

# Skills Progression in PE at Foundation Stage

Expectations for Nursery			Expectations for Reception			ELG	Links to KS1	
<b>Gross motor</b>	Can throw a large ball with both hands	Can throw a small ball with one hand	Can throw a ball or bean bag underarm or overarm	Can throw rugby balls, javelins, and frisbees	Can throw a ball at a given target	Can bat a ball	<p><b>Negotiate space and obstacles safely, with considerate for themselves and others.</b></p> <p><b>Demonstrate strength, balance and co-ordination when playing</b></p> <p><b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</b></p>	<p><b>PE</b></p> <p>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</p>
	Catches a large ball from a short distance	Catches a small ball or bean bag from a short distance		Can catch larger items from a longer distance	Can catch smaller items from a longer distance			
	Can kick a large ball in a straight line	Can kick a large ball at an intended target	Can walk with a ball	Can run with a ball	Can dribble in and out of targets	Can pass a ball to another person		
	Go up steps and stairs independently	Go up steps and stairs, or climb up apparatus, using alternate feet		Climbs apparatus, going up forwards, over and coming down backwards		Manage own risks when travelling over, under, through apparatus		
	Skip, hop, stand on one leg and hold a pose			Can demonstrate different types of balances using feet	Can balance using different body parts	Balancing with precision and accuracy		
	Balances a quoit on their head whilst moving			Walks along a bench / balance beam independently	Can balance a ball on a bat	Can balance a ball on a bat whilst moving		
	Rides a trike independently	Rides a 3 wheeled scooter independently, moving one leg backwards and forwards	Rides a balance bike, occasionally lifting up their feet		Rides a 2 wheeled scooter independently, moving one leg backwards and forwards	Pedals a bike with stabilisers.		
	Shaded= Skills							

	Uses large-muscle movements to produce vertical and horizontal lines	Uses large-muscle movements to produce circles and +	Uses large-muscle movements to produce squares	Uses large-muscle movements to produce diagonal lines	Uses large-muscle movements to produce X and triangles	Uses large-muscle movements to produce letter shapes		
	Can walk, run, crawl and climb when directed	Can walk, run, crawl and climb independently	Match their developing physical skills to tasks and activities	Can walk, run, crawl, climb, hop, jump and skip with increasing control	Moves in imaginative ways	<b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</b>		

# Skills Progression in PE at Key Stage One

	Fundamental Movements - ABC	Fundamental Movements- SAQ	Awareness	Gymnastics	Dance	Sending and Receiving	Athletics	Competitive, Tactics and Strategies	Active Lifestyle
<b>Year 1</b>	<p>Show body control when travelling.</p> <p>Show coordination and balance within small and big movements.</p> <p>Show coordination, control and balance when travelling through equipment.</p> <p>Master basic movements, including running and jumping.</p>	<p>Show body control when travelling.</p> <p>Travel with awareness of others.</p> <p>Show coordination and balance within small and big movements.</p>	<p>Travel with awareness whilst maintaining control of a ball/equipment</p> <p>Travel with a ball/equipment showing changes of speed and direction</p> <p>Master basic movements, including running and jumping</p>	<p><b>Move</b> confidently and safely around others and apparatus / equipment.</p> <p><b>Perform</b> a variety of gymnastic skills:</p> <ul style="list-style-type: none"> <li>•Pencil roll</li> <li>•Star shape</li> <li>•Tuck</li> <li>•Straddle</li> <li>•Pike</li> <li>•Front and back support</li> <li>•Jumps</li> </ul> <p><b>Perform</b> simple movement patterns.</p>	<p><b>Follow</b> simple dance patterns.</p> <p><b>Perform</b> basic dance actions.</p> <p>Combine actions to make simple dance patterns.</p> <p>Begin to play with confidence and a freedom to take risks.</p>	<p>Throw to a target.</p> <p>Throw a wide range of equipment at different targets.</p> <p>Use a variety of equipment to send and receive to a partner.</p>	<p>Run at different speeds and durations.</p> <p>Travel with coordination and control.</p> <p>Throw with an appropriate force.</p> <p>Throw a range of equipment at different targets.</p> <p>Master basic movements, including running, jumping, throwing and catching</p> <p>Develop balance, agility and coordination and begin to apply these in a range of activities</p>	<p>Defend an area when faced with an opponent.</p> <p>Attack an area when faced with an opponent.</p> <p>Compete against yourself and/or others.</p> <p>Begin to play with confidence and a freedom to take risks.</p>	<p>Lead healthy active lives.</p> <p>Meet the 60mins expected time for being active</p>

<p><b>Year 2</b></p>	<p><u>Demonstrate</u> quick changes of direction whilst maintaining coordination and balance.</p> <p><u>Demonstrate</u> changes of direction whilst maintaining control of equipment (balls).</p> <p><u>Maintaining control</u> when completing small and large foot patterns /movements.</p> <p><u>Master</u> basic fundamental movements (running, hopping, jumping and skipping)</p> <p><u>Show control</u> when travelling through equipment.</p>	<p>Show body control when travelling through a variety of equipment.</p> <p>Show coordination and balance within small and big movements when travelling through different types of equipment.</p> <p>Show coordination control and balance when travelling through multiple choices of equipment.</p> <p>Show good standards of agility, balance and coordination both individually and with others</p> <p>Master basic movements, including running and jumping.</p> <p>Travel with control when travelling through equipment.</p> <p>Start to show control of equipment when traveling in different directions.</p>	<p>Effective use of change of speed and direction</p> <p>Demonstrate quick decisions and good use of timing when travelling past others and when using equipment</p> <p>Travel with good awareness whilst maintaining good control of equipment</p> <p>Show good awareness when competing against others</p>	<p>Move confidently and safely around others and apparatus/equipment.</p> <p>Perform a variety of gymnastic skills:  <ul style="list-style-type: none"> <li>•Pencil roll</li> <li>•Star shape</li> <li>•Tuck</li> <li>•Straddle</li> <li>•Pike</li> <li>•Front and back support</li> <li>•Jumps</li> </ul> </p> <p>Perform simple movement patterns that link together.</p> <p>Demonstrate a variety of rolls: pencil roll, tuck roll, teddy bear roll, rock and roll and forward roll.</p> <p>Perform simple sequences as an individual and with a partner.</p> <p>Develop competence to excel in a broad range of physical activities.</p>	<p>Follow simple dance patterns in time with the music</p> <p>Perform basic dance actions that are in time with the music.</p> <p>Apply control and fluency to actions that are.</p> <p>Combine actions to make simple dance patterns that suit/match a piece of music.</p> <p>Master simple fundamental movements.</p> <p>Create short sequences with a partner.</p> <p>Develop competence to excel in a broad range of physical activities.</p>	<p>Throw to a target at variety of distance.</p> <p>Throw a wide range of equipment at different targets from a variety of distances.</p> <p>Use a variety of equipment to send and receive to a partner over a variety of distances.</p> <p>Master throwing and catching techniques.</p>	<p>Understand running speeds depending on distance and equipment.</p> <p>Throw with coordination force, distance, control and accuracy.</p> <p>Compete against others in a variety of distances.</p> <p>Apply effective use of balance, agility and coordination when competing against others.</p> <p>Become increasingly competent and confident in a broad range of activities.</p> <p>Develop competence to excel in a broad range of physical activities.</p>	<p><b>Defend</b> an area when faced with an opponent</p> <p>Attack an area when faced with an opponent.</p> <p>Compete against others using a variety of equipment.</p> <p><b>Compete</b> against yourself and/or others</p> <p>Develop competence to excel in a broad range of physical activities</p> <p>Begin to play with confidence and a freedom to take risks.</p>	<p>Lead healthy active lives.</p> <p>Healthy snack and dinner choices</p> <p>Meet the 60mins expected time for being active</p> <p>Explain the benefits of being active.</p> <p>Explain the benefits of eating healthy.</p> <p>Know and explain the benefits of a healthy mindset.</p>
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# Skills Progression in PE at Lower Key Stage Two



Yea r 3	Fundamental Movements - ABC	Fundamental Movements- SAQ	Gymnastics	Dance	Sending and Receiving	Athletics	Competitive, Tactics and Strategies	Outdoor Adventurous Activities	Striking & Fielding	Active Lifestyle
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	<p>Travel with awareness of others when travelling at speed.</p> <p>Negotiate space within a game to make quick decisions.</p> <p>Demonstrate control, coordination, agility and balance when travelling through equipment.</p> <p>Demonstrate resilience when participating in activities</p>	<p>Change speed and direction showing body control and balance.</p> <p>Travel with awareness of others showing good balance and control.</p> <p>Show coordination and balance within small and big movements when using equipment.</p> <p>Show coordination control and balance when travelling through equipment.</p> <p>Apply agility, balance and coordination, individually and with others.</p> <p>Travel with control and good awareness when travelling through equipment.</p> <p>Show effective changes of speed and direction to travel past the defender.</p>	<p>Move confidently and safely around others and apparatus /equipment.</p> <p>Link actions to create sequences of movements.</p> <p>Develop an understanding of how to improve and evaluate own performance/s Link gymnastic skills together.</p> <p>Explore apparatus, demonstrate control, balance and coordination.</p> <p>Perform a forward roll from a high start position.</p> <p>Combine movements, actions and balances individually or collaboratively to create a routine</p>	<p>Perform basic dance actions in timing to a song/rhythm/beat.</p> <p>Perform small sequences with fluency Complete dance actions using counts of 4 and 8.</p> <p>Use expression when dancing.</p> <p>Show flexibility, strength, technique, control and balance.</p> <p>Play with confidence and a freedom to take risks.</p>	<p>Use a variety of equipment to send and receive to a partner.</p> <p>Master throwing and catching techniques.</p> <p>Receive from a variety of heights, speeds, distances and angles.</p> <p>Maintain control when travelling with equipment.</p> <p>Identify space when sending and receiving.</p> <p>Effective communication/signals to help maintain possession.</p> <p>Start to recognise when to travel or when to pass.</p> <p>Select appropriate speed, weight and distance when passing</p>	<p>Select appropriate speed when travelling at a variety of distances.</p> <p>Apply running techniques to improve performance.</p> <p>Apply throwing techniques to improve performance.</p> <p>Throw with coordination force, distance, control and accuracy.</p> <p>Take off, jump and land demonstrating control and balance.</p> <p>Compete against others in a variety of events/games.</p> <p>Demonstrate resilience when participating in activities</p>	<p>Defend an area as an individual.</p> <p>Defend an area as a small team.</p> <p>Attack an area as an individual.</p> <p>Attack an area as part of a small team.</p> <p>Use effective communication during a game to help maintain focus of tactics and strategies</p>	<p>Complete a simple orienteering course</p> <p>Children to self and peer asses routes followed on a map.</p> <p>Apply effective communication to solve simple problems.</p> <p>Work in small groups to create effective strategies for visiting control points.</p> <p>Recognise skills that are important to the game/activity and select the appropriate time to use them.</p>	<p>Affect others with good communication and organisation skills when taking up fielding positions in relation to the batter.</p> <p>Strike a moving ball with control and accuracy.</p> <p>Apply basic principles for striking and fielding.</p> <p>Play with confidence and a freedom to take risks.</p>	<p>Lead healthy active lives.</p> <p>Meet the 60mins expected time for being active</p>
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# Skills Progression in PE at Upper Key Stage Two

Fundamental Movements -ABC	Fundamental Movements-SAQ	Gymnastics	Dance	Sending and Receiving	Athletics	Competitive, Tactics and Strategies	Outdoor Adventurous Activities	Striking & Fielding	Active Lifestyle
<p>Compete against others demonstrating good awareness when travelling at high speeds</p> <p>Encourage others to participate at their highest level throughout a game/activity.</p> <p>Apply a range of skills that could offset defenders.</p> <p>Adapt movements in response to other children's actions, movements/locations .</p> <p>Combine SAQ skills when travelling through a range of equipment and demonstrate good body control.</p> <p>Identify and evaluate others performances when travelling through SAQ equipment.</p> <p>Demonstrate fast reactions, control and balance when travelling past others.</p>	<p>Recognise when to speed up and when to slow down when using equipment.</p> <p>Show Coordination and balance within small and large movements whilst travelling with equipment.</p> <p>Apply agility, balance and coordination, when competing in a game or activity.</p> <p>Show effective changes of speed and direction to travel past the defenders when competing as a team.</p>	<p>To copy or create and link movement Identify and improve own performance.</p> <p>Work collaboratively with others to improve a performance.</p> <p>Include different apparatus into a sequence.</p> <p>Transition from skill to skill with good flow and balance.</p>	<p>Create a dance routine with a partner or a small group that has the following: •Appropriate actions/movements relating to a chosen song •Appropriate actions to represent characters within a dance</p> <p>Combine dance actions in timing of a song/rhythm/beat.</p> <p>Show flexibility, strength, technique, control and balance.</p>	<p>Master throwing and catching techniques when travelling.</p> <p>Show good receiving techniques when competing within a team.</p> <p>Maintain control of equipment when competing as a team.</p> <p>Identify space when sending and receiving to help maintain possession as a team.</p> <p>Effective communication/signals to help maintain child in possession.</p> <p>Demonstrate high levels of effective communication/signals to help maintain child in possession.</p>	<p>Apply an awareness of time, speed and distance.</p> <p>Explain the importance of different throwing techniques.</p> <p>Throw with coordination, force, distance, control and accuracy.</p> <p>Take off, jump and land demonstrating control and balance.</p> <p>Show a good knowledge of how to improve own/others performance</p> <p>Compete in a relay race, maintaining speed throughout change over.</p> <p>Apply throwing techniques to develop power and accuracy.</p> <p>Create and develop tactics and strategies for when competing as an individual and as a team.when competing in a variety of athletic events.</p> <p>Demonstrate resilience when participating in activities and encourage others to play in the same manner</p>	<p>Defend an area as a team with good use of a formation.</p> <p>Attack as a team demonstrating good knowledge of when to attack quickly and when to be patient in possession.</p> <p>Use effective communication during a game to help maintain focus of tactics and strategies</p>	<p>Pinpoint locations using lining up techniques.</p> <p>Create a simple map using green and birds eye view.</p> <p>Evaluate other children's decisions when pinpointing locations on a map.</p> <p>Work effectively as a team to complete an orienteering course.</p>	<p>Strike a moving ball with control and accuracy.</p> <p>Throw at a target with speed and accuracy when competing.</p> <p>Perform an over arm bowl with good weight and speed.</p> <p>Use effective communication when batting.</p>	<p>Lead healthy active lives.</p> <p>Meet the 60mins expected time for being active</p>

<p>Active Lifestyle</p>	<ul style="list-style-type: none"> <li>•Lead healthy active lives.</li> <li>•Healthy snack and dinner choices</li> <li>•Meet the 60mins expected time for being active</li> <li>•Explain the benefits of being active.</li> <li>•Explain the benefits of eating healthy.</li> <li>•Know and explain the benefits of a healthy mindset.</li> </ul>	<p>Over the school year have three sessions dedicated to the following:</p> <ul style="list-style-type: none"> <li>• The importance of healthy eating.</li> <li>• How to look after your mental wellbeing.</li> <li>• The importance of keeping active.</li> </ul>
<p>Year 4</p>		
<p>Swimming</p>	<ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>• Swim up to 100 meters using front crawl, backstroke and breaststroke.</li> <li>• Swim between 50 and 100m using three strokes, sustaining swimming over an extended time.</li> <li>• Swim over 100m using three strokes, at a sustainable pace.</li> <li>• Perform safe self-rescue in different water-based situations.</li> <li>• Show a problem-solving approach to survival.</li> <li>• Perform safe self-rescue in different water-based situations.</li> <li>• Perform a wide range of survival techniques.</li> </ul>	