

PE Progression of Skills



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.
Intent	We aim to develop well balanced children who are confident communicators, attentive listeners and a culture of self-improvement. Delivering a fun, high-quality Physical Education curriculum that inspires all pupils to flourish and shine is at the heart of our curriculum. We specifically tailor our PE Curriculum to suit the children's requirements, making learning more effective and meaningful. We provide opportunities for pupils to become physically confident in a way which supports their health, fitness and mental well-being. Our overall aim is to secure confidence and competence and where necessary, rapidly catch children up to form a solid baseline from the outset. PE is a vital element of the curriculum, which develops a need for healthy life styles, a balanced diet, good mental health, positive growth mind-set and the resilience to persevere. These are key areas which our children need to build on from EYFS to Year Six. We are passionate about the need to teach children how to work together and act as a team, embedding life-long values. We provide opportunities to take part in activities that build on character and help to embed values such as fairness and respect. Our ambitions are for our children to work as part of our surrounding community through sport, taking part in competitions and applying the personal and practical skills we teach. Our children's attitudes are at the heart of this as we focus on character values, which are integral to our teaching of PE, and can be found throughout our school ethos.

Fundamental Movement Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Start to perform fundamental skills at an emerging level	Perform fundamental movement skills at a developing level	Perform fundamental movement skills at a developing level and start to master basic movements;	Master fundamental skills and start to develop sport specific skills and perform them with some accuracy.	Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.	Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control.	Continue to develop sport specific skills and perform with consistency, accuracy, confidence, control and speed.
Travelling skills- Running fast	Travelling skills- Running fast	Travelling skills-				

Hopping on both feet Sending skills – Roll a ball underarm Underarm throw Overarm throw Bounce a ball Receiving skills Catch a large ball	Hopping on both feet Skipping Side galloping Sending skills – Roll a ball underarm Underarm throw Overarm throw Bounce a ball Receiving skills Catch a large ball	Running fast Dodging Hopping on both feet Skipping Side galloping Sending skills – Roll a ball underarm Underarm throw Overarm throw Bounce a ball Strike a ball off a tee Strike with a drop feed Receiving skills Catch a large ball				
Games						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	To use simple tactics to outwit an opponent Pretend to throw one way then throw the other. Look one way and roll the ball the other. To throw away from the cones.	To move into space to receive a ball. To pass a ball to a player in the space. To throw the ball into space away from the opponent. To strike the ball away from cones/fielders.	Develop sport specific skills Chest pass, bounce pass, swing pass, one handed pass, catching a ball. To know to move into a space to receive a ball. To pass to a ball to a player in space when playing an invasion game.	Develop sport specific skills Chest pass, bounce pass, swing pass, one handed pass, dribbling a ball, catching a ball, shooting a ball. To know to move into a space to receive a ball. To feint or disguise a pas a ball to outwit a defender.	Develop sport specific skills Chest pass, bounce pass, swing pass, one handed pass, dribbling a ball, catching a ball, shooting a ball, catching a ball, kicking a ball, (hockey) push pass dribbling, receiving a pass, shooting Attacking skills - To use a range of passes. To pass ahead of supporting players. To get away from a defender to receive a pass.	Develop sport specific skills Chest pass, bounce pass, swing pass, one handed pass, dribbling a ball, catching a ball, shooting a ball, catching a ball, kicking a ball, (hockey) push pass dribbling, receiving a pass, shooting Attacking skills - To use a range of passes. To pass ahead of supporting players. To get away from a defender to receive a pass. To send the ball wide and/or deep to supporting players.

					Defending skills – to close down space.	Defending skills – to close down space. To intercept a pass.
Vocabulary:	Vocabulary: Striking Catching Own space Team Speed Direction Passing Controlling Shooting Scoring		Vocabulary: Keep possession Scoring goals Keeping score Making space Pass/send/receive Travel with a ball Make use of space Points/goals Rules Tactics Batting Fielding Defending Hitting		Vocabulary: Keeping possession Passing Dribbling Shooting Support Marking Attackers/defenders Marking Team play Batting Fielding Bowler Defending Hitting Offside Pitch Forehand/backhand	

Dance						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Uses movement to express feelings. Creates movement in response to music Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.	Create and link simple combinations of 2 or 3 actions to create a sequence. Choose appropriate movements for different ideas and repeat short dance phrases. Copy and explore basic body actions TRAVEL, TURN, JUMP, GESTURE, STILLNESS	Create and link simple combinations of 3 or 4 actions to create a sequence. Link body actions and remember and repeat dance phrases. Copy and explore basic body actions TRAVEL, TURN, JUMP, GESTURE, STILLNESS Vary speed, strength, energy and tension of movements.	Create and perform sequences of actions (4-6) smoothly. Share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance.	Create and perform sequences of actions (6) with control and precision. Use simple motifs and movement patterns to structure dance phrases on their own and with a partner.	Create and Perform longer sequences of actions (6-8) with a partner. Compose motifs and plan dances creatively and collaboratively in groups.	Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience. Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances.
Vocabulary:	Vocabulary: Travel		Vocabulary: + Space		Vocabulary: + Dance style	

	Stillness Direction Space Body parts Levels Speed	Repetition Action and reaction Pattern	Technique Pattern Rhythm Variation Unison Canon Action Reaction
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Gymnastic						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	Create and link simple combinations of 2 or 3 actions to create a sequence. Shape – Wide, thin Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards.	Create and link simple combinations of 3 or 4 actions to create a sequence. Shape – Wide, thin, dish, arch, tuck Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards.	Create and perform sequences of actions (4-6) smoothly. Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards. Travelling – hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, monkey Balancing – small body parts – one-foot balance, arabesque, square bridge, bridge, hands and feet. Jumps – Straight, straddle, pike, tuck Rolling – rock and roll, pencil, egg roll, dish roll, teddy roll, forward roll.	Create and perform sequences of actions (6) with control and precision. Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards, side gallop, walk on tiptoes. Travelling – hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, monkey Balancing – small body parts – one-foot balance, arabesque, square bridge, bridge, front support, back support, hands and feet. Large body parts – V sit, dish, arch, shoulder stand. Jumps – Straight, straddle, pike, tuck, 1/2 turn, full turn Rolling – rock and roll, pencil, egg roll, dish roll, teddy roll, forward roll.	Create and Perform longer sequences of actions (6-8) with a partner. Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards, chasse Travelling – hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, monkey Balancing – small body parts – one-foot balance, arabesque, square bridge, bridge, front support, back support, hands and feet. Large body parts – V sit, dish, arch, shoulder stand. Balance with a partner – counter balance, counter tension. Jumps – Straight, straddle, pike, tuck, 1/2 turn, full turn	Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience. Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards, chasse Travelling – hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, monkey Balancing – small body parts – one-foot balance, arabesque, square bridge, bridge, front support, back support, hands and feet. Large body parts – V sit, dish, arch, shoulder stand. Balance with a partner and small group – counter balance, counter tension.
Mounts stairs, steps or climbing equipment using alternate feet.	Travelling – hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, monkey Balancing – front support, balance on 4 & 3 points, large body parts – tummy, back, bottom, shoulders.	Travelling – hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, monkey Balancing – front support, balance on 4 & 3 points, large body parts – tummy, back, bottom, shoulders. Jumping and landing Rolling – rock and roll, pencil, egg roll, dish roll, teddy roll, forward roll. Apparatus work				
Can stand momentarily on one foot when shown.	Jumping and landing – 2 to 2 for height. Rolling – rock and roll, pencil, egg roll Apparatus work					
Jumps off an object and lands appropriately.						
Travels with confidence and skill around, under, over and through balancing and climbing equipment.			Apparatus			

					Rolling – rock and roll, pencil, egg roll, dish roll, teddy roll, forward roll.	Jumps – Straight, straddle, pike, tuck, 1/2 turn, full turn Rolling – rock and roll, pencil, egg roll, dish roll, teddy roll, forward roll.
Vocabulary:	Vocabulary: Forwards Backwards Sideways Roll Slow Body parts Shape Jump Travel Stretch Wide Narrow		Vocabulary: stretch push pull step spring crawl still slowly tall long forwards high low roll copy jump land balance		Vocabulary: Muscles Joints Symmetrical/asymmetrical Rotation Turn Shape Landing Take-off Flight Performance/evaluation	
Orienteering						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Orientate a map. Use a control card. Navigate a course safely.	Travel and balance safely when carrying out challenges. Demonstrate team work skills during planning, doing and reviewing.	Know how to keep the map set or orientates when they move around a simple course. Know the eight points of a compass. Record information accurately at the control marker.	To set a map using a compass. To practice and refine thumbing the set map (orientated) To set a direction of travel from the map, using a compass. To follow instructions in order to complete an orienteering course.

					Navigate to a control marker on a score event course.	
Striking and fielding						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Strike a ball off a tee. Look for space to throw, hit or run into help tem score. Understand why they need to throw or hit into space. Use a feint to try and win a game.	Strike a ball off a tee Strike with a drop feed Look for space to throw, hit or run into help tem score. Understand why they need to throw or hit into space. Understand the concept of aiming and the need for accuracy. Throw or hit an object into a space to make it more difficult for their opponents. Use a feint to try and win a game.	Bowl underarm. Strike a ball off a tee. Catch a ball. Field a ball and return it quickly.	Bowl underarm. Perform a straight drive. Catch a ball. Field a ball and return it quickly.	Bowl underarm. Strike a ball off a tee. Strike bowled bowl. Field a ball and throw back overarm.	Bowl overarm. Strike a bowled ball. Field a ball and throw back overarm.
Net and Wall						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Look for space to throw, hit or run into help tem score. Understand why they need to throw or hit into space. Use a feint to try and win a game.	Look for space to throw, hit or run into help tem score. Understand why they need to throw or hit into space. Understand the concept of aiming and the need for accuracy.	Ready Position. Underarm throw. Overarm throw. Hold a racket. Strike a ball with a racket.	Ready Position. Underarm throw. Overarm throw. Hold a racket. Strike a ball with a racket.	Throwing a ball. Hold a racket correctly. Forehand. Backhand. Volley.	Throwing a ball. Forehand. Backhand. Volley. Underarm serve.

		Throw or hit an object into a space to make it more difficult for their opponents. Use a feint to try and win a game.				
Athletics						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Start to perform fundamental skills at an emerging level Travelling skills- Running fast Sending skills – Roll a ball underarm Underarm throw Overarm throw Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	Perform FMS at a developing level. Running Hopping Rolling a ball Underarm throw Jumping	Perform FMS at a developing level and start to master some basic skills. Running Underarm throw Overarm throw Push throw Jumping for distance	Master FMS skills and start to develop athletic specific skills performing them with consistency and accuracy. Throwing – push, pull and sling Hop, step and jump	Master FMS skills and start to develop athletic specific skills performing them with consistency and accuracy. Throwing – push, pull and sling Hop, step and jump	Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed. Throwing – push, pull, sling, heave Jumping – standing long jump and triple jump. Running short and long distance. Passing a baton in a relay.	Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed. Throwing – push, pull, sling, heave Jumping – standing long jump and triple jump. Running short and long distance. Passing a baton in a relay.
Vocabulary:	Vocabulary: Throw		Vocabulary: Sling		Vocabulary: Sprint	

High	Pull	Team
Low	Distance	Distance
Skip	Sprint	Measure
Aim	Steady pace	Height
Fast	Accuracy	Target
Slow	Height	Pacing
Safely	Record	Rhythm
Step	Joints	Obstacles
Bounce	Rhythm	Leading leg
Jump	Leading leg	Hurdles
Leap	Measure	Throwing
Hop	Underarm	Speed
Repeat	Overarm	Accuracy
Run	Heart beat	Take off
Target	Pulse rate	Stamina
Overarm	Jogging	Time
Underarm	Walk	Projectory
Walking	Hurdles	Release
Jogging	Landing	Performance
Accelerate	Control	Accuracy
Baton	Preferred	Take off
Relay	Landing foot	Distance
Push	Time	Target
Take off	Stamina	Time
Landing	Obstacles	Position
Evaluate	Stance	Measure
	Diagonal	Control
	Approach	Height
	Speed	Run up
	Relay	Hurdles