

Skills progression for PE

Physical Development	Moving and Handling	<p>Runs safely on whole foot.</p> <p>Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</p> <p>Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</p> <p>Can kick a large ball.</p> <p>Turns pages in a book, sometimes several at once.</p> <p>Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</p> <p>Beginning to use three fingers (tripod grip) to hold writing tools</p> <p>Imitates drawing simple shapes such as circles and lines.</p> <p>Walks upstairs or downstairs holding onto a rail two feet to a step.</p> <p>May be beginning to show preference for dominant hand.</p> <p>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.</p> <p>Mounts stairs, steps or climbing equipment using alternate feet.</p> <p>Walks downstairs, two feet to each step while carrying a small object.</p> <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Can stand momentarily on one foot when shown.</p> <p>Can catch a large ball.</p> <p>Draws lines and circles using gross motor movements.</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Can copy some letters, e.g. letters from their name.</p> <p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately.</p>	<p>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.</p> <p>Mounts stairs, steps or climbing equipment using alternate feet.</p> <p>Walks downstairs, two feet to each step while carrying a small object.</p> <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Can stand momentarily on one foot when shown.</p> <p>Can catch a large ball.</p> <p>Draws lines and circles using gross motor movements.</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Can copy some letters, e.g. letters from their name.</p> <p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Children show good control and co-ordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p> <p><i>Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.</i></p>
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	<p>Health and Self-Care</p>	<p>Feeds self competently with spoon.</p> <p>Drinks well without spilling.</p> <p>Clearly communicates their need for potty or toilet.</p> <p>Beginning to recognise danger and seeks support of significant adults for help.</p> <p>Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</p> <p>Beginning to be independent in self-care, but still often needs adult support.</p> <p>Can tell adults when hungry or tired or when they want to rest or play.</p> <p>Observes the effects of activity on their bodies.</p> <p>Understands that equipment and tools have to be used safely.</p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>Can usually manage washing and drying hands.</p>	<p>Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</p> <p>Beginning to be independent in self-care, but still often needs adult support.</p> <p>Can tell adults when hungry or tired or when they want to rest or play.</p> <p>Observes the effects of activity on their bodies.</p> <p>Understands that equipment and tools have to be used safely.</p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>Can usually manage washing and drying hands.</p> <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p>Eats a healthy range of foodstuffs and understands need for variety in food.</p>	<p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Usually dry and clean during the day.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Shows understanding of how to transport and store equipment safely.</p> <p>Practices some appropriate safety measures without direct supervision.</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>

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Year Group							
1	<p>Gymnastics</p> <ul style="list-style-type: none"> • To explore movement actions with control and link them together with flow. • To explore gymnastic actions and shapes. <ul style="list-style-type: none"> • 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. 	<p>Dance</p> <ul style="list-style-type: none"> • 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. 	<p>Multi Skills</p> <ul style="list-style-type: none"> • 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. 	<p>Brilliant Ball Skills</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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. 	<p>Throwing and Catching (field games)</p> <ul style="list-style-type: none"> • 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. 	<p>Active Athletics</p> <ul style="list-style-type: none"> • 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. 	

2	<p>Gymnastics</p> <ul style="list-style-type: none"> • 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. 	<p>Dance</p> <ul style="list-style-type: none"> • 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. 	<p>Swimming</p> <p>To develop basic pool safety skills and confidence in water.</p> <p>To develop travel in vertical or horizontal position and introduce floats.</p> <p>To develop push and glides, any kick action on front and back with or without support aids.</p> <p>To develop entry and exit, travel further, float and submerge.</p> <p>To develop balance, link activities and travel further on whole stroke.</p> <p>To show breath control.</p> <p>Introduction to deeper water. Treading water.</p>	<p>Brilliant Ball Skills</p> <ul style="list-style-type: none"> • 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. 	<p>Throwing and Catching (field games)</p> <ul style="list-style-type: none"> • 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. 	<p>Active Athletics</p> <ul style="list-style-type: none"> • 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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<p>3</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> • 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. 	<p>Dance</p> <ul style="list-style-type: none"> • 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 co-operatively with a group to create a dance piece. • To perform in front of others with confidence. 	<p>Swimming</p> <p>To develop basic pool safety skills and confidence in water.</p> <p>To develop travel in vertical or horizontal position and introduce floats.</p> <p>To develop push and glides, any kick action on front and back with or without support aids.</p> <p>To develop entry and exit, travel further, float and submerge.</p> <p>To develop balance, link activities and travel further on whole stroke.</p> <p>To show breath control. Introduction to deeper water. Treading water.</p>	<p>Brilliant Ball Skills</p> <ul style="list-style-type: none"> • 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. <p>To choose and use simple tactics to suit different situations.</p> <ul style="list-style-type: none"> • To react to situations in ways that make it difficult for opponents to win. 	<p>Throwing and Catching (field games)</p> <ul style="list-style-type: none"> • 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. • To strike the ball for distance. • To know how to play a striking and fielding game competitively and fairly. 	<p>Active Athletics</p> <ul style="list-style-type: none"> • 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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4	<p>Gymnastics</p> <ul style="list-style-type: none"> • 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. 	<p>Dance</p> <ul style="list-style-type: none"> • 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. 	<p>Swimming</p> <p>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.</p>	<p>Invasion (Football/Hockey)</p> <ul style="list-style-type: none"> • 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. 	<p>Striking and Fielding (Cricket/Rounders)</p> <ul style="list-style-type: none"> • 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. <p>To play in a competitive situation, and to demonstrate sporting behaviour.</p>	<p>Nimble Nets (Short Tennis)</p> <ul style="list-style-type: none"> • 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. <p>Learning objective: • To play a competitive tennis game.</p>	<p>Young Olympians (Athletics)</p> <ul style="list-style-type: none"> • 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. <p>To utilise all the skills learned in this unit in a competitive situation.</p>
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5	<p>Gymnastics</p> <ul style="list-style-type: none"> • To identify and practise body shapes and balances. • To identify and practise symmetrical and asymmetrical body shapes. <p>: • To use and refine the following skills: flexibility, strength, balance, power and mental focus. • To develop skills for movement, including rolling, bridging and dynamic movement.</p> <ul style="list-style-type: none"> • 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. 	<p>Dance</p> <ul style="list-style-type: none"> • To identify and practise the patterns and actions of the chosen dance style. • To demonstrate an awareness of the music's rhythm and phrasing when improvising. • To create and perform an individual dance that reflects the chosen dance style. • To create partnered dances that reflect the chosen dancing style and apply the key components of dance. • To create group dances that reflect the dance style. • To perform a dance using a range of movement patterns. <p>• To perform and evaluate own and others' work.</p>	<p>Swimming</p> <p>To develop basic pool safety skills and confidence in water. To develop travel in vertical or horizontal position and introduce floats.</p> <p>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.</p> <p>To develop balance, link activities and travel further on whole stroke. To show breath control. Introduction to deeper water. Treading water.</p>	<p>Invasion (Netball)</p> <ul style="list-style-type: none"> • To demonstrate basic passing and receiving skills using a netball. • To develop an understanding and knowledge of the basic footwork rule of netball. • To use good hand/eye co-ordination to pass and receive a ball successfully. • 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 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 be able to demonstrate a range of defending skills and understand how to mark an opponent. • To understand how to intercept a pass. • To learn how to shoot. • To understand the different positions in a netball team (five-a-side). • To recognise which positions are attacking and which are defending. 	<p>Striking and Fielding (Cricket)</p> <ul style="list-style-type: none"> • To develop skills in batting and fielding. • To choose fielding techniques. • To run between the wickets. • To run, throw and catch. • To develop a safe and effective overarm throw. • To learn batting control. • To use all the skills learned by playing in a mini tournament. 	<p>Nimble Nets (Tennis)</p> <ul style="list-style-type: none"> • To identify and apply techniques for hitting a tennis ball. • To develop the techniques for ground strokes and volleys. • To develop a backhand technique and use it in a game. • To practise techniques for all strokes. • To use the scoring system and court for singles tennis. • To play a tennis game using an overhead serve and the correct selections of shots. • To understand and use doubles scoring in a tennis game. 	<p>Young Olympians (Athletics)</p> <p>To use correct technique to run at speed.</p> <ul style="list-style-type: none"> • To develop the ability to run for distance. • To throw with accuracy and power. • To identify and apply techniques of relay running. • To explore different footwork patterns. • To understand which technique is most effective when jumping for distance. • Learn how to use skills to improve the distance of a pull throw. • To demonstrate good techniques in a competitive situation.
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6	<p>Gymnastics</p> <ul style="list-style-type: none"> • 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. 	<p>Dance</p> <ul style="list-style-type: none"> • 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 own and others' performance. 	<p>Swimming</p> <p>To develop basic pool safety skills and confidence in water.</p> <p>To develop travel in vertical or horizontal position and introduce floats.</p> <p>To develop push and glides, any kick action on front and back with or without support aids.</p> <p>To develop entry and exit, travel further, float and submerge.</p> <p>To develop balance, link activities and travel further on whole stroke.</p> <p>To show breath control. Introduction to deeper water. Treading water.</p>	<p>Invasion (Rugby)</p> <ul style="list-style-type: none"> • 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. 	<p>Striking and Fielding (Rounders)</p> <ul style="list-style-type: none"> • 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 team, using tactics in order to beat another team. • To play in a tournament and work as team, using tactics in order to beat another team. 	<p>Nimble Nets (Tennis/Badminton)</p> <ul style="list-style-type: none"> • To demonstrate and use the correct grip of the racket and understand how to get into the ready position. • To use good hand/eye co-ordination 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 develop knowledge, understanding and principles within a doubles game, including tactics and strategies used. 	<p>Young Olympians (Athletics)</p> <ul style="list-style-type: none"> • 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.
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