



PE Progression of skills - Reception to Y6

| | EYFS Skills | Key Stage 1 Skills | Lower Key Stage 2 Skills | Upper Key Stage 2 Skills |
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| NC Curriculum | Children will explore physical activity and begin to develop fundamental movement skills. They will develop their core strength, stability, balance, spatial awareness, co-ordination and agility. The children will develop proficiency, control and confidence with their movements. | Children will 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. They will participate in team games, developing simple tactics for attacking and defending. They will perform dances using simple movement patterns. | <p>The children will:</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 <p>In swimming, pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 | |

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| Year R | Introduction to PE | Developing Fundamental Movement Skills | Gymnastics | Introduction to Balls Skills | Racket Skills | Athletics |
| Year 1 | Fundamental Movement Skills | Developing Ball Skills | Gymnastics | Net and Wall Game Skills | Striking and Fielding Game Skills | Athletics |
| | Cross Country/Fitness | Fundamental Movement Skills | Dance - Animals | Yoga | Dance - Pirates | Team Building |
| Year 2 | Fundamental Movement Skills | Invasion Game Skills | Gymnastics | Net and Wall Games Skills | Striking and Fielding Game Skills | Athletics |
| | Dance – Fire of London | Cross Country/Fitness | Team Building | Yoga | Swimming | Swimming |
| Year 3 | Netball | Gymnastics | Hockey | Tennis | Rounders | Athletics |
| | Swimming | Swimming | OAA | Yoga | Dance – Around the World | Health Related Fitness |
| Year 4 | Football | Gymnastics | Basketball | Badminton | Cricket | Athletics |
| | Swimming | Swimming | Cross Country/Fitness | Yoga | Dance – Space | OAA |
| Year 5 | Leadership | Tag Rugby | Gymnastics | Netball | Tennis | Athletics |
| | Swimming | Swimming | Health Related Fitness | Dance – The Haka | Yoga | Rounders |
| Year 6 | Football | Gymnastics | Basketball | Badminton | Cricket | Rounders |

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| | Swimming | Swimming | Dance – World War 2 | Yoga | Athletics | Problem Solving |
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| | End of REC Expectations | End of Year 1 Expectations | End of Year 2 Expectations | End of Year 3 Expectations | End of Year 4 Expectations | End of Year 5 Expectations | End of Year 6 Expectations |
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| Gymnastics | <p>Know the basic gymnastics shapes. Demonstrates a rocking movement in a tucked and straight shape. Can balance on different parts of the body. Able to travel on different parts. Can perform a log roll, egg roll. Lands safely when jumping on the ground. Able to make a star and straight shape when jumping.</p> | <p>Can hold the main gymnastic shapes with good body tension. Is able to link together narrow, wide and tucked shapes. Lands from apparatus with control. Can balance on different points and patches of the body.</p> | <p>Can travel in a curled shape. Is able to show a stretched shape as a balance. Understands what is meant by an arched shape. Links stretches and curls in a sequence. Performs a front and back support. Travels into and out of front and back supports.</p> | <p>Takes weight on patches of the body with control. Understands the difference between asymmetrical and symmetrical work. Can balance on the back and shoulders holding a steady shoulder stand. Is able to perform a cartwheel with some success. Can demonstrate a teddy bear roll. Shows timing and control in sequences.</p> | <p>Can support weight on hands and feet with good body tension. Is able to spin and take weight from one support to another. Combines rolls and supports to create a fluent sequence. Can show different shapes with the legs in a shoulder stand. Perform a sequence in unison with a partner. Can travel under and over a partner.</p> | <p>Can roll over a partner in a straight shape. Shows momentum in forwards and backwards rolls. Performs a strong arch and bridge. Can travel over and under a partner in combination with apparatus. Travels over a partner by taking weight on hands. Produces a sequence with good technique and fluent transitions.</p> | <p>Take off from one foot and two feet. Gain elevation from a run up. Create shapes when in flight. Land with soft knees in a strong symmetrical position. Can take off from one foot and spring from two into flight. Is able to squat onto a box. Shows different levels in sequences to include flight and travel on the ground. Is able to show an understanding of canon and unison.</p> |
| Dance | | <p>Can use my body to create simple theme related shapes, movements and actions. Can use my body to express simple theme related shapes, movements and feelings. Travels safely and creatively in space, showing different levels. Communicates effectively with a</p> | <p>Can use my body to create a variety of theme related shapes, movements and actions. Can use my body to express theme related shapes, movements and feelings. Travels safely and creatively in space, changing levels and direction. Communicates effectively in a group to give feedback. Uses pictures and poems to create and</p> | <p>Is able to develop a motif demonstrating some agility, balance, co-ordination and precision. Creatively changes static actions into travelling movements. Shows different levels and pathways when travelling. Communicates effectively with a partner and a group. Can improve ideas.</p> | <p>Is able to develop a motif demonstrating some agility, balance, co-ordination and precision. Creatively changes static actions into travelling movements. Shows different levels and pathways when travelling. Communicates effectively with a partner and a group. Can improve ideas. Is able to evaluate the work of others using</p> | <p>Is able to develop a motif demonstrating good agility, balance, co-ordination and precision. Creatively changes static actions into dynamic movements. Shows different levels and pathways when travelling at different speeds. Communicates effectively with a partner and a group. Can improve ideas based on group discussions.</p> | <p>Is able to develop a motif demonstrating good agility, balance, co-ordination and precision. Creatively changes static actions into dynamic movements. Shows different levels and pathways when travelling at different speeds. Communicates effectively with a partner and a group.</p> |

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| | | <p>partner to give feedback. Uses pictures and poems to create shapes, movements and actions. Remember and perform a simple sequence of movement. Identifies what good looks like and can give feedback to help my partner improve.</p> | <p>demonstrate shapes, movements and actions. Remember and perform a sequence of movement as a group. Identifies what good looks like and can give feedback to help my group improve.</p> | <p>Is able to evaluate the work of others using accurate technical language.</p> | <p>accurate technical language.</p> | <p>Is able to evaluate the work of others using accurate technical language providing constructive criticism.</p> | <p>Can improve ideas based on group discussions. Is able to evaluate the work of others using accurate technical language providing constructive criticism.</p> |
| <p>Invasion Games</p> | <p>Movement skills Is aware of space. Can stop, start, change direction and change pace. Shows control when hopping and jumping. Is able to avoid others when moving.</p> <p>Introduction to ball skills. Can carry a ball when running. Picks up and puts down a ball with control. Able to roll a ball with some accuracy over a short distance. Can bounce a large ball on a spot and collect. Is able to move a ball with the feet.</p> | <p>Movement skills Understands the key features of a good running technique. Can push off to change direction. Is able to travel in different directions of travel – forwards and backwards. Hopping and jumping.</p> <p>Ball skills Can send and receive a ball and travelling skills. Is able to roll and pick up a ball accurately with a partner. Can throw and catch a large ball to self. Throws accurately to a target increasing distances away. Sends a ball to a partner with the feet.</p> | <p>Movement skills Is able to run in space with good technique. Can show good reactions when starting, stopping and changing direction. Understand what is meant by agility. Can shadow a partners movements by dodging. Travels forwards, backwards and sideways with control. Able to hop (on both legs) and jumping with control.</p> <p>Invasion Games Skills Can throw with an overarm technique with some accuracy. Is able to catch a ball thrown from a partner. Understand what is meant by marking. Dribbles a ball using the dominant hand with some control. Can move into space to receive a pass.</p> | <p>Hockey Demonstrates the correct way to hold the stick showing a good body position. Can dribble the ball with an open stick. Is able to receive the ball with the stick low to the ground. Consistently performs a push pass with some accuracy. Looks for players in space. Can dribble and shoot at a goal. Understands that you cannot use your feet or the reverse of the stick.</p> <p>Netball Performs a chest pass and bounce pass with the correct technique. Can look and pass the ball to a free player. Is able to stay with an opponent to mark them.</p> | <p>Football Can use different parts of the foot to control the ball. Passing and receiving with control using the inside of the foot. Is able to shooting with accuracy using the laces. Make decisions and link skills to put together an attacking play.</p> <p>Basketball Can control a basketball with both hands when dribbling. Is able to dribble with head up. Shows good technique in using a chest pass and bounce pass. Can demonstrate the triple threat position. Can demonstrate an overhead and shoulder pass. Understands what is meant by BEEF when shooting.</p> | <p>Netball Can accurately send a netball using a chest pass, bounce pass, overhead pass and shoulder pass. Knows how to signal for a pass. Moves into space after making a pass. Communicates with others on the court. Understands and applies the footwork rule. Can shoot with some accuracy from different positions. Knows the roles of the different positions in High 5 Netball.</p> <p>Tag rugby Can demonstrate a pop pass and a pocket pass. Grips the ball correctly and carries it in 2 hands. Is able to send and receive a ball on the move to the left and the right. Consistently passes the ball backwards.</p> | <p>Basketball Can control a basketball with both hands when dribbling and protect the ball under pressure. Is able to create space to receive a pass. Uses changes of speed and direction to beat a defender. Can demonstrate the triple threat position. Uses the different passes at the correct times and with good technique. Demonstrates what is meant by BEEF when shooting. Can mark a player or an area of the court.</p> <p>Football Demonstrates skill and close control of the ball using different parts of the foot. Is able to dribble at different tempos. Can pass and move into space.</p> |

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| | | | | Understands about the footwork rule. Is able to pivot in a practise situation. Can shoot with the ball above the head. | | Understands what off side and knock on means. Closes down space when defending. Can apply skills in a small sided game. | Combines skills to allow the team to retain possession. Shows good positioning as a defending, not overcommitting too soon. Communicates with team mates on the pitch. Shoots with accuracy. |
| Net / Wall Games | Racket skills. Shows control and stability when carrying an object on the racket. Uses the strings of a racket to move and stop a ball. Can send a ball along the ground with the strings of the racket. Can bounce and catch a large ball. | Net game skills Can move around the court facing the net. Holds the racket correctly. Controls a ball using the strings along the ground using both sides. Is able to trap a ball when played along the floor using the racket. Can bounce and catch a ball over a line. | Net game skills Holds the racket correctly when sending a ball along the ground. Moves around the court facing the net. Can return a ball played along the ground. Demonstrates the ready position consistently. Can try to win a point in throw catch tennis by looking for space. | Tennis Demonstrates the ready position and moves into good positions to hit the ball. Can hit the ball on the forehand after one bounce. Is able to show the correct position to play a backhand shot. Volleys a ball by striking downwards. Understands points – in / out via throwing tennis. Is able to contact the ball above the head to serve. | Badminton Demonstrates the ready position consistently. Performs a backhand flick serve over the net. Understand the rules of serving. Can return a thrown shuttlecock using a forehand and backhand technique Is able to make contact with the shuttlecock above the head. Introduce points – in / out via throwing badminton. | Tennis Demonstrates a consistent ready position and always moves sideways on to strike the ball. Returns a thrown ball consistently on the forehand. Controls when the ball is played. Is able to volley on the forehand and backhand and ‘place’ the ball Introduce volleying. Understands the technique for serving and is able to hit the ball consistently over the net from an overhead position. | Badminton Always assumes the ready position and shows good movement on the court. Can perform a forehand and backhand serve. Is able to serve long and short. Returns overhead shots with some power. Is able to show the correct position when playing net shots. Understands the scoring system and can umpire games. |
| Athletics | Athletics skills Shows a ready position – 1 foot forwards ready to run. Can run within a lane. Is able to jump over an obstacle. Can demonstrate the difference between leaping, hopping and jumping. | Athletics skills Reacts quickly to the start of a race. Can run in a lane with a good technique. Understand how to jump for distance and land with soft knees. Can add a short run up to a jump. Knows how to increase the distance of throws. | Athletics skills Reacts quickly to the start of a race and understands the importance of a good start. Can run in a lane with a good technique and focuses beyond the finish line. Understand how to jump for distance and land with soft knees. | Athletics Understand the benefit of sprinting drills to improve technique. Knows why pacing is important when running for distance. Hurdles with some technique and knows which their take off leg is. | Athletics When guided can start a sprint in the correct position and run with good technique. Can pace themselves when running for distance. Is able to hurdle taking off from the same leg. Uses height to improve long jump distance. | Athletics Can demonstrate the sprint start position. Can pace a race when running for distance. Performs a triple jump correctly. Is able to sprint between hurdles and take off from the same foot.. Can throw the javelin with good distance and | Athletics Can demonstrate the sprint start position and time runs accurately. Can pace a race when running for distance and finish strongly. Is able to both perform and measure accurately the long jump and triple jump. |

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| | Is able to stand side on to throw for distance. Can throw accurately to a target a short distance away. Understands how a relay works. | | Is able to show some height when jumping. Can add a short run up to a jump. Can increase the distance of throws by transferring weight forwards. | Throw overarm from a side on position and able to assess the technique of others. Can demonstrate a long jump with a good take off and landing within the rules of the event | Knows the 3 phases of the triple jump. Passes a baton effectively in a relay. Throws with power from a side on position. | knows the rules of measuring. Passes a relay baton to a moving team mate. Can demonstrate a scissor kick technique for high jump. | Shows a low position when travelling over the hurdles. Can add a run up to the javelin throw. Is able to communicate effectively to ensure relay changeovers occur in the box. |
| Striking and fielding Games | | Striking and fielding skills Can move in line with the ball when fielding. Uses both hands to pick up the ball Knows what a crease is and know to run to score. Is able to throw underarm to a target. Can chase and collect a ball. Can hit from a tee. | Striking and Fielding. Shows good agility when running and changing direction. Can stop and pick up a moving ball. Is able to throw underarm accuracy. Can hit a ball consistently from a tee from a side on position. Demonstrates the correct stance as a wicket keeper. Can catch a ball after one bounce. | Rounder Can throw underarm and catch with some consistency. Knows when to run and when to wait as a batter. Is able to hit from a tee consistently. Can self feed to hit a ball. Is able to bowl underarm over a short distance. Calls their names when attempting to catch a high ball. | Kwik Cricket Can bowl a ball with a straight arm. Stands side on and with high back lift ready to strike a ball. Knows what backing up means for fielders. Communicates effectively with a partner when batting. Is able to use a long barrier to stop a ball. Throws with accuracy and power towards the wickets. | Rounders Catches a ball with soft hands. Bowls with consistent height and knows what is meant by a good ball. Can catch or pick up and throw quickly as a backstop. Moves to back up others when fielding. Hits the ball with some consistency from a bowlers delivery. Can make good decisions over when to run as a batter. Communicates well to ensure the ball is thrown to the correct base. | Kwik Cricket Catches a ball under pressure. Is able to throw a ball overarm with accuracy. Slides the bat over the crease when running. Can bowl overarm with a straight arm after a short run up. Is able to pick up and return a ball with one hand. Shows good awareness as a fielder. Can perform a pull shot when batting. |
| Swimming | | | | | | | |
| OAA / Problem Solving | | | Can take turns when sharing ideas as a group. Understands the importance of working together to solve a problem. Can plan what to do before attempting a task. Shows resilience when things don't go to plan and is able to use an alternative strategy. | Can work as part of a team. Works in a group to solve problems. Plan a route. Knows the points of a compass. Identifies areas using a map. Identify places using photographic clues. | Can work as part of a team showing good communication and listening skills. Works in a group to solve problems showing perseverance when things don't go to plan. Plan and describe a route using the points of a compass. Orientate a map. Follow a course using photographic clues. | Uses non verbal communication to solve problems. Understands the importance of having a plan before undertaking a challenge. Can give clear instructions to successfully navigate a blindfolded partner around an obstacle course. Is able to navigate around course using a map. | Can communicate using verbal and non verbal communication. Respects the opinion of team mates. Is able to make a plan to solve a problem. Can evaluate as a team to see if we can improve in the future. Puts trust in others. Speaks encouragingly to team mates. Perseveres when things don't go to plan. |

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| Fitness | Knows that we always warm up before activity. | Cross country Can identify how our bodies feel when we exercise. Knows what happens to our running when we get fitter. | Cross country Can describe how our bodies feel when we exercise using some scientific vocabulary. Is able to challenge themselves with their running and show determination to keep going. | Able to explain what happens when we warm up and why this is important. Can identify the area of the body which is working during different activities. | Health Related Fitness Able to identify different components of fitness. Shows determination and able to challenge themselves. Can identify some major muscles of the body. | Able to explain why we warm up using scientific vocabulary. Understands the benefits of exercise for the body and mind. Could plan a warm up for an activity. | Health Related Fitness Understand what is meant by the different components of fitness and how to improve them. Able to assess and improve fitness. |