



PE – Learning Progression of Skills

Key Area (NC subject content)		EYFS
Three and Four Year Olds	Personal, Social and Emotional Development	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.
	Physical Development	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
	Expressive Arts and Design	<ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings.
Reception	Physical Development	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - running - crawling - hopping - walking - skipping -jumping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency.

ELG		<ul style="list-style-type: none"> Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Develop overall body strength, balance, coordination and agility. Know and talk about the different factors that support overall health and wellbeing: -regular physical activity. 					
	Expressive Arts and Design	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. 					
	Personal, Social and Emotional Development	<table border="1"> <tr> <td>Managing Self</td> <td> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing. </td> </tr> <tr> <td>Building Relationships</td> <td> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. </td> </tr> </table>	Managing Self	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing. 	Building Relationships	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. 	
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Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 					
		Y1	Y2	Y3	Y4	Y5	Y6
Acquiring and developing skills	Dance	Follow the leader – jumps, hops, skips.	Can link several movements together with control and coordination.	Improvise freely with a partner translating ideas from stimuli to movement. show an imaginative response to different.	Respond and perform with a partner, demonstrating actions that link with fluency and accuracy.	Respond to a variety of stimuli showing a range of actions performed with control and fluency.	Perform a variety of dance styles with accuracy and consistency.

Selecting and applying skills, tactics and compositional ideas.		Respond to different stimuli with a range of actions.	Talk about different stimuli as the starting point for creating dance phrases and short dances.	Stimuli through their use of language and choice of movement.	Respond to the stimuli through the appropriate language, creating their own ideas and movement phrases.	Think about character and narrative ideas created by the stimulus, and respond through movement.	Explore, improvise and choose appropriate material to create new motifs in a chosen dance style.
		Copy and explore basic body actions demonstrated by the teacher.	Explore actions in response to stimuli explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements.	Incorporate different qualities and dynamics into their movements	Use a range of actions and begin to combine movement phrases and patterns.	Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group.	Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns.
		Copy simple movement patterns from each other and explore the movement.		Explore and develop new actions while working with a partner or a small group.	Begin to respond within a small group of partnership, to speed and level.		
		Pupils link simple actions and skills.	Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics.	Pupils show that they understand tactics and composition by starting to vary how they respond.	Pupils can link movement phrases together with increased precision.	Pupils link skills, techniques and ideas accurately and appropriately.	Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition.
		Compose and link movement phrases to make simple dances with clean beginning, middle and end.	Compose and perform dance phrases and short dances that express communicate moods, ideas and feelings	Apply basic compositional ideas to create dance which convey feelings and emotions	Begin to design their own movement phrases that respond to the stimuli or emotion	Create and perform dances using a range of movement patterns in response to a range of stimuli	Extend compositional skills incorporating a wider range of dance styles and forms compose, develop and adapt motifs to make dance phrases and use these in longer dances
				Link actions to make dance phrases, working with a partner and in a small group.	Use a range of movement and dance phrases within different ways (unison, canon) with a partner or group.	Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer.	

		Practise and repeat their movement phrases and perform them in a controlled way.	Remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness.	Perform short dances with expression, showing an awareness of others when moving.	Remember, perform and evaluate short dance phrase, showing an understanding and an awareness of others.	Remember, practise and combine longer, more complex dance phrases.	Select and use a range of compositional ideas to create motifs that demonstrate their dance idea.
				Describe what makes a good dance phrase.			
Acquiring and Developing Skills	GAMES	Copy and repeat simple skills	Copy, remember and repeat simple skills with control and co-ordination	Select and use skills and ideas with coordination and control	Pupils can link movement phrases together with increased precision.	Performance shows precision, control and fluency	Consistent performance showing precision, control and fluency
		Throw and catch a ball with a partner	Pass a ball accurately to a partner over a variety of distances	Travel whilst bouncing a ball showing control	Travel with a ball showing increasing control using both hands and feet.	Travel with a ball showing changes of speed and directions using either foot or hand.	Dribble effectively around obstacles. Show precision and accuracy when sending and receiving
		Move fluently, changing direction and speed easily and avoiding collisions.	Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control.	Use a range of skills to help them keep possession and control of the ball.	Know and use a range of skills that allow them to keep hold of the ball, before passing to a member of their team.	Use a range of techniques when passing, <i>eg high, low, bounced, fast, slow.</i>	Perform skills with accuracy, confidence and control combine and perform skills with control, adapting them to meet the needs of the situation.
		Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking.	Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run.	Perform the basic skills needed for the games with control and consistency use a range of skills with increasing control.	Perform an advancing range of skills with accuracy and control, repeatedly in a range of situations. Use a range of different skills with increasing control and skill.	Keep a game going using a range of different ways of throwing. Strike a ball with intent and throw it more accurately when bowling and/or fielding.	Play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game. Use different ways of bowling.

Selecting and applying skills, tactics and compositional ideas.		Pupils link simple actions and skills	Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics	Pupils show that they understand tactics and composition by starting to vary how they respond	Pupils can link tactics and skills together with increased precision.	Pupils link skills, techniques and ideas accurately and appropriately	Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition
		Choose and use skills effectively for particular games understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming	They vary skills and show some understanding of simple tactics	In pairs, make up a game and play a simple rallying game. use a range of skills to keep possession and make progress towards a goal, on their own and with others	In small groups make up a game with simple rules. Use a range of learnt techniques to ensure fair play and that they know how to score goals and win the game.	Effectively play a competitive net/wall game keep and use rules they are given	Play recognized version of net game showing tactical awareness and knowledge of rules and scoring.
		Use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions.	Choose and use tactics to suit different situations react to situations in a way that helps their partners and makes it difficult for their opponents.	Choose good places to stand when receiving, and give reasons for their choice choose and use batting or throwing skills to make the game hard for their opponents.	Choose where they should position themselves to be a defender and an attacker. Choose the best skills to use to play the different sides within a game, knowing the skills that they should use to be successful.	Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights.	They play, choosing and using skills which meet the needs of the situation choose when to pass or dribble, so that they keep possession and make progress towards the goal.

		Use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions.			Judge how far they can run to score points.	Hit the ball with purpose, varying the speed, height and direction hit the ball from both sides of the body.	
Acquiring and Developing Skills	Gymnastics	Copy and repeat simple skills	Copy, remember and repeat simple skills with control and co-ordination	Select and use skills and ideas with co-ordination and control	Select, use and perform with coo-ordination and fluency.	Performance shows precision, control and fluency	Consistent performance showing precision, control and fluency
		Perform basic gymnastic actions like traveling, rolling and jumping	Perform a variety of actions with increasing control repeat accurate sequences of gymnastic actions	Perform a competent pencil roll, tucked roll, shoulder roll Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel	Perform a range of rolls with control and accuracy Explore different combinations of apparatus to look at shape, balance and travel. Know how to utilize this equipment to enhance their movements.	Perform a range of rolls including forwards roll consistently. perform a range of actions and agilities with consistency, fluency and clarity of movement	Perform a range of rolls showing different entrances and exits. perform combinations of actions and agilities that show clear differences between levels, speeds and directions, with fluency and accuracy
		Manage the space safely, showing good awareness of each other, mats and apparatus	move smoothly from a position of stillness to a travelling movement move smoothly and in a controlled way from one position of stillness to another	practise an action or short sequence of movements, and improve the quality of the actions and transitions show control, accuracy and fluency of movement when performing actions on their own and with a partner	Practise and refine an action or short sequence showing quality movement phrases, combining different actions for effect. Begin to perform with a partner or group.	Make similar or contrasting shapes on the floor and apparatus, working with a partner combine actions and maintain the quality of performance when performing at the same time as a partner.	perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension

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		Make up simple movement phrases in response to simple tasks.	Choose, use and vary simple compositional ideas to create and perform a sequence Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end	Plan and perform a movement sequence showing contrasts in speed, level and direction. devise and perform a gymnastic sequence, showing a clear beginning, middle and end	Begin to develop a longer and more varied movement phrase with smooth, planned links between actions.	Develop a longer and more varied movement sequence demonstrating smooth transitions between actions combine actions to make a sequence.	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions
		Link & repeat basic gymnastic actions perform movement phrases with control and accuracy	Adapt the sequence to include apparatus or a partner	Adapt a sequence to include different levels, speeds or directions.	Perform a sequence where the children combine speed, level, direction and a variety of shapes.	Sequences with changes of speed, level and direction, and clarity of shape.	Repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body.
			Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency.	Work well on their own and contribute to pair sequences.	Work within different groups to contribute to a variety of different sequences.	Gradually increase the length of sequences work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.	Shape and changes in direction adapt sequences to include a partner or a small group.

Acquiring and Developing Skills	Swim	N/A	N/A	25-30 metres in water unaided, co-ordination with arms and legs, use different strokes, describe how to move arms and legs together. Understanding of general water safety.	N/A	N/A	Swim 25-50 metres unaided, swim for 30-45 secs, use variety of basic arm/leg actions front/back
	OAA	Follow marked tracks in familiar environment.	Use simple plans and diagrams of familiar environments.	Use maps and diagrams to orientate themselves around a course.	Use a map with confidence to navigate around a route.	Move confidently through familiar and less familiar environments, prepare self	Work confidently in changing environments, adapt quickly.
	Athletics	Run at different speeds, jump with accuracy, use a small range of techniques.	Change speed and direction, link running and jumping, throw accurately	Throw with accuracy and power, into a target, difference between sprinting and running, different roles in groups	Increase the distance when they are running, organizing and preparing themselves, take different roles within a running sequence.	Sustain and maintain running speed, improve on personal target, organize and manage an athletic event well	Strength, stamina and speed when running, jumping and throwing, know rules, judge events
Selecting and applying skills, tactics and compositional ideas.	Swim	Select appropriate arm and leg action to move across pool.	Choose their most confident stroke to swim across the pool.	Use their arms and legs in the correct manner for the chosen stroke.	Link arms and legs correctly to allow effective propulsion across the pool.	Link the correct arm and leg movement for front and back strokes.	Show which breathing techniques to use for the particular strokes.
	OAA	Choose which way to follow route, by self or in group	Use skills to solve a basic challenge or problem	Respond appropriately when task/environment changes, plan responses	Adapt and respond to changes in the environment to allow them to complete the task	Adapt skills and strategies as situation demands.	Devise and put into practice a range of solutions and challenges.

	Athletics	Choose which throwing and retrieving technique to use	Choose when to run and when to jump. Select which throwing technique to use for accuracy and distance	Choose and use throw to reach target, choose which role to play within group situation	Choose with throw, running pace or action to complete to allow them to reduce their times/ increase distance within areas of athletics.	Choose pace for running, plan and carry through an event	Adapt skills and techniques to different challenges and equipment
Evaluating and improving performance	Describe and comment on their own and others actions Can describe what they have done Can watch others and say what they are doing	They can talk about differences between their own and others' performance and suggest improvements	Describe and comment on their own performance and that of others and make simple suggestions to improve quality.	Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see. Be confident to analyse and comment on what they see.	From observation of others begin to describe constructively how to refine improve and modify performance. Refine own performance in response to comments of others' and self-analysis.	Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding.	Evaluating and improving performance
Knowledge and understanding of fitness and health	Can describe how their bodies feel when still and when exercising. Can talk about how to exercise safely.	They can understand how to exercise and describe how their bodies feel during different activities.	Children suggest appropriate warm up ideas. Children dress appropriately for PE. Children work in a responsible and safe manner. Children recognise changes in body temperature, heart rate and breathing.	Children begin to think about warm up activities that prepare them for exercise. They can talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy.	Demonstrate activities for specific aspects of warm up- stretching, joint mobility, raising heart and breathing rates. Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.	Can show responsibility for personal warm up programme specific to the activity. Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within accepted rules and conventions.	Knowledge and understanding of fitness and health