



Knowledge and Skills Progression –P.E. Swimming, Athletics and Gymnastics



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Swimming and water safety					Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). Perform safe self-rescue in different water-based situations.	Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). Perform safe self-rescue in different water-based situations.	Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). Perform safe self-rescue in different water-based situations.	Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). Perform safe self-rescue in different water-based situations.
Athletics	Negotiate space successfully when running, jumping, hopping, skipping and throwing.	Adjust speed when running, and jump off objects and land successfully.	Running involves keeping your head up, pumping your arms and lifting your knees. Jumping involves starting in a crouch, swinging your arms behind your body, taking off on both feet and landing with bent knees. Throwing involves looking where you want the ball to go, stepping forward on one foot, pulling the ball back with	Techniques in running, jumping, throwing and catching can be developed and modified to improve performance. Develop and modify running, jumping, throwing and catching techniques to make outcomes more successful, with increasing balance, agility and coordination.	A range of techniques can be used to throw, run and jump with increasing accuracy and competence. For example, overarm throwing is useful for throwing over long distances and can be improved using a range of techniques, such as standing sideways to the target and pulling the throwing arm back behind the head. Demonstrate a broader range of	Running long distances requires endurance (the ability to keep doing something difficult for a long time), stamina (a good level of fitness) and pace-setting (not running too fast too soon). Sprinting requires muscle power, speed and short bursts of energy. Run a range of distances, varying pace and for extended periods.	Power is the amount of force a muscle creates against a resistance. It helps athletes to hit, tackle and throw. Stamina is the physical and mental ability to do something difficult for a long period of time. Power and stamina are developed over time by carrying out regular exercise, which strengthens muscles, increases fitness and can improve skills and	Control, speed, strength and stamina are skills that can be developed over time through practice and training. By working on these skills, performance in running, jumping and throwing should improve. Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing, in isolation and combination, and suggest ways to

			the other hand and then pushing the ball forwards, letting go in front of you. Catching involves watching the ball and grasping it tightly with both hands. Practice basic running, jumping, throwing and catching techniques.		throwing, running and jumping techniques, in isolation or combination, with improving accuracy and competence.		techniques. Understand how power and stamina are developed and how this improves performance.	improve performance.
Gymnastics	Travel with confidence and skill around, under, over and through balancing and climbing equipment; stands on one foot momentarily when shown.	Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength.	Balancing means holding the body steady without wobbling or falling. Using space safely means showing awareness of other people and obstacles in the setting. Demonstrate agility, balance, control and coordination when moving or balancing, performing basic sequences that use space safely.	Two or more different body shapes, performed and held in a steady position one after the other, are called a sequence of linked balances. Different body parts can support a balance. Body shapes can include a star, straight line, bridge, arch, tuck and crab. Demonstrate a sequence of linked balances, creating a variety of body shapes.	A gymnastic sequence can include a number of balances or ways of travelling, performed at different speeds and levels. Different levels can be created using the body or apparatus, such as benches, climbing frames or trestles. Copy, explore and create a gymnastic sequence beginning to use flexibility, strength, technique and balance.	A fluid gymnastic routine means having smooth links between the movements, actions and balances in a sequence. Combine movements, actions and balances and equipment, individually or collaboratively, to create a fluid routine.	A complex gymnastic sequence should include a range of balances and levels, with movements that involve changing speed and direction. Create increasingly complex sequences, including changes of direction, travelling and varying speeds and levels, showing good precision, stability, flexibility, technique and strength.	A polished gymnastic routine has been planned and practised. It involves a range of balances and ways to travel, with an emphasis on precision, stability, smooth transitions and clear extensions. Plan and perform gymnastic sequences, using a wide range of movements and balances to create a polished routine.