

## PE Progression of Skills

	EYFS	YEAR 1	YEAR 2`	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Athletics	<p>Running: explore running and stopping safely.</p> <p>Jumping: explore jumping and hopping safely.</p> <p>Throwing: explore throwing to a target.</p>	<p>Running: explore running at different speeds.</p> <p>Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.</p> <p>Throwing: explore throwing for distance and accuracy.</p>	<p>Running: develop the sprinting action.</p> <p>Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.</p> <p>Throwing: develop overarm throwing for distance.</p>	<p>Running: develop the sprinting technique and apply it to relay events.</p> <p>Jumping: develop technique when jumping for distance in a range of approaches and take off positions.</p> <p>Throwing: explore the technique for a pull throw.</p>	<p>Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.</p> <p>Jumping: develop technique when jumping for distance.</p> <p>Throwing: explore power and technique when throwing for distance in a pull and heave throw.</p>	<p>Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event.</p> <p>Jumping: explore technique and rhythm in the triple jump.</p> <p>Throwing: Develop technique and power in javelin and shot put.</p>	<p>Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.</p> <p>Jumping: develop power, control and technique in the triple jump.</p> <p>Throwing: develop power, control and technique when throwing discus and shot put.</p>
Ball Skills	<p><b>Sending:</b> explore sending an object with hands and feet.</p> <p><b>Catching:</b> explore catching to self and with a partner.</p>	<p><b>Sending:</b> roll and throw with some accuracy towards a target.</p> <p><b>Catching:</b> begin to catch with two hands. Catch after a bounce.</p>	<p><b>Sending:</b> roll, throw and kick a ball to hit a target.</p> <p><b>Catching:</b> develop catching a range of objects with two hands. Catch</p>	<p><b>Sending:</b> send a ball with accuracy and increasing consistency to a target. <b>Catching:</b> catch a range of objects with</p>	<p><b>Sending:</b> accurately use a range of techniques to send a ball to a target.</p> <p><b>Catching:</b> catch different sized</p>	<p><b>Sending:</b> demonstrate clear technique when sending a ball under pressure.</p> <p><b>Catching:</b> demonstrate</p>	<p><b>Sending:</b> show good technique when sending a ball with increasing control, accuracy and consistency under pressure.</p>



	<p><b>Tracking:</b> explore stopping a ball with hands and feet.</p> <p><b>Dribbling:</b> explore dropping and catching with two hands and moving a ball with feet.</p>	<p><b>Tracking:</b> track a ball being sent directly.</p> <p><b>Dribbling:</b> explore dribbling with hands and feet.</p>	<p>with and without a bounce.</p> <p><b>Tracking:</b> consistently track and collect a ball being sent directly.</p> <p><b>Dribbling:</b> explore dribbling with hands and feet with increasing control on the move.</p>	<p>increasing consistency.</p> <p><b>Tracking:</b> track a ball not sent directly.</p> <p><b>Dribbling:</b> dribble a ball with hands and feet with control.</p>	<p>objects with increasing consistency with one and two hands.</p> <p><b>Tracking:</b> consistently track a ball sent directly and indirectly.</p> <p><b>Dribbling:</b> dribble a ball with increasing control and co-ordination.</p>	<p>good technique under pressure.</p> <p><b>Tracking:</b> demonstrate a range of techniques when tracking and collecting a ball.</p> <p><b>Dribbling:</b> dribble with some control under pressure.</p>	<p><b>Catching:</b> demonstrate increasing consistency of catching under pressure in a variety of game situations.</p> <p><b>Tracking:</b> demonstrate a wider range of techniques when tracking a ball under pressure</p> <p><b>Dribbling:</b> dribble consistently using a range of techniques with increasing control under pressure.</p>
<b>Dance</b>	<p><b>Actions:</b> explore how my body moves. Copy basic body actions and rhythms.</p> <p><b>Dynamics:</b> explore actions in response to music and an idea.</p> <p><b>Space:</b> begin to explore pathways and the space around me and in relation to others.</p>	<p><b>Actions:</b> copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.</p> <p><b>Dynamics:</b> explore varying speeds to represent an idea.</p>	<p><b>Actions:</b> accurately remember, repeat and link actions to express an idea.</p> <p><b>Dynamics:</b> develop an understanding of dynamics.</p> <p><b>Space:</b> develop the use of pathways and travelling actions to include levels.</p> <p><b>Relationships:</b> explore working</p>	<p><b>Actions:</b> create actions in response to a stimulus individually and in groups.</p> <p><b>Dynamics:</b> use dynamics effectively to express an idea.</p> <p><b>Space:</b> use direction to transition</p>	<p><b>Actions:</b> respond imaginatively to a range of stimuli related to character and narrative.</p> <p><b>Dynamics:</b> change dynamics confidently within a performance to express changes in character. <b>Space:</b> confidently use changes in level,</p>	<p><b>Actions:</b> choreograph dances by using, adapting and developing actions and steps from different dance styles.</p> <p><b>Dynamics:</b> confidently use dynamics to express different dance styles.</p>	<p><b>Actions:</b> show controlled movements which express emotion and feeling.</p> <p><b>Dynamics:</b> explore, improvise and combine dynamics to express ideas fluently and</p>

	<p><b>Performance:</b> perform short phrases of movement in front of others.</p>	<p><b>Space:</b> explore pathways within my performance. <b>Relationships:</b> begin to explore actions and pathways with a partner. <b>Performance:</b> perform on my own and with others to an audience.</p>	<p>with a partner using unison, matching and mirroring. <b>Performance:</b> develop the use of facial expressions in my performance.</p>	<p>between formations. <b>Relationships:</b> develop an understanding of formations. <b>Performance:</b> perform short, self-choreographed phrases showing an awareness of timing.</p>	<p>direction and pathway. <b>Relationships:</b> use action and reaction to represent an idea. <b>Performance:</b> perform complex dances that communicate narrative and character well, performing clearly and fluently.</p>	<p><b>Space:</b> confidently use direction and patterning to express different dance styles. <b>Relationships:</b> confidently use formations, canon and unison to express a dance idea. <b>Performance:</b> perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p>	<p>effectively on my own, with a partner or in a small group. <b>Space and relationships:</b> use a variety of compositional principles when creating my own dances. <b>Performance:</b> demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</p>
<b>Fitness</b>	<p><b>Agility:</b> explore changing direction safely. <b>Balance:</b> explore balancing whilst stationary and on the move. <b>Co-ordination:</b> explore moving different body parts together. <b>Speed:</b> explore moving and</p>	<p><b>Agility:</b> change direction whilst running. <b>Balance:</b> explore balancing in more challenging activities with some success. <b>Co-ordination:</b> explore co-ordination when using equipment.</p>	<p><b>Agility:</b> demonstrate improved technique when changing direction on the move. <b>Balance:</b> demonstrate increased balance whilst travelling along and over equipment. <b>Co-ordination:</b> perform actions</p>	<p><b>Agility:</b> show balance when changing direction. <b>Balance:</b> explore more complex activities which challenge balance. <b>Co-ordination:</b> co-ordinate my body with increased consistency in a variety of activities.</p>	<p><b>Agility:</b> show balance when changing direction at speed. <b>Balance:</b> show control whilst completing activities which challenge balance. <b>Co-ordination:</b> explore increased speed when co-ordinating my body. <b>Speed:</b></p>	<p><b>Agility:</b> demonstrate improved body posture and speed when changing direction. <b>Balance:</b> change my body position to maintain a controlled centre of gravity. <b>Co-ordination:</b> demonstrate increased speed</p>	<p><b>Agility:</b> change direction with a fluent action and transition smoothly between varying speeds. <b>Balance:</b> show fluency and control when travelling, landing, stopping and changing direction. <b>Co-ordination:</b> co-ordinate a range of</p>

	<p>stopping with control.  <b>Strength:</b> explore taking weight on different body parts.  <b>Stamina:</b> explore moving for extended periods of time.</p>	<p><b>Speed:</b> explore running at different speeds.  <b>Strength:</b> explore exercises using my own body weight.  <b>Stamina:</b> explore moving for longer periods of time and identify how it makes me feel.</p>	<p>with increased control when co-ordinating my body with and without equipment.  <b>Speed:</b> demonstrate running at different speeds.  <b>Strength:</b> demonstrate increased control in body weight exercises.  <b>Stamina:</b> show an ability to work for longer periods of time.</p>	<p><b>Speed:</b> explore sprinting technique.  <b>Strength:</b> explore building strength in different muscle groups.  <b>Stamina:</b> explore using my breath to increase my ability to work for longer periods of time.</p>	<p>demonstrate improved sprinting technique.  <b>Strength:</b> develop building strength in different muscle groups.  <b>Stamina:</b> demonstrate using my breath to maintain my work rate.</p>	<p>when co-ordinating my body.  <b>Speed:</b> apply the best pace for a set distance or time.  <b>Strength:</b> demonstrate increased technique in body weight exercises.  <b>Stamina:</b> use a steady pace to be able to move for sustained periods of time.</p>	<p>body parts with a fluent action at a speed appropriate to the challenge.  <b>Speed:</b> adapt running technique to meet the needs of the distance.  <b>Strength:</b> complete body weight exercises for increased repetitions with control and fluency.  <b>Stamina:</b> use my breath to increase my ability to move for sustained periods of time.</p>
<b>Fundamentals</b>	<p><b>Running:</b> explore running and stopping. Explore changing direction safely.  <b>Balancing:</b> explore balancing whilst stationary and on the move.  <b>Jumping:</b> begin to explore take off and landing safely.  <b>Hopping:</b> explore hopping on both feet.</p>	<p><b>Running:</b> explore changing direction and dodging. Discover how the body moves at different speeds.  <b>Balancing:</b> move with some control and balance. Explore stability and landing safely.  <b>Jumping:</b> demonstrate control in take off</p>	<p><b>Running:</b> demonstrate balance when changing direction. Clearly show different speeds when running.  <b>Balancing:</b> demonstrate balance when performing movements.  <b>Jumping:</b> demonstrate jumping for distance, height</p>	<p><b>Running:</b> change direction. Show an increase and decrease in speed.  <b>Balancing:</b> demonstrate balance when performing other fundamental skills.  <b>Jumping and hopping:</b> link jumping and hopping actions.  <b>Skipping:</b> jump and turn a skipping rope.</p>	<p><b>Running:</b> change direction quickly under pressure. Demonstrate when and how to accelerate and decelerate.  <b>Balancing:</b> demonstrate good balance and control when performing other fundamental skills.  <b>Jumping and hopping:</b> link hopping and jumping actions</p>	<p><b>Running:</b> demonstrate improved body posture and balance when changing direction. Accelerate and decelerate appropriately for the situation.  <b>Balancing:</b> consistently demonstrate good balance when performing other fundamental skills.</p>	<p><b>Running:</b> change direction with a fluent action. Transition smoothly between varying speeds.  <b>Balancing:</b> show fluency and control when travelling, landing, stopping and changing direction.  <b>Jumping and hopping:</b> demonstrate good technique when jumping and</p>

	<p><b>Skipping:</b> explore skipping as a travelling action.</p>	<p>and landing when jumping.  <b>Hopping:</b> begin to explore hopping in different directions.  <b>Skipping:</b> show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.</p>	<p>and in different directions.  <b>Hopping:</b> demonstrate hopping for distance, height and in different directions.  <b>Skipping:</b> explore single and double bounce when jumping in a rope.</p>		<p>with other fundamental skills.  <b>Skipping:</b> consistently skip in a rope.</p>	<p><b>Jumping and hopping:</b> demonstrate good technique and co-ordination when linking jumps.  <b>Skipping:</b> show a range of skills when skipping in a rope.</p>	<p>hopping for distance and height. Fluently link jumps together.  <b>Skipping:</b> consistently show a range of skills when skipping in a rope.</p>
<b>Gymnastics</b>	<p><b>Shapes:</b> show contrast with my body including wide/narrow, straight/curved.  <b>Balances:</b> explore shapes in stillness using different parts of my body.  <b>Rolls:</b> explore rocking and rolling.  <b>Jumps:</b> explore jumping safely.</p>	<p><b>Shapes:</b> explore basic shapes straight, tuck, straddle, pike.  <b>Balances:</b> perform balances making my body tense, stretched and curled.  <b>Rolls:</b> explore barrel, straight and forward roll progressions.  <b>Jumps:</b> explore shape jumps including jumping off low apparatus.</p>	<p>Shapes: explore using shapes in different gymnastic balances.  Balances: remember, repeat and link combinations of gymnastic balances.  Rolls: explore barrel, straight and forward roll and put into sequence work  Jumps: explore shape jumps and take off combinations.</p>	<p><b>Shapes:</b> explore matching and contrasting shapes.  <b>Balances:</b> explore point and patch balances and transition smoothly into and out of them.  <b>Rolls:</b> develop the straight, barrel, and forward roll.  <b>Jumps:</b> develop stepping into shape jumps with control.</p>	<p><b>Shapes:</b> develop the range of shapes I use in my sequences.  <b>Inverted movements:</b> develop strength in bridge and shoulder stand.  <b>Balances:</b> develop control and fluency in individual and partner balances.  <b>Rolls:</b> develop the straight, barrel, forward and straddle roll and perform them with increased control.  <b>Jumps:</b> develop control in performing and</p>	<p><b>Shapes:</b> perform shapes consistently and fluently linked with other gymnastic actions.  <b>Inverted movements:</b> explore progressions of a cartwheel.  <b>Balances:</b> explore symmetrical and asymmetrical balances.  <b>Rolls:</b> develop control in the straight, barrel, forward, straddle and backward roll.  <b>Jumps:</b> select a range of jumps to</p>	<p><b>Shapes:</b> combine and perform gymnastic shapes more fluently and effectively.  <b>Inverted movements:</b> develop control in progressions of a cartwheel bridge and shoulder stand  <b>Balances:</b> explore counter balance and counter tension.  <b>Rolls:</b> develop fluency and consistency in the straddle, forward and backward roll.  <b>Jumps:</b> combine and perform a</p>

					landing rotation jumps.	include in sequence work.	range of gymnastic jumps more fluently and effectively.
<b>Invasion Games</b>	<p><b>Sending &amp; receiving:</b> explore s&amp;r with hands and feet using a variety of equipment.</p> <p><b>Dribbling:</b> explore dropping and catching with two hands and moving a ball with their feet.</p> <p><b>Space:</b> recognise their own space.</p> <p><b>Attacking &amp; defending:</b> explore changing direction and tagging games.</p>	<p><b>Sending &amp; receiving:</b> explore s&amp;r with hands and feet to a partner.</p> <p><b>Dribbling:</b> explore dribbling with hands and feet.</p> <p><b>Space:</b> recognise good space when playing games.</p> <p><b>Attacking:</b> explore changing direction to move away from a partner.</p> <p><b>Defending:</b> explore tracking and moving to stay with a partner.</p>	<p><b>Sending &amp; receiving:</b> developing s&amp;r with increased control.</p> <p><b>Dribbling:</b> explore dribbling with hands and feet with increasing control on the move.</p> <p><b>Space:</b> explore moving into space away from others.</p> <p><b>Attacking:</b> developing moving into space away from defenders.</p> <p><b>Defending:</b> explore staying close to other players to try and stop them getting the ball.</p>	<p>Sending &amp; receiving: explore s&amp;r abiding by the rules of the game.</p> <p>Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure.</p> <p>Space: develop using space as a team.</p> <p>Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p> <p>Defending: develop tracking opponents to limit their scoring opportunities.</p>	<p><b>Sending &amp; receiving:</b> develop passing techniques appropriate to the game with increasing success.</p> <p>Catch a ball using one and two hands and receive a ball with feet/object with increasing success.</p> <p><b>Dribbling:</b> link dribbling the ball with other actions and change direction whilst dribbling with some control.</p> <p><b>Space:</b> develop moving into space to help my team.</p> <p><b>Attacking:</b> change direction to lose</p>	<p><b>Sending &amp; receiving:</b> develop control when s&amp;r under pressure.</p> <p><b>Dribbling:</b> dribble with some control under pressure.</p> <p><b>Space:</b> explore moving to create space for themselves and others in their team.</p> <p><b>Attacking:</b> use a variety of techniques to lose an opponent e.g. change of direction or speed.</p> <p><b>Defending:</b> develop tracking and marking with increased success. Explore intercepting a ball</p>	<p><b>Sending &amp; receiving:</b> s&amp;r consistently using a range of techniques with increasing control under pressure.</p> <p><b>Dribbling:</b> dribble consistently using a range of techniques with increasing control under pressure.</p> <p><b>Space:</b> move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.</p> <p><b>Attacking:</b> confidently change direction to lose an opponent</p> <p><b>Defending:</b> use a variety of defending skills (tracking, interception, jockeying) in game situations.</p>

					an opponent with some success. <b>Defending:</b> develop defending one on one and begin to intercept.	using one and two hands.	
<b>Net and Wall Games</b>	<b>Hitting:</b> explore hitting a ball with hands and pushing with a racket. <b>Feeding and rallying:</b> explore sending and tracking a ball with a partner. <b>Footwork:</b> explore changing direction, running and stopping.	<b>Hitting:</b> explore hitting a dropped ball with a racket. <b>Feeding:</b> throw a ball over a net to land into the court area. <b>Rallying:</b> explore sending a ball with hands and a racket. <b>Footwork:</b> use the ready position to move towards a ball.	<b>Hitting:</b> develop hitting a dropped ball over a net. <b>Feeding:</b> accurately underarm throw over a net to a partner. <b>Rallying:</b> explore underarm rallying with a partner catching after one bounce. <b>Footwork:</b> consistently use the ready position to move towards a ball.	<b>Shots:</b> explore returning a ball using shots such as the forehand and backhand. <b>Rallying:</b> explore rallying using a forehand. <b>Footwork:</b> consistently use and return to the ready position in between shots	<b>Shots:</b> demonstrate technique when using shots playing co-operatively and beginning to execute this competitively. <b>Rallying:</b> develop rallying using both forehand and backhand with increased technique. <b>Footwork:</b> begin to use appropriate footwork patterns to move around the court	<b>Shots:</b> develop the range of shots used in a variety of games. <b>Serving:</b> develop the range of serving techniques appropriate to the game. <b>Rallying:</b> use a variety of shots to keep a continuous rally. <b>Footwork:</b> demonstrate effective footwork patterns to move around the court.	<b>Shots:</b> demonstrate increased success and technique in a variety of shots. <b>Serving:</b> serve accurately and consistently. <b>Rallying:</b> successfully apply a variety of shots to keep a continuous rally. <b>Footwork:</b> demonstrate a variety of footwork patterns relevant to the game I am playing.
<b>Striking and Fielding</b>	<b>Striking:</b> explore sending a ball to a partner. <b>Fielding:</b> explore tracking and	<b>Striking:</b> explore striking a ball with their hand and equipment. <b>Fielding:</b> develop	<b>Striking:</b> develop striking a ball with their hand and equipment	<b>Striking:</b> begin to strike a bowled ball after a bounce with	<b>Striking:</b> develop batting technique with a range of equipment.	<b>Striking:</b> explore defensive and driving hitting techniques and	<b>Striking:</b> strike a bowled ball with increasing accuracy and consistency. <b>Fielding:</b> use a wider range of

	<p>stopping a rolling ball. <b>Throwing and catching:</b> explore rolling, throwing and catching using a variety of equipment.</p>	<p>tracking and retrieving a ball. <b>Throwing:</b> explore technique when throwing over and underarm. <b>Catching:</b> develop co-ordination and technique when catching.</p>	<p>with some consistency. <b>Fielding:</b> develop tracking a ball and decision making with the ball. <b>Throwing:</b> develop co-ordination and technique when throwing over and underarm. <b>Catching:</b> catch with two hands with some co-ordination and technique.</p>	<p>different equipment. <b>Fielding:</b> explore bowling to a target and fielding skills to include a two-handed pick up. <b>Throwing:</b> use overarm and underarm throwing in game situations. <b>Catching:</b> catch with some consistency in game situations.</p>	<p><b>Fielding:</b> develop bowling with some consistency, abiding by the rules of the game. <b>Throwing:</b> use overarm and underarm throwing with increased consistency in game situations. <b>Catching:</b> begin to catch with one and two hands with some consistency in game situations.</p>	<p>directional batting. <b>Fielding:</b> develop over and underarm bowling technique. Develop long and short barrier and two handed pick up. <b>Throwing:</b> demonstrate good technique when using a variety of throws under pressure. <b>Catching:</b> explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.</p>	<p>fielding skills with increasing control under pressure. <b>Throwing:</b> consistently demonstrate good technique in throwing skills under pressure. <b>Catching:</b> consistently demonstrate good technique in catching skills under pressure.</p>
<p><b>Target Games</b></p>	<p><b>Throwing:</b> explore throwing using a variety of equipment. <b>Catching:</b> explore catching using a variety of equipment.</p>	<p><b>Throwing overarm:</b> explore technique when throwing overarm towards a target. <b>Throwing underarm:</b> explore technique</p>	<p><b>Throwing overarm:</b> develop co-ordination and technique when throwing overarm towards a target. <b>Throwing underarm:</b></p>	<p><b>Throwing:</b> explore throwing at a moving target. <b>Catching (dodgeball):</b> begin to catch whilst on the</p>	<p><b>Throwing:</b> throw with increasing accuracy at a target. <b>Catching (dodgeball):</b> catch with increasing consistency.</p>	<p><b>Throwing:</b> demonstrate clear technique and accuracy when throwing at a target. <b>Catching (dodgeball):</b></p>	<p><b>Throwing:</b> throw with increasing control under pressure. <b>Catching (dodgeball):</b> catch with increasing control under pressure.</p>



		when throwing underarm towards a target.	develop co-ordination and technique when throwing underarm towards a target. <b>Striking:</b> develop striking a ball with equipment with some consistency.	move. <b>Striking:</b> begin to strike a ball with accuracy and balance.	<b>Striking:</b> strike a ball with increasing consistency.	demonstrate good technique and consistency in catching skills. <b>Striking:</b> develop a wider range of striking techniques and begin to use them under pressure.	<b>Striking:</b> use a variety of striking techniques with control and under pressure.
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