**PE Progression of Skills – Athletics**

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| --- | --- | --- | --- | --- | --- | --- |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Explore running and stopping. | Explore running at different speeds. | Develop the sprinting action. | Develop the sprinting technique and apply it to relay events. | Develop an understanding of speed and pace in relation to distance. | Apply fluency and coordination when running for speed in relay changeovers. | Demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. |
| Explore running on the balls of their feet. | Develop balance whilst jumping and landing. | Develop jumping, hopping and skipping actions. | Develop technique when jumping for distance in a range of approaches and take off positions. | Develop power and speed in the sprinting technique. | Effectively apply speeds appropriate for the event. | Develop power, control and technique in the triple jump. |
| Explore jumping and hopping. | Explore hopping, jumping and leaping for distance. | Explore safely jumping for distance and height. | Explore the technique for a pull throw. | Develop technique when jumping for distance. | Develop power, control and consistency in jumping for distance. | Develop power, control and technique when throwing discus and shot put. |
| Explore throwing. | Explore throwing for distance and accuracy. | Develop overarm throwing for distance. |  | Explore power and technique when throwing for distance in a pull and heave throw. | Explore technique and rhythm in the triple jump. |  |
|  |  |  |  |  | Develop technique and power in javelin and shot put. |  |

**PE Progression of Skills – Ball Skills**

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| --- | --- | --- | --- | --- | --- | --- |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Explore sending an object with hands and feet. | Roll and throw with some accuracy towards a target. | Roll, throw and kick a ball to hit a target. | Send a ball with accuracy and increasing consistency to a target. | Accurately use a range of techniques to send a ball to a target. | Demonstrate clear technique when sending a ball under pressure. | Show good technique when sending a ball with increasing control, accuracy and consistency under pressure. |
| Explore catching using a variety of larger balls. | Begin to catch with two hands.  Catch after a bounce. | Develop catching a range of objects with two hands.  Catch with and without a bounce. | Catch a range of objects with increasing consistency. | Catch different sized objects with increasing consistency with one and two hands. | Demonstrate good technique under pressure. | Demonstrate increasing consistency of catching under pressure in a variety of game situations. |
| Explore stopping a ball with hands. | Track a ball being sent directly. | Consistently track and collect a ball being sent directly. | Track a ball not sent directly | Consistently track a ball sent directly and indirectly. | Demonstrate a range of techniques when tracking and collecting a ball. | Demonstrate a wider range of techniques when tracking a ball under pressure. |
| Explore bouncing and catching. | Begin to dribble with hands and feet. | Dribble a ball with hands and feet with some control. | Dribble a ball with hands and feet with control. | Dribble a ball with increasing control and coordination. | Dribble with some control under pressure. | Demonstrate a range of dribbling techniques with increasing control under pressure. |

**PE Progression of Skills – Dance**

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| --- | --- | --- | --- | --- | --- | --- |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Explore how their body moves.  Copy basic body actions and rhythms. | Copy, remember and repeat actions to represent a theme. Explore creating their own actions in relation to a theme. | Accurately remember, repeat and link actions to express an idea. | Create actions in response to a stimulus individually and in groups. | Respond imaginatively to a range of stimuli relating to character and narrative. | Choreograph planned dances by using, adapting and developing actions and steps from different dance styles. | Show controlled movements which express emotion and feeling. |
| Explore actions in response to music and an idea. | Explore varying speeds to represent an idea. | Develop an understanding of dynamics. | Use dynamics effectively to express an idea. | Change dynamics confidently within a performance to express changes in character. | Confidently use dynamics to express different dance styles. | Explore, improvise and combine movement dynamics to express ideas fluently, effectively on their own, with partner or in a small group. |
| Explore pathways and the space around then and in relation to others. | Explore pathways within their performances. | Develop the use of pathways and travelling actions to include levels. | Use directions to transition between formations. | Confidently use changes in level, direction and pathway. | Use direction and patterning to express different dance styles. | Use a variety of basic compositional principles when creating their own dances. |
| Are given opportunities to perform in front of others. | Begin to explore actions and pathways with a partner. | Explore working with a partner using unison, matching and mirroring. | Develop an understanding of formations. | Use action and reaction to represent an idea. | Confidently use formations, canon and unison to express a dance idea. | Demonstrate a clear understanding of timing in relation to the music and other dancers throughout their performance. |
|  | Begin to use counts within their performance. | Develop the use of facial expressions in their performance. | Perform short, self-choreographed phrases showing awareness of timing. | Perform complex dances that communicate narrative and character well, performing clearly and fluently. | Perform dances expressively, using a range of performance skills, showing accuracy and fluency. |  |

**PE Progression of Skills – Fitness**

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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Explore changing direction safely. | Change direction whilst running. | Demonstrate improved technique when changing direction on the move. | Show balance when changing direction. | Show balance when changing direction at speed. | Demonstrate improved body posture and speed when changing direction. | Change direction with a fluent action and can transition smoothly between varying speeds. |
| Explore balancing whilst stationary and on the move. | Explore balancing in more challenging activities with some success. | Demonstrate increased balance whilst travelling along and over equipment. | Explore more complex activities which challenge balance. | Show control whilst completing activities which challenge balance. | Change their body position to maintain a controlled centre of gravity. | Show fluency and control when travelling, landing, stopping and changing direction. |
| Explore moving different body parts together. | Explore coordination through the use of equipment. | Perform actions with increased control when coordinating their body with and without equipment. | Can coordinate their bodies with increased consistency in a variety of activities. | Explore increase speed when coordinating their bodies. | Demonstrate increased speed when coordinating their bodies. | Can coordinate a range of body parts with a fluent action at a speed appropriate to the challenge. |
| Explore moving and stopping with control. | Explore running at different speeds. | Can demonstrate running at different speeds. | Explore sprinting technique. | Demonstrate improved sprinting technique. | Identify the best pace for a set distance or time. | Can adapt running technique to meet the needs of the distance. |
| Explore taking weight on different body parts. | Explore exercises using their own body weight. | Demonstrate increased control in body weight exercises. | Explore building strength in different muscle groups. | Identify activities which help to strengthen different muscle groups. | Demonstrate increased technique in body weight exercises. | Can complete body weight exercises for increased repetitions, with control and fluency. |
| Explore moving for extended periods of time. | Explore moving for longer periods of time and identify how it makes them feel. | Show an ability to work for longer periods of time. | Explore using the breath to increase their ability to work for longer periods of time. | Demonstrate using their breath to maintain their work rate. | Use their breath to increase their ability to move for sustained periods of time. | Use their breath to increase their ability to move for sustained periods of time. |

**PE Progression of Skills – Fundamentals**

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| --- | --- | --- | --- | --- | --- | --- |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Explore running and stopping.  Explore changing direction safely. | Explore changing direction and dodging.  Discover how the body moves at different speeds. | Demonstrate balance when changing direction.  Clearly show different speeds when running. | Change direction quickly.  Understand and show how the body moves at different speeds. | Change direction quickly under pressure.  Demonstrate when and how to accelerate and decelerate. | Demonstrate improved body posture and balance when changing direction.  Accelerate and decelerate appropriately for the situation. | Change direction with a fluent action.  Can transition smoothly between varying speeds. |
| Explore balancing whilst stationary and on the move. | Move with control and balance.  Explore stability and landing safely. | Demonstrate balance when performing movements. | Demonstrate when performing other fundamental skills. | Demonstrate good balance and control when performing other fundamental skills. | Consistently demonstrate good balance when performing other fundamental skills. | Show fluency and control when travelling, landing, stopping and changing direction. |
| Begin to explore take-off and landing safely. | Demonstrate control in take-off and landing when jumping. | Demonstrate jumping for distance, height and in different directions. | Link jumping and hopping actions. | Link hopping and jumping actions with other fundamental skills. | Demonstrate good technique and coordination when linking jumps. | Demonstrate good technique when jumping and hopping for distance and height.  Fluently link jumps together. |
| Explore hopping on both feet. | Begin to explore hopping in different directions. | Demonstrate hopping for distance, height and in different directions. | Jump and turn a skipping rope. | Consistently skip in a rope. | Show a range of skills when skipping in a rope. | Consistently show a range of skills when skipping in a rope. |
| Explore skipping as a travelling action. | Show co-ordination when turning a rope.  Use rhythm to jump continuously in a French rope. | Explore single and double bounce when jumping in a rope. |  |  |  |  |

**PE Progression of Skills – Gymnastics**

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| --- | --- | --- | --- | --- | --- | --- |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Show contrast with their bodies including wide/narrow, straight/curved. | Explore basic and still shapes, straight, tuck, straddle, pike. | Explore using shapes in different gymnastic balances. | Explore matching and contrasting shapes. | Develop the range of shapes they use in their sequences. | Perform shapes consistently and fluently to a high standard, sometimes linked with other gymnastic actions. | Combine and perform gymnastic shapes more fluently and effectively. |
| Explore shapes in stillness using different parts of their bodies. | Perform balances making their body tense, stretched and curled. | Remember, repeat and link combinations of gymnastic balances. | Explore point and patch balances and transition smoothly into and out of them. | Develop strength in bridge and shoulder stand. | Explore progressions on a cartwheel. | Develop control in progressions of a cartwheel and a headstand. |
| Explore rocking and rolling. | Explore barrel, straight and forward roll progressions. | Explore barrel, straight and forward roll and put into sequence work. | Develop the straight, barrel and forward roll. | Develop control and fluency in individual and partner balances. | Explore symmetrical and asymmetrical balances. | Explore counter balances and counter tension balances. |
| Explore jumping safely. | Explore shape jumps including jumping off low apparatus. | Explore shape jumps and take off combinations. | Develop stepping into shape jumps with control. | Develop the straight, barrel, forward and straddle roll and perform with increased control. | Develop control and fluency in the straight, barrel, forward, straddle and backward roll. | Develop fluency and consistency in the straddle, forward and backward roll. |
|  |  |  |  | Develop control in performing and landing rotation jumps. | Select a range of jumps to include in sequence work. | Combine and perform a range of gymnastic jumps more fluently and effectively. |

**PE Progression of Skills – Invasion Games**

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| --- | --- | --- | --- | --- | --- | --- |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Explore S&R with hands and feet using a variety of equipment. | Explore S&R with hands and feet to a partner. | Developing S&R with increased control. | Explore S&R abiding by the rules of the game. | Develop passing to a teammate using a variety of techniques appropriate to the game. | Develop control when S&R under pressure. | Develop making quick decisions about when, how and who to pass to. |
| Explore dropping and catching with two hands and moving a ball with their feet. | Explore dribbling with hands and feet | Explore dribbling with hands and feet with increasing control on the move. | Explore dribbling the ball abiding by the rules of the game under some pressure. | Develop control whilst dribbling under pressure. | Select and apply a variety of dribbling techniques to game situations. | Dribble consistently using a range of techniques with increasing control under pressure. |
| Explore changing direction and tagging games. | Explore changing direction to move away from a partner. | Developing moving into space away from defenders. | Developing movement skills to lose a defender.  Explore shooting actions in a range of invasion games. | Develop decision making around when to pass and when to shoot. | Explore creating tactics with others and applying them to game situations. | Explore creating attacking tactics with others in response to the game. |
| Recognise their own space. | Explore tracking and move to stay with a partner. | Explore staying close to other players to try and stop them getting the ball. | Track opponents to limit their scoring opportunities. | Develop defending one on one and know when to win the ball. | Develop tracking and marking with a variety of techniques and increased success. | Explore creating and applying defending tactics with others in response to the |
|  | Recognise good space when playing games. | Explore moving with a ball towards goal. | Develop moving with a ball towards a goal. | Move into space to help their team keep possession and score goals. | Move to create space for themselves and others in their team. | Move to the correct space when transitioning from attack to |

**PE Progression of Skills –Net and Wall Games**

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| --- | --- | --- | --- | --- | --- | --- |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Explore hitting a ball with their hands. | Explore hitting a dropped ball with a racket. | Develop hitting a dropped ball over a net. | Explore returning a ball using focus shots such as the forehand and backhand. | Demonstrate increased technique when using shots both cooperatively and competitively. | Develop the range of shots used in the games they play. | Demonstrate increased success and technique in selecting and applying the appropriate shot for the situation. |
| Explore sending a ball to a partner. | Throw a ball over a net to land into the court area. | Accurately underarm throw over a net to a partner. | Explore serving from an underarm serve. | Develop technique in serving underarm with increased consistency. | Develop their range of serving techniques appropriate to the game they are playing. | Serve accurately and consistently.  Beginning to apply tactics to their serve. |
| Explore changing direction, running and stopping. | Explore underarm rallying with a partner. | Explore underarm rallying with a partner catching after one bounce. | Explore rallying with a forehand. | Develop rallying using both forehand and backhand with increased technique. | Use a variety of shots to keep a continuous rally. | Successfully apply a variety of shots to keep a continuous rally. |
|  | Use the ready position to move towards a ball. | Consistently use the ready position to move towards a ball. | Consistently use and return to the ready position in between shots. | Begin to use appropriate footwork patterns to move around the court. | Demonstrate effective footwork patterns to move around the court. | Demonstrate a variety of footwork patterns relevant to the game they are playing. |

**PE Progression of Skills – OAA**

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| --- | --- | --- | --- | --- | --- | --- |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Explore activities in which they make their own decisions in response to a task. | Suggest ideas in response to a task. | Begin to plan, and with some success, apply strategies to overcome a challenge. | Can plan and implement strategies to solve problems. | Plan independently and in small groups, implementing a strategy with increased success. | Explore tactical planning within a team to overcome increasingly challenging tasks. | Pool ideas within a group, selecting and applying the best method to solve a problem. |
| Make decisions about there to move in space. | Follow a path and lead others. | Understand how to use, follow and create a simple diagram/map. | Developing map reading skills. | Identify key symbols on a map and use a key to help navigate around a grid. | Develop navigational skills and map reading in increasingly challenging tasks including map orientation. | Orientate a map efficiently to navigate around a course. |
| Develop their confidence in expressing themselves | Communicate simple instructions and listen to others. | Work cooperatively with a partner and a small group. | Can follow and give instructions and are accepting of other peoples’ ideas. | Confidently communicate ideas and listen to others. | Explore a variety of communication methods with increasing success. | Inclusively communicate with others, share job roles and lead when necessary. |
| Begin to identify when they were successful. | Identify when they were successful and make basic observations about how to improve. | Verbalise when they were successful and areas that they could improve. | Can reflect on when and why they were successful at solving challenges. | With increased accuracy, critically reflect on when and why successful at solving challenges. | Reflect on when they were successful at solving challenges and alter their methods in order to improve. | With increasing accuracy they reflect on when and how they were successful at solving challenges and alter their methods in order to improve. |

**PE Progression of Skills –Striking and Fielding**

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| --- | --- | --- | --- | --- | --- | --- |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Explore sending a ball to a partner. | Explore striking a ball with their hand and equipment. | Develop striking a ball with their hand and equipment with some consistency. | Begin to strike a bowled ball using different equipment. | Develop batting technique consistent with the rules of the game. | Explore defensive and driving hitting techniques and directional batting. | Strike a bowled ball with increasing accuracy and consistency. |
| Explore tracking and stopping a rolling ball. | Develop tracking and retrieving a ball for their team. | Understand that there are different roles within a fielding team. | Explore bowling and fielding skills to include a two-handed pick up and long and short barriers. | Develop bowling with some consistency, abiding by the rules of the game. | Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation. | Consistently select and apply the appropriate fielding action for the situation. |
| Explore rolling, throwing and catching using a variety of equipment. | Explore technique when throwing over and underarm. | Develop coordination and technique when throwing over and underarm. | Use overarm and underarm throwing in game situations. | Use overarm and underarm throwing with increased consistency in game situations. | Demonstrate clear technique when using a variety of throws under pressure. | Consistently make good decisions on who and when to pass to in order to get batters out. |
|  | Develop coordination and technique when catching. | Catch with two hands with some coordination and technique. | Catch with some consistency in game situations. | Beginning to catch with one and two hands with some consistency in game situations. | Explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations. | Consistently demonstrate good technique in catching skills under pressure. |

**PE Progression of Skills by the end of KS2 –Swimming**

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| --- | --- | --- |
| Beginning | Developers | Intermediate |
| Submerge and regain feet in the water. | Confidently and consistently retrieve an object from the floor with the same breath. | Confidently combine skills to retrieve an object from greater depth. |
| Breathe in sync with an isolated kicking action from poolside. | Begin to co-ordinate breath in time with basic strokes showing some consistency in timing. | Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes. |
| Use arms and legs together to move effectively across a short distance in the water. | Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes. | Confidently demonstrate good technique in wider range of strokes over increased distances. |
| Glide on front and back over short distances. | Combine gliding and floating on front and back over an increased distance. | Combine gliding and transitioning into an appropriate stroke with good control. |
| Float on front and back for short periods of time | Float on front and back using different shapes with increased control. | Confidently link a variety of floating actions together demonstrating good technique and control. |
| Confidently roll from front to back and then regain a standing position | Comfortably demonstrate sculling head first, feel first and treading water. | Select and apply the appropriate survival technique to the situation. |

**PE Progression of Skills –Target Games**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Explore catching using a variety of equipment. | Explore technique when throwing overarm towards a target. | Develop coordination and technique when throwing overarm at a target. | Explore throwing at a moving target. | Throw with increasing accuracy and success in game situations. | Demonstrate clear technique when throwing under pressure. | Consistently make good decisions on who and when to throw at in order to get opponents out. |
| Explore throwing using a variety of equipment. | Explore technique when throwing underarm towards a target. | Develop coordination and technique when throwing underarm at a target. | Build the confidence to attempt catching in game situations. | Catch with increasing consistency in game situations. | Demonstrate good technique and consistency in catching skills under pressure. | Make quick decisions on when to catch and when to dodge. |
| Explore sending a ball to a partner. | Explore striking a ball with their hand and equipment. | Develop striking a ball with equipment with some consistency. | Begin to explore striking a ball with sport specific equipment. | Explore striking techniques appropriate to the situation. | Develop a wider range of striking techniques and begin to use them under pressure. | Successfully select and apply a wider range of striking techniques appropriate to the situation. |

**PE Progression of Skills –Yoga**

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| --- | --- | --- | --- | --- | --- | --- |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Explore shapes in stillness using different parts of their bodies. | Perform balances and poses making their body tense, stretched and curled. | Remember, copy and repeat sequences of linked poses. | Demonstrate increased control when in poses and explore control in paired poses. | Explore using their breath to maintain balance within a pose. | Use their breath to maintain balance within a pose. | Link combinations of poses for balance with increased control in transition. |
| Explore shapes and actions to stretch their bodies. | Explore poses and movements that challenge their flexibility. | Show increased awareness of extension in poses. | Explore poses and movement in relation to their breath. | Demonstrate increased extension in their poses. | Develop flexibility by connecting their movement with their breath. | Confidently transition from one pose to another showing extension connected to their breath. |
| Explore taking weight on different body parts. | Explore strength whilst transitioning from one pose to another. | Demonstrate increased control in performing poses. | Explore arm balances with some control. | Demonstrate increased control and strength when in a pose. | Demonstrate increased control and strength when in and transitioning between poses. | Explore poses that challenge their strength and work to maintain increased control and strength when in transitioning between poses. |
| Explore their own feelings in response to an activity or task. | Recognise their own feelings in response to a task or activity. | Explore controlling their focus and sense of calm. | Develop their ability to stay still and keep their focus. | Can engage with mindfulness activities with increased focus. | Understand that there are methods they can use to control how they feel. | Explore methods they can use to control how they feel with some success. |