

# PE long-term knowledge growth

## Rationale for content sequencing



Year N	Substantive PE content		
	<p><b>Fine Motor Development</b>                      Fine motor development is a key focus, supported through a carefully planned balance of targeted activities and continuous provision. We systematically introduce activities such as Dough Disco, which promotes hand and finger strength through rhythmic, engaging movements. Throughout the year, children engage in focused tasks including mark-making in sand trays, threading beads, and using scissors to develop precision and bilateral coordination. Our continuous provision indoors features a well-resourced dough table, a workshop area equipped with single-handed tools (e.g., hole punches, tweezers, and scissors), and a dedicated writing area stocked with a variety of mark-making materials to encourage independent early writing skills. These experiences are designed to enhance children’s manual dexterity, fine motor control, and pre-writing skills, laying a solid foundation for literacy.</p> <p><b>Gross Motor Development</b>                      Gross motor development is nurtured through a diverse range of planned and continuous activities both indoors and outdoors, designed to enhance children’s core strength, balance, coordination, and spatial awareness. Children regularly participate in structured obstacle courses, incorporating climbing, crawling, jumping, and balancing tasks that challenge and develop whole-body control. Balance and core strength are further developed through activities such as walking along balance beams, dancing with scarves and ribbons, and participating in movement games including ‘What’s the Time, Mr Wolf?’ and ‘Musical Statues’. Outdoors, children have access to large-scale loose parts play, which encourages climbing, lifting, and gross motor problem-solving in a naturalistic environment. Indoors, daily movement sessions and music and movement activities promote physical confidence and encourage controlled, purposeful use of their bodies. These comprehensive opportunities ensure children develop the physical foundations essential for healthy growth and active engagement in learning.</p>		
Year R	Substantive PE content	Recurring themes, ideas and language	Contribution to wider PE knowledge and what later content this prepares for
	<p>In Reception, children continue to develop their gross and fine motor skills through a range of purposeful activities that support their physical development. Gross motor skills are strengthened as they navigate space safely, balancing and moving with increasing control. They build confidence in running, skipping, crawling, and jumping, while outdoor opportunities such as lifting, carrying, and constructing obstacle courses with balance elements help develop core strength and coordination, which are essential for early writing. Creative movement and imaginative play further refine their control and spatial awareness. Fine motor skills are developed through activities like manipulating malleable materials, picking up and placing small objects, and using simple tools with precision. A continuous provision area for dough play allows children to regularly strengthen their hand muscles and improve dexterity, supporting early writing.</p>		
Year R Autumn 1	Locomotion (Fundamental Movement Skills)	<p><b>Locomotion</b>                      Children will explore walking using different body parts in different directions, at different levels and at different speeds.</p>	<p>Children develop fundamental movement skills that lay the foundation for their wider PE knowledge and future physical development. Through locomotion, gymnastics, dance, and ball</p>
Year R Autumn 2	Ball Skills		

Year R Spring 1	Gymnastics	<p><b>Gymnastics</b> Children begin to develop basic body control and coordination through gymnastics-based activities. They explore different ways to move, balance, and transition between body parts, starting to link two movements together. As they practice finding space safely and becoming more aware of others, they build confidence in their physical abilities. Through guided activities, they develop language related to movement, including "wide," "narrowed," "curled," "travelling," and "balance," deepening their understanding of how their bodies move in space.</p> <p><b>Ball Skills</b> Children will explore different ways of pushing a ball. Children will learn the meaning of the word control and start to understand why it is important to keep the ball close to them.</p> <p><b>Games for Understanding</b> Children will be able to move into spaces avoiding others. Children will also be able to adjust their speed and change direction to avoid other pupils. Children will experiment moving in different ways, moving confidently and concentrating on any instructions.</p>	<p>skills, they build coordination, balance, strength, and spatial awareness. Learning to run at different speeds, link movements, respond to rhythm, and control a ball prepares them for more structured sports, team games, and athletic activities in later years. Children will develop life skills such as fairness, while playing by the rules of the game and empathy when they need to encourage others. <b>These early experiences support their progression into Year 1, where they refine their agility, teamwork, and technical skills, leading to more advanced PE concepts such as invasion games, gymnastics sequences, and multi-skill sports.</b></p>
Year R Spring 2	Gymnastics		
Year R Summer 1	Ball Skills		
Year R Summer 2	Games		
<b>Year 1</b>	<b>Substantive PE content</b>	<b>Recurring themes, ideas and language</b>	<b>Contribution to wider PE knowledge and what later content this prepares for</b>
Year 1 Autumn 1	Gymnastics	<p>Gymnastics: Pupils begin to develop basic body control and coordination related to basic exercises and movement. They develop an understanding of basic body parts and transition between them, beginning to link two movements together. Whilst exploring ways to find space safely and demonstrate an awareness of others, the children</p>	<p>This unit lays the foundations for future dance units, in which children will explore shape and develop spatial awareness. The introduction of <b>basic links between movements is repeated in years 2 and 3 building up to creating a story and retelling a narrative in year 4.</b></p>
Year 1 Autumn 2	Locomotion (Fundamental Movement Skills)		
Year 1 Spring 1	Gymnastics		
Year 1 Spring 2	Locomotion (Fundamental Movement Skills)		

Year 1 Summer 1	Health and Wellbeing	will develop their language related wide, narrowed, curled, travelling and balance.	Body control and special awareness are introduced that is built upon in all areas of games and dance in every year group. <b>Sequenced moves are built upon each year and partner work is introduced briefly in year 2 and secured in KS2.</b>
Year 1 Summer 2	Dance	<p>Locomotion: Pupils explore running skills to apply them to basic games and activities. They begin to run at different speeds within a team and develop an understanding of acceleration.</p> <p>Dance: Pupils explore dancing to convey expressions and themes. Through responding to rhythms pupils develop movements and begin to add them together to create basic motifs that explore relationships and performance.</p> <p>Health and Wellbeing: Pupils are introduced to agility and the key components of balance and coordination. Pupils will begin to understand the importance of exercise and the effect it has on their body in maintaining healthy lifestyles.</p>	<p><b>Essential throwing skills are developed in year 1 and are further refined in year 3</b> onwards, with basic equipment being introduced also. Essential understanding of <b>the importance of exercise is embedded here and furthered in science in year 2.</b></p>
<b>Year 2</b>	<b>Substantive PE content</b>	<b>Recurring themes, ideas and language</b>	<b>Contribution to wider PE knowledge and what later content this prepares for</b>
Year 2 Autumn 1	Gymnastics	<p>Gymnastics: Through developing linked sequences of movement, pupils begin to explore the use of apparatus as part of their routines. Developing language related to jumping, rolling and balancing, the children create and complete sequences as part of a performance in order to reflect upon their practice. Pupils also focus on pathways and incorporate zig zag and curved movements whilst using apparatus in a controlled sequence.</p> <p>Dance:</p>	<p>Across the gymnastic units children focus on increasing their range of basic gymnastic skills. They create simple sequences of at least four 'unlike' actions on the floor e.g. a roll, jump, travel and a balance. They then transfer what they have learnt to simple apparatus. They will improve the quality of their gymnastic actions, with the aim of developing flow and varying speed, beginning to reflect upon their exercises and how they feel after exercise. They will learn to work positively and cooperatively with partners and observe others perform describing important features of their performance.</p>
Year 2 Autumn 2	Locomotion (Fundamental Movement Skills)		
Year 2 Spring 1	Gymnastics		
Year 2 Spring 2	Locomotion (Fundamental Movement Skills)		
Year 2 Summer 1	Health and Wellbeing		
Year 2 Summer 2	Dance		

		<p>Pupils respond to a stimuli and develop motifs with expression and emotion. Pupils begin to reflect upon their sequences and performances, applying choreography to extend their understanding. Continuing to develop their group skills pupils explore whole group movements, improvisation and creating contrasting movements with their peers. This is extended further by adding different dynamics to their motifs, linking movements together.</p> <p>Locomotion: Pupils continue on from running to develop dodging skills, applying them to attack and defence scenarios both in teams and individually. Through exploring linked movements related to jumping combinations, pupils consolidate skills through games and also incorporate apparatus.</p> <p>Health and wellbeing: Pupils consolidate agility through the development of key movements and transitions. The further their understanding of balance incorporating apparatus as well as enhancing coordination through dribbling, kicking, bouncing, rolling and throwing. Pupils continue to understand the effect of maintaining a healthy lifestyle through exercise.</p>	<p>Across the dance units children explore basic body actions, e.g. jumping, shapes and travel, and use different parts of their body to make movements. <b>Building upon the previous year of dancing independently</b>, they begin to develop their awareness of both space and others by creating dances with partners and in small groups. They will build on their understanding of how dynamic and rhythmic qualities can be used to express moods, ideas and feelings.</p>
<b>Year 3</b>	<b>Substantive PE content</b>	<b>Recurring themes, ideas and language</b>	<b>Contribution to wider PE knowledge and what later content this prepares for</b>
Year 3 Autumn 1	OAA / Swimming (Every 2 years)	<p>Swimming*: Pupils experience instructed swimming sessions, learning to coordinate leg and arm movements to develop their confidence in the water. Swimming at and below the surface pupils develop their breathing techniques. To further develop, pupils explore different strokes of front crawl, backstroke and breaststroke, ensuring their breathing is correct to not interrupt fluency of strokes.</p>	<p>In gymnastics the <b>development of contrasting actions from year 2</b> is developed through refining and <b>improving the quality of jumps, stretches and extensions introduced in year 1</b>. Flow is also developed by linking the movements smoothly and adding variations in speed and direction, which is <b>built on an improving understanding of 2d and 3d shapes in mathematics</b>. The pupils</p>
Year 3 Autumn 2	Gymnastics		
Year 3 Spring 1	Athletics		
Year 3 Spring 2	Games		
Year 3	Games		

Summer 1			
Year 3 Summer 2	Dance	<p><b>Gymnastics:</b> By revisiting, consolidating and improving upon techniques the children are able to demonstrate progression in areas of movement and balance. Pupils explore symmetry and asymmetry, incorporating it into sequence formations. Using apparatus, the children develop balance and leaning on apparatus, both individually and as part of a group.</p> <p><b>OAA:</b> Pupils create and apply simple tactics as part of a team to collaboratively achieve objectives. Developing communication and leadership pupils create effective tactics of defending and attacking.</p> <p><b>Athletics:</b> Building upon previous years pupils explore running for speed and acceleration as part of a relay. Pupils begin to refine skills of throwing for accuracy and distance using different techniques and equipment. Building from agility activities in KS1 pupils develop skills related to moving and standing jumps, reflecting upon techniques and practice.</p> <p><b>Dance:</b> Pupils respond to stimuli to develop thematic dance into motifs to display character. Through extending dance to create sequences with a partner, pupils continue to develop characteristics that show relationships.</p> <p><b>Games:</b> Pupils are introduced to dribbling to keep control, passing, receiving and shooting as part of attack and defence scenarios. Pupils develop movement and changes of direction at speed using varied equipment to create space and score points. As</p>	<p>work with partners and in small groups, watching and commenting on the quality of performances, evaluating and suggesting how it can be improved.</p> <p><b>In this unit of dance, pupils revisit dynamic and expressive movements to convey mood from year 2</b> and further refine their ability to link movements together to create sequences. The introduction of creating their own aspects of dance phrases supports the development of reflecting on practice first introduced in year 2 and furthers it by enabling children to comment and make recommendations of improvement. An area that will be continually developed right through to year 6.</p> <p>For games pupils continue to consolidate their skills related to control and awareness of others. Pupils first begin to learn how to outwit their opponents when playing invasion games, developing an early understanding of simple concepts of attack and defence. They will be introduced to basic rules and will begin to understand why rules are important in games in order to develop a fair ethos and respectful manner.</p> <p>In Athletics pupils develop their understanding of contrasting actions introduced in year 2 by demonstrating greater difference between slow and fast speeds. Throwing and aiming skills first developed in year 1 are refined to experiment with different ways of throwing before selecting the best technique.</p> <p>As part of the curriculum children partake in swimming developing their skills in the water. Children will be assessed in their confidence and techniques to swim a distance of 25 metres.</p>

		part of this, pupils develop throwing techniques in order to outwit an opponent and create attacking opportunities. These skills are combined to develop skills as part of a range of invasion games.	
<b>Year 4</b>	<b>Substantive PE content</b>	<b>Recurring themes, ideas and language</b>	<b>Contribution to wider PE knowledge and what later content this prepares for</b>
Year 4 Autumn 1	OAA / Swimming (Every 2 years)*	<p>Swimming*: Pupils experience instructed swimming sessions, learning to coordinate leg and arm movements to develop their confidence in the water. Swimming at and below the surface pupils develop their breathing techniques. To further develop, pupils explore different strokes of front crawl, backstroke and breaststroke, ensuring their breathing is correct to not interrupt fluency of strokes.</p> <p>Games: Pupils continue to develop and refine core skills of dribbling, passing, shooting and receiving, applying them to basic tactics in order to attack, score and create space. They introduce power and accuracy in game situations when passing and striking in relation to distance and speed. Through the introduction of tackling, blocking and intercepting pupils develop an understanding of defending as part of a team.</p> <p>Gymnastics: Developing skills when using apparatus pupils apply bridges to sequences in order to complete collaborative routines and movements. Through establishing formations of controlled balances and fluency between movements. With partners pupils devise and create mirrored routines.</p> <p>OAA: Pupils are introduced to problem solving and applying collaborative skills to solve challenges.</p>	<p><b>Holding balances and contrasting shapes is revisited from year 2</b>, developing skills and refining techniques. The introduction of close/mirrored partner work is developed to support control and demonstrate the pupils ability to adapt their movements to set criteria in order to reflect upon and improve their practices.</p> <p><b>Developed from KS1 dance units related to linking movements to moods and feelings</b>, pupils make links to a story narrative and <b>incorporate cultural references from different historical and geographical regions</b> as part of the learning. Group work is particularly significant in this year as compositional ideas such as formation and canon are focussed on greatly as part of the story telling and dance. This is further demonstrated in Year 6 as part of the performance element of dance. Evaluation and reflection of dance sequences in order to be developed and acted upon is continually referenced in dance throughout KS2.</p> <p><b>Games consolidates catching skills introduced in year 1</b>, focussing more on technical aspects and body positioning than previously taught. <b>Possession and passing skills are further developed from year 3</b>. Understanding of attacking and defending tactics are developed with children considering formations and organisations as part of their games.</p>
Year 4 Autumn 2	Games		
Year 4 Spring 1	Gymnastics		
Year 4 Spring 2	OAA		
Year 4 Summer 1	Dance		
Year 4 Summer 2	Games		

		<p>They will develop team skills to participate in or lead a group in order to complete a task, demonstrating increased resilience and supporting skills.</p> <p>Dance: Pupils extend sequences with partners in character to create sequences and interlinking dance moves. As part of responding to stimuli, pupils explore sequences, relationships, choreography and performance. Exploring contrasting sequences, pupils work together to reflect on practices and routines.</p>	<p>Building upon the previous year and the pupil's understanding of differing speeds in athletics, they become more secure in their understanding of conserving energy in order to sustain performance.</p> <p>As part of the curriculum children partake in swimming developing their skills in the water. Children will be assessed in their confidence and techniques to swim a distance of 25 metres.</p> <p>Net games are introduced to the curriculum as racquet skills are added to the curriculum for the first time. <b>Net games are continually taught through upper KS2 in year 5 leading to cooperative games in year 6.</b></p>
<b>Year 5</b>	<b>Substantive PE content</b>	<b>Recurring themes, ideas and language</b>	<b>Contribution to wider PE knowledge and what later content this prepares for</b>
Year 5 Autumn 1	OAA	<p>Gymnastics: Pupils develop balances to involve counter balances and the application of the counter balance using apparatus. Through this children counter tensions and the formations of a sequence in relation to completion and reflection.</p> <p>Athletics: Pupils focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities. They learn and develop hurdling techniques and through relay activities refine both change over and sprint start skills. Also pupils continue to develop overarm throwing accuracy using javelin and shot put.</p> <p>OAA:</p>	<p>Pupils become secure in skills taught in previous years and apply them in routines and sequences. <b>Apparatus are reintroduced from year 3</b> to support new learning of flight and levels when working as part of a group. Partner work is continued from the previous year as part of both gymnastics and dance.</p> <p>Historical references are continued from year 4 where pupils create dances inspired by themes and community messages. Pupils continue to evaluate their routines in order to develop and improve them further.</p> <p>Attacking and defending techniques and tactics are further developed from year 4, refining skills of ball possession to support this.</p> <p>In athletics, pupils build upon endurance running from year 4 and with <b>links to jumping in</b></p>
Year 5 Autumn 2	Gymnastics		
Year 5 Spring 1	Athletics		
Year 5 Spring 2	Team Games		
Year 5 Summer 1	Team Games		
Year 5 Summer 2	Dance		

		<p>Pupils continue to develop orientations skills to navigate courses and obstacles, embracing both leadership and team roles. Throughout the activities, pupils select appropriate equipment, identify and manage possible risks and offer support.</p> <p>Dance: Pupils explore compositional principles of dance in order to develop linked movement to represent character. Pupils also begin to implement props and apparatus as part of a routine. Improvisation and movement are developed to react to different paces of music.</p> <p>Games: Pupils refine and consolidate core skills to create defensive tactics and attacking opportunities within a game. The introduction of officiating and umpiring along with placement of fielders and positions develop the understanding of game performance.</p>	<p><b>gymnastics from year 3</b> as hurdles are introduced to refine skills. Throwing skills continue to be developed from the previous year.</p> <p>Net games are further developed with the introduction of specific shots and terminology. <b>Attacking shots by hitting and striking into space, previously covered cricket in year 3</b>, are further developed as part of racquet skills. Mini games will begin to be used as chances to apply taught skills.</p> <p>Outdoor activities are developed further from the previous year through school residential activities, with orienteering skills being developed from the previous years.</p>
<b>Year 6</b>	<b>Substantive PE content</b>	<b>Recurring themes, ideas and language</b>	<b>Contribution to wider PE knowledge and what later content this prepares for</b>
Year 6 Autumn 1	Gymnastics: Matching and Mirroring	<p>OAA: Pupils continue to develop orientations skills to navigate courses and obstacles, embracing both leadership and team roles. Throughout the activities, pupils select appropriate equipment, identify and manage possible risks and offer support.</p> <p>Gymnastics: Pupils ensure sequence development is met through the application of key skills and controlled movements. Through challenging sequences that incorporate apparatus, pupils practice, refine and improve their performances when working with</p>	<p>Partner work introduced in year 4 is secured through performances that incorporate multiple actions to create sequences. Counter balances based upon contrasting sequences from year 3, are consolidated.</p> <p>In dancing the unit consolidates previous learning to create a performance incorporating taught skills as part of a group.</p> <p>Games and athletics incorporate all taught skills and activities from the previous years, developing hurdles from the previous year and providing opportunities for children to begin to make</p>
Year 6 Autumn 2	OAA: Leadership		
Year 6 Spring 1	Team Games		
Year 6 Spring 2	Athletics		
Year 6 Summer 1	Dance		
Year 6 Summer 2	Games		

		<p>partners and a group. Through counterbalances and counter tensions pupils create and perform a long sequence with a partner.</p> <p>Games: Focus continues on collaboration and communication skills to complete invasion games and possession activities with the emphasis on leadership skills and developing effective leaders. Pupils improve their defending and attacking play by using a range of tactics and strategies. They start to play even-sided mini-versions of invasion games involving football, netball, basketball and hockey. Pupils apply a range of tactics and strategies to succeed in invasion games.</p> <p>Dance: Pupils develop technical control that is applied to rhythm to create rhythmic patterns to dances from different cultures. Pupils choreograph elements of sequenced dance, to include stills as well as character emotion and expression.</p>	<p>choices of their own techniques where appropriate. In games, applied skills are practices, refined and improved through game scenarios using appropriate rules and criteria.</p>
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