

PE Progression of Skills

Early Years Foundation Stage

Children in Reception should be learning to:

- Revise and refine fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing)
- Progress towards a more fluent style of moving, with developing control and grace
- Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future Physical Education sessions and other Physical Disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Use their core muscle strength to achieve a good posture.
- Combine different movements with ease and fluency
- Confidently and safely use a range of apparatus, large and small, indoors and outdoors, alone and in a group.
- Develop overall body strength, balance, co-ordination and agility
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball

Aims

The national curriculum for physical education aims to ensure that all pupils:

develop competence to excel in a broad range of physical activities

are physically active for sustained periods of time

engage in competitive sports and activities

lead healthy, active lives.

ELG: Physical Development

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend 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.

Pupils should be taught to:

- 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.

Key stage 2

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.

Pupils should be taught to:

- 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

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- 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.

Year Group							
Reception	Do you want to be friends? Revise and refine fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing) Confidently and safely use a range of apparatus, large and small, indoors and outdoors, alone and in a group.	Why do squirrels hide their nuts? Revise and refine fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing) Progress towards a more fluent style of moving, with developing control and grace Demonstrate strength, balance and coordination when playing.	What happens when I fall asleep? Revise and refine fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing) Combine different movements with ease and fluency Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Confidently and safely use a range of apparatus, large and small, indoors and outdoors, alone and in a group.	Are we there yet? Revise and refine fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing) Demonstrate strength, balance and coordination when playing Negotiate space and obstacles safely, with consideration for themselves and others. Confidently and safely use a range of apparatus, large and small, indoors and outdoors, alone and in a group. Combine different movements with ease and fluency	Who lives in a rock pool Uses one-handed tools and equipment. Handle equipment and tools effectively. Can catch a large ball Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Demonstrate strength, balance and coordination when playing	What can you see in summer Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball Progress towards a more fluent style of moving, with developing control and grace Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Combine different movements with ease and fluency Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and	

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Year Grou p							
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1	Gymnastics To explore movement actions with control and link them together with flow. To explore gymnastic actions and shapes. To explore travelling on benches. To explore movement actions with control, and to link them together with flow. To choose and use simple compositional ideas by creating and performing sequences. To repeat and link combinations of gymnastic actions. To link combinations of movements and shapes with control.	Dance To change direction during travelling moves. To link travelling moves that change direction and level. To link moves together. To use a variety of moves. To explore basic body patterns and movements to music. To use a variety of moves that change speed and direction. To link together dance moves with gestures and changing direction in time to music. To practise taking off from different positions. To complete an obstacle course with control and agility.	Multi Skills To explore static balancing and understand the concept of bases. To combine a number of co-ordination drills, using upper and lower body movements. To aim a variety of balls and equipment accurately. To time running to stop or intercept the path of a ball. To travel in different ways, showing clear transitions between movements. To travel in different directions (side to side, up and down) with control and fluency. To practise ABC (agility, balance and co- ordination) at circuit stations.	Brilliant Ball Skills To master basic sending and receiving techniques. To develop balance, agility and co-ordination. To master basic sending and receiving skills. To develop balance, agility and co-ordination.: To master basic sending and receiving techniques To develop balance, agility and co-ordination. To master basic sending and receiving as well as developing balance agility and co-ordination. To make use of co-ordination, accuracy and weight transfer. To develop receiving skills. To use ball skills in game- based activities.	Throwing and Catching (field games) To learn skills for striking and fielding games. To practise basic striking, sending and receiving. To use throwing and catching skills in a game. To practise accuracy of throwing and consistent catching. To strike with a racket or bat. To play a game fairly and in a sporting manner. To use fielding skills to play a game.	Active Athletics To use varying speeds when running. To explore footwork patterns. To explore arm mobility. To explore different methods of throwing. To practise short distance running.	
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2	Gymnastics To remember and repeat simple gymnastic actions with control. To balance on isolated parts of the body using the floor and hold balance. To develop a range of gymnastic moves, particularly balancing. To link together a number of gymnastic actions into a sequence. To explore ways of travelling around on large apparatus. To choose and use a variety of gymnastic actions to make a sequence.	Dance To explore different levels and speeds of movement. To compose and perform simple dance phrases. To show contrasts in simple dances with good body shape and position. To develop a range of dance movements and improve timing. To work to music, creating movements that show rhythm and control. To work to music, creating movements that show rhythm and control.	Multi Skills	Brilliant Ball Skills To use hand-eye co-ordination to control a ball. To catch a variety of objects. To vary types of throw. To kick and move with a ball. To develop catching and dribbling skills. To use ball skills in a mini festival.	Throwing and Catching (field games) To learn skills for playing striking and fielding games. To position the body to strike a ball. To develop catching skills. To throw a ball for distance. To practise throwing skills in a circuit. To play a game fairly and in a sporting manner. To use fielding skills to play a game.	Active Athletics To run with agility and confidence. To learn the best jumping techniques for distance. To throw different objects in a variety of ways. To hurdle an obstacle and maintain effective running style. To run for distance. To complete an obstacle course with control and agility.	
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3	Gymnastics To explore jumping techniques and link them with other gymnastic actions. To explore jumping techniques and to link them with other gymnastic actions. To select and adapt gymnastics actions to meet the task. To work with a partner or a small group to create a sequence that develops jumping skills. To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music.	Dance To explore dance movements and create patterns of movement. To work with a partner to create dance patterns. To perform a dance with rhythm and expression. To use knowledge of dance to create a story in small groups. To develop precision of movement. To work cooperatively with a group to create a dance piece. To perform in front of others with confidence.	Swimming To develop basic pool safety skills and confidence in water. To develop travel in vertical or horizontal position and introduce floats. To develop push and glides, any kick action on front and back with or without support aids. To develop entry and exit, travel further, float and submerge. To develop balance, link activities and travel further on whole stroke. To show breath control. Introduction to deeper water. Treading water.	Brilliant Ball Skills To be aware of others when playing games. To choose the correct skills to meet a challenge. To perform a range of actions, maintaining control of the ball. To perform a range of catching and gathering skills with control. To master the basic catching technique. To catch with increasing control and accuracy. To master the basic throwing technique. To throw and hit a ball in different ways (e.g. high, low, fast or slow). To apply skills and tactics in small-sided games. To identify and follow the rules of games. To choose and use simple tactics to suit different situations. To react to situations in ways that make it	Throwing and Catching (field games) To consolidate and develop a range of skills in striking and fielding. To develop and investigate different ways of throwing and to know when it is appropriate to use them. To consolidate and develop a range of skills in striking and fielding. To practise the correct technique for catching a ball and use it in a game. To consolidate and develop a range of skills in striking and fielding. To practise the correct batting technique and use it in a game situation. To consolidate and develop a range of skills in striking and fielding. To practise the correct technique for fielding and use it in a game situation. To consolidate the throwing, catching and batting skills already learned.	Active Athletics To run in different directions and at different speeds, using a good technique. To improve throwing technique. To reinforce jumping techniques. To understand the relay and passing the baton. To choose and understand appropriate running techniques. To compete in a mini- competition, recording scores.	
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				difficult opponents to win.	for To strike the ball for distance. To know how to play a striking and fielding game competitively and fairly.		
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4	Gymnastics To identify and practise body shapes. To identify and practise symmetrical and asymmetrical body shapes. To construct sequences using balancing and linking movements. To use counterbalances and incorporate them into a sequence of movements. To perform movements in canon and in unison. To perform and evaluate own and others' sequences.	Dance To identify and practise the patterns and actions of chosen dance style. To demonstrate an awareness of the music's rhythm and phrasing when improvising. To create an individual dance that reflects the chosen dancing style. To create partnered dances that reflect the dancing style and apply the key components of dance. To perform dance using a range of movement patterns. To perform and evaluate own and others' work.	Swimming To develop basic pool safety skills and confidence in water. To develop travel in vertical or horizontal position and introduce floats. To develop push and glides, any kick action on front and back with or without support aids. To develop entry and exit, travel further, float and submerge. To develop balance, link activities and travel further on whole stroke. To show breath control. Introduction to deeper water. Treading water.	Invasion (Football/Hockey) To keep possession of a ball. To use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation. To use accurate passing and dribbling in a game. To identify and apply ways to move the ball towards an opponent's goal. To learn concepts of attack and defence. To play in a mini competition.	Striking and Fielding (Cricket/Rounders) To develop and investigate different ways of throwing, and to know when each is appropriate. To use ABC (agility, balance, co-ordination) to field a ball well. To use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation. To use hand-eye co-ordination to strike a moving and a stationary ball. To develop fielding skills and understand their importance when playing a game. To play in a competitive situation, and to demonstrate sporting behaviour.	Nimble Nets (Short Tennis) To become familiar with balls and short tennis rackets. To get the ball into play. To accurately serve underarm. To build up a rally. To build a rally, focusing on accuracy of strokes. To play a variety of shots in a game situation and to explore when different shots should be played. To play a competitive tennis game.	Young Olympians (Athletics) To select and maintain a running pace for different distances. To practise throwing with power and accuracy. To throw safely and with understanding. To demonstrate good running technique in a competitive situation. To explore different footwork patterns. To understand which technique is most effective when jumping for distance. To utilise all the skills learned in this unit in a competitive situation.
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5	Gymnastics	Dance		Invasion (Netball)	Striking and Fielding (Cricket)	Nimble (Tennis)	Nets	Young Olympians (Athletics)
	To identify and practise body shapes and balances.	To identify and practise the patterns and actions of the chosen dance style.		To demonstrate basic passing and receiving skills using a netball. To develop an understanding and knowledge of the basic footwork rule of netball.	To develop skills in batting and fielding.	To identify and apply techniques for hitting a tennis ball.		To use correct technique to run at speed.
	To identify and practise symmetrical and asymmetrical body shapes.	To demonstrate an awareness of the music's rhythm and phrasing when improvising.		To use good hand/eye coordination to pass and receive a ball successfully.	To choose fielding techniques.	To develop the techniques for ground strokes and volleys.		To develop the ability to run for distance.
	To use and refine the following skills: flexibility, strength, balance, power and mental focus.	To create and perform an individual dance that reflects the chosen dance style.		To develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel.	To run between the wickets.	To develop a backhand technique and use it in a game.		To throw with accuracy and power.
	To develop skills for movement, including rolling, bridging and dynamic movement.	To create partnered dances that reflect the chosen dancing style and apply the key components of dance.		To understand the importance of 'getting free' in order to receive a pass. • To understand how to make space by moving away and coming back and by dodging.	To run, throw and catch.	To practise techniques for all strokes.		To identify and apply techniques of relay running.
	To use counterbalances and incorporate them into a sequence of movements.	To create group dances that reflect the dance style.		To be able to demonstrate a range of defending skills and understand how to mark an opponent.	To develop a safe and effective overarm throw.	To use the scoring system and court for singles tennis.		To explore different footwork patterns.
	To perform movements in canon and in unison.	To perform a dance using a range of movement patterns. • To perform and evaluate your own and others' work.		To understand how to intercept a pass.	To learn batting control.	To play a tennis game using an overhead serve and the correct selections of shots.		To understand which technique is most effective when jumping for distance.
	To perform and evaluate own and others' sequences.			To learn how to shoot.	To use all the skills learned by playing in a mini tournament.	To understand and use doubles scoring in a tennis game.		Learn how to use skills to improve the distance of a pull throw.
								To demonstrate good techniques in a competitive situation.

				To understand the different positions in a netball team (five-a-side). To recognise which positions are attacking and which are defending.			
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6	Gymnastics	Dance		Invasion (Rugby)	Striking and Fielding (Rounders)	Nimble Nets (Tennis/Badminton)	Young Olympians (Athletics)
	To identify and practise gymnastic shapes and balances. To identify and practise symmetrical and asymmetrical body shapes. To construct sequences using balancing and linking movements To use counterbalances and incorporate them into a sequence of movements. To perform movements in canon and in unison. To perform and evaluate own and others' sequences.	To identify and practise the patterns and actions in a street dance style. To demonstrate an awareness of the music's rhythm and phrasing when improvising. To create a dance that represents a street dance style. To create a dance as a group, using any street dance moves. To create a dance as a group, using any street dance moves. To perform and analyse one's own and others' performance.		To understand the basic rules of tag rugby. To work as a team, using ball-handling skills. To pass and carry a ball using balance and co- ordination. To use skills learned to play a game of tag rugby. To apply rules and skills learned to a game. To play in a mini tag rugby competition.	To throw and catch under pressure. To use fielding skills to stop the ball effectively. To learn batting control. To learn the role of backstop. To play in a tournament and work as a team, using tactics in order to beat another team. To play in a tournament and work as a team, using tactics in order to beat another team.	To demonstrate and use the correct grip of the racket and understand how to get into the ready position. To use good hand/eye coordination to be able to contact the shuttle with the face of the racket. Understand how to serve the shuttle in order to start the game. Recognise the difference between the low serve and the high serve. To develop children's ability to perform and understand the 'overhead clear' shot and the impact that playing the overhead clear can have on winning points during game play. To understand that the drop shot is an attacking shot, and why. • To know where the drop should be aimed for, for it to be most productive, and why. To understand how to use different shots to outwit an opponent in a game.	To investigate running styles and changes of speed. To practise throwing with power and accuracy. To throw safely and with understanding . To demonstrate good running technique in a competitive situation. To explore different footwork patterns. To understand which technique is most effective when jumping for distance. To utilise all the skills learned in this unit in a competitive situation.

						To develop knowledge, understanding and principles within a doubles game, including tactics and strategies used.	
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