

Progression of Skills in PE

Fundamental skill:		EYFS	Year 1	Year 2
Balance	Static Balance, One Leg	Stand still for 10 seconds	1. Stand still for 30 seconds.	1. Stand still for 30 seconds. 2. Complete 5 mini-squats.
	Static Balance, Seated	1. Both feet facing forwards. 2. Feet still with minimal wobble.	1. Balance with both hands/feet down. 2. Balance with 1 hand/2 feet down. 3. Balance with 2 hands/1 foot down. 4. Balance with 1 hand/1 foot down. 5. Balance with 1 hand or foot down. 6. Balance with no hands or feet down.	1. Pick up a cone from one side, swap hands and place it on the other side. 2. Return the cone to the opposite side.
	Static Balance, Floor Work	1. Maintain balance throughout. 2. Control when changing balance / position.	1. Hold a mini-front support position. 2. Reach round and point to the ceiling with either hand in mini-front support.	1. Place the cone on the back and take it off with the other hand in mini-front support. 2. Hold a mini-back support position. 3. Place the cone on the tummy and take it off with the other hand in mini-back support.
	Static Balance, Stance	1. Both feet facing forwards. 2. Feet still with minimal wobble.	1. Stand on a line with a good stance for 10 seconds.	1. Stand on a low beam with a good stance for 10 seconds.

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	Dynamic Balance, On a line	<ol style="list-style-type: none"> 1. Smooth movements and minimal wobble. 2. Staying in line with head up. 3. Opposite arm and leg moving forwards. 	<ol style="list-style-type: none"> 1. Walk forwards with fluidity and minimum wobble. 2. Walk backwards with fluidity and minimum wobble. 	<ol style="list-style-type: none"> 1. Walk fluidly, lifting knees to 90°. 2. Walk fluidly, lifting heels to the bottom.
	Dynamic Balance/ Agility, Jumping and Landing	<ol style="list-style-type: none"> 1. Good take off and good height. 2. Balance and control on landing. 	<ol style="list-style-type: none"> 1. Jump from 2 feet to 2 feet forwards, backwards and side-to-side. 	<ol style="list-style-type: none"> 1. Jump from 2 feet to 2 feet with a quarter turn in both directions. 2. Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).
	Counterbalance With a Partner	<ol style="list-style-type: none"> 1. Staying in balance. 2. Smooth and controlled movements. 3. Coordinated movements with a partner.. 	<ol style="list-style-type: none"> 1. Sit holding hands with toes touching, lean in together then apart. 2. 2. Sit holding 1 hand with toes touching, lean in together then apart. 3. Sit holding hands with toes touching and rock forwards, backwards and side-to-side. 	<ol style="list-style-type: none"> 1. Hold on and, with a long base, lean back, hold balance and then move back together. 2. Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together.
Coordination,	Sending and Receiving	<ol style="list-style-type: none"> 1. Accuracy and weight when sending. 2. Getting in a good position to receive. 3. Collecting the ball safely. 	<ol style="list-style-type: none"> 1. Roll a large ball and collect the rebound. Roll a small ball and collect the rebound. 2. Throw a large ball and catch the rebound with 2 hands. 	<ol style="list-style-type: none"> 1. Throw tennis ball, catch rebound with same hand after 1 bounce. 2. Throw tennis ball, catch rebound with the same hand without a bounce. 3. Throw tennis ball, catch rebound with other hand after 1 bounce.

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				<p>4. Throw tennis ball, catch rebound with other hand without a bounce.</p> <p>5. Strike a large, soft ball along the ground with hand 5 times in a rally.</p>
	Ball Skills	<ol style="list-style-type: none"> 1. Maintaining control of the ball. 2. Able to move with the ball in both directions. 3. Smooth movements with the ball. 	<ol style="list-style-type: none"> 1. Sit and roll a ball along the floor around body using 2 hands. 2. Sit and roll a ball along the floor around body using 1 hand (right and left). 3. Sit and roll a ball down legs and around upper body using 2 hands. 4. Stand and roll a ball up and down legs and round upper body using 2 hands. 	<ol style="list-style-type: none"> 1. Sit and roll a ball up and down legs and round upper body using 1 hand. 2. Stand and roll a ball up and down legs and round upper body using 1 hand.
	Footwork	<ol style="list-style-type: none"> 1. Good control. 2. Good balance. 3. Smooth movements. 	<ol style="list-style-type: none"> 1. Side-step in both directions. 2. Gallop, leading with either foot. 3. Hop on either foot. 4. Skip. 	<ol style="list-style-type: none"> 1. Combine side-steps with 180° front pivots off either foot. 2. Combine side-steps with 180° reverse pivots off either foot. 3. Skip with knee and opposite elbow at 90° angle.

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				4. Hopscotch forwards and backwards, hopping on the same leg (right and left).
Agility	Ball Chasing	1. Starting and stopping quickly. 2. Timing to get in the right position. Balance / control when collecting the ball.	1. Roll a ball, chase and collect it in a balanced position facing the opposite direction. 2. Chase a ball rolled by a partner and collect it in a balanced position facing opposite direction.	1. Start in a seated/lying position, throw a bouncing ball, chase and collect it in a balanced position facing the opposite direction. 2. Start in a seated/lying position, chase a bouncing ball fed by a partner and collect it in a balanced position facing the opposite direction.
	Reaction and Response	1. Reacting and moving quickly. 2. Catching the ball. 3. Slowing down with control after catch.	From 1, 2 and 3 metres: 1. React and catch a large ball dropped from shoulder height after 2 bounces. 2. React and catch a large ball dropped from shoulder height after 1 bounce.	From 1, 2 and 3 metres: 1. React and catch tennis balls dropped from shoulder height after 1 bounce.

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	Year 3	Year 4	Year 5	Year 6
INVASION GAMES	<ul style="list-style-type: none"> · Move with a ball towards goals with increasing control. · Understand their role as an attacker and as a defender. · Move into space to help support a team. · Defend an opponent and try to win the ball. 	<ul style="list-style-type: none"> · Pass, receive and shoot the ball with increasing control. · Work as part of a team to keep possession and score goals when attacking. · Defend one on one and know when and how to win the ball. · Use simple tactics to help a team score or gain possession. 	<ul style="list-style-type: none"> · Understand there are different skills for different situations and begin to use these. · Move into space to help a team. · Play in a range of positions and know how to contribute when attacking and defending. · Pass, receive and shoot the ball with some control under pressure. 	<ul style="list-style-type: none"> · Pass, receive and shoot the ball with increasing control under pressure. · Select the appropriate action for the situation. · Create and use a variety of tactics to help a team. · Create and use space to help a team. · Select and apply different movement skills to lose a defender. · Use marking, and/or interception to improve defending.
NET & WALL GAMES	<ul style="list-style-type: none"> · Return a ball to a partner. Use basic racket skills. · Play a range of basic shots. · Move quickly around the court using a variety of movement patterns. 	<ul style="list-style-type: none"> · To play a continuous game. · Use a range of basic racket skills and a variety of shots in different areas of the court. · Demonstrate good footwork on the court. · Return to the ready position to defend my own court 	<ul style="list-style-type: none"> · Develop a wider range of skills and begin to use these under some pressure. · Select and apply preferred skills with increasing consistency. · Understand the need for tactics and make decisions about when best to use them. · Play cooperatively with a partner. · Demonstrate good footwork to cover a court space in a game situation. 	<ul style="list-style-type: none"> · Use a wider range of skills in game situations. · Play cooperatively with a partner / in a team. · Demonstrate good decision making when making shots within a game. · Identify and use a variety of tactics.

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STRIKING & FIELDING GAMES	<ul style="list-style-type: none"> · Use overarm and underarm throwing, and catching skills. · Begin to strike a bowled ball after a bounce. · Bowl a ball towards a target. · Develop an understanding of tactics and begin to use them in game 	<ul style="list-style-type: none"> · Use overarm and underarm throwing, and catching skills with increasing accuracy. · Strike a bowl and ball after a bounce. · Bowl a ball with some accuracy, and consistency. · Choose and use simple tactics 	<ul style="list-style-type: none"> · To sometimes strike a bowled ball. · Begin to develop a wider range of skills and use these under some pressure. · Use tactics effectively in a competitive situation 	<ul style="list-style-type: none"> Strike a bowled ball with increasing consistency. · Use some tactics in the game as a batter, bowler and fielder. · Select the appropriate action for the situation.
DANCE	<ul style="list-style-type: none"> · Create dance phrases that communicate ideas. · Create dance phrases with a partner and in a small group using canon and unison. · Repeat, remember and perform these phrases in a dance. · Use dynamic and expressive qualities in relation to an idea. · Use counts to keep in time with a group and the music. · Recognise and talk about the movements used and the expressive qualities of dance. 	<ul style="list-style-type: none"> · Respond imaginatively to a range of stimuli related to character and narrative. · Use simple motifs and movement patterns to structure dance phrases on my own, with a partner and in a group. · Use formation, canon and unison to develop a dance. · Refine, repeat and remember dance phrases and dances. · Perform dances clearly and fluently. · Describe, interpret and evaluate dance, using appropriate language. 	<ul style="list-style-type: none"> · Adapt and refine actions, dynamics and relationships in a dance. · Perform different styles of dance clearly and fluently. · Recognise and comment on dances, showing an understanding of style. · Suggest ways to improve their own and other people's work. 	<ul style="list-style-type: none"> · Work creatively and imaginatively individually, with a partner and in a group to choreograph motifs and structure simple dances. · Adapt and refine actions, dynamics and relationships to improve a dance. · Choreograph a dance using props. · Perform dances fluently and with control. · Use appropriate language to evaluate and refine their own and others' work.
GYMNASTICS	<ul style="list-style-type: none"> · Use a greater number of their own ideas for movements in response to a task. · Choose and plan sequences of contrasting actions. 	<ul style="list-style-type: none"> · Safely perform balances individually and with a partner. · Plan and perform sequences with a partner 	<ul style="list-style-type: none"> · Create and perform sequences using apparatus, individually and with a partner. · Use set criteria to make simple judgments about 	<ul style="list-style-type: none"> · Understand what counter balance and counter tension is and show examples with a partner. · Combine and perform gymnastic actions, shapes

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	<ul style="list-style-type: none"> · Complete actions with increasing balance and control. · Move in unison with a partner. · Choose actions that flow well into one another. · Adapt sequences to suit different types of apparatus. · With help, recognise how performances could be improved. 	<p>that include a change of level and shape.</p> <ul style="list-style-type: none"> · Understand how body tension can improve the control and quality of their movements. · Watch, describe and suggest possible improvements to a performance. 	<p>performances and suggest ways they could be improved.</p> <ul style="list-style-type: none"> · Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. · Use strength and flexibility to improve the quality of a performance. 	<p>and balances with control and fluency.</p> <ul style="list-style-type: none"> · Create and perform sequences using compositional devices to improve the quality. · Suggest changes and use feedback to improve a sequence.
ATHLETICS	<ul style="list-style-type: none"> Run at fast, medium and slow speeds. · Use different take off and landings when jumping. · Develop jumping for distance and height. · Take part in a relay activity, remembering when to run and what to do. · Throw a variety of objects, changing my action for accuracy and distance. · Record my distances, numbers and times. 	<ul style="list-style-type: none"> · Demonstrate the difference between sprinting and running over varying distances. · Demonstrate different throwing techniques. · Jump for distance and height with control and balance. · Throw with some accuracy and power into a target area. 	<ul style="list-style-type: none"> · Choose the best pace for a running event. · Perform a range of jumps showing some technique. · Show control at take-off in jumping activities. · Show accuracy and good technique when throwing for distance. · Understand how stamina and power help people to perform well in different athletic activities. · Lead a partner through short warm-up routines. 	<ul style="list-style-type: none"> · Select and apply the best pace for a running event. · Exchange a baton with success. Perform jumps for height and distance using good technique. · Show accuracy and good technique when throwing for distance. · Lead a small group through a short warm-up routine.
OAA	<ul style="list-style-type: none"> · To follow and give instructions. · Communicate ideas and listen to others. Work with a partner and a small group. 	<ul style="list-style-type: none"> · Accurately follow and give instructions. · Work effectively with a partner and a small group. 	<ul style="list-style-type: none"> · Reflect on when and how they were successful at solving challenges, and alter methods in order to improve. 	<ul style="list-style-type: none"> · Work effectively with a partner and a group. · Use critical thinking to form ideas.

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	<p>Plan and attempt to apply strategies to solve problems.</p> <ul style="list-style-type: none">· Reflect on when and why I was successful at solving challenges.· Developing basic map reading skills.	<ul style="list-style-type: none">· Identify key symbols on a map and use a key to help navigate around a grid.	<ul style="list-style-type: none">· Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.· Use critical thinking to approach a task.· Navigate around a course using a map.	<ul style="list-style-type: none">· Pool ideas within a group, selecting and applying the best method to solve a problem.· Reflect on why and how they are successful at solving challenges and adapt methods in order to improve.· Orientate and map efficiently to navigate around a course.
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