

PE skills progression

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and fitness		-Describe how the body feels when still and when exercising.	-Recognise how the body feels before, during and after exercise. -Understand that exercise is important for health.	-Recognise and describe how the body feels during and after different physical activities. -Explain what they need to stay healthy. -Understand that exercise is important.	-Recognise and describe the effects of exercise on the body. -Know the importance of strength and flexibility for physical activity. -Explain why it is important to warm up and cool down.	-Describe how the body reacts at different times and how this affects performance. -Explain why exercise is good for your health. -Know some reasons for warming up and cooling down.	-Know and understand the reasons for warming up and cooling down. -Explain some safety principles when preparing for and during exercise.	-Understand the importance of warming up and cooling down. -Carry out warm-ups and cool-downs safely and effectively. -Understand why exercise is good for health, fitness and well-being. -Know ways they can become healthier.
	Circuits	-Begin to attempt simple repeated exercises using floor/mats. -Begin to use some pace in completing some tasks.	-Use a range of simple activities to test agility, balance and coordination. -Begin to use some control and greater pace.	-Complete a more varied range of activities centred on agility, balance and coordination. -Exercise with more sustained pace.	-Complete a range of activities, focusing on using strength, agility and sustained pace. -Begin to exercise more control in completing exercises.	-Complete a range of exercises using control and strength. -Use greater agility and more sustained pace when exercising.	-Complete a greater range of exercises with good control and strength. -Use improving agility and speed when exercising.	-Sustain a range of more rigorous exercises with pace and strength. -Use greater speed and agility when completing exercises. -Maintain a regular sustained speed and control of exercise.
Athletics	Running	-Run in different ways for a variety of purposes coordinating arm and leg movements. -Navigate obstacles -Use bent arm movements.	- Use correct running stance. -Vary pace and speed when running/moving in different ways. -Change direction when jogging, sprinting, side stepping etc.	-Match different speeds, appropriately for distance and activity. -Use a variety of stride lengths and movements while running.	-Focus on arm and leg action to improve sprinting. -Begin to run and jump over hurdles. -Begin to adjust running pace to suit the distance.	-Demonstrate improved sprinting to a finish. -Perform a relay, focusing on baton changeover.	-Develop an effective sprint start. -Select a suitable pace, developing stamina, for a sustained run.	-Practise sprinting and develop sprint finishing. -Run over hurdles focusing on the lead leg technique. -Work as a team to perform a relay. -Maintain a sustained run at distance at a selected pace.
	Jumping	-Jump in a range of ways, landing safely	-Perform different types of jumps. -Jump as high and far as possible. -Land safely.	-Perform and compare different types of jumps. -Combine different jumps together. -Jump from a standing position.	-Use one and two feet to take off and land with control. -Develop effective take off and flight for long jump.	-Perform a standing triple jump.	-Perform effective standing long jump and triple jump with control. -Develop a technique for a standing vertical jump.	-Develop a standing vertical jump. -Maintain control in the triple jump. -Develop and improve techniques, support others and lead activities to do with jumping.
	Throwing and Catching	-Pass balls/equipment in a variety of ways. -Begin to use correct throwing/catching stance. -Static throws -Throw underarm.	-Throw underarm and overarm static throws -Throw a ball towards a target. -Improve the distance of a throw by using more power.	- Throw in different ways for accuracy and distance including when moving. -Throw at targets of different height.	-Throw with greater control and accuracy, especially overarm. -Perform a push throw.	-Perform a pull throw. -Develop techniques for throwing at different distances.	-Perform a fling throw. -Throw a variety of implements.	-Perform a heave throw. -Develop and refine techniques for throwing and support others to improve.

		-Aim at targets with fixed arm.		-Catch equipment from static and moving throws.				
	Skipping	-Know basic safety rules. -Jump 2 feet to 2 feet with confidence. -Talk about ways to be safe around ropes. -Turn a rope one handed with each hand separately. -Jump over a rope turned by someone else or on the ground. -Take part in skipping long rope games turned by adults.	-Talk about reasons and ways to be safe around ropes. -Co-ordinate turning rope (one or two handed) and jumping 2 feet to 2 feet. -Make a sequence of jumps with a long rope turned by others. -Run under and over a long rope turned by others confidently.	-Describe and show rope safety rules to others. -Skip with a rope fluently showing good coordination, rhythm and stamina. -Demonstrate 2/3 or more 'stunt' skipping skills and running skips eg cross its, side to side, one foot, running. -Begin to turn a long rope. -Begin to use skipping games and rhymes in long rope skipping.	-Describe and demonstrate rope safety in a range of activities including individual, paired and group skipping. -Set personal challenges to show stamina and skill. -Skip fluently in individual, paired and whole group skipping. -Demonstrate 4/5 or more different skipping skills eg jumping jacks, slalem (twist), scissors, loop, paired skipping- -Run into a long rope, to skip and run out to exit confidently. -Turn a long rope accurately.	-Demonstrate rope safety at all times Set ambitious personal challenges eg: high knees, double unders, squat jumps, double side swipe, burpee, boxer skip. -Show more challenging moves in pairs eg 'change places', backwards skipping. -Participate in more challenging long rope skipping games eg double dutch (2 long ropes).	N/A	N/A
	Competition	-Participate in simple competitive events.	-Engage in competitive activities.	-Compete against self and others setting personal challenges	-Perform learnt skills with control against self and others.	-Perform and apply skills and techniques with control. -Take part in a range of competitive games.	-Take part in competitive games with an understanding of tactics and apply skills and techniques.	-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.
Games	Striking and hitting a ball	-Hit a ball/other object with the hand and foot. -Hit a ball with a racquet/bat. -Begin to control the ball/object when hitting it.	-Use hitting skills in a game. -Practise using correct stance. -Practise basic striking/sending and receiving.	-Strike or hit a ball with increasing control over speed/distance and aim. -Position the body to strike a ball. -Play simple games involving striking/hitting.	-Develop a range of skills in striking a ball for distance. -Practise correct batting technique.	-Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control, exercising eye coordination. -Serve underarm. -Build a rally with a partner.	-Use different techniques to hit a ball. -Identify techniques and shots to play tennis, including backhand and overhead serve.	-Hit a bowled ball over longer distances. -Use good hand-eye coordination to direct a ball. -Understand how to serve on order to start a game.

Throwing and catching a ball	<ul style="list-style-type: none"> -Roll equipment in different ways. -Throw underarm. -Throw an object at a target. -Catch equipment using 2 hands. 	<ul style="list-style-type: none"> -Use correct throwing and catching stance -Bounce and catch a ball. -Throw underarm and overarm with more consistency/accuracy. -Begin to use throwing and catching in simple games including aiming at targets. 	<ul style="list-style-type: none"> -Throw different types of equipment in different ways. -Use hand-eye coordination. -Throw, catch and bounce a ball with a partner. -Use throwing and catching skills in a game. -Throw objects for distance. -Vary types of throw. 	<ul style="list-style-type: none"> -Perform a range of catching skills with control. -Throw a ball in different ways. -Develop a safe and effective overarm bowl. 	<ul style="list-style-type: none"> -Develop different ways of throwing and catching. 	<ul style="list-style-type: none"> -Consolidate different ways of throwing and catching for game situations. 	<ul style="list-style-type: none"> -Throw and catch accurately and successfully under pressure in a game.
Travelling with and passing a ball	<ul style="list-style-type: none"> -Move a ball in different ways including bouncing and kicking. -Use hands and equipment to control a ball. 	<ul style="list-style-type: none"> -Travel with a ball in different ways run, jog, dodge, balance etc. -Travel in different directions with a ball (eg side to side, forwards/backwards). -Develop control, fluency and accuracy. 	<ul style="list-style-type: none"> -Bounce and kick a ball whilst moving. -Use kicking skills in a game. -Use dribbling skills in a game. 	<ul style="list-style-type: none"> -Move with a ball in a variety of ways with some control. -Pass a ball in 2 different ways. 	<ul style="list-style-type: none"> -Move with the ball using a range of techniques with control and fluency. -Pass a ball with increased speed and accuracy. 	<ul style="list-style-type: none"> -Use a variety of ways to dribble in a game. -Use a variety of ball skills. -Pass a ball with speed and accuracy using appropriate techniques. 	<ul style="list-style-type: none"> -Show confidence in using ball skills in various ways in games. -Choose and make the best pass in a game. -Pass and receive a ball on the move.
Possession and space	<ul style="list-style-type: none"> -Move safely around the space and equipment. -Travel in different ways including sideways and backwards. 	<ul style="list-style-type: none"> -Use different ways of travelling in different directions or pathways. -Run at different speeds. -Begin to use space in a game. 	<ul style="list-style-type: none"> -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. -Learn to search for partners and to gain/attract attention before passing. 	<ul style="list-style-type: none"> -Know how to keep and win back possession in a game. -Find a useful space to support teammates. 	<ul style="list-style-type: none"> -Contribute to keeping possession in a team game. -Make the best use of space to pass a ball. 	<ul style="list-style-type: none"> -Keep and win back possession of the ball in a game. -Demonstrate an increasing awareness of space. 	<ul style="list-style-type: none"> - Keep and win back possession of the ball effectively in a variety of ways.
Attacking and defending	<ul style="list-style-type: none"> -Take part in a range of chasing games. 	<ul style="list-style-type: none"> -Begin to use the terms attacking and defending. -Begin to use simple defensive skills like marking a partner. -Begin to use simple attacking skills such as dodging to get past a defender. 	<ul style="list-style-type: none"> -Use and understand the terms attacking and defending -Use at least one technique to attack or defend to play a game successfully. 	<ul style="list-style-type: none"> -Use simple attacking and defending skills. -Use fielding skills. 	<ul style="list-style-type: none"> -Use a range of attacking, defending and fielding skills and techniques in a game. 	<ul style="list-style-type: none"> -Choose the best tactics, including fielding for attacking and defending. -Shoot in game. 	<ul style="list-style-type: none"> -Apply skills for attacking and defending, including fielding.

	Tactics and rules	-Follow simple rules in games. -.Describe rules in games	-Follow and talk about simple rules in games including team games. -Use simple attacking skills such as dodging past a defender. -Use simple defending skills such as marking a player or defending a space.	-Understand the importance of rules in games. -Use at least one technique to attack or defend to play a game successfully.	-Apply and follow rules of striking and fielding games fairly.	-Vary the tactics they use in a game and adapt the rules.	-Know when to pass and dribble in a game. -Devise and adapt rules.	-Follow and create complicated rules to play a game successfully.
	Competing	-Control my body when performing a sequence of movements. -Participate in simple games.	-Perform using a range of actions and body parts with some coordination. -Begin to perform learned skills to groups/class with some control. -Engage in competitive activities and team games.	-Perform sequences of own composition with coordination. -Perform learned skills with increasing control. -Perform to a wider 'audience'. -Compete against self and others.	-Perform learnt skills and techniques and compete against others with control.	-Perform and apply skills and techniques and take part in competitive games and activities.	-Consistently perform and apply skills and techniques with accuracy and control. -Take part in competitive games using tactics.	-Perform and apply a variety of skills and techniques with confidence and precision. -Compete in games with a good understanding of tactics.
Gymnastics	Skills	-Create a short sequence of movements. -Begin to balance with control. -Move around, under, over, and through different objects and equipment.	-Create and perform a movement sequence. -Recognise and copy contrasting actions eg narrow/wide. -Travel in different ways, changing direction and speed. -Hold still shapes and simple balances. -Begin to move with control and care.	-Copy, explore and remember actions and movements to create their own sequence. -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. -Move with increasing control and care.	-Choose ideas to compose a movement sequence independently and with others. -Use turns whilst travelling in a variety of ways. -Create interesting body shapes while holding balances with control and confidence.	-Create a sequence of movements that fit a theme. -Show changes of direction, speed and level during a performance. -Carry out balances, recognising the position of their centre of gravity and how this affects balance. -Develop strength, technique and flexibility through performance.	-Select ideas to compose specific sequences of movement, shape and balance. -Adapt their sequence to fit new criteria or suggestions. -Perform jumps, shapes, and balances fluently and with control. -Combine equipment with movement to create sequences.	-Create their own complex sequences involving a full range of travelling, balancing, shapes, jumping, leaping, vaulting, swinging and stretching. -Demonstrate precise and controlled placement of body parts. -Develop strength, technique and flexibility throughout performance.
	Rolls	-Curled side roll -Log roll -Teddy bear Roll	-Curled side roll (controlled) -Log roll (controlled) -Teddy bear roll (controlled)	-Curled side roll (controlled) -Log roll (controlled) -Teddy bear roll (controlled) -Rocking forward roll -Crouched forward roll	-Crouched forward roll -Forward roll from standing -Tucked backwards roll	-Forward roll from standing -Straddle forward roll -Tucked backwards roll -Backwards roll to straddle	-Forward roll from standing -Straddle forward roll -Pike forward roll -Tucked backwards roll -Backwards roll to straddle	-Forward roll from standing -Straddle forward roll -Pike forward roll -Dive forward roll -Tucked backwards roll -Backwards roll to straddle -Backward roll to standing pike -Pike backward roll

Jumps	Straight jump Tuck jump Jumping jack Half turn jump	Straight jump Tuck jump Jumping jack Half turn jump Cat spring	Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap	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	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 Split leap	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
Vaults		Straight jump off	Hurdle step on Straight jump off Tuck jump off	Hurdle step onto springboard Squat on vault star jump off Tuck jump off straddle jump off pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off	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	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
Handstands, cartwheels, round-offs	Bunny Hop	Bunny Hop Front Support Wheelbarrow with Partner	Bunny Hop Front Support Wheelbarrow with Partner T-Lever Scissor Kick	Handstand Lunge into Handstand Cartwheel	Lunge into Handstand Lunge into Cartwheel	Lunge into Handstand Lunge into Cartwheel Lunge into Round-Off	Lunge into Cartwheel Lunge into Round-Off Hurdle Step Hurdle Step into Cartwheel Hurdle Step into Round- Off
Travelling and linking	Tiptoes, Step, Jump and Hop	Tiptoes, Step, Jump and Hop Hopscotch Skipping Galoping	Tiptoes, Step, Jump and Hop Hopscotch Skipping Galoping Straight Jump Half-Turn	Tiptoes, Step, Jump and Hop Hopscotch Skipping Classis Steps Straight Jump Half Turn Cat Leap	Tiptoes, Step, Jump and Hop Hopscotch Skipping Classis Steps Straight Jump Half Turn Straight Jump Full Turn Cat Leap Cat Leap Half Turn Pivot	Tiptoes, Step, Jump and Hop Hopscotch Skipping Classis Steps Straight Jump Half Turn Straight Jump Full Turn Cat Leap Cat Leap Half Turn Pivot	Tiptoes, Step, Jump and Hop Hopscotch Skipping Classis Steps Straight Jump Half Turn Straight Jump Full Turn Cat Leap Cat Leap Half Turn Cat Leap Full Turn Pivot

	Shapes and balances	Standing Balance	Standing Balance Kneeling Balance Pike, tuck, star, straight, straddle shapes	Standing Balance Kneeling Balance Large body part balance Balance of apparatus Balance with a partner Pike, tuck, star, straight, straddle shapes Front and back support	Large body part balance including standing and kneeling balance Balance of apparatus Balance with a partner Pike, tuck, star, straight, straddle shapes Front and back support	1,2,3,and 4- point balance Balance on apparatus Balance with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support	1,2,3,and 4- point balance Balance on apparatus Part body weight Balance with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support	1,2,3 and 4 – point balance Balance on apparatus develop technique, control, complexity of part weight partner balance Group formations Pike, tuck, star, straight, straddle shapes Front and back support
	Performing	-Control my body when performing a sequence of moments. -Participate in simple games	-Perform using a range of actions and body parts with some coordination. -Begin to perform learnt skills with some control.	-Perform sequence of their own composition with coordination. -Perform learn skills with increasing control.	-Develop the quality of the actions in their performance. -Perform learnt skills and techniques with control and confidence. -Compete against self and other in a controlled manner	-Perform and create sequences with fluency and expression. -Perform and apply skills and techniques with control and accuracy.	-Perform own longer, more complex sequences in time to music. -Consistently perform and apply skills and techniques with accuracy and control.	-Link actions to create a complex sequence using a full range of movement that showcase 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' performance and evaluate these.

Dance	Skills	<p>Join a range of different movements together</p> <p>Change the speed of their actions</p> <p>Change the style of their movements</p> <p>Create a short movement phrase which demonstrates their own ideas.</p>	<p>Copy and repeat actions.</p> <p>Put a sequence of actions together to create a motif</p> <p>Vary the speed of their actions</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Begin to improve independently to create a simple dance.</p>	<p>Copy, remember and repeat actions.</p> <p>Create a short motif inspired by a stimulus</p> <p>Change the speed and level of their actions</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Use different transitions within a dance motif</p> <p>Move in time to music improving the timing of their actions</p>	<p>begin to improve with a partner to create a simple dance</p> <p>create motifs from different stimuli</p> <p>Begin to compare and adapt movements and motifs to create larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance style</p> <p>Confidently improvise with a partner or on their own.</p> <p>Compose longer dance sequence in a small group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improve work.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dance that reflects the chosen dance style</p> <p>Show a change in pace and timing in their movement</p> <p>Develop an awareness of their use of space.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhyming of music.</p> <p>Modify some elements of a sequence as a result of self and peer evaluation</p> <p>Use complex dance vocabulary to compare and improve work.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflects the chosen dance style.</p> <p>Use dramatic expression in dance movements and motifs.</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Show a change of pace and timing in their movement</p> <p>Move rhythmically and accurately in dance movements</p> <p>Improvise with confidence, till demonstrating fluency across their sequence.</p> <p>Dance with fluency and control, linking all movements and ensuring the transition flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Modify some elements of a sequence as a result of self and peer evaluation</p> <p>Use complex dance vocabulary to compare and improve work.</p>
	Performing	<p>Control my body when performing a sequence of movements</p>	<p>Perform using a range of actions and body parts with some coordination</p> <p>Begin to perform learnt skills with some control.</p>	<p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Develop the quality of the actions in their performance</p> <p>perform learnt skills and techniques with control and confidence</p>	<p>perform and create sequence with fluency and expression</p> <p>perform and apply learnt skills and techniques with control and accuracy</p>	<p>perform own longer, more complex sequences in time to music</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Link actions to create a complex sequence using a full range of movement</p> <p>perform the sequence in time to music</p> <p>Perform and apply a variety of skills and</p>

					compete against self and others in a controlled manner			techniques confidently, consistently and with precision.
Evaluate		Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how performance has improved other time.	Watch, describe and evaluate the effectiveness of a performance giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use 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.	Thoroughly evaluate their own and others work, suggesting thoughtful and appropriate improvements.