



PE Skills Progression

Core Skill:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Movement Skills/Athletics	<ul style="list-style-type: none"> Can start and stop at speed, run in straight lines using a variety of speeds Attempt a variety of jumps taking off and landing with different feet combinations e.g. Jump with 2 feet and land on 1 foot, Jump with 1 foot and land 2 feet etc Move fluently, changing direction and speed easily and avoiding collisions Be able to twist and turn in multiple directions Be able to balance and hold balance when moving Demonstrate core strength to hold shapes and positions 	<ul style="list-style-type: none"> Develop power, agility, coordination and balance over a variety of activities Can throw and handle a variety of objects including quoits, beanbags, balls, hoops Can negotiate obstacles showing increased control of body and limbs Make choices about appropriate throws for different types of activity Use agility in running games Apply movement skills (Dodging) in a variety of activities to avoid opponent Can identify areas of activities that need improve e.g. power in throws to throw further Practise to improve skills 	<ul style="list-style-type: none"> Link running and jumping activities with some fluency and consistency Control movements and body actions in response to specific instructions Jump for height and distance with control and balance Run at different speeds according to event and instruction Run as part of a relay team Throw a variety of objects using different recognised throws Take part in basic scoring of different events Throw more accurately and over greater distances 	<ul style="list-style-type: none"> Show differences between sprinting and running speeds over a variety of distances Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone Perform a range of jumps with consistency, sometimes approaching jump with a run up Decide on ways to improve, run, jumps and throws and implement changes Work with others to score and record distance and times accurately Compete in running, jumping and throwing activities and compare their own performance with previous 	<ul style="list-style-type: none"> Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes Able to run as part of a team in relay style events and demonstrate max effort pace Perform a range of jumps in different activities Identify how they can change an activity by using the STEP principle Demonstrate a range of throwing actions using different equipment with some consistency and control Distinguish between good and poor performances and suggest ways to improve self and others 	<ul style="list-style-type: none"> Accurately and confidently judge across a range of athletics activities Demonstrate accuracy and good technique when throwing for distance Show good technique and control for jumping activities Demonstrate improvement when working with self and others Choose appropriate run up distance as an individual for athletic jumps Use appropriate pace for different running distances
Ball Skills / Invasion Games	<ul style="list-style-type: none"> Pass a medium sized ball over a short distance accurately Catch a medium sized ball from a short distance Bounce a medium sized ball to self and attempt to bounce to others Travel with a ball and keep under control when moving Intercept, retrieve and stop a medium-sized ball with some consistency 	<ul style="list-style-type: none"> Dribble effectively around obstacles Show precision and accuracy when passing and receiving Use a range of skills to help them keep possession and control of the ball when moving Pass a ball accurately to a partner over a variety of distances Select and apply a small range of simple tactics Show awareness of teammates and opponents in games Apply catching and throwing skills to games Begin to look for space to pass to or run to in order to receive 	<ul style="list-style-type: none"> Send and receive a ball with some consistency to keep possession Sometimes move into space to receive the ball Use recognised passes in isolation e.g. chest pass for netball or kicking with the inside of the foot for football Play using basic rules of recognised game e.g. hockey or football Shoot at a goal using appropriate skills e.g. slap shot in hockey or set shot in basketball Work as part of a team to attack towards a goal Recognise when you need to defend 	<ul style="list-style-type: none"> Send and receive the ball with accuracy, controlling to score points/goals Working with team mates to make it difficult for the opposition Keep possession of the ball as an individual using skills such as dribbling and running with the ball Show speed and endurance in a game situation Move into space to help others and the ball over longer distances Use and apply the basic rules of the game 	<ul style="list-style-type: none"> Able to combine basic skills such as dribbling and passing Select and apply skills in game situation with some consistency Know and apply the rules consistently in a game situation Move balls over longer distances accurately, demonstrating power Play in different positions with some success Explain the need for different tactics and attempt these in a game situation 	<ul style="list-style-type: none"> Choose and implement a range of strategies to attack and defend Use a variety of techniques for passing, controlling, dribbling and shooting the ball in games Work collaboratively in a team to play and keep possession of the ball Suggest, plan and lead a warmup or drill Play in a variety of positions (attacking and defensive) Make quicker decisions in games (on and off the ball)



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Striking & Fielding</p>	<ul style="list-style-type: none"> • Able to strike a ball with increased confidence using hand or bat • Demonstrate hand and eye co-ordination to catch a smaller ball • Move towards a moving ball to return with hand or bat • Chase, stop and control balls and other objects such as beanbags and hoops • Identify space to strike a ball into 	<ul style="list-style-type: none"> • Demonstrate basic hitting skills in isolation and small games • Make attempts to catch balls coming towards player in games • Track the path of ball over a line/net and move towards it • Practise bowling/feeding a ball to other players • Make attempts to catch balls coming towards player in games 	<ul style="list-style-type: none"> • Adhere to some basic rules of recognised games such as rounders or cricket • Strike a ball with some consistency • Develop skills to use in isolation and in competitive play e.g. throwing, catching and bowling • Bowl accurately • Show ready position to catch a ball 	<ul style="list-style-type: none"> • Apply speed and decision making to run safely between scoring markers e.g. stumps, posts • With increasing consistency, choose where to direct a hit from a bowled ball • Play confidently in a variety of roles such as fielder, bowler, backward e.g. wicket keeper/backstop • Use and apply the basic rules of the game • Track and intercept the ball along the ground sometimes collecting with 1 hand • Bowling a recognised action with some consistency 	<ul style="list-style-type: none"> • Use a variety of shots in an isolation and in a game situation • Recognise where increased flexibility and power is an advantage in striking and fielding the ball • In a game situation play using a range of simple tactics such as getting players out to restrict the attack • Use and apply the basic rules of the game fairly and consistently • Work collaboratively with others in the field to restrict runs • Throw with accuracy and consistency over short distances 	<ul style="list-style-type: none"> • Strike a bowled ball and attempt a small range of shots • Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting • Work collaboratively in teams to compete against themselves and others • Apply with consistency standard rules of (modified) games • Use a range of tactics for attacking and defending in the role of bowler, batter and fielder • Play within small sided games using standard field/pitch layout e.g. boundaries, posts bowling areas
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Net & Wall Games</p>	<ul style="list-style-type: none"> • Hit a ball using both hand and racquet with some consistency • Return a ball coming towards them using hand or racquet • Play in a modified game send and returning the ball over a line/net • Decide on and play with dominant hand • Start a game using basic serving skills 	<ul style="list-style-type: none"> • Hit a ball using both hand and racquet with some consistency • Return a ball coming towards them using hand or racquet • Play in a modified game send and returning the ball over a line/net • Decide on and play with dominant hand • Start a game using basic serving skills 	<ul style="list-style-type: none"> • Serve to begin a game • Play a continuous game using throwing and catching or some simple hitting • Keep count/score of a game • Can play within boundaries • Use a small range of basic racquet skills • Move towards a ball to return over a line/net • Play over a net 	<ul style="list-style-type: none"> • Explore shots on both sides of the body and attempt with confidence • Use a small range of racquet/hand skills • Work with a partner / small groups to return a served ball • Play competitively with others and against others in modified games • Use basic defensive tactics to defend the court i.e. moving to different positions on the court • Choose ways to send the ball to make it difficult for opponent to return 	<ul style="list-style-type: none"> • Play a range of basic shots on both sides of the body, move feet to it ball at most appropriate point • Play modified games with confidence sending and returning a ball this may be with differentiated equipment • Play with others with some flow to the game, keeping track of their own scores • Recognise where they should stand on the court when playing on their own and with others • Apply some control when returning the ball including foot placement, shot selection and aim • Suggest and lead warm ups that prepare the body appropriately for net/wall activities 	<ul style="list-style-type: none"> • Use forehand, backhand and overhead shots with more confidence in games • Make appropriate choices in games about the best shot to use • Start games with the appropriate serve • Begin to use full scoring systems • Develop doubles play (team play for volleyball) • Apply tactics in games effectively



PE Skills Progression

Gymnastics	<ul style="list-style-type: none"> • Identify and use simple gymnastic actions and shapes • Recognise like actions and link them together • Can they demonstrate flexibility using their body to be tense, relaxed, stretched and curled • Link actions and remember and perform a simple sequence • Move on, off and over object with confidence • Perform in unison • Use words such as rolling, travelling, balancing, climbing 	<ul style="list-style-type: none"> • Perform with control and consistency basic actions at different speeds and on different levels • Create and perform a simple sequence • Show contrasts in gymnastics shapes and actions • Comment on aspects of own and other performances • Work to improve flexibility and strength • Attempt to use rhythm whilst performing a sequence • Use core strength to link gymnastic elements e.g. back support and half twist • Remember and repeat sequences 	<ul style="list-style-type: none"> • Modify actions independently using different pathways, directions and shapes • Perform sequences with contrasting actions • Show strength and flexibility to shapes and actions being performed • Remember and repeat sequences • Comment on other gymnastics sequences describing what they did well • Adapt basic sequences to include some apparatus • Identify similarities and differences in sequences • Develop body management over a range of floor exercises 	<ul style="list-style-type: none"> • Perform actions such as balance, body shapes and flight with control • Develop and increased range of body actions and shapes to use in longer, more complex sequences • Adapt actions and sequences to work with partners and small groups • Decide on ways to improve a piece of work using compositional elements and implement changes • Identify 'core muscles' and use them to improve quality of shapes and actions • Show smooth transitions and flow in sequences 	<ul style="list-style-type: none"> • Create longer and more complex sequences and adapt their performances • Perform symmetry individually, in pairs and as a group • Follow, copy and repeat other actions • Make a dynamic sequence with contrasting shapes and actions and balances • Remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder rolls • Selects a component for improvement and use information from others to do so • Explain the significance of a warmup and how it relates to gymnastics activity 	<ul style="list-style-type: none"> • Lead group warm up demonstrating the importance or strength and flexibility • Work independently and in small groups to make up sequences to perform to an audience • Perform increasingly complex sequences • Compose and practise actions and relate to music • Experience flight on and off of apparatus • Show clarity, fluency, accuracy and consistency in their movements
Dance	<ul style="list-style-type: none"> • Perform basic body actions along with music • Use different parts of the body and combine arm and leg actions • Remember and repeat simple movement patterns • Move with control • Confident to explore space within their dances and movements • Recognise that dances can have themes and stories • Work with a partner • With help, compose a basic movement phrase 	<ul style="list-style-type: none"> • Show some sense of dynamic, expressive and rhythmic qualities in their own dance • Use different parts of the body in isolation and combination • Perform with control and balance and demonstrating coordination • Explore and use basic choreography including levels, speed changes and canon • Move with imagination responding the music • Select movements that show a clear understanding of the theme/story/idea of the dance • Perform with expression • Attempt to work as part of a group to perform a dance 	<ul style="list-style-type: none"> • Contribute ideas to the structure of the dance • Attempt to perform with a sense of dynamics • Competently include props and other ideas in their dance • Attempt short pieces of improvised dance responding to the structure/theme of the dance • Share and create short dance phrases with a partner and in small groups • Express moods and feelings throughout the dance piece • Perform movements with increased control • Describe using appropriate language features of dances performed by others 	<ul style="list-style-type: none"> • Refine, repeat and remember short dance phrases • Show sensitivity to a dance idea/theme or story • Perform with increasing musicality with control and confidence • Perform dances with consistency • Show rhythm and style when performing as an individual and with others • Dance using a variety of formations confidently 	<ul style="list-style-type: none"> • Perform different styles of dance clearly and fluently • Refine & improve dances adapting them to include use of space rhythm & expression • Adapt their skills to meet the demands of a range of dance styles • Recognise and comment on dances suggesting ways to improve • Confidently participate in dances from different cultures/parts of the world • Create and use compositional ideas confidently such as pathways, step patters and unison • Work collaboratively in groups to compose short dances 	<ul style="list-style-type: none"> • Interpret different stimuli with imagination and flair • When working in groups/pairs take the lead suggesting ideas and refining actions of others • Warm up and cool down independently • Work creatively and imaginatively on their own, in pairs and in a group to create simple dances • Use recognised dance actions and adapt to create motifs and movement patterns • Communicate the artistic intention of a dance clearly, fluently, musically and with control



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	Beginners	Intermediate	Advanced
Swimming	<ul style="list-style-type: none">• Swim a short distance between 5 and 20 metres unaided using one consistent stroke• Propel themselves over longer distances using swimming aids• Move with more confidence in water including submerging themselves fully• Enter and exit the water independently• Float and regain to standing confidently• Push and glide and transition from glide to stroke• Attempt skill of sculling and use to propel themselves• Apply basic arm and leg action to 'doggy paddle'	<ul style="list-style-type: none">• Swim over greater distance of 10 and 20 metres with confidence in shallow water• Begin to use basic swimming techniques including correct arm and leg action• Attempt to use basic breathing patterns when swimming• Enter and exit the water in a variety of ways• Work in collaboration to perform group challenges such as group floats• Submerge, sink, roll and rotate underwater• Attempt surface dive	<ul style="list-style-type: none">• Bring control and fluency to at least two recognised strokes• Compete as part of a team• Implement good breathing technique to allow for smooth stroke patterns• Have attempted personal survival techniques as an individual and a group with success• Link lengths together with turns and attempt a tumble turn in isolation and during stroke• Surface dive and travel to the bottom of the pool to collect objects• Work up to crouching dive• Work in pairs to refine stroke technique and suggest ways they can improve• Swim competently, confidently and proficiently over a distance of at least 25 metres