

PE SKILLS PROGRESSION

	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
PERSONAL	To enjoy working on simple tasks with help.	To work on simple tasks independently. To follow instructions and practise safely.	To try several times at a task when success is not immediate. To ask for help if required.	To begin to challenge themselves. To know where they are with their learning.	To persevere with a task and improve performance with regular practice. To cope well and react positively when things become difficult.	To see all new challenges as opportunities to learn and develop. To recognise own strengths and weaknesses and set appropriate personal targets.	To create personal learning plan and revise when necessary. To accept critical feedback and make changes.

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SOCIAL	To play with others, and take turns and share with some help.	To work sensibly with others, taking turns and sharing.	To help, praise and encourage others in their learning.	To show and tell others about their ideas. To show patience, and support others, listening carefully to them.	To cooperate well with others and give helpful feedback. To help organise roles and responsibilities and guide a small group through a task.	To negotiate and collaborate appropriately. To give and receive sensitive feedback to improve self and others.	To involve and motivate others to perform better.

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COGNITIVE	To follow instructions involving several ideas or actions.	To name some personal strengths. To understand and follow simple rules.	To begin to order instructions, movements and skills. To explain why someone is working or performing well. To recognise similarities and differences in performance with help.	To explain what they are doing well and begin to identify areas for improvement.	To identify specific parts of performance to work on. To understand the criteria to judge a performance. To use awareness of space and others to make good decisions.	To develop methods to outwit opponents. To recognise and suggest patterns of play which will increase chances of success. To have a clear idea of how to develop own and others' work.	To review, analyse and evaluate own and others' strengths and weaknesses. To read and react to different situations as they develop.

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CREATIVE	To observe and copy others.	To explore and describe simple movements.	To select and link movements together to fit a theme. To begin to compare their movements and skills with those of others.	To recognise similarities and differences in movements and expression. To make up their own rules and versions of activities. To respond differently to a variety of tasks.	To link actions and develop sequences of movement that express their own ideas. To change tactics, rules or tasks to make activities more fun or more challenging.	To respond imaginatively to different situations. To adapt and adjust skills, movements or tactics so that they are different from, or in contrast to others.	To effectively disguise what they are about to do next. To use variety and creativity to engage an audience.

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APPLYING PHYSICAL	To move confidently in different ways, including large and small movements.	To perform a single movement or skill with some control. To perform a small range of skills and link two movements together.	To perform a sequence of movements with some changes in level, direction or speed. To perform a range of skills with some control and consistency.	To perform and repeat longer sequences with clear shapes and controlled movement. To select and apply a range of skills with good control and consistency.	To perform a variety of movements and skills with good body tension. To link actions together so that they flow.	To use combinations of skills confidently in short, specific contexts. To perform a range of skills fluently and accurately in practice situations.	To effectively transfer skills and movements across a range of activities and sports. To perform a variety of skills consistently and effectively in challenging or competitive situations.

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HEALTH & FITNESS	To be aware of changes in the way they feel when they exercise.	To be aware of why exercise is important for good health.	To use equipment appropriately, and move and land safely. To say how their body feels before, during and after exercise.	To explain the need to warm up and cool down. To describe how and why the body changes during and after exercise.	To describe the basic fitness components. To explain how often and how long one should exercise for to be healthy. To record and monitor how hard they are working.	To self-select and perform appropriate warm-up and cool-down activities. To identify possible dangers when planning an activity.	To explain how individuals need different types and levels of fitness to be more effective in their activity, role or event. To plan and follow a personal basic fitness programme.

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		End of KS1		End of Lower KS2	End of Upper KS2
BALANCE	STATIC BALANCE: 1 LEG	Stand still for 10 seconds.	Stand still for 30 seconds. Complete 5 mini-squats.	Stand still for 30 seconds with eyes closed. Complete 5 squats. Complete 5 ankle extensions.	Stand still on an uneven surface for 30 seconds. Stand still on an uneven surface for 30 seconds with eyes closed. Complete 10 squats into ankle extensions. Complete 5 squats with eyes closed.
	STATIC BALANCE: SEATED	Balance with both hands/ feet down. Balance with 1 hand/2 feet down. Balance with 2 hands/ 1 foot down. Balance with 1 hand/ 1 foot down. Balance with 1 hand or 1 foot down. Balance with no hands or feet down.	Pick up a cone from one side, swap hands and place it on the other side. Return the cone to the opposite side.	Pick up a cone from one side and place it on the other side with same hand. Return it to the opposite side using the other hand. Sit in a dish shape and hold it for 5 seconds.	Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions). Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions). Hold a V-shape with straight arms and legs for 10 seconds.

	STATIC BALANCE: FLOORWORK	<p>Hold mini-front support position.</p> <p>Reach round and point to ceiling with either hand in mini-front support.</p>	<p>Place cone on back and take it off with other hand in mini-front support.</p> <p>Hold mini-back support position.</p> <p>Place cone on tummy and take it off with other hand in mini-back support.</p>	<p>Hold full front support position.</p> <p>Lift 1 arm and point to the ceiling with either hand in front support.</p> <p>Transfer cone on and off back in front support.</p>	<p>Transfer tennis ball on and off back in a front support.</p> <p>Transfer cone on and off tummy in back support.</p> <p>Transfer tennis ball on and off tummy in back support.</p>
	STATIC BALANCE: STANCE	<p>Stand on line with good stance for 10 seconds.</p>	<p>Stand on low beam with good stance for 10 seconds.</p>	<p>Receive a small force from various angles.</p> <p>Raise alternate feet 5 times.</p> <p>Raise alternate knees 5 times.</p> <p>Catch ball at chest height and throw it back.</p>	<p>Raise alternate knees to opposite elbow 5 times.</p> <p>Catch large ball thrown at knee height and above head.</p> <p>Catch large ball thrown away from body.</p> <p>Catch small ball thrown close to and away from body.</p>
	DYNAMIC BALANCE: ON A LINE	<p>Walk forwards with fluidity and minimum wobble.</p> <p>Walk backwards with fluidity and minimum wobble.</p>	<p>Walk fluidly, lifting knees to 90°.</p> <p>Walk fluidly, lifting heels to bottom.</p>	<p>March, lifting knees and elbows up to a 90° angle.</p> <p>Walk fluidly with heel to toe landing.</p> <p>Walk fluidly, lifting knees and using heel to toe landing.</p> <p>Walk fluidly, lifting heels to bottom and using heel to toe landing.</p>	<p>Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing.</p> <p>Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing).</p> <p>Lunge walk forwards, bringing opposite elbow up to a 90° angle.</p> <p>Complete all red challenges with eyes closed.</p>

	DYNAMIC BALANCE: JUMPING & LANDING	Jump from 2 feet to 2 feet forwards, backwards and side-to-side.	Jump from 2 feet to 2 feet with quarter turn in both directions. Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).	Jump from 2 feet to 2 feet with 180° turn in either direction. Complete a tucked jump. Complete a tucked jump with 180° turn in either direction.	Jump 2 feet to 2 feet forwards, backwards and side-to-side. Hop forward and backwards, freezing on landing. Jump 1 foot to other forwards and backwards, freezing on landing. Hop sideways, raising knee and freezing on landing. Jump 1 foot to other sideways, raising knee and freeze on landing.
	COUNTER BALANCE: IN PAIRS	Sit holding hands with toes touching, lean in together then apart. Sit holding 1 hand with toes touching, lean in together then apart. Sit holding hands with toes touching and rock forwards, backwards and side-to-side.	Hold on and, with a long base, lean back, hold balance and then move back together. Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together.	Hold on and, with a short base, lean back, hold balance and then move back together. Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together. Perform above challenges with eyes closed.	Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together. Stand on 1 leg while holding on to partner's opposite foot.

PE SKILLS PROGRESSION

		End of KS1		End of Lower KS2	End of Upper KS2
COORDINATION	SENDING & RECEIVING	Roll large ball and collect the rebound. Roll small ball and collect the rebound. Throw large ball and catch the rebound with 2 hands.	Throw tennis ball, catch rebound with same hand after 1 bounce. Throw tennis ball, catch rebound with same hand without a bounce. Throw tennis ball, catch rebound with other hand after 1 bounce. Throw tennis ball, catch rebound with other hand without a bounce. Strike large, soft ball along ground with hand 5 times in a rally.	Strike a ball with alternate hands in a rally. Kick a ball with the same foot. Kick a ball with alternate feet. Roll 2 balls alternately using both hands, sending 1 as the other is returning.	Alternately throw and catch 2 tennis balls against a wall. Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over). Throw 2 tennis balls against a wall in a circuit, in both directions.
	BALL SKILLS	Sit and roll a ball along the floor around body using 2 hands. Sit and roll a ball along the floor around body using 1 hand (right and left).	Sit and roll a ball up and down legs and round upper body using 1 hand. Stand and roll a ball up and down legs and round upper body using 1 hand.	In 20 seconds or less: Stand with legs apart and move a ball around 1 leg 16 times (right and left leg). Move a ball round waist 17 times. Stand with legs apart and move a ball around alternate legs 16 times.	In 20 seconds or less: Stand with legs apart and move ball in figure of 8 around both legs 12 times. Move ball around waist into figure of 8 around both legs 10 times. Move ball around waist and then around alternate legs 12 times.

		<p>Sit and roll a ball down legs and around upper body using 2 hands.</p> <p>Stand and roll a ball up and down legs and round upper body using 2 hands.</p>			<p>Stand with legs apart and perform 24 criss-crosses, with and then without a bounce.</p>
	FOOTWORK	<p>Side-step in both directions.</p> <p>Gallop, leading with either foot.</p> <p>Hop on either foot.</p> <p>Skip.</p>	<p>Combine side-steps with 180 degree pivots off either foot.</p> <p>Combine side-steps with 180 degree reverse pivots off either foot.</p> <p>Skip with knee and opposite elbow at 90 degree angle.</p> <p>Hopscotch forwards and backwards, hopping on the same leg (right and left).</p>	<p>Hopscotch forwards and backwards, alternating hopping leg each time.</p> <p>Move in a 3-step zigzag pattern forwards.</p> <p>Move in a 3-step zigzag pattern backwards.</p>	<p>Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg.</p> <p>Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction.</p> <p>Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction.</p>

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AGILITY	BALL CHASING	<p>Roll a ball, chase and collect it in balanced position facing opposite direction.</p> <p>Chase a ball rolled by a partner and collect it in balanced position facing opposite direction.</p>	<p>Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction.</p> <p>Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction.</p>	<p>Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction.</p> <p>Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction.</p> <p>Complete above challenges with tennis ball.</p>	<p>Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction.</p> <p>Perform above challenge with tennis ball.</p> <p>Roll and chase large ball, stopping it with head in front support position facing opposite direction.</p>
	REACTION & RESPONSE	<p>From 1, 2 and 3 metres:</p> <p>React and catch large ball dropped from shoulder height after 2 bounces.</p> <p>React and catch large ball dropped from shoulder height after 1 bounce.</p>	<p>From 1, 2 and 3 metres:</p> <p>React and catch tennis ball dropped from shoulder height after 1 bounce.</p>	<p>From 1, 2 and 3 metres:</p> <p>React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.</p>	<p>From 1, 2 and 3 metres:</p> <p>React and step across body, bring hand across body and catch tennis ball after 1 bounce.</p>

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		End of EYFS	End of KS1	End of Lower KS2	End of Upper KS2
DANCE	CHOREOGRAPHY	Link movements to sounds and music.	Choose movements to communicate a feeling, mood or idea.	Refine and adapt movements into longer sequences that communicate ideas. Begin to modify parts of a sequence as a result of self and peer evaluation.	Compose creative and imaginative dance sequences that express ideas in original ways. Modify parts of a sequence as a result of self and peer evaluation.
	PERFORMANCE	Copy and remember simple movements. Use appropriate strategies to negotiate their own space. Represent their own ideas, thoughts and feelings through music, dance and role play.	Copy, remember and repeat simple movements with control and coordination. Move safely and confidently in their own space. Explore changes in speed and direction.	Perform dance sequences with a partner and a small group, using canon and unison. Move in a clear, fluent and expressive manner. Demonstrate precision and some control in response to stimuli. Change speed, level and direction during a performance.	Improvise with confidence, still demonstrating fluency across a sequence. Move fluently with appropriate style and energy in relation to the theme or stimulus. Demonstrate consistent precision and control throughout a dance sequence. Begin to show change of pace and timing during a performance.

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SWIMMING				<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively.</p> <p>Perform safe self-rescue in different water-based situations.</p>			

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OUTDOOR & ADVENTUROUS ACTIVITY					<p>Take part in outdoor and adventurous activity challenges, both individually and within a team.</p>		<p>Take part in outdoor and adventurous activity challenges, both individually and within a team.</p>