
Progression of skills in PE

EYFS- Physical Development is a prime area of the EYFS curriculum



|  |  |
| --- | --- |
| Moving and Handling | Health and Self-Care |
| 40-60m:-Experiments with different ways of moving-Jumps off an object and lands appropriately-Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles-Travels with confidence and skill around, under, over and through balancing and climbing equipment-Shows increasing control over an object in pushing, patting, throwing, catching or kicking itELG: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing  | 40-60m:-Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks-Shows understanding of how to transport and store equipment safely-Practices some appropriate safety measures without direct supervisionELG:Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **EYFS****Reception** | **KS1** | **Lower KS2** | **Upper KS2** |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Dance | Copy steps and actions with some control and co-ordinationLink individual and whole body movements togetherWatch others work and choose actionsRecognise how to move in space and talk about ways to keep healthy | Copy and explore basic body patterns and movementsRemember simple dance steps and perform them in a controlled mannerChoose actions and link them with sounds and musicSafely perform teacher led warm-ups and describe and discuss others work | Perform with control and co-ordinationRespond imaginatively to a variety of stimuliVary the dynamics, levels, speed and direction of phrase/motifDiscuss own and others work with simple vocabularyUnderstand the need for warm up and cool down | Improvise freely on my own and with a partnerTranslate ideas from a variety of stimuli into movementCompare, develop and adapt movement motifs to create longer dances.Use dance vocabulary to compare and improve workUnderstand how to work safely, recognise changes in my body, give reasons why PE is good for my health | Demonstrate precision, control and fluency in response to stimuliVary dynamics and develop actions with a partner or as part of a groupLink phrases or motifs to create a wide performanceContinually demonstrate rhythm and spatial awarenessModify own performance and that of othersOrganise myself to warm up safelyBeyond Year 6:Perform and create motifs in a variety of dance styles with accuracy and consistency Select and use a wide range of compositional skills to demonstrate ideas and translate into performanceSuggest ways to improve quality of performance showing sound knowledge and understandingLead my own and others to warm up safely |
| Gymnastics | Copy individual and whole body movements with some control and coordination Link individual and whole body movements together Watch others workRecognise and negotiate space and handle small and/or low apparatus safelyTalk about ways to keep healthy | Copy and explore basic gymnastics actions with some control and co-ordinationSelect and link basic gymnastics actions together Watch and discuss own and others workSafely perform a teacher led warm-up and cool down and I can use space safely showing an awareness of others | Copy, remember, explore and repeat a variety of basic gymnastics actions with control and co-ordinationSelect and link basic gymnastics actions into fluent short movement phrasesIdentify and describe the difference between my own and others workHandle large apparatus safely and explain the need for a warm up and cool down recognising what is happening to my body during exercise | Copy, remember, explore and repeat gymnastics actions with consistent control, co-ordination, quality and claritySelect and link gymnastics actions fluently into longer movement phrases and apply basic compositional ideasDescribe own and others work noting similarities and differences and make suggestions for improvementsWork safely, handling a range of hand, small and large apparatus Recognise changes in my body giving reasons why PE is good for health | Copy, remember, explore and repeat increasingly complex gymnastics actions with some control, co-ordination, quality and claritySelect and link increasingly complex gymnastics actions fluently into individual, pair and group sequences and apply a variety of compositional ideasIdentify and act upon criteria to refine, improve and modify gymnastics actions and sequencesDemonstrate specific aspects of warm-up and cool down and describe the effects of exercise on the bodyBeyond Year 6:Explore and perform some complex gymnastics actions with consistent control, co-ordination, quality and claritySelect and link complex gymnastics actions fluently into individual, pair and group sequencesApply a variety of more complex compositional ideas showing originality Analyse gymnastics actions and sequences and suggest ways to improve quality of performance showing sound knowledge and understandingLead myself and others to warm up and cool down safely and appropriately for gymnastics activities |
| Games | Stop a ball with some controlSend a ball in the direction of another personControl a ball on my ownMove with a ball in space safelyTalk about ways to keep healthy | Stop a ball with basic controlSend a ball in the direction of another person and collect a ballTake part in sending and receiving activities with a partnerTalk about exercising, safety and short term effects of exercise | Stop/catch/strike a ball with control and accuracyPass a ball to someone else and receive a ball when movingTake part in conditioned games with opponentsUnderstand about exercising, being safe and the short term effects of exercise | Control, strike, catch a ball whilst moving and keep possession with some accuracyAccurately pass to someone else and be aware of space and how to use itChoose simple tactics for sending and defendingBeginning to influence the conditioned games with opponents Describe what others do wellTalk about why it is important to warm up/cool down and lead a partner through short warm up routines  | Control, catch, send and receive a ball accurately whilst moving and keeping to the rulesMove with a ball in opposed situations (quicksticks/football) and attack and defend in a small sided gameTake part in a conditioned game with an understanding of tactics and rules and use this to help improve performance Understand and use principles of exercise activities for warming up and recognise how exercise is good for healthBeyond Year 6: Control movement with a ball in an opposed situation whilst movingCombine accurate passing skills/techniques in gamesAdvise and help others in their techniques in a gameUnderstand and explain the short term effects of exercise, warming up and cooling downUnderstand and explain long term effects of exercise |

|  |  |  |
| --- | --- | --- |
|  | **Lower KS2** | **Upper KS2** |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **OAA** | Develop communication and co-operation skills in relation to problem solving skills- both verbal and non-verbalUnderstand safe practiceSolve simple problems and discuss their actionsDevelop communication and co-operation skills in relation to problem solving and trust skillsGive and receive verbal instructions that guide others though a pre-determined courseListen to and follow instructionsCreate and follow a range of trails that can be undertaken as a paired and also solo journeyRecognise hazards, assess the risks and take action to control the risksUnderstanding what a map is and simple concepts in using a mapDevelop the skills of map reading and map orientationPlan, prepare and cook on an open fire | Solve a range of problems in an outdoor context or other situationsDevelop co-operation and teamwork skillsLearn about different knots and how to tie themDevelop a range of new ways to solve new problemsDesign and build varying sized shelters using set equipmentWork successfully as a group, consider and evaluate each member’s contributionsCompare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether they are fit for purpose Learn to use a compass effectivelyDevelop the skills to walk on bearings and to become confident in using the compassSet, read and follow a bearingDeveloping ‘cunning running’ skills to be used in the sport of orienteeringBecome confident in using the compass and map togetherSet, read symbols and follow a map and/or bearingDesign and set up their own part of an orienteering event, marking up a map, sing a real punch and flagCompete in an orienteering event |

|  |  |  |  |
| --- | --- | --- | --- |
| **Swimming** | **Beginners** | **Improvers** | **Advanced**  |
| **Stroke Development**  | Move around the pool independently Float with the use of aidsTravel on my front and/or back with aidsTravel on my front and/or back without aidsTravel 10 metres on front and/or back without aids | Understand how to achieve a streamlined body positionSwim one stroke with good technique over at least 10 metresSwim two strokes with good technique over at least 10 metresSwim three strokes with good technique over at least 10 metresSwim 25 metres competently and proficiency using at least one stroke  | Understand the importance of a streamlined body positionSwim one stroke with a controlled and an efficient techniqueSwim two strokes with a controlled and an efficient technique Swim three strokes with a controlled and an efficient techniqueSwim at least 25 metres using front crawl, backstroke and breastroke |
| **Confidence and Skill Development**  | Blow bubblesSubmerge whole headFloat without aidsPush and glideJump into the water**\* Unable to jump INTO our pool for safety reasons. Children could jump IN the water e.g. lift feet off bottom of pool** | Push and glideSubmerge to pick an object off the bottom of the pool Combine different floating shapesPerform a sculling actionJump into deep water**\* Unable to teach jumping INTO water in our pool due to safety reasons. Aim to use Sport Premium Funding to teach this element in a local swimming pool.**  | Tread waterPerform a sculling actionDemonstrate surface dives\* **Unable to teach this element due to safety reasons. Aim to use Sport Premium Funding to teach this element in a local swimming pool.**Demonstrate a range of safe entry techniques\* **Unable to teach this element due to safety reasons. Aim to use Sport Premium Funding to teach this element in a local swimming pool.** Identify areas of good technique and areas of improvement  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **EYFS****Reception** | **KS1** | **Lower KS2** | **Upper KS2** |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Athletics****Events** | Running within the lanes on a track30m runNovelty sports day races and obstacles | Running within the lanes on a track40m runNovelty sports day races and obstacles | Running within the lanes on a trackHouse team relay races50m runNovelty sports day races and obstacles | Athletics Challenges- Triathlon50m Sprint400m Middle distancePractise and refine running, jumping and throwing techniquesIntroduce an alternative throwing techniqueIntroduce a 3rd (slinging) throwing techniqueExplore jumping for heightIntroduce throwing for accuracy and distanceExplore jumping for distance using different techniquesParticipate in a multi-activity athletic eventJudge and measure others’ performance fairly and consistentlyRecord own and partner’s performance  | Athletics- Pentathlon50m Sprint 400m Middle distanceRefine running, jumping and throwing techniquesRefine throwing for accuracy and distanceIntroduce and practise the approach and take-off when jumping for distanceRefine slinging for accuracy and distanceIntroduce the approach and take-off when combining jumps for distanceRefine putting for accuracy and distanceIntroduce and practise the bat on handover for relay runningParticipate in a multi-activity athletic eventJudge and measure others’ performance fairly and consistentlyRecord own and partner’s performance | Athletics- Heptathlon75m Sprint600m Middle distanceHeptathlon100m hurdlesHigh jumpShot put200m Long jumpJavelin throw800mFurther refine running and jumping techniquesExtend the approach when jumping for distanceIntroduce and practise sprint starts and finishingRefine running, jumping and throwing techniquesRefine discuss throw for accuracy and distanceExtend the approach for triple jumpRefine hurdling over barriersRefine javelin throw for accuracy and distanceExplore alternative techniques when jumping for heightDevelop team relay effectivenessPractise running, jumping and throwing techniques for athletic competitionRehearse officiating and accurate measurement for athletic competitionParticipate in a multi-activity athletic eventJudge and measure others’ performance fairly and consistentlyRecord own and partner’s performance | Athletics- Decathlon75m Sprint60m Sprint hurdles600m Middle distanceDecathlon100/110m hurdlesHigh jumpShot putDiscus throw100m400m Long jumpJavelin throw1500m Understand and experience interval training to improve fitness for athletic competitionWork effectively with a training partner to complete the demands of the training sessionUnderstand and experience circuit training to improve fitness for athletic competitionUnderstand and experience long slow distance training to improve fitness for athletic competitionPractise running, jumping and throwing techniques for athletic competitionRehearse officiating and accurate measurement for athletic competitionParticipate in a multi-activity athletic eventJudge and measure others’ performance fairly and consistentlyRecord own and partner’s performance accurately  |