

# Skills progression: Physical Education

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletic Activity	<b><u>Speed, Agility, Travel</u></b> <ul style="list-style-type: none"> <li>• Travel with some control and coordination</li> <li>• Change direction at speed through both choice and instructions</li> <li>• Stop, start, pause, prepare for and anticipate movement in a variety of situations</li> <li>• Agility-based activities moving and controlling objects</li> <li>• Recognise different actions such as: moving softly, quietly, quickly, powerfully</li> <li>• Relate body movements to music and percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will begin to link running and jumping.</li> <li>• To learn and refine a range of running which includes varying pathways and speeds.</li> <li>• Develop throwing techniques to send objects over long distances.</li> <li>• Increase stamina and core strength needed to undertake athletics activities.</li> <li>• Take part in a broad range of opportunities to extend strength, balance, agility and coordination.</li> <li>• Cooperate with others to carry out more complex tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop power, agility, coordination and balance over a variety of activities.</li> <li>• Can throw and handle a variety of objects including quoits, beanbags, balls, hoops.</li> <li>• Can negotiate obstacles showing increased control of body and limbs.</li> <li>• Improve running and jumping movements, work for sustained periods of time.</li> <li>• Reflect on activities and make connections between a healthy active lifestyle.</li> <li>• Experience and improve on jumping</li> </ul>	<ul style="list-style-type: none"> <li>• Control movements and body actions in response to specific instructions.</li> <li>• Demonstrate agility and speed.</li> <li>• Jump for height and distance with control and balance.</li> <li>• Throw with speed and power and apply appropriate force.</li> </ul>	<ul style="list-style-type: none"> <li>• Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities.</li> <li>• Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.</li> </ul>	<ul style="list-style-type: none"> <li>• Sustain pace over short and longer distances such as running 100m and running for 2 minutes.</li> <li>• Able to run as part of a relay team working at their maximum speed.</li> <li>• Perform a range of jumps and throws demonstrating increasing power and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Become confident and expert in a range of techniques and recognise their success.</li> <li>• Apply strength and flexibility to a broad range of throwing, running and jumping activities.</li> <li>• Work in collaboration and demonstrate improvement when working with self and others.</li> <li>• Accurately and confidently measure and time keep for both track and field events..</li> </ul>

Dance	<ul style="list-style-type: none"> <li>• Recognise actions that can be performed in music.</li> <li>• Perform a wide variety of dance actions both similar and contrasting.</li> <li>• Copy, repeat, and perform simple actions to music.</li> <li>• Count and move to beats of 8.</li> <li>• Copy and repeat movement patterns.</li> <li>• Work as an individual, in partners and a group.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to a range of stimuli and types of music.</li> <li>• Explore space, direction, levels and speeds.</li> <li>• Experiment creating actions and performing movements with different body parts.</li> <li>• Able to build simple movement patterns from given actions.</li> <li>• Compose and link actions to make simple movement phrases.</li> <li>• Respond appropriately to supporting concepts such as canon and levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and explain how performers can transition and link shapes and balances.</li> <li>• Perform basic actions with control and consistency at different speeds and on different levels.</li> <li>• Challenge themselves to move imaginatively responding to music.</li> <li>• Work as part of a group to create and perform short movement sequences to music.</li> <li>• Perform using more sophisticated formations as well as an individual.</li> <li>• Explore relationships through different dance formations.</li> <li>• Explain the importance of emotion and feeling in dance.</li> <li>• Use the stimuli to copy, repeat and create dance actions and motifs.</li> </ul>	<ul style="list-style-type: none"> <li>• Practise different sections of a dance aiming to put together a performance.</li> <li>• Perform using facial expressions.</li> <li>• Perform with a prop.</li> <li>• Building improvisation skills to build a narrative around a theme.</li> <li>• Building basic creative choreography skills in travelling, dynamics and partner work through the ocean theme.</li> <li>• Delve deeper into opposing dynamics</li> </ul>	<ul style="list-style-type: none"> <li>• Work to include freeze frames in routines.</li> <li>• Practise and perform a variety of different formations in dance.</li> <li>• Develop a dance to perform as a group with a set starting position.</li> <li>• Developing choreography and devising skills in relation to a theme.</li> <li>• Exploring dynamic quality and formations to communicate character.</li> <li>• Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform different styles of dance fluently and clearly.</li> <li>• Refine &amp; improve dances adapting them to include the use of space rhythm &amp; expression.</li> <li>• Worked collaboratively in groups to compose simple dances.</li> <li>• Recognise and comment on dances suggesting ideas for improvement.</li> <li>• Developing choreography and devising skills in relation to a theme.</li> <li>• Exploring dynamic quality and formations to communicate character.</li> <li>• Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience</li> </ul>	<ul style="list-style-type: none"> <li>• Work collaboratively to include more complex compositional ideas</li> <li>• Develop motifs and incorporate into self-composed dances as individuals, pairs &amp; groups</li> <li>• Talk about different styles of dance with understanding, using appropriate language &amp; terminology</li> <li>• Developing group devices and greater use of teamwork.</li> <li>• Demonstrating narrative through contact and relationships</li> <li>• Showing tension through pattern and formation</li> </ul>
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## Gymnastics

- To develop confidence in fundamental movements
- To experience jumping, sliding, rolling, moving over, under and on apparatus
- To develop coordination and gross motor skill
- To develop confidence in fundamental movements
- To learn and refine a variety of shapes, jumps, balances and rolls
- To link simple balance, jump and travel actions

- Identify and use simple gymnastics actions and shapes.
- Apply basic strength to a range of gymnastics actions.
  - Begin to carry simple apparatus such as mats and benches.
- To recognise 'like' actions and link them.
  - To perform a variety of basic gymnastics actions showing control.
  - To introduce turn, twist, spin, rock and roll and link these into movement patterns.
  - To perform longer movement phrases and link with confidence.
- To perform with simple canon and unison

Describe and explain how performers can transition and link gymnastic elements.

- Perform basic actions with control and consistency at different speeds and levels.
- Challenge themselves to develop strength and flexibility.
- Refine and perform a range of point and patch balances.
- Develop body management through a range of floor exercises.
- Use core strength to link recognised gymnastics elements, e.g., back support and half twist.
- Attempt to use rhythm while performing a sequence.

- Modify actions independently using different pathways, directions and shapes.
- Consolidate and improve the quality of movements and gymnastics actions.
- Relate strength and flexibility to the actions and movements they are performing.
- To use basic compositional ideas to improve sequence work.
- Identify similarities and differences in sequences.
- Develop body management over a range of floor exercises.
- Attempt to bring explosive moves into floor work through jumps and leaps.
- Show increasing flexibility in shapes and balances

- To become increasingly competent and confident to perform skills more consistently.
- Able to perform in time with a partner and group.
- Independently use compositional ideas in sequences such as changes in height, speed and direction.
- Develop an increased range of body actions and shapes to include in a sequence.
- Define muscles groups needed to support the core of their body.
- Refine taking weight on small and large body parts, for example, hand and shoulder.

- Create longer and more complex sequences and adapt performances.
- Take the lead in a group when preparing a sequence.
- Develop symmetry individually, as a pair and in a small group.
- Compare performances and judge strengths and areas for improvement.
- Select a component for improvement. For example - timing or flow.
- Take responsibility for own warm-up including remembering and repeating a variety of stretches.
- Perform more complex actions, shapes and balances with consistency.
- Use information given by others to improve performance

- Lead group warm-up showing understanding of the need for strength and flexibility.
- Demonstrate accuracy, consistency, and clarity of movement.
- Work independently and in small groups to make up own sequences.
- Arrange own apparatus to enhance work and vary compositional ideas.
- Experience flight on and off of high apparatus.
- Perform increasingly complex sequences.
- Combine own ideas with others to build sequences.
- Compose and practise actions and relate to music.
- Show a desire to improve across a broad range of gymnastics actions

Invasion Games	<p><b><u>Body movement</u></b></p> <ul style="list-style-type: none"> <li>• Explore balance and managing own body including manipulating small objects</li> <li>• Able to stretch, reach, extend in a variety of ways and positions</li> <li>• Able to control body and perform specific movements on command</li> <li>Explore a variety of rolling, sliding and slithering.</li> <li>• Jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet</li> <li>• Participate in a variety of small group co-operative activities.</li> </ul>	<ul style="list-style-type: none"> <li>• To practice basic movements including running, jumping, throwing and catching.</li> <li>• To begin to engage in competitive activities.</li> <li>• To experience opportunities to improve agility, balance and coordination.</li> <li>• To recognise rules and apply them in competitive and cooperative games.</li> <li>• Use and apply simple strategies for invasion games.</li> <li>• Preparing for, and explaining the reasons why we enjoy exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• Can send a ball using feet and can receive a ball using feet.</li> <li>• Refine ways to control bodies and a range of equipment.</li> <li>• Recall and link combinations of skills, e.g. dribbling and passing.</li> <li>• To select and apply a small range of simple tactics.</li> <li>• Recognise good quality in self and others.</li> <li>• To work with others to build basic attacking play</li> </ul>	<p>To perform some basic invasion games skills, throwing, catching, kicking and dribbling.</p> <ul style="list-style-type: none"> <li>• To build attacking/offensive play.</li> <li>• Able to show basic control skills including sending and receiving the ball.</li> <li>• To send the ball with some accuracy to maintain possession and build attacking play.</li> <li>• Able to implement basic rules of modified games e.g. basketball.</li> <li>• Develop motor skills to handle sticks with ease and improve agility.</li> <li>• Show basic skills to maintain possession.</li> <li>• Use space efficiently to build an attack.</li> <li>• Link skills to perform as a team.</li> </ul>	<ul style="list-style-type: none"> <li>• Show increases confidence and perform with more consistency a selection of basic skills such as dribbling, throwing and shooting</li> <li>• Develop a wider range of ball handling skills</li> <li>• Use footwork rules in a game situation and explore basic marking.</li> <li>• Passing over longer distance.</li> <li>• Moving towards the ball to receive the pass.</li> <li>• Pass and move with the ball as a team to build attacks.</li> <li>• Apply a small range of tactics in a competitive situation.</li> <li>• Demonstrate increased speed and endurance during game play.</li> <li>• Evaluating skills, tactics and teamwork to aid improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Use strength, agility and coordination when defending.</li> <li>• Increase power and strength of passes, moving the ball accurately in a variety of situations.</li> <li>• Select and apply a range of tactics and techniques and play with consistency.</li> <li>• To play effectively in a variety of positions and formations on the pitch.</li> <li>• Relate a greater number of attacking and defensive tactics to gameplay</li> <li>• Become more skilful when performing movements at speed.</li> <li>• Select and apply appropriate skill in a game situation.</li> <li>• Play effectively as a team in defence taking individual responsibility for your role.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply aspects of fitness to the game such as power, strength, agility and coordination.</li> <li>• Choose and implement a wider range of strategies to play defensively and offensively.</li> <li>• Grasp more technical aspects of the game.</li> <li>• Observe, recognise and analyse good individual and team performances.</li> <li>• Suggest, plan and lead simple drills for given skills.</li> <li>• Combine and perform more complex skills at speed in games.</li> <li>• Use set plays in game situation and explain when and why they are used.</li> <li>• Switch effectively as a team between defence and attack.</li> </ul>
Net / wall games	<p><b><u>Manipulation and co-ordination</u></b></p> <ul style="list-style-type: none"> <li>• Send and receive a objects with different body parts.</li> <li>• Work with others to control objects in space.</li> <li>• Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways</li> <li>• Coordinate similar objects in a variety of ways</li> <li>• Differentiate ways to manoeuvre objects</li> <li>• Skip in isolation and with rop</li> </ul>	<ul style="list-style-type: none"> <li>• Able to send an object with increased confidence using hand or bat.</li> <li>• Move towards a moving ball to return it.</li> <li>• Sending and returning a variety of balls/objects such as balloons and beachballs.</li> <li>• Track, intercept and stop a variety of objects such as balls and beanbags.</li> <li>• Select and apply skills to beat the opposition</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to track the path of a ball over a net and move towards it</li> <li>• Begin to hit and return a ball using hands and racquets with some consistency</li> <li>• Play modified net/wall games throwing, catching and sending over a net</li> <li>• Be able to make it difficult for their opponent to score a point.</li> <li>• Begin to choose specific tactics appropriate to the situation.</li> <li>• Improve agility and coordination and use in a game.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe some rules of net/wall games.</li> <li>• Serve to begin a game.</li> <li>• Explore forehand hitting.</li> <li>• Play with some understanding of modified court boundaries.</li> <li>• Show understanding of how sitting volleyball is an inclusive game</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and use different shots with both the forehand and backhand.</li> <li>• Demonstrate different net/wall skills.</li> <li>• Practise some trick shots in isolation.</li> <li>• Work to return the serve.</li> <li>• Demonstrate different court positions in gameplay.</li> <li>• Start to implement basic volleyball rules</li> </ul>	<p>Use different types of serves in-game and new shots learnt in games.</p> <ul style="list-style-type: none"> <li>• Play with others to score and defend points in competitive games.</li> <li>• Move confidently around the playing area using footwork techniques.</li> <li>• Develop further ways of playing with others cooperatively and in competition.</li> <li>• Introduce Volley shots and Overhead shots.</li> <li>• Further, explore Tennis service rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a wider range of shots.</li> <li>• Begin to select and apply more sophisticated tactics such as net play, and offensive and defensive positioning.</li> <li>• Play with fluency with a partner in doubles/partner scenarios.</li> <li>• Develop backhand shots.</li> <li>• Begin to use full scoring systems</li> <li>• Continue developing doubles play and tactics to improve.</li> </ul>

<p>Striking and fielding games</p> <p>– Outdoor and adventurous activity (OAA)</p>	<p><b><u>Manipulation and co-ordination</u></b></p> <ul style="list-style-type: none"> <li>• Send and receive a objects with different body parts.</li> <li>• Work with others to control objects in space.</li> <li>• Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways</li> <li>• Coordinate similar objects in a variety of ways</li> <li>• Differentiate ways to manoeuvre objects</li> <li>• Skip in isolation and with rop</li> </ul>	<ul style="list-style-type: none"> <li>• Able to hit objects with hand or bat.</li> <li>• Track and retrieve a rolling ball.</li> <li>• Throw and catch a variety of balls and objects.</li> <li>• Develop sending and receiving skills to benefit fielding as a team.</li> <li>• Distinguish between the roles of batters and fielders.</li> <li>• Introduce the concept of simple tactics</li> </ul>	<ul style="list-style-type: none"> <li>• To develop hitting skills with a variety of bats.</li> <li>• Practice feeding/bowling skills.</li> <li>• Hit and run to score points in games.</li> <li>• Work on a variety of ways to score runs in the different hit, catch, run games.</li> <li>• Attempt to work as a team to field.</li> <li>• Begin to play the role of wicketkeeper or backstop.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to adhere to some of the basic rules of cricket of striking and fielding games.</li> <li>• To develop a range of skills to use in isolation and a competitive context.</li> <li>• To use basic skills with more consistency including striking a bowled ball.</li> <li>• Work cooperatively with others to complete fielding tasks</li> </ul>	<ul style="list-style-type: none"> <li>• To develop the range of striking and fielding skills they can apply in a competitive context</li> <li>• Choose and use a range of simple tactics in isolation and in a game context.</li> <li>• Consolidate existing skills and apply with consistency.</li> <li>• Strike to ball with intent, use decision making attempt direction.</li> </ul>	<p>Link together a range of skills and use in combination.</p> <ul style="list-style-type: none"> <li>• Collaborate with a team to choose, use and adapt rules in games.</li> <li>• Recognise how some aspects of fitness apply to striking and fielding e.g., power, flexibility, and cardiovascular endurance</li> <li>• Develop retrieving and returning the ball</li> </ul>	<p>Apply with consistency standard rules in a variety of different styles of games.</p> <ul style="list-style-type: none"> <li>• Attempt a small range of shots in isolation and in competitive scenarios.</li> <li>• Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.</li> </ul>
	<p><b><u>Cooperate and Solve Problems</u></b></p> <ul style="list-style-type: none"> <li>• Organise and match various items, images, colours and symbols</li> <li>• Work with a partner to listen, share ideas, question and choose</li> <li>• Move confidently and cooperatively in space</li> <li>• Copy and repeat various patterns and actions</li> <li>• Show an understanding of own feelings and others</li> <li>• Solve more complex tasks using skills learned</li> <li>• Work and play cooperate and take turns</li> </ul>	<ul style="list-style-type: none"> <li>• Use thinking skills to follow multi step instructions.</li> <li>• Solve more challenging problems as an individual.</li> <li>• Comprehend that one thing can represent another.</li> <li>• Take part in activities with increasing challenge to build confidence.</li> </ul>	<p>Use searching skills to find given items from clues and pictures.</p> <ul style="list-style-type: none"> <li>• Work as a pair to navigate space.</li> <li>• Use and explore unusual equipment to develop coordination,</li> <li>• problem-solving and motor skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with others to solve problems.</li> <li>• Describe their work and use different strategies to solve problems.</li> <li>• Lead others and be led when a task is competitive and when it is collaborative.</li> </ul>	<p>Work well in a team or group within defined and understood roles.</p> <ul style="list-style-type: none"> <li>• Plan and refine strategies to solve problems.</li> <li>• Identify the relevance of and use maps, compass and symbols.</li> <li>• Identify what they do well and suggest what they could do to improve.</li> </ul>	<p>Explore ways of communicating in a range of challenging activities.</p> <ul style="list-style-type: none"> <li>• Navigate and solve problems from memory.</li> <li>• Develop and use trust to complete the task and perform under pressure.</li> </ul>	<ul style="list-style-type: none"> <li>• Use information given by others to complete tasks and work collaboratively.</li> <li>• Undertake more complex tasks.</li> <li>• Take responsibility for a role in a task.</li> <li>• Use knowledge of PE and physical activities to suggest design ideas &amp; amendments to games.</li> </ul>

	Beginners	Intermediate	Advanced
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Swimming	<ul style="list-style-type: none"> <li>• Swim short distances unaided between 5 &amp; 20 metres using one consistent stroke.</li> <li>• Propel themselves over longer distances with the assistance of swimming aids.</li> <li>• Move with more confidence in the water including submerging themselves fully.</li> <li>• Enter and exit the water independently</li> </ul>	<ul style="list-style-type: none"> <li>• Swim over greater distances, between 10 &amp; 20 meters with confidence in shallow water.</li> <li>• Begin to use basic swimming techniques including correct arm and leg action.</li> <li>• Explore and use basic breathing patterns.</li> <li>• Enter and exit the water in a variety of ways.</li> <li>• Take part in problem-solving activities such as group floats and team challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Bring control and fluency to at least two recognised strokes.</li> <li>• Implement good breathing technique to allow for smooth stroke patterns.</li> <li>• Attempt personal survival techniques as an individual and group with success.</li> <li>• Link lengths together with turns and attempt tumble turn in isolation and during a stroke</li> </ul>
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	KS1	KS2
Wellbeing	<ul style="list-style-type: none"> <li>• Know how to work as part of a team</li> <li>• How to throw and catch accurately</li> <li>• How to perform breathing exercises to be mindful</li> <li>• Understand how yoga is good for wellbeing</li> <li>• Know how to connect with others to complete tasks</li> <li>• To have confidence to improvise actions</li> <li>• Be able to notice their surroundings</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to be a leader within a team</li> <li>• How to throw and catch accurately</li> <li>• Understand how breathing exercises can help someone be mindful</li> <li>• Understand how yoga is good for wellbeing</li> <li>• Know how to connect with others to complete tasks with increased success</li> <li>• To have confidence to improvise actions</li> <li>• Be able to notice changes in their surroundings and what maybe causing them</li> </ul>