

PE SKILLS PROGRESSION MAP

Physical Education National Curriculum Purpose of Study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims - The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

end of key stage expectations

	EYFS	Year 1 Year 2 end of key stage		Year 3 Year 4		Year 5 Year 6	
Dance	<p>Move to music.</p> <p>Copy dance moves.</p> <p>Perform some dance moves.</p> <p>Move around the space safely.</p>	<p>Repeat a simple dance pattern.</p> <p>Make up a short dance, after watching one.</p> <p>Dance imaginatively.</p> <p>Change rhythm, speed, level and direction.</p> <p>Say something I like about a dance.</p>	<p>Change rhythm, speed, level and direction with consistency.</p> <p>Dance with control and co-ordination.</p> <p>Choreograph a sequence by linking sections together.</p> <p>Link some movement to show a mood or feeling.</p> <p>Say something I like and something that could be improved about a dance.</p>	<p>Perform pair/group dance involving canon & unison, meet & part. Respond to music in time & rhythm to show like/unlike actions.</p> <p>Respond to music to express a variety of moods & feelings.</p> <p>Give and respond to peer feedback to improve.</p>	<p>Respond imaginatively to stimuli related to character/music/story. Perform clear & fluent dances that show sensitivity to idea/stimuli.</p> <p>Make up dance within a small group.</p> <p>Give peer feedback to improve with suitable dance terminology</p>	<p>Show/fluency/control in chosen dances in response to stimuli.</p> <p>Perform fluent dances with characteristics of different styles/eras.</p> <p>Adapt & refine (in pair/group), dances that vary direction, space & rhythm.</p> <p>Give peer feedback to improve with suitable dance terminology.</p>	<p>Create & perform dances in a variety of styles consistently</p> <p>Be aware of & use musical structure, rhythm & mood & can dance accordingly.</p> <p>Use appropriate criteria & vocabulary to evaluate performances.</p>
Key Vocabulary	Action, movement, travelling, body actions.	Travel, space, gesture, routine, rhythm, speed, levels, choreograph, coordination.		Formation, dynamics, canon, unison, matching, mirroring, isolation, timing, tableau.		Counterpoint, improvisation, motif, mood, exploration, phrase, evaluate, counts.	

	EYFS	Year 1 Year 2	Year 3 Year 4	Year 5 Year 6			
Gymnastics	<p>Make body tight, relaxed, curled and stretched.</p> <p>Balance on small/large body parts in space & understand stillness</p> <p>Make large and small body shapes</p> <p>Climb & hang from apparatus</p> <p>Perform basic travelling actions on various body parts</p>	<p>Make body tense, relaxed, curled and stretched, showing some tension.</p> <p>Begin to work alone/with someone to make a sequence of shapes/travels</p> <p>Climb safely, showing some shapes and balances when climbing.</p> <p>Keep balance travelling in a range of ways along bench, spots, mat etc</p> <p>Roll in stretched/curled positions e.g. 'log' and 'egg rolls'</p>	<p>Make body tense, relaxed, curled and stretched, in a range of movements.</p> <p>Perform a sequence with changes in speed & direction including 3 different actions (sometimes giving advice to others)</p> <p>Be still on single/two + points of contact on floor/apparatus showing tension & control</p> <p>Link known shape/travel/roll/jump to a balance using floor & on apparatus</p> <p>Jump/land with control using different body shapes in flight</p>	<p>Use a greater number of own ideas for movement in response to a task.</p> <p>Combine arm actions with skips/leaps/steps/jumps & spins in travel</p> <p>Travel while using various hand apparatus, (ribbon/hoop/ rope/ball)</p> <p>Know principles of balance and apply them on floor & apparatus</p>	<p>Share ideas and give positive criticism/advice to self & others.</p> <p>Create & perform matching/mirroring sequences explaining how it could be improved</p> <p>Perform at least 3 different rolls (shoulder, forward, back) with some control</p> <p>Link a roll with travel and balance using floor and apparatus with good body control</p>	<p>Combine own work with that of others, identifying strengths & weaknesses.</p> <p>Include change of speed, direction and shape in movements.</p> <p>Follow a set of 'rules' to produce a sequence, possibly made by peers.</p> <p>Create mirror/matching/cannon (pair) sequence varying dynamics/levels/direction etc.</p>	<p>Select a suitable routine to perform to different audiences, bearing in mind who the audience is.</p> <p>Transfer sequence above onto suitably arranged apparatus & floor.</p> <p>Perform 6-8 part floor sequence as individual, pair & small group to a piece of music</p> <p>Demonstrate 3 paired balances in sequence using various skills/actions</p>
Key Vocabulary	Curled, stretched, slow, fast. still, move, climb, tight, relax.	Tension, stretched, points, patches, travel, roll, individual balance, apparatus, shapes e.g. pike, star, straddle etc.	Tension, extension, control, unison, cannon, matching, mirroring, fluency, dynamics, levels, flight, flexibility, coordination, sequence, reflect/refine.	Aesthetics, timing, rotation e.g. cartwheel, vault, core strength, technique, evaluate, analyse, peer/self assessment.			

	EYFS	Year 1 Year 2	Year 3 Year 4	Year 5 Year 6			
Athletics	<p>Explore different ways of moving.</p> <p>Practice running safely.</p> <p>Explore different ways of jumping.</p>	<p>Use varying speeds when running.</p> <p>Practise short distance running.</p> <p>Explore footwork patterns demonstrating balance.</p> <p>Explore different methods of throwing.</p>	<p>Run with agility and confidence.</p> <p>Run for speed and distance.</p> <p>Learn the best jumping techniques for distance e.g standing long jump.</p> <p>Throw different objects in a variety of ways.</p> <p>Complete an obstacle course with control and agility, combining running and jumping.</p>	<p>Run in different directions and at different speeds, using a good technique.</p> <p>Choose and understand appropriate running techniques.</p> <p>Improve throwing technique.</p> <p>Reinforce jumping techniques.</p> <p>Understand the relay and passing the baton.</p>	<p>Select and maintain a running pace for different distances.</p> <p>Demonstrate good running technique in a competitive situation.</p> <p>Practice throwing with power and accuracy. Throw safely and with understanding.</p> <p>Combine the 3 stages of a triple jump.</p> <p>Understand which technique is most effective when jumping for distance.</p>	<p>Use correct technique to run at speed.</p> <p>Develop the ability to run for distance. Throw with accuracy and power.</p> <p>Identify and apply techniques of relay running.</p> <p>Learn how to use skills to improve the distance of a pull throw.</p> <p>Combine running and jumping to increase distance of jump.</p>	<p>Investigate running styles and changes of speed.</p> <p>Practice throwing with power and accuracy.</p> <p>Understand which technique is most effective when jumping for distance.</p> <p>Know how to measure/score a jump and throw accurately.</p> <p>Analyse performance and identify ways of improving.</p>
Key Vocabulary	Run, jump, throw, balance, spatial awareness.	Roll, underarm/overarm throw, jump, land safely, run, balance.	Take-off, flight, landing, relay, baton, pull, push, sling, running for speed and distance, combine.	Technique, pacing, sprinting, sprint start position, combination of jumps, communication, evaluating, analysis.			

	EYFS	Year 1 Year 2	Year 3 Year 4	Year 5 Year 6			
Invasion Games							
Games	<p>Move a ball with feet</p> <p>Kick a larger ball in space</p> <p>Stop a beanbag or large ball sent to them using hands</p> <p>Attempt to stop a large ball sent to them using feet</p> <p>Run and stop when instructed</p> <p>Move around showing awareness of others</p> <p>Drop and catch a ball with 2 hands</p> <p>Move with awareness of others.</p>	<p>Travel with a ball in different ways e.g. dribble or in hands.</p> <p>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p> <p>Pass the ball to another player in a game.</p> <p>Change direction quickly to evade a defender.</p>	<p>Dribble a ball with two feet and hands.</p> <p>Show balance when kicking towards a target</p> <p>Send a variety of passes (roll, kick, catch).</p> <p>Move to track a ball and stop it with some success</p> <p>Run, stop and change direction with balance and control to evade a defender.</p> <p>Move into space to help others.</p> <p>Use simple tactics</p>	<p>Use a variety of throwing and passing techniques in game situations</p> <p>Kick towards a partner in game situations</p> <p>Catch a ball passed to them using one and two hands</p> <p>Receive a ball sent to them using different parts of the foot</p> <p>Strike a ball with varying techniques</p> <p>Change direction with increasing speed in game situations</p> <p>Use space with some success in games</p> <p>Use simple tactics individually and in a team when attacking and defending</p>	<p>Combine dribbling the ball with other actions e.g. shooting, passing</p> <p>Change direction when dribbling or moving with a ball</p> <p>Use a variety of passing techniques with increasing success</p> <p>Catch a ball passed to them using one and two hands with success</p> <p>Receive a ball under pressure</p> <p>Strike a ball using varying techniques with increasing accuracy</p> <p>Change direction to lose an opponent</p> <p>Create and use space</p> <p>Use tactics to outwit opponents helping their team score or gain possession.</p>	<p>Use dribbling to change the direction of play under pressure.</p> <p>Dribble with feet under pressure</p> <p>Use a variety of passing techniques under pressure</p> <p>Use a variety of kicking techniques under pressure</p> <p>Catch and intercept a ball using one and two hands</p> <p>Receive a ball using different parts of the foot</p> <p>Strike a ball using a wider range of skills</p> <p>Use a variety of techniques to change direction and help create space for others.</p> <p>Understand the need for tactics and identify when to use them</p>	<p>Use dribbling to change the direction of play with control under pressure</p> <p>Maintain possession under pressure</p> <p>Identify when to a variety of passing techniques (short, long) with control.</p> <p>Select and apply the appropriate passing and shooting technique with control.</p> <p>Receive or intercept a ball with consideration to the next move</p> <p>Strike a ball using a wider range of skills</p> <p>Confidently change direction and speed to outwit opponents</p> <p>Effectively create and use space.</p> <p>Work collaboratively to create tactics</p>
Key Vocabulary	Kick, roll, stop, space, balance, awareness of others.	Teamwork, dribble, accuracy, control, spatial awareness, coordination, passing, throwing, receiving, control, evade.	Communication, passing e.g. chest pass, shooting, scoring, defending, attacking, pitch, court, rules, tactics, accuracy, receiving, tackle.	Intercept, defending & attacking, referee, umpire, possession, positions, outwitting opponents, rules, leaders, technique.			

	EYFS	Year 1 Year 2	Year 3 Year 4	Year 5 Year 6			
Striking & Fielding Games							
Games	<p>Hit a stationary object with a hand or foot.</p> <p>Practice basic striking, sending and receiving.</p> <p>Explore different ways of throwing a ball.</p> <p>Begin to catch different objects</p> <p>Stop a large moving ball.</p>	<p>Strike a stationary ball with a bat/racket with growing accuracy and control.</p> <p>Position the body appropriately to strike a ball.</p> <p>Throw underarm and overarm.</p> <p>Individually bounce and catch a ball.</p> <p>Use rolling skills in a game.</p>	<p>Strike a moving ball towards a target.</p> <p>Strike the ball in a modified game.</p> <p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw, catch and bounce a ball with a partner.</p> <p>Select and vary types of throw used depending upon the situation.</p>	<p>Strike a moving ball from different heights with some control.</p> <p>Strike the ball consistently in a modified game.</p> <p>Throw and catch with greater control and accuracy.</p> <p>Throw a ball in different ways (e.g. high, low, over, under).</p> <p>Bowl/feed the ball underarm with success.</p> <p>Perform a range of catching and receiving skills.</p>	<p>Strike the ball into a space with direction and accuracy with growing success.</p> <p>Develop different ways of throwing and catching e.g. reverse cup.</p> <p>Demonstrate appropriate technique (e.g. straight arm for cricket bowl) when bowling the ball overarm from a stationary position.</p>	<p>Successfully use different types of shots (techniques) when striking a ball e.g. pull in cricket.</p> <p>Consolidate different ways of throwing and catching and know when each is appropriate in a game.</p> <p>Bowl the ball overarm with growing success.</p> <p>Explore different tactics when batting, bowling and fielding.</p> <p>Understand different roles within a game including officiating.</p>	<p>Judge the flight and bounce of a ball and recognise when to use different types of shot to strike a ball e.g. reverse hit in rounders.</p> <p>Throw and catch accurately and successfully under pressure in a game.</p> <p>Combine the run up with an overarm bowl in cricket.</p> <p>Understand when to use different tactics and apply with some success.</p> <p>Make appropriate choices over roles within a game.</p>
Key Vocabulary	Hit, strike, stop, catch, throw.	Strike, control, space, underarm/overarm, body position, awareness.	Bowling, adjusting to the bowler/batter, striking for accuracy, striking for distance, batting, feed, legal deliveries, rules.	Decision-making, positioning, tactics, outwitting opponents, teamwork, communication, coordination, rules, officiating.			

	EYFS	Year 1 Year 2	Year 3 Year 4	Year 5 Year 6			
Net/Wall Games							
Games	<p>Hit a stationary object with a bat or racket.</p> <p>Explore different ways of throwing a ball.</p> <p>Catch different objects</p> <p>Stop a large moving ball.</p>	<p>Hit a stationary ball with growing accuracy and control.</p> <p>Position the body appropriately to strike a ball.</p> <p>Throw underarm and overarm.</p> <p>Bounce and catch a ball.</p> <p>Use rolling skills in a game.</p>	<p>Hit a moving ball towards a target.</p> <p>Throw, catch and bounce a ball with a partner.</p> <p>Throw the ball over a net into space.</p> <p>Be able to rally with a partner on the ground.</p>	<p>Hit a stationary ball with a racket over the net.</p> <p>Position the body correctly in order to return the ball.</p> <p>Children explore rallying with a partner with the ball in the air.</p>	<p>Hit a moving ball using different types of shot (e.g. forehand in tennis).</p> <p>Hit the ball into space with growing consistency.</p> <p>Accurately serve a ball underarm in tennis.</p> <p>Be able to rally the ball with a partner in the air and on the ground.</p>	<p>Demonstrate knowledge of rules and to play a game effectively.</p> <p>Start to develop a backhand technique and attempt to use it during games.</p> <p>Hit the ball growing success over a net.</p>	<p>Select the appropriate shot for position of the ball and opponent.</p> <p>Start to select appropriate tactics to outwit opponents.</p> <p>Hit the ball consistently over a net with accuracy and control.</p>
Key Vocabulary	Space, bat, throw, catch, stop.	Roll, underarm/overarm throw, ground rally, target.	Net, forehand, body position, side on, underarm serve, rally in the air, space, court.	Rules, net, backhand, decision-making, outwit, opponents, tactics.			

	EYFS	Year 1 Year 2	Year 3 Year 4	Year 5 Year 6		
OAA			<p>Follow instructions from a peer and give simple instructions.</p> <p>Work collaboratively with a partner and a small group.</p> <p>Listen to and accept others' ideas.</p> <p>Plan and attempt to apply strategies to solve problems.</p> <p>Orientate and follow a diagram/map</p> <p>Reflect on when and why challenges are solved successfully.</p>	<p>Accurately follow instructions given by a peer and give clear and usable instructions to a peer.</p> <p>Confidently communicate ideas and listen to others and decide on the best approach.</p> <p>Plan and apply strategies to solve problems Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Watch, describe and evaluate the effectiveness of a team strategy.</p>	<p>Use clear communication when working in a group and taking on different roles.</p> <p>Begin to lead others, providing clear instructions.</p> <p>Plan and apply strategies with others to more complex challenges.</p> <p>Orientate a map confidently using it to navigate around a course.</p> <p>Explain why a particular strategy worked and alter methods to improve.</p>	<p>Communicate with others clearly and effectively when under pressure.</p> <p>Confidently lead others and show consideration of them including all within a group.</p> <p>Use critical thinking skills to form ideas and strategies selecting and applying the best method.</p> <p>Confidently and effectively orientate a map, identifying key features to navigate around a course.</p> <p>Accurately reflect on when challenges are solved successfully and suggest well thought-out improvements.</p>
Key Vocabulary			Communication, teamwork, orientate, map, features, problem-solving.	Communication, plan, strategies, orienteering, features, reflection, lead, teamwork.		

	Working Towards	Expected	Greater Depth
Swimming	<ul style="list-style-type: none"> - Can swim for 25m but requires aid or support of pool side/floor. - Can use different strokes with growing success in isolation. - Use some self-rescue skills e.g. floating on back. - Understands basic pool safety and rules. - Understands what water-based situations are e.g. swimming pool, homes & gardens, beaches. 	<ul style="list-style-type: none"> - Can swim continuously for 25 metres without touching the side of the pool or floor (some of swim in deep water). - Can use 3 different strokes, swimming on their front and back (e.g. front crawl, breaststroke, backstroke) and make choices about when to use them. - Strokes are as strong at the end as they are at the start, and recognisable to an informed onlooker. - Can control their breathing when swimming. - Can use simultaneous and alternating strokes on front and back e.g. treading water to front crawl. - Children know the dangers of water and understand how to act responsibly when playing in/near different environments. - Use appropriate survival and self-rescue skills e.g. treading water, floating, attracting attention. 	<ul style="list-style-type: none"> - Can swim over greater distances (up to 50m) proficiently using a range of strokes. - Use more advanced swimming strokes such as butterfly and can perform tumble turns, dives and starts effectively. - Can maintain appropriate and efficient breathing techniques over a longer distance. - Can swim for 25m in different water environments e.g. lakes - Use a range of swimming skills and strokes for different purposes e.g. water polo. - Can perform a safe self-rescue in a range of water-based situations.
Key Vocabulary	Safety, pool rules, stroke, self-rescue, water-based situations.	Front crawl, backstroke, breaststroke, survival and self-rescue skills, treading water, floating, depth.	Butterfly, evaluation, decision-making, breathing techniques.