

# Progression of Skills

## Physical Education (PE)



# Progression of Skills: Physical Education (PE)

	Fundamental Movements		Invasion Games	
	Gymnastics	Dance	Attacking, defending, striking and fielding	Competition
Nursery	<ul style="list-style-type: none"> <li>I can hold a balance for 3 seconds.</li> <li>I can make attempts to hop on one leg.</li> <li>I can jump make attempts to jump.</li> </ul>	<ul style="list-style-type: none"> <li>I can make attempts to copy basic dance movements.</li> <li>I can remember a simple dance step.</li> <li>I can begin to bend, stretch and curl my body.</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to move through/around cones.</li> <li>I can move hands to attempt to catch a bean bag.</li> <li>I can move feet to attempt stop a ball.</li> <li>I can throw a bean bag or small ball underarm.</li> </ul>	<ul style="list-style-type: none"> <li>I can participate in a team game and take turns.</li> <li>I can take turns with a ball.</li> <li>I can show resilience in a team game.</li> </ul>
Reception	<ul style="list-style-type: none"> <li>I can hold a balance for 5 seconds.</li> <li>I can hop on the spot using both feet.</li> <li>I can make attempts to jump for distance.</li> <li>I can make attempts to jump for height.</li> </ul>	<ul style="list-style-type: none"> <li>I can copy basic dance movements.</li> <li>I can remember 2 simple steps.</li> <li>I can bend and stretch my body.</li> <li>I can begin to move in time with music.</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to move <b>more confidently</b> through/around cones.</li> <li>I can move hands and begin to catch a bean bag.</li> <li>I can move feet and begin to stop a ball.</li> <li>I can throw a bean bag or small ball underarm.</li> </ul>	<ul style="list-style-type: none"> <li>I can participate in more team games.</li> <li>I can take turns with equipment in a team game.</li> <li>I can move around in a team game.</li> <li>I can show resilience and perseverance when faced with a challenge.</li> </ul>
Early Learning Goal Expectations	Pupils should negotiate space and obstacles safely, with consideration for themselves and others; demonstrate strength, balance and coordination when playing; and try to move in time with music.		Pupils should move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Pupils should negotiate space and obstacles safely, with consideration for themselves and others.	Pupils should work and play cooperatively and take turns with others; be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
Year 1	<ul style="list-style-type: none"> <li>I can hold a balance for 3 seconds <b>confidently</b>.</li> <li>I can walk on a straight line with ease.</li> <li>I can hop on the spot using the same foot.</li> <li>I can jump for distance.</li> <li>I can jump for height.</li> </ul>	<ul style="list-style-type: none"> <li>I can copy a small number of basic dance movements.</li> <li>I can remember 3 or 4 simple steps.</li> <li>I can bend, stretch and curl my body.</li> <li>I can begin to perform to music.</li> </ul>	<ul style="list-style-type: none"> <li>I can zig zag through a series of markers spaced evenly apart (2m).</li> <li>I can catch a bean bag.</li> <li>I can stop a ball with some control.</li> <li>I can throw a bean bag or small ball underarm using the correct technique.</li> </ul>	<ul style="list-style-type: none"> <li>I can participate in a number of team games.</li> <li>I can send and receive a ball in a team game.</li> <li>I can move to catch or defend a ball.</li> <li>I can show resilience and perseverance in a number of team games.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>I can hop on the spot and on a straight line using the same foot.</li> <li>I can walk <b>confidently</b> on a straight line.</li> </ul>	<ul style="list-style-type: none"> <li>I can copy a series of dance movements.</li> <li>I can copy 5 or 6 basic dance movements.</li> <li>I can control my dance</li> </ul>	<ul style="list-style-type: none"> <li>I can zig zag through a series of markers tightly spaced evenly apart (1m or less).</li> <li>I can change speed and direction while running.</li> <li>I can catch a small ball or bean bag.</li> <li>I can throw a small ball or bean bag overarm with the correct</li> </ul>	<ul style="list-style-type: none"> <li>I can participate in team games with opposition.</li> <li>I can send and receive a ball in a team game with increased control.</li> </ul>

	<ul style="list-style-type: none"> <li>I can jump for distance controlling the landing.</li> <li>I can jump for height controlling the landing.</li> <li>I can hold a balance for a sustained period (5 seconds).</li> </ul>	<ul style="list-style-type: none"> <li>movements.</li> <li>I can perform to music.</li> </ul>	technique.	<ul style="list-style-type: none"> <li>I can move to catch or defend a ball in a team game.</li> <li>I can begin to make decisions about where to stand/position myself in a team game with some support.</li> <li>I can show resilience, perseverance and self-belief in competitive team games.</li> </ul>
<b>End of Key Stage 1 Expectation</b>	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Pupils should perform dances using <b>simple</b> movements.		Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Pupils should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. They should participate in team games, developing simple tactics for attacking and defending.
<b>Year 3</b>	<ul style="list-style-type: none"> <li>I can balance on one foot for over 10 seconds.</li> <li>I can perform a side stepping gallop.</li> <li>I can travel on my hands and feet.</li> <li>I can hold a balance for 8 seconds.</li> <li>I can balance on small and large body parts.</li> <li>I can jump (including off apparatus) in two different ways.</li> </ul>	<ul style="list-style-type: none"> <li>I can copy a series of dance movements with increased confidence (6 or 7 movements).</li> <li>I can create a simple dance routine with 4 - 6 ideas/movements.</li> <li>I can control my dance movements.</li> </ul>	<ul style="list-style-type: none"> <li>I can run at speed over a distance.</li> <li>I can throw in a range of appropriate ways to the activity (chest pass, bounce pass, over and under arm pass).</li> <li>I can catch a ball with one hand.</li> <li>I can work cooperatively with others in a team game.</li> </ul>	<ul style="list-style-type: none"> <li>I can participate in team games with opposition.</li> <li>I can send and receive a ball in a team game with good control.</li> <li>I can move to catch or defend a ball in a competitive game.</li> <li>I can make sensible decisions about where to stand/position myself in a team game.</li> <li>I can show resilience, perseverance and self-belief in competitive team games.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>I can balance on one foot for over 15 seconds.</li> <li>I can skip forward in a fluid motion.</li> <li>I can jump (including off apparatus) in a variety of different ways (Star jump, pencil jump, tuck jump, twist jump).</li> <li>I can perform movements, shapes or balances that are mirrored.</li> <li>I can create a 5-step, 3 action sequence including balances, jumps and</li> </ul>	<ul style="list-style-type: none"> <li>I can copy a series of dance movements with increased confidence (7 or 8 movements).</li> <li>I can create a simple dance routine with 5 - 7 ideas/movements.</li> <li>I can control my dance movements.</li> <li>I can demonstrate good spatial awareness.</li> </ul>	<ul style="list-style-type: none"> <li>I can kick a ball accurately.</li> <li>I can <b>begin</b> to dribble a ball between cones (1m apart).</li> <li>I can throw in a range of appropriate ways to the activity (chest pass, bounce pass, over and under arm pass) with increased accuracy.</li> <li>I can pass a ball from chest height to partner/group accurately whilst moving.</li> <li>I can improve my running technique for endurance.</li> </ul>	<ul style="list-style-type: none"> <li>I can participate in team competitions.</li> <li>I can send and receive a ball with accurate control.</li> <li>I can move to defend or catch a ball in a competitive game.</li> <li>I can make sensible decisions about where to stand/position myself in a competition.</li> <li>I can move with a ball against opposition.</li> </ul>

	<p>travelling.</p> <ul style="list-style-type: none"><li>• I can hold a balance for 10 seconds.</li></ul>			
Year 5	<ul style="list-style-type: none"><li>• I can balance on one foot for over 20 seconds.</li><li>• I can perform a sequence of one-footed leaps.</li><li>• I can gallop with fluid motion.</li><li>• I can jump (including off apparatus) in a variety of different ways (Star jump, pencil jump, tuck jump, twist jump) and <b>land</b> correctly.</li><li>• I can create a 7-step, 4 action sequence including balances, jumps and travelling.</li><li>• I can hold a balance for 15 seconds.</li></ul>	<ul style="list-style-type: none"><li>• I can copy a series of dance movements with increased confidence (9 or 10 movements).</li><li>• I can create a simple dance routine with 6 - 8 steps.</li><li>• I can show rhythm in dance.</li><li>• I can control my dance movements.</li><li>• I can demonstrate good spatial awareness.</li></ul>	<ul style="list-style-type: none"><li>• I can improve my running technique for endurance and speed.</li><li>• I can dribble a football between cones (&lt;1m apart).</li><li>• I can throw accurately in a range of appropriate ways to the activity (chest pass, bounce pass, over and under arm pass).</li><li>• I can begin to strike a ball (rounders/cricket).</li><li>• I can use forehand and backhand in racket games (tennis/badminton).</li></ul>	<ul style="list-style-type: none"><li>• I can participate in team games with skill and precision.</li><li>• I can draw upon previous knowledge and experience of tactics, strategies and composition.</li><li>• I can make accurate decisions about where to stand/position myself in a competition and begin to direct others.</li><li>• I can move with a ball and pass a ball against opposition.</li></ul>
Year 6	<ul style="list-style-type: none"><li>• I can balance on one foot for over 25 seconds.</li><li>• I can jump (including off apparatus) in a variety of different ways (Star jump, pencil jump, tuck jump, twist jump) and <b>land</b> correctly.</li><li>• I can create a 9-step, 5 action sequence including balances, jumps and travelling.</li><li>• I can use movements to show feeling and emotion.</li><li>• I can hold a balance for 20 seconds on large and small body parts.</li></ul>	<ul style="list-style-type: none"><li>• I can copy a series of dance movements with increased confidence (11+ movements).</li><li>• I can create a simple dance routine with 8 - 10 steps.</li><li>• I can show rhythm in dance.</li><li>• I can control my dance movements.</li><li>• I can demonstrate good spatial awareness.</li></ul>	<ul style="list-style-type: none"><li>• I can improve my running technique for endurance and speed.</li><li>• I can dribble a football between cones with increased speed and accuracy.</li><li>• I can perform a basketball dribble.</li><li>• I can strike a ball with a range of bats or rackets for accuracy.</li><li>• I can bowl a ball accurately for striking and fielding games.</li><li>• I can throw accurately in a range of appropriate ways to the activity (chest pass, bounce pass, over and under arm pass).</li></ul>	<ul style="list-style-type: none"><li>• I can participate in team games with increased skill and precision.</li><li>• I can combine accurate passing and movement within a game.</li><li>• I can analyse, modify and refine skills and tactics.</li><li>• I can make accurate decisions about where to stand/position myself in a competition and direct others.</li></ul>
End of Key Stage 2 Expectation	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. Pupils should develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. They should perform dances using a range of movement patterns.		Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination. They should play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Pupils should take part in outdoor and adventurous activity challenges both individually and within a team. They	
			Pupils should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and	

		should compare their performances with previous ones and demonstrate improvement to achieve their personal best.	recognise their own success.
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	Theory Based Learning: Knowledge
Year 1	<ul style="list-style-type: none"> <li>I can begin to identify and name some of the larger bones.</li> <li>I can begin to understand why it is important to warm up before exercise.</li> <li>I can begin to understand why the brain, heart and lungs are important parts of the body (discussion based).</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>I can identify and some of the larger bones and muscles and begin to explain why they're important.</li> <li>I can identify the 5 senses and begin to explain why they're important.</li> <li>I can identify and sort healthy and unhealthy foods.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>I can explain that exercise helps our lungs and heart.</li> <li>I can identify the 5 types of food that make up a balanced diet and design an example of a healthy meal.</li> <li>I can understand how the body protects the internal organs and how we give extra protection during activities.</li> <li>I can identify the importance of our 5 senses and explain some difficulties and dangers we could encounter if we were to lose a sense.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>I can understand the main functions of the brain and the way it sends signals to the nervous system.</li> <li>I can understand that muscles work in pairs to protect, support and move the body.</li> <li>I can understand the three functions of the skeleton.</li> <li>I can name and label the bones using scientific vocabulary.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>I can explain why exercise is good for my health.</li> <li>I can explain that the blood transports materials and protects (including the function of the red and white blood cells).</li> <li>I can identify the main functions of the circulatory system.</li> <li>I can explain the functions of some of the internal organs.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>I can explain the long term effects of exercise on health and emotional well-being.</li> <li>I can develop my own warm up and cool down activities and deliver.</li> <li>I can use scientific vocabulary to explain what happens to our body during exercise.</li> <li>I can explain the importance of joints and describe the different types.</li> </ul>

	Swimming: By the end of Year 6
Year 4	<ul style="list-style-type: none"> <li>I can swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</li> <li>I can perform safe self-rescue in different water-based situations.</li> </ul>
Year 5	<i>If not achieved or competent in Year 4, children continue to attend in Year 5.</i>
Year 6	<i>If not achieved or competent in Year 4 or 5, children continue to attend in Year 6.</i>