



PE Progression of Skills

Health and Fitness

The objectives below will be used through every unit in PE.

Reception	Y1/2 (Cycle a)	Y1/2 (Cycle b)	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
<ul style="list-style-type: none"> Describe how the body feels when still and when exercising. 	<ul style="list-style-type: none"> Carry and place equipment safely. Explain what they need to stay healthy 	<ul style="list-style-type: none"> Describe how the body feels before, during and after exercise Recognise and describe how the body feels during and after different physical activities. 	<ul style="list-style-type: none"> Recognise and describe the effects of exercise on the body. Describe how the body reacts at different times and how this affects performance. Know the importance of strength and flexibility for physical activity. 	<ul style="list-style-type: none"> Explain why exercise is good for your health. Know some reasons for warming up and cooling down. Explain why it is important to warm up and cool down. 	<ul style="list-style-type: none"> Know and understand the reasons for warming up and cooling down. Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. 	<ul style="list-style-type: none"> Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. Explain some safety principles when preparing for and during exercise.

Evaluate

The objectives below will be used through every unit in PE.

Reception	Y1/2 (Cycle a)	Y1/2 (Cycle b)	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
<ul style="list-style-type: none"> Talk about what they have done. Talk about what others have done. 	<ul style="list-style-type: none"> Watch and describe performances. Watch and describe performances, and use what they see to improve their own performance. 	<ul style="list-style-type: none"> Begin to say how they could improve. Talk about the differences between their work and that of others. 	<ul style="list-style-type: none"> Watch, describe and evaluate the effectiveness of a performance. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. 	<ul style="list-style-type: none"> Modify their use of skills or techniques to achieve a better result. Describe how their performance has improved over time. 	<ul style="list-style-type: none"> Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance. 	<ul style="list-style-type: none"> Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.



PE Progression of Skills



Dance						
Reception	Y1/2 (Cycle a) <i>Moving Along</i>	Y1/2 (Cycle b) <i>Cat Dance</i>	Y3/4 (Cycle a) <i>Machines</i>	Y3/4 (Cycle b) <i>Around the Clock</i>	Y5/6 (Cycle a) <i>Masquerade</i>	Y5/6 (Cycle b) <i>Making the Grade</i>
<ul style="list-style-type: none"> Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas. Control my body when performing a sequence of movements. Talk about what they have done. Talk about what others have done. Control my body when performing a sequence of movements. 	<ul style="list-style-type: none"> Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. 	<ul style="list-style-type: none"> Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions. Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others. 	<ul style="list-style-type: none"> Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. 	<ul style="list-style-type: none"> Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work. Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy. 	<ul style="list-style-type: none"> Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work. Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control. 	<ul style="list-style-type: none"> Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work. Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.



PE Progression of Skills



OAA						
Reception	Y1/2 (Cycle a) <i>Gone Fishing!</i>	Y1/2 (Cycle b) <i>Where are we Going?</i>	Y3/4 (Cycle a) <i>Communication Challenge</i>	Y3/4 (Cycle b) <i>Where am I?</i>	Y5/6 (Cycle a) <i>Crystal Star Challenge</i>	Y5/6 (Cycle b) <i>Beat the Clock</i>
	<ul style="list-style-type: none"> Know that working collaboratively with others will help to solve challenges. Know that deciding which way to go before starting will help me. Know that using short instructions will help my partner e.g. start/stop. Identify when I am successful and make basic observations about how to improve. Rules: know that rules help us to play fairly. Suggest ideas in response to a task. Follow a path and lead others. Communicate simple instructions and listen to others 	<ul style="list-style-type: none"> Know that listening to each other's ideas might give us an idea we hadn't thought of. Understand that the map tells us what to do. Know to use encouraging words when speaking to a partner or group to help them to trust me. Verbalise when I am successful and areas that I could improve. Know how to follow and apply simple rules Begin to plan and apply strategies to overcome a challenge. Follow and create a simple diagram/map. Work co-operatively with a partner and a small group 	<ul style="list-style-type: none"> Know that trying ideas before deciding on a solution will help us to come up with the best idea. Know to hold the map so that the items on the map match up to the items that have been placed out. Know to take turns when giving ideas and not to interrupt each other. Reflect on when and why I am successful at solving challenges. Know that using the rules honestly will help to keep myself and others safe, Discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task . Identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail. Follow and give instructions and accept other peoples' ideas. 	<ul style="list-style-type: none"> Know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use. Understand how to use a key and use the cardinal points on a map to orientate it. Understand that there are different types of communication and that I can communicate without talking. With increased accuracy, critically reflect on when and why I am successful at solving challenges. Understand the importance of working with integrity. Plan independently and in small groups, implementing a strategy with increased success. Identify key symbols on a map and follow a route. Confidently communicate ideas and listen to others 	<ul style="list-style-type: none"> Recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution. Use a key to identify objects and locations. Know to be descriptive but concise when giving instructions e.g. 'two steps to the left'. Reflect on when I am successful at solving challenges and alter my methods in order to improve. Know that abiding by rules will enable my classmates to complete the course e.g. not moving controls Explore tactical planning within a team to overcome increasingly challenging tasks. Develop navigational skills and map reading in increasingly challenging tasks. Explore a variety of communication methods with increasing success 	<ul style="list-style-type: none"> Understand that being able to solve problems is an important life skill. Understand why having good navigational skills are important. Know that good communication skills are key to solving problems and working effectively as a team. With increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve. Understand the rules and think creatively to solve the challenge whilst abiding by the rules Pool ideas within a group, selecting and applying the best method to solve a problem. Orientate a map efficiently to navigate around a course with multiple points. Inclusively communicate with others, share job roles and lead when necessary.



PE Progression of Skills



Gymnastics						
Reception	Y1/2 (Cycle a) <i>Making Shapes</i>	Y1/2 (Cycle b) <i>Families of Actions</i>	Y3/4 (Cycle a) <i>Partner Work</i>	Y3/4 (Cycle b) <i>Balancing Act</i>	Y5/6 (Cycle a) <i>Group Dynamics</i>	Y5/6 (Cycle b) <i>Acrobatic Gymnastics</i>
<ul style="list-style-type: none"> Create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment. Rolls: Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll Jumps: Straight jump Tuck jump Jumping jack Half turn jump Handstand, cartwheel and round-offs: Bunny hop Traveling and linking ideas: Tiptoe, step, jump and hop Shapes and balance: Standing balances Control my body when performing a sequence of movements. Participate in simple games. 	<ul style="list-style-type: none"> Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care. Rolls: Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Jumps: Straight jump, Tuck jump, Jumping jack, Half turn jump, Cat spring 	<ul style="list-style-type: none"> Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care. Rolls: Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking forward roll Crouched forward roll. Jumps: Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle Handstand, cartwheel and round-offs: Bunny hop, Front support wheelbarrow with partner, T-lever Scissor kick 	<ul style="list-style-type: none"> Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements Rolls: Crouched forward roll Forward roll from standing Tucked backward roll Jumps: Straight jump, Tuck jump, Jumping jack Star jump, Straddle jump, Pike jump, Straight jump, half-turn Cat leap 	<ul style="list-style-type: none"> Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances Rolls: Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle 	<ul style="list-style-type: none"> Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences. Rolls: Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle 	<ul style="list-style-type: none"> Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances. Rolls: Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike, Pike backward roll.



PE Progression of Skills



<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Handstand, cartwheel and round-offs: Bunny hop, Front support wheelbarrow with partner • Traveling and linking ideas: Tiptoe, step, jump and hop, Hopscotch, Skipping, Galloping • Shapes and balance: Standing balances, Kneeling balances Pike, tuck, star, straight, straddle shapes • Vault: Straight jump off springboard • Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. 	<ul style="list-style-type: none"> • Traveling and linking ideas: Tiptoe, step, jump and hop, Hopscotch, Skipping, Galloping, Straight jump half-turn • Shapes and balance: Standing balances, Kneeling balances, Large body part balances, Balances on apparatus, Balances with a partner Pike, tuck, star, straight, straddle shapes, Front and back support • Vault: Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard • Perform sequences of their own composition with coordination. • Perform learnt skills with increasing control. 	<ul style="list-style-type: none"> • Handstand, cartwheel and round-offs: Handstand Lunge into handstand Cartwheel • Traveling and linking ideas: Tiptoe, step, jump and hop, Hopscotch, Skipping, Chassis steps, Straight jump, half turn Cat leap • Shapes and balance: Large and small body part balances, including standing and kneeling balances, Balances on apparatus, Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support • Vault: Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off • Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. • Compete against self and others in a controlled manner. 	<ul style="list-style-type: none"> • Jumps: Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn • Handstand, cartwheel and round-offs: Lunge into handstand Lunge into cartwheel • Traveling and linking ideas: Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot • Shapes and balance: 1, 2, 3 and 4- point balances, Balances on apparatus, Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support • Vault: Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off • Perform and create sequences with fluency and expression. • Perform and apply skills and techniques with control and accuracy 	<ul style="list-style-type: none"> • Jumps: Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Split leap • Handstand, cartwheel and round-offs: Lunge into handstand Lunge into cartwheel Lunge into round-off • Traveling and linking ideas: Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot • Shapes and balance: 1, 2, 3 and 4- point balances, Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support • Vault: Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault • Perform own longer, more complex sequences in time to music. • Consistently perform and apply skills and techniques with accuracy and control. 	<ul style="list-style-type: none"> • Jumps: Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap • Handstand, cartwheel and round-offs: Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into round-off • Traveling and linking ideas: Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot • Shapes and balance: 1, 2, 3 and 4- point balances, Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support • Vault: Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault • Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. • Perform and apply a variety of skills and techniques confidently, consistently and with precision. • Begin to record their peers' performances, and evaluate these.
---	--	--	--	---	---	---



PE Progression of Skills



Athletics						
Reception	Y1/2 (Cycle a) Honey Pot	Y1/2 (Cycle b) Colour Match	Y3/4 (Cycle a) Furthest Five	Y3/4 (Cycle b) Off, Up and Away	Y5/6 (Cycle a) Faster, Higher, Further	Y5/6 (Cycle b) Three Jump Challenge
<ul style="list-style-type: none"> Run in different ways for a variety of purposes. Jump in a range of ways, landing safely. Roll equipment in different ways. Throw underarm. Throw an object at a target. Control their body when performing a sequence of movements. Participate in simple games. 	<ul style="list-style-type: none"> Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting. Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps. Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power. Begin to perform learnt skills with some control. Engage in competitive activities and team games. 	<ul style="list-style-type: none"> Run at different paces, describing the different paces. Use a variety of different stride lengths. T ravel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances. Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action. Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance. Perform learnt skills with increasing control. Compete against self and others. 	<ul style="list-style-type: none"> Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run. Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control. Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. 	<ul style="list-style-type: none"> Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly. Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped. Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance. Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities. 	<ul style="list-style-type: none"> Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners. Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques. Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance. Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. 	<ul style="list-style-type: none"> Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run. Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy. Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.



PE Progression of Skills



Games						
Reception	Y1/2 (Cycle a) <i>Bean Bag Throw Piggy in the Middle</i>	Y1/2 (Cycle b) <i>Ten Point Hoops Rolla Ball</i>	Y3/4 (Cycle a) <i>Long and Thin or Short and Fast Calling the Shots</i>	Y3/4 (Cycle b) <i>Mini Tennis Three Touch Ball</i>	Y5/6 (Cycle a) <i>Target Baggers End Zone</i>	Y5/6 (Cycle b) <i>Skittles What a racket!</i>
<ul style="list-style-type: none"> Hit a ball with a bat or racquet. Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands. Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball. Kick an object at a target Move safely around the space and equipment. 	<ul style="list-style-type: none"> Use hitting skills in a game. Practise basic striking, sending and receiving. Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching. Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency Pass the ball to another player in a game. Use kicking skills in a game. Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game. Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. 	<ul style="list-style-type: none"> Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball. Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used. Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game. Know how to pass the ball in different ways. Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game. 	<ul style="list-style-type: none"> Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance. Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl. Move with the ball in a variety of ways with some control. 	<ul style="list-style-type: none"> Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball. Develop different ways of throwing and catching. Move with the ball using a range of techniques, showing control and fluency. Pass the ball with increasing speed, accuracy and success in a game situation. 	<ul style="list-style-type: none"> Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve. Consolidate different ways of throwing and catching, and know when each is appropriate in a game Use a variety of ways to dribble in a game with success. Pass a ball with speed and accuracy using appropriate techniques in a game situation. Use ball skills in various ways, and begin to link together. Keep and win back possession of the ball effectively in a team game. 	<ul style="list-style-type: none"> Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game. Throw and catch accurately and successfully under pressure in a game. Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. Keep and win back possession of the ball effectively and in a variety of ways in a team game. Demonstrate a good awareness of space. Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.



PE Progression of Skills



<ul style="list-style-type: none"> • Travel in different ways, including sideways and backwards. • Play a range of chasing games. • Follow simple rules. • Control my body when performing a sequence of movements. • Participate in simple games. 	<ul style="list-style-type: none"> • Use simple attacking skills such as dodging to get past a defender. • Follow simple rules to play games, including team games. • Use simple attacking skills such as dodging to get past a defender. • Use simple defensive skills such as marking a player or defending a space. • Perform using a range of actions and body parts with some coordination. • Begin to perform learnt skills with some control. • Engage in competitive activities and team games. 	<ul style="list-style-type: none"> • Begin to use and understand the terms attacking and defending. • Use at least one technique to attack or defend to play a game successfully. • Understand the importance of rules in games. • Use at least one technique to attack or defend to play a game successfully. • Perform sequences of their own composition with coordination. • Perform learnt skills with increasing control. Compete against self and others. 	<ul style="list-style-type: none"> • Use two different ways of moving with a ball in a game. • Pass the ball in two different ways in a game situation with some success. • Know how to keep and win back possession of the ball in a team game. • Find a useful space and get into it to support teammates. • Use simple attacking and defending skills in a game. • Use fielding skills to stop a ball from travelling past them. • Apply and follow rules fairly. • Understand and begin to apply the basic principles of invasion games. • Know how to play a striking and fielding game fairly • Develop the quality of the actions in their performances. • Perform learnt skills and techniques with control and confidence. • Compete against self and others in a controlled manner. 	<ul style="list-style-type: none"> • Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. • Make the best use of space to pass and receive the ball. Use a range of attacking and defending skills and techniques in a game. • Use fielding skills as an individual to prevent a player from scoring. • Vary the tactics they use in a game. • Adapt rules to alter games • Perform and apply skills and techniques with control and accuracy. • Take part in a range of competitive games and activities. 	<ul style="list-style-type: none"> • Demonstrate an increasing awareness of space. • Choose the best tactics for attacking and defending. Shoot in a game. • Use fielding skills as a team to prevent the opposition from scoring • Know when to pass and when to dribble in a game. • Devise and adapt rules to create their own game. • Consistently perform and apply skills and techniques with accuracy and control. • Take part in competitive games with a strong understanding of tactics and composition. 	<ul style="list-style-type: none"> • Perform and apply a variety of skills and techniques confidently, consistently and with precision. • Take part in competitive games with a strong understanding of tactics and composition.
---	--	--	---	---	---	--



PE Progression of Skills



Swimming						
Reception	Y1/2 (Cycle a)	Y1/2 (Cycle b)	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
					<ul style="list-style-type: none"> • Perform safe self-rescues in different water-based situations • Tread water for 30 seconds • Perform a fall-in entry and recover to the surface • Swim 10 metres in clothing • Demonstrate rhythmic breathing for at least 10 metres when swimming front crawl • Swim full backstroke for at least 10 metres • Demonstrate rhythmic breathing for at least 10 metres when swimming breaststroke • Swim 10 metres butterfly kick • Travel 5 metres using a sculling action • Swim 25 metres in at least one stroke, demonstrating rhythmic breathing • Demonstrate a sequence of floats without touching the pool floor • Demonstrate an underwater push and glide on front • Demonstrate a surface dive 	