



PE Progression of Skills



	EYFS	Key Stage 1		Key Stage 2			
Targets/thread	<p>Moving and Handling Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Health and Self Care Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confidence and access a broad range of opportunities to extent their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns. 		<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • 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 • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	<ul style="list-style-type: none"> • Run and stop with some control • Explore using skipping as a travelling action 	<ul style="list-style-type: none"> • Explore running at different speeds • Explore running over obstacles 	<ul style="list-style-type: none"> • Show balance and co-ordination when running at different speeds • Explore rhythm when 	<ul style="list-style-type: none"> • Show balance and co-ordination when running at different speeds and stopping with control 	<ul style="list-style-type: none"> • Demonstrate how and when to speed up and slow down when running • Develop power and 	<ul style="list-style-type: none"> • Run at the appropriate speed over longer distances or for longer periods of time 	<ul style="list-style-type: none"> • Demonstrate a clear understanding of pace and use it to develop their own and others

	<ul style="list-style-type: none"> • Jump and hop with bent knees • Change direction at a slow pace • Explore throwing at a target 	<ul style="list-style-type: none"> • Jump, leap and hop and choose which allows them to jump the furthest • Explore throwing for distance and accuracy 	<p>running over obstacles</p> <ul style="list-style-type: none"> • Explore safely jumping for distance and height • Develop overarm throwing for distance 	<ul style="list-style-type: none"> • Develop fluency when running over obstacles • Jump for distance and height with an awareness of technique • Develop technique in a range of approaches and take off positions • Explore technique for a pull throw 	<p>speed when running over obstacles</p> <ul style="list-style-type: none"> • Explore fluency and technique in the vertical jump • Develop technique when jumping for distance • Explore power and technique when throwing for distance in a pull throw 	<ul style="list-style-type: none"> • Apply fluency and co-ordination when running for speed in relay changeovers • Develop control, power and consistency in jumping for distance • Explore technique and rhythm in the triple jump • Develop technique and power in javelin and shot put 	<p>sprinting technique.</p> <ul style="list-style-type: none"> • Hurdle with greater control and co-ordination • Develop power, control and technique in the triple jump • Develop take-off position when jumping for height • Develop power, control and technique when throwing the discus and javelin
Dance	<ul style="list-style-type: none"> • Copy basic body actions and rhythms • Travel in different pathways using the space around them • Begin to count to music • Begin to use expression in 	<ul style="list-style-type: none"> • Copy, remember and repeat several actions • Explore pathways within their own performances • Begin to use counts in dancing 	<ul style="list-style-type: none"> • Copy, remember and repeat a series of actions • Use pathways, levels, shapes, direction and speeds with guidance • Use counts to help stay 	<ul style="list-style-type: none"> • Copy, remember and perform a short dance routine • Use directions to transition between formations within a routine • Use counts to keep in time 	<ul style="list-style-type: none"> • Adapt set choreography to create a short dance routine • Confidently use changes in level, direction and pathway to express an idea. • Use counts when 	<ul style="list-style-type: none"> • Choreograph planned dances by using and adapting actions from different styles of dance • Choreograph dances considering actions, dynamics, 	<ul style="list-style-type: none"> • Explore and improvise different movements to express ideas independently, with a partner and in a small group • Choreograph dances considering actions, dynamics,

	dance with guidance	<ul style="list-style-type: none"> • Begin to explore actions with a partner • Show some sense of expressive qualities within dance 	<p>in time with the music</p> <ul style="list-style-type: none"> • Explore matching and mirroring with a partner • Match movements and expression to a range of ideas 	<p>with a partner or group</p> <ul style="list-style-type: none"> • Develop an understanding of formations within a group • Change movements and expression in relation to the character or the narrative 	<p>choreographing short dances</p> <ul style="list-style-type: none"> • Use action to represent an idea as a group or a pair • Choose appropriate movements and expressions to represent an idea 	<p>levels and direction in response to a stimulus.</p> <ul style="list-style-type: none"> • Use counts accurately to perform in time with the others and the music • Confidently use formations to express a dance idea in a group or a pair • Confidently perform choosing appropriate expression and movements to represent different ideas within a routine 	<p>levels and direction in response to the theme.</p> <ul style="list-style-type: none"> • Use counts accurately when choreographing and performing to improve the quality of their work • Understand and develop the role of others within a group routine • Improvise and combine expression and movements to demonstrate an awareness of the impact on performance
Gymnastics	<ul style="list-style-type: none"> • Explore jumping safely • Explore rocking from a seated position and different types of rolls 	<ul style="list-style-type: none"> • Explore shape jumps both on the ground and off low apparatus • Explore straight and forward roll progressions 	<ul style="list-style-type: none"> • Explore shape jumps and different ways of taking off • Incorporate straight and forward rolls into 	<ul style="list-style-type: none"> • Incorporate stepping into shape jumps with control • Develop the straight and forward roll and incorporate 	<ul style="list-style-type: none"> • Develop control in performing and landing rotational jumps • Develop the straight, forward and straddle roll 	<ul style="list-style-type: none"> • Select a range of jumps to incorporate into a routine • Develop the straight, forward, straddle and backward roll 	<ul style="list-style-type: none"> • Combine and perform a range of gymnastic jumps effectively • Develop fluency with the straight, forward,

	<ul style="list-style-type: none"> • Explore different balances in stillness using different body parts • Explore how their body can be wide, narrow, straight, curved, high and low 	<ul style="list-style-type: none"> • Perform balances making their body tense, curled and stretched • Explore basic, still shapes such as pike, tuck and straddle 	<p>sequence work</p> <ul style="list-style-type: none"> • Remember and repeat a range of balances in combination • Explore balancing in different shapes 	<p>into sequence work</p> <ul style="list-style-type: none"> • Transition smoothly into and out of a range of balances • Explore matching and contrasting shapes 	<p>with increased control</p> <ul style="list-style-type: none"> • Develop control and fluency in individual and partner balances • Develop moving into and out of different shapes in routines • Develop strength in the bridge 	<p>and incorporate into a routine</p> <ul style="list-style-type: none"> • Explore both symmetrical and asymmetrical balances and incorporate into a routine • Perform shapes consistently whilst linking it with other gymnastic actions • Explore progressions of the cartwheel and handstand 	<p>straddle and backward roll and incorporate into a routine</p> <ul style="list-style-type: none"> • Explore counter balances and incorporate into a routine • Combine and perform a range of shapes, rolls and balances within routines • Explore progressions of the cartwheel and handstand and incorporate into a routine
Ball Skills	<ul style="list-style-type: none"> • Explore stopping a ball with hands and feet • Explore bouncing and catching • Explore catching using a variety of larger balls 	<ul style="list-style-type: none"> • Track a ball that is being sent directly to them • Begin to dribble with hands and feet • Begin to catch with two hands • Catch after a bounce 	<ul style="list-style-type: none"> • Consistently track and collect a ball that is being sent directly to them • Dribble a ball with hands and feet with some control • Develop catching a range of 	<ul style="list-style-type: none"> • Track a ball that is not sent directly to them • Dribble a ball with hands and feet with control • Catch a range of objects with increasing consistency • Send a ball with accuracy 	<ul style="list-style-type: none"> • Consistently track a ball sent directly and indirectly to them • Dribble a ball with increasing control and co-ordination • Catch different sized objects with 	<ul style="list-style-type: none"> • Demonstrate a range of techniques when tracking and collecting a ball • Dribble a ball with some control under pressure • Catch objects with both one and 	<ul style="list-style-type: none"> • Demonstrate a range of techniques when tracking a ball under pressure • Demonstrate a range of dribble techniques with increasing control under pressure • Catch a range of objects with

	<p>and beanbags</p> <ul style="list-style-type: none"> • Explore sending an object with both hands and feet 	<ul style="list-style-type: none"> • Roll and throw towards a target 	<p>objects with two hands.</p> <ul style="list-style-type: none"> • Catch with and without a bounce • Roll, throw and kick a ball to hit a target 	<p>and consistency towards a target</p>	<p>both one and two hands</p> <ul style="list-style-type: none"> • Accurately use a range of techniques to send a ball to a target 	<p>two hands when under pressure</p> <ul style="list-style-type: none"> • Show clear technique when sending a ball under pressure 	<p>one and two hands under pressure in game situations</p> <ul style="list-style-type: none"> • Show good technique when sending a ball with increasing control and accuracy when under pressure
Invasion Games	<ul style="list-style-type: none"> • Explore changing direction and tagging games • Explore sending and receiving with hands and feet using a variety of equipment • Explore dropping and catching with two hands and moving a ball with their feet • Recognise their own space 	<ul style="list-style-type: none"> • Explore changing direction to move away from a partner • Explore sending and receiving with hands and feet to a partner • Explore dribbling with hands and feet • Recognise good space when playing games 	<ul style="list-style-type: none"> • Develop moving into space to avoid defenders • Develop sending and receiving with increased control • Explore dribbling with hands and feet with increasing control when moving • Explore moving with a ball into space 	<ul style="list-style-type: none"> • Develop movement in order to lose a tracking defender. • Explore sending and receiving whilst abiding to the rules of the game • Explore dribbling the ball whilst under some pressure • Develop moving with a ball into space with control 	<ul style="list-style-type: none"> • Develop decision making around when to pass and when to shoot • Develop passing to a team mate using a variety of techniques • Develop control whilst dribbling under pressure • Move into space to help their team keep possession and score goals 	<ul style="list-style-type: none"> • Explore creating tactics and applying them to game situations • Develop sending and receiving with control when under pressure • Select and apply a variety of dribbling techniques to game situations • Move to create space for themselves and others in their team 	<ul style="list-style-type: none"> • Explore creating tactics with others in response to the game • Develop making quick decisions about when, how and who to pass to. • Manipulate the ball using a range of techniques with control under pressure • Move to the correct space when transitioning from attack to defence.

<p>Social, Emotional, Cognitive</p>	<ul style="list-style-type: none"> • Take turns • Learn to share with others • Practise independently • Try new tasks and challenges • Begin to identify personal success • Choose own movements when travelling • Be able to provide simple feedback on what their liked/disliked 	<ul style="list-style-type: none"> • Encourage others to keep trying • Talk to a partner about ideas • Explore independently before asking for help • Contribute to class discussions • Begin to select and apply different skills 	<ul style="list-style-type: none"> • Work with a partner to solve simple challenges • Show determination to complete challenges and continue persevering • Perform in front of others • Apply different skills to different situations 	<ul style="list-style-type: none"> • Encourage and motivate others to try their best • Persevere when finding a task difficult • Understand what their best looks like • Begin to show awareness of fairness and honesty • Select and apply from a wide range of skills in response to a task • Provide feedback using key terminology 	<ul style="list-style-type: none"> • Work with others to achieve a shared goal • Work with others to self-manage games • Apply fairness and honesty to games • Show an awareness of how others feel • Make quicker decisions when selecting and applying skills to a situation 	<ul style="list-style-type: none"> • Share ideas with others and work together to decide on the best approach to a task • Understand what maximum effort looks and feels like and show determination to achieve it • Be confident to attempt tasks and challenges outside of their comfort zone • Recognise and explain their thought process when playing games or completing tasks • Identify their own and others' strengths and areas for development 	<ul style="list-style-type: none"> • Lead others and show consideration of all within a group • Communicate with others clearly and effectively • Use different strategies to persevere to achieve personal best • Compete within the rules showing fair play and honesty when playing independently • Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement • Select and apply appropriate skills for the situation when under pressure
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