

PE Skills Progression

		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Gymnastics	Acquiring and Developing Skills	Acquire/refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing	Develop a variety of basic gymnastic movements.	Develop a variety of movements on the floor and on apparatus and begin to move with some control.	Develop and perform movements on the floor and on apparatus and move with increasing control and care.	Develop and perform movements at different heights showing a clear understanding of balance, agility, shape and direction.	Demonstrate and perform advanced movements in the air and at different heights demonstrating good balance, strength, flexibly and speed.	Demonstrate and perform advanced movements showing controlled placement of body parts in their actions. Confidently using equipment and applying skills and techniques consistently, showing precision and control.
	Selecting and Applying Skills	Develop their movement skills, balancing, riding (bikes) and ball skills.	Create a short sequence of movements.	Create a short sequence of movements with a beginning, middle and end.	Create, explore and perform a sequence of movements showing clear beginning, middle and end.	Create and choose a sequence of movements that complement each other in a sequence.	Create and compose a sequence of movements that begin to show smooth transitions.	Create and select appropriate movements which allow for discrete transitions.
	Evaluating and Improving Performance	Use simple vocabulary to discuss change to their bodies. Use simple vocabulary to suggest what they like about a performance and what they believe would enhance the work.	Use simple vocabulary and make comments about what they like.	Use simple vocabulary and make comments about what they like and why with teacher support to suggest how it can be improved.	To begin to use appropriate vocabulary to describe movements what were successful and how to improve.	To begin to use appropriate vocabulary to describe movements what were successful and how to improve their own performance.	To use appropriate vocabulary to describe movements what were successful and unsuccessful about their own and others' performances.	To use correct vocabulary to describe movements what were successful and unsuccessful, acting on feedback from themselves and others to enhance individual/group performance.
	Vocabulary	Run, jump, roll, balance, hop, skip, climb, tall, small, stretch, feedback	Curl, tense, stretch, relax, control, travel, balance, copy, sequence, improve, plan, and perform, feedback, hold, independent		Adapt sequences, apparatus, strength, suppleness, performance, compare and contrast sequences, stamina, improvement, agility		Complex extended sequences, combine, perform, consistency, audience, link, vault, spring, discrete	
Games	Acquiring and Developing Skills	Acquire/refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Move avoiding collisions	Move fluently, change speed and direction avoiding collisions.	Move fluently, change speed and direction avoiding collisions and begin to use equipment.	Move fluently, change speed and direction avoiding collisions using equipment with control.	Move fluently, change speed and direction avoiding collisions using a hockey stick and balls with increased accuracy and control.	Move fluently, change speed and direction avoiding collisions using specialist equipment with accuracy, control and confidence.	Move fluently, change speed and direction avoiding collisions when using appropriate equipment in competitive contexts.
	Selecting and Applying Skills	Develop skills to collaborate with others to take part in a game. Follow simple rules to play games	Follow simple rules to play games.	Follow and understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.	Follow and apply rules fairly and being to apply the basic principles of games.	Follow and apply rules fairly, adapting them to alter games different team games.	Follow and apply rules fairly, adapting them to alter different competitive games.	Follow and create complicated rules to play a game successfully and communicate plans to others during a competitive game.
	Evaluating and Improving Performance	Use simple vocabulary to suggest what they like about a performance and what they believe would enhance the work.	Talk about and describe performances and why they liked it and how it could be improved.	Talk about and describe performances and why they liked it and use what they see from others to improve their own performance.	Talk about and describe performances and what was successful and begin to show an awareness of how their performance has improved over time.	Describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Use appropriate criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Use appropriate criteria thoroughly to evaluate own and others' performance. Explain why they have used particular skills and suggest thoughtful and appropriate improvements.
	Vocabulary	Throw, catch, high, low, two hands, rules, catch, circle	Throw, roll, underarm, hit, move, safely, kick, tactics, decide, rules		Throw, catch, control, awareness of space, support, opposition, strike and field, accuracy, rules, possession, adapt tactics, collision, fair		Possession, field, tactics, defending, attacking, techniques, pass, dribble and shoot. Striking, implement, rules, umpire, and strategy	
Dance	Acquiring and Developing Skills	Develop skills (coordination/balance, agility) needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics	Copy and repeat simple movement patterns at different speeds with help from the teacher.	Copy, remember and repeat movements at different speeds and levels with the help of a peer.	Begin to explore and develop new movements whilst working with a partner or a small group.	Explore and compose movements that reflect the chosen style of dance whilst confidently improvising on their own or with a partner.	Explore, compose and improvise movements appropriate to chosen style and stimuli, demonstrating fluency across the sequence as an individual, with a partner or in a group.	Explore, compose and improvise movements appropriate to chosen style and stimuli, demonstrating confidence, control and consistency and precision throughout the entire dance sequence.
	Selecting and Applying Skills	Develop skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing	Choose movements to make own phrases with beginnings, middle and end to create a simple dance.	Choose and link movements to make simple and short dance phrases using one choreographic device i.e. mirroring.	Choose and link movements to make a short dance phrases using some choreographic devices with some awareness of rhythm and expression.	Choose, link and repeat movements to make a dance phrases using a variety of choreographic devices showing awareness of rhythm and spatial when responding to stimuli.	Choose, link and repeat movements to make a dance phrases using appropriate choreographic devices whilst showing awareness of rhythm and spatial when responding to stimuli.	Choose, develop and adapt movements to make a complex dance phrase, using a range of appropriate choreographic devices whilst demonstrating clear transitions, rhythm, spatial awareness and dramatic expression when responding to chosen stimuli.

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Dance	Evaluating and Improving Performance	Use simple vocabulary to suggest what they like about a performance and what they believe would enhance the work.	Watch and explain what is successful and what they have to do to perform better.	Watch, describe and explain movements phrases identifying what they liked and why whilst beginning to suggest improvements with guidance from a teacher.	Watch, describe and evaluate the effectiveness of a performance and use appropriate vocabulary to explain how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements, modifying their use of skills or techniques to achieve a better result.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements, modifying their use of skills or techniques to achieve a better result beginning to explain what constitutes a good performance.	Watch, describe and evaluate the effectiveness of their own and others' performances, using a criteria which explicitly uses appropriate terminology and provides the opportunity for thoughtful and appropriate improvements.	
	Vocabulary	Dance, move, shake, high, low, turn, roll, fast, slow, action	Move, copy, perform, create, rhythm, control, coordination, choreograph, sequence		phrases, plan, repeat, remember and perform phrases, communicate, evaluate, rhythm, expression, spatial, stimuli		Compose, creative, perform, accompaniment, demonstrate clarity, fluency, accuracy and consistency, interpret, precise, posture, criteria, complex, dramatic		
Athletics	Acquiring and Developing Skills	Develop skills to jump and land with two feet from a step.	Jump	Perform basic jumps, jumping as high or as far as possible.	Perform and compare different combinations of jumps showing control, coordination and consistency when covering different distances.	Perform a range of jumps showing power, control and develop an effective take-off and land safely with increasing control.	Perform a range of jumps showing power, control and develop an effective take-off and landing with increasing control and begin to measure distance jumped.	Perform and develop techniques for a range of jumps, showing a clear take- off and landing and begin to measure and improve distance and heights jumped.	Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.
		Develop skills which are progressive and move towards a more fluent style of running, with developing control and grace.	Run	Vary pace and speed when jogging, running and sprinting using a basic technique.	Vary pace, stride length and speed when running at different distances using basic techniques when following different lines.	Vary pace, stride length and speed when running at different distances and over obstacles using increasing control of their arm and leg action.	Vary pace, stride length and speed when running short and long distances over obstacles and when using equipment demonstrating some level of accuracy control.	Select the most suitable pace and speed when running over different distances, accelerating from a variety of starting positions and demonstrating accurate and effective posture at the start.	Select the most suitable pace and speed when running over different distances, accelerating from a starting position and demonstrating accurate and effective posture at the start and increasing speed towards the end.
		Throw and catch a ball with/to a peer. Acquire/refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Throw	Throw underarm and overarm towards a target with increasing accuracy and power.	Throw equipment in different ways towards targets at different heights with increasing accuracy.	Throw appropriate equipment in different ways towards targets at different heights with increasing accuracy and control for increased distanced.	Throw equipment in different ways towards targets at different heights and distances with accuracy and control and being to measure that distances of their individual throws.	Throw a variety of implements using appropriate throwing techniques with confidence, accuracy and control and measure and compare with others distanced thrown over time.	Throw a variety of implements using appropriate throwing techniques with confidence, accuracy and control and measure and compare with others whilst focusing on improvements of personal bests.
	Selecting and Applying Skills	Develop skills they have already acquired within athletics - rolling - crawling - walking - jumping - running - hopping - skipping - climbing	Begin to perform learnt skills with some control and begin to engage in competitive activities.		Perform learnt skills with increasing control and begin to understand the importance of competing against self and others.	Perform learnt skills and techniques with control and confidence when competing against self and others in a fair manner.	Perform and apply skills and techniques with control and accuracy taking part in a range of events competitively.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	Perform, select and apply a variety of skills and techniques confidently and consistently, with increasing precision. Take part in competitive events with a good understanding of tactics and composition.
	Evaluating and Improving Performance	Use simple vocabulary to suggest what they like about a performance and what they believe would enhance the work.	Talk about and describe performances and why they liked it and how it could be improved.	Talk about and describe performances and why they liked it and use what they see from others to improve their own performance.	Talk about and describe performances what was successful and begin to show an awareness of how their performance has improved over time.	Describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Use appropriate criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Use appropriate criteria thoroughly to evaluate own and others' performance. Explain why they have used particular skills and suggest thoughtful and appropriate improvements.	
	Vocabulary	Run, slow, fast, straight, curved, high, low, team, take turns, work together	Copy, compare and contrast, repeat, power, accuracy			Change, speed, direction, technique, distance, competitive, events		Control, accuracy, techniques, combine, distance, compete, improve personal best, stamina, accelerate	

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Outdoor & Adventure		Develop skills to use a range of equipment. E.g. wheeled toys, tumbling mats, ropes to pull up on, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders, climbing walls, slides and monkey bars			Begin to complete outdoor activities in a set time.	Complete an orienteering course more than once and beginning to improve completion times.	Complete challenging orienteering courses multiple times and improve completion times due to improvements in techniques.	Complete challenging orienteering courses multiple times and improve completion times due to improvements in techniques and begin to evaluate performance.
	Vocabulary	Climb, follow, step, up, down, roll, hill, flat, copy, together, fast, slow.			Follow, route, appropriate equipment, safely, familiar context, manage risks/problems		Location, compass, navigate, overcome problems, plan, route, safety, danger, leadership	
Swimming					Swim 10m unaided in shallow water using one basic method. Kick legs from the hip and identify when this needs improvements. Put face in water and blow bubbles. Enter and exit water safely and remain safe around water.	Swim between 10m- 20m unaided in shallow water, using one basic method to achieve the distance. Identify and describe differences between different leg and arm actions. Use floats to swim longer distances with a more controlled leg kick. Put face under the water and blow bubbles (begin to do this whilst swimming).	Swim between 10m and 20m unaided in shallow water, using one stroke efficiently. Begin to swim 10m-15m unaided using a second Use a float to develop leg and arm techniques for different stroke. Put face in water and breath correctly when swimming in one identifiable stroke.	Swim 25m unaided in water using one basic method to achieve this distance. Use two different strokes swimming on both front and back. Control breathing. Swim confidently and fluently both on the surface and under the water.
	Vocabulary				Swim, unaided, basic stroke, movements, coordinate breathing, surface.			