




PE – progression in Procedural Knowledge at Brompton and Sawdon

- These milestones outline the skills that the pupils will develop through the school in order to secure the key knowledge outlined on the enhanced long term subject plans.
- Long term planning ensures that these are developed at regular intervals within each class, meaning that they will be secure by the time the pupils transition to the next class

Pupils with SEND, through carefully planned support and resources, are expected to achieve these in line with their peers.

Area	Class 1 Skills Milestones	Class 2 Skills Milestones	Class 3 Skills Milestones
	Basic (remembering)	Advancing (Knowing)	Deep (Reasoning)
Games	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.
Gymnastics	<ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. 	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely (using hands). 	<ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright).
Dance	<ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. 	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. 	<ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.

		<ul style="list-style-type: none"> Choose movements to communicate a mood, feeling or idea. 	<ul style="list-style-type: none"> Develop physical strength and suppleness by practising moves and stretching. 	<ul style="list-style-type: none"> Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).
Athletics		<ul style="list-style-type: none"> Athletic activities are combined with games in Years 1 and 2. 	<ul style="list-style-type: none"> Sprint over a short distance up to 60 metres. Run over a longer distance, Conserving energy in order to sustain performance. Use a range of throwing techniques (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance. Jump in a number of ways, using a run up where appropriate. Compete with others and aim to improve personal best performances. 	<ul style="list-style-type: none"> Combine sprinting with low hurdles over 60 metres. Choose the best place for running over a variety of distances. Throw accurately and refine performance by analysing technique and body shape. Show control in take off and landings when jumping. Compete with others and keep track of personal best performances, setting targets for improvement.
Outdoor and adventurous activities		<ul style="list-style-type: none"> Not applicable. 	<ul style="list-style-type: none"> Arrive properly equipped for outdoor and adventurous activity. Understand the need to show accomplishment in managing risks. Show an ability to both lead and form part of a team. Support others and seek support if required when the situation dictates. Show resilience when plans do not work and initiative to try new ways of working. Use maps, compasses and digital devices to orientate themselves. Remain aware of changing conditions and change plans if necessary. 	<ul style="list-style-type: none"> Select appropriate equipment for outdoor and adventurous activity. Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. Embrace both leadership and team roles and gain the commitment and respect of a team. Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. Remain positive even in the most challenging circumstances, rallying others if need be. Use a range of devices in order to orientate themselves. Quickly assess changing conditions and adapt plans to ensure safety comes first.
Swimming		<ul style="list-style-type: none"> Swim unaided up to 10 metres. Use one basic stroke, breathing correctly. Control leg movements. 	<ul style="list-style-type: none"> Swim between 25 - 50 metres unaided. Use more than one stroke and coordinate breathing as appropriate for the stroke being used. Coordinate leg and arm movements. Swim at the surface and below the water. 	<ul style="list-style-type: none"> Swim over 100 metres unaided. Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. Swim fluently with controlled strokes. Turn efficiently at the end of a length.
Diversity		<ul style="list-style-type: none"> Know that everybody can take part in and succeed in PE/sport 	<ul style="list-style-type: none"> Suggest how activities might be adapted to allow everybody to take part Recognise the different backgrounds of some well know athletes 	<ul style="list-style-type: none"> Discuss barriers affecting participation in sports and how these might be overcome
Global awareness		<ul style="list-style-type: none"> Know that sports are played all around the world 	<ul style="list-style-type: none"> Recognise that some sports are more popular than others in different countries Compare popular sports in the UK and America 	<ul style="list-style-type: none"> Discuss how and why sporting opportunities in different countries differ and how this might impact on the game/sport at grassroots and elite level.
Rural Aspirations		<ul style="list-style-type: none"> Have a go at lots of different and new activities 	<ul style="list-style-type: none"> Compare the skills needed in two different sports. Identify where these might be transferrable between 2 activities/sports Identify the personal attributes/qualities displayed by elite athletes 	<ul style="list-style-type: none"> Explore and discuss other potential careers in sport, apart from playing the game. eg.photography/physio/tv production/analyst/fitness/Dr Discuss how technology/new inventions might change sports. Recognise that success comes from hard work and dedication