list-style-type: none"> - Develop early front crawl and backstroke - Begin breaststroke leg action | <ul style="list-style-type: none"> - Know differences between strokes - Understand how technique affects movement | <ul style="list-style-type: none"> - Target specific skills per pupil - Use demonstrations and visual cues |
| Distance & Endurance | <ul style="list-style-type: none"> - Swim increasing distances (5–15m) - Build stamina gradually | <ul style="list-style-type: none"> - Understand importance of pacing - Recognise physical responses (breathing, fatigue) | <ul style="list-style-type: none"> - Personalised distance goals - Rest intervals built in |
| Water Safety | <ul style="list-style-type: none"> - Follow pool rules consistently - Understand safe behaviour in water | <ul style="list-style-type: none"> - Know risks in water environments - Recognise basic emergency responses (call for help) | <ul style="list-style-type: none"> - Use clear visuals and repetition - Scenario-based learning |
| Self-Rescue (Intro) | <ul style="list-style-type: none"> - Float and tread water (with support) - Move to poolside when tired | <ul style="list-style-type: none"> - Understand importance of staying calm in water - Know how to signal for help | <ul style="list-style-type: none"> - Provide flotation support - Gradual removal of aids |



Physical Education Progression in Skills and Knowledge Overview

Year 6 – Securing & Applying Skills

| Area | Skill Focus (What pupils can DO) | Knowledge Focus (What pupils KNOW) | Inclusion & Adaptation |
|--|---|---|--|
| Water Confidence & Independence | <ul style="list-style-type: none"> - Enter deep water safely - Demonstrate controlled floating and breathing - Move confidently in water | <ul style="list-style-type: none"> - Understand how to stay safe in deeper water - Know importance of control and calmness | <ul style="list-style-type: none"> - Step-by-step progression into depth - Continued use of aids where needed |
| Swimming Technique & Strokes | <ul style="list-style-type: none"> - Swim 25 metres confidently - Use at least 2–3 strokes effectively (front crawl, backstroke, breaststroke) - Coordinate breathing with movement | <ul style="list-style-type: none"> - Know key technical points for each stroke - Understand efficiency and technique improvement | <ul style="list-style-type: none"> - Provide stroke-specific support - Break distance into achievable segments |
| Stroke Refinement | <ul style="list-style-type: none"> - Improve efficiency and fluency of strokes - Maintain body position and control over distance | <ul style="list-style-type: none"> - Understand how technique impacts speed and endurance - Recognise own strengths and areas to improve | <ul style="list-style-type: none"> - Use feedback and modelling - Adapt expectations based on ability |
| Distance & Endurance | <ul style="list-style-type: none"> - Sustain swimming over 25m - Demonstrate stamina and pacing | <ul style="list-style-type: none"> - Understand how to conserve energy in water - Know personal limits and how to improve them | <ul style="list-style-type: none"> - Differentiated distance targets - Encourage incremental progress |
| Water Safety (Applied) | <ul style="list-style-type: none"> - Demonstrate safe behaviours in different water scenarios - Respond appropriately to instructions and simulated risks | <ul style="list-style-type: none"> - Know water safety rules across environments (pool, open water) - Understand hazards and risk awareness | <ul style="list-style-type: none"> - Use role-play and scenarios - Adapt language and instruction clarity |



Physical Education Progression in Skills and Knowledge Overview

| | | | |
|--|---|--|---|
| Self-Rescue (Statutory Outcome) | <ul style="list-style-type: none">- Perform safe self-rescue techniques (e.g. float, tread water, reach safety)- Demonstrate controlled entry and exit- Signal for help effectively | <ul style="list-style-type: none">- Know strategies to survive in water (float, conserve energy)- Understand importance of staying calm and making safe decisions | <ul style="list-style-type: none">- Use staged practice- Provide support and reassurance- Adapt techniques where needed |
|--|---|--|---|