



PE Progression of Skills

Key Stage 1

	Rec	Year 1	Year 2	End of KS expectations
Health and Fitness	I can describe how my body feels before, during and after an activity.	I can describe how my body feels before, during and after an activity I can show how to exercise safely.	I can show how to exercise safely. I can describe how my body feels during different activities. I can explain what my body needs to keep healthy.	
Acquiring and developing skills	I can copy actions. I can repeat actions and skills.	I can move with control and care. I can copy and remember actions.	I can copy and remember actions. I can repeat and explore actions with control and coordination.	Pupils should be taught to master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
Evaluating and improving	I can talk about what I have done. I can describe what other people did.	I can describe what other people did. I can say how I could improve.	I can talk about what is different between what I did and what someone else did. I can say how I could improve.	
Dance	I can move to music. I can copy dance moves. I can perform some dance moves. I can move around the space safely.	I can copy dance moves. I can make up a short dance. I can dance imaginatively. I can change rhythm, speed, level and direction.	I can change rhythm, speed, level and direction. I can dance with control and co-ordination. I can make a sequence by linking sections together. I can link some movement to show a mood or feeling.	Pupils should be taught to perform dances using simple movement patterns. Use movement imaginatively, responding to stimuli, including music and performing basic skills •change rhythm, speed, level and direction of their movements •create and perform dances using simple movement patterns, including those from different times and cultures •express and communicate ideas and feelings



Games

Gymnastics

	<p>I can throw underarm. I can roll a piece of equipment. I can move and stop safely. I can catch with both hands. I can they kick in different ways.</p>	<p>I can hit a ball with a bat. I can throw in different ways. I can use hitting, kicking and/or rolling in a game. I can follow rules.</p>	<p>I can stay in a 'zone' during a game. I can decide where the best place to be is during a game. I can use one tactic in a game. I can follow rules.</p>	<p>Pupils should be taught to participate in team games, developing simple tactics for attacking and defending</p>
	<p>I can make my body tense, relaxed, curled and stretched. I can copy sequences and repeat them. I can roll in different ways. I can travel in different ways. I can balance in different ways. I can stretch in different ways. I can curl in different ways.</p>	<p>I can make my body tense, relaxed, curled and stretched. I can control my body when travelling. I can control my body when balancing. I can climb safely. I can plan and show a sequence of movements.</p>	<p>I can use contrast in my sequences. My movements are controlled. I can think of more than one way to create a sequence which follows a set of 'rules'. I can work on my own and with a partner to create a sequence.</p>	

End of KS Expectations:

Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.



PE Progression of Skills

Key Stage 2

	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
Health and Fitness	I can explain why it is important to warm-up and cool-down.	I can explain why warming up is important. I can explain why keeping fit is good for my health. I can explain what effect exercise has on my body.	I can explain some important safety principles when preparing for exercise. I can explain why exercise is important. I can choose appropriate warm ups and cool downs.	I can explain how the body reacts to different kinds of exercise. I can explain why we need regular and safe exercise.	
Acquiring and developing skills	I can select and use the most appropriate skills, actions or ideas. I can move and use actions with co-ordination and control.	I can select and use the most appropriate skills, actions or ideas. I can make up my own small-sided game? I can show good control in my movements.	I can link skills, techniques and ideas and apply them accurately and appropriately. I can show good control in my movements.	I can apply my skills, techniques and ideas consistently. I can show precision, control and fluency.	Pupils should be taught to use running, jumping, catching and throwing in isolation and in combination.
Evaluating and improving	With help, I can recognise how performances could be improved.	I can explain how my work is similar and different from that of others. I can use my observations to improve my work.	I can compare and comment on skills, techniques and ideas that I and others have used. I can modify use of skills or techniques to improve my work.	I can analyse and explain why I have used specific skills or techniques. I can create my own success criteria for evaluating.	Pupils should be taught to compare their performances with previous ones to achieve their personal best.



Dance

Games

Gymnastics

Athletics

	<p>I can improvise freely, translating ideas from a stimulus into movement. I can share and create phrases with a partner and in small groups. I can repeat, remember and perform these phrases in a dance.</p>	<p>I can work on my movements and refine them. I can compose my own dances in a creative and imaginative way. My movements are controlled.</p>	<p>I can perform to an accompaniment, expressively and sensitively. My movements are controlled. My dance shows clarity, fluency, accuracy and consistency.</p>	<p>I can develop imaginative dances in a specific style. I can choose my own music, style and dance.</p>	<p>Pupils should be taught to create dances using a range of movement patterns, including those from different times, place and cultures •Respond to a range of stimuli and accompaniment •Through dance, develop flexibility, strength, technique, control and balance •Perform dances using a range of movement patterns</p>
	<p>I can throw and catch with control when under limited pressure. I know and use rules fairly to keep games going. I can keep possession with some success when using equipment that is not used for throwing and catching skills.</p>	<p>I can hit a ball accurately and with control. I can keep possession of the ball. I can vary tactics and adapt skills according to what is happening. I can choose the best tactics for attacking and defending.</p>	<p>I can gain possession by working as a team. I can pass in different ways. I can use forehand and backhand with a racquet. I can field. I can use a number of techniques to pass, dribble and shoot.</p>	<p>I can explain complicated rules. I can make a team plan and communicate it to others. I can lead others in a game situation.</p>	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>
	<p>I can use a greater number of my own ideas for movement in response to a task. I can explain how strength and suppleness affect performances. I can compare and contrast gymnastic sequences, commenting on similarities and differences.</p>	<p>I can include change of speed. I can include change of direction. I can include a range of shapes. I can follow a set of 'rules' to produce a sequence. I can combine action, balance and shape.</p>	<p>I can make complex or extended sequences. I can perform consistently to different audiences. My movements are accurate, clear and consistent.</p>	<p>I can combine my own work with that of others. I can link my sequences to specific timings.</p>	<p>Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics.</p>
	<p>I can run at fast, medium and slow speeds, changing speed and direction. I can make up and repeat a short sequence of linked jumps. I can take part in a relay activity, remembering when to run and what to do.</p>	<p>I can sprint over a short distance. I can throw in different ways. I can hit a target. I can jump in different ways. I can combine running and jumping.</p>	<p>I am controlled when taking off and landing in a jump. I can throw with accuracy. I can follow specific rules.</p>	<p>I can demonstrate stamina. I can use my skills in different situations.</p>	



	<p>I can follow a map in a familiar context. I can move from one location to another following a map. I can use clues to follow a route. I can follow a route safely.</p>	<p>I can follow a map in a more demanding familiar context. I can move from one location to another following a map. I can use clues to follow a route. I can follow a route accurately, safely and within a time limit.</p>	<p>I can follow a map in an unknown location. I can use clues and compass directions to navigate a route. I can change my route if there is a problem. I can change my plan if I get new information.</p>	<p>I can plan a route and series of clues for someone else. I can plan with others taking account of safety and danger.</p>	<p>Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team.</p>
	<p style="text-align: center;">Lower attainers</p> <p>I can swim between 25 and 50metres unaided. I can keep swimming for 30 to 45 seconds, using swimming aids and support I can use a variety of basic arm and leg actions when on my front and on my back. I can swim on the surface and lower myself under water. I can take part in group problem-solving activities on personal survival. I can recognise how my body reacts and feels when swimming. I can recognise and concentrate on what I need to improve.</p>	<p style="text-align: center;">Mid attainers</p> <p>I can swim between 50 and 100 metres and keep swimming for 45 to 90 seconds? I can use 3 different strokes, swimming on my front and back. I can control my breathing. I can swim confidently and fluently on the surface and under water. I can work well in groups to solve specific problems and challenges, sharing out the work fairly. I can recognise how swimming affects my body, and pace my efforts to meet different challenges. I can suggest activities and practices to help improve my own performance.</p>	<p style="text-align: center;">Higher attainers</p> <p>I can swim further than 100 metres? I can swim fluently and confidently for over 90 seconds. I can use all 3 strokes with control. I can swim short distances using butterfly. I can breathe so that the pattern of my swimming is not interrupted. I can perform a wide range of personal survival techniques confidently. I know what the different tasks demand of my body and pace my efforts well to meet challenges. I can describe good swimming technique and show and explain it to others.</p>		

Swimming

All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2.

In particular, pupils should be taught to: •swim competently, confidently and proficiently over a distance of at least 25 metres

•use a range of strokes effectively such as front crawl, backstroke and breaststroke

•perform safe self-rescue in different water-based situations.

End of KS Expectations:

Pupils should continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success.



Progression of skill in EYFS

Physical development: Moving and handling

The tables below set out what you should be observing a child doing at each stage, if they are developing typically for their age.

Age	Typical behaviour
Birth to 11 months	<ul style="list-style-type: none">• Turns head in response to sounds and sights.• Gradually develops ability to hold up own head.• Makes movements with arms and legs which gradually become more controlled.• Rolls over from front to back, from back to front.• When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms.• Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet.• Reaches out for, touches and begins to hold objects.• Explores objects with mouth, often picking up an object and holding it to the mouth.
8 to 20 months	<ul style="list-style-type: none">• Sits unsupported on the floor.• When sitting, can lean forward to pick up small toys.• Pulls to standing, holding on to furniture or person for support.• Crawls, bottom shuffles or rolls continuously to move around.• Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult.• Takes first few steps independently.• Passes toys from one hand to the other.• Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together.• Picks up small objects between thumb and fingers.• Enjoys the sensory experience of making marks in damp sand, paste or paint.• Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.



16 to 26 months	Walks upstairs holding hand of adult. <ul style="list-style-type: none">• Comes downstairs backwards on knees (crawling).• Beginning to balance blocks to build a small tower.• Makes connections between their movement and the marks they make.
22 to 36 months	Runs safely on whole foot. <ul style="list-style-type: none">• Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.• Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.• Can kick a large ball.• Turns pages in a book, sometimes several at once.• Shows control in holding and using jugs to pour, hammers, books and mark-making tools.• Beginning to use three fingers (tripod grip) to hold writing tools.• Imitates drawing simple shapes such as circles and lines.• Walks upstairs or downstairs holding onto a rail two feet to a step.• May be beginning to show preference for dominant hand.
30 to 50 months	Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. <ul style="list-style-type: none">• Mounts stairs, steps or climbing equipment using alternate feet.• Walks downstairs, two feet to each step while carrying a small object.• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.• Can stand momentarily on one foot when shown.• Can catch a large ball.• Draws lines and circles using gross motor movements.• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.• Holds pencil near point between first two fingers and thumb and uses it with good control.• Can copy some letters, e.g. letters from their name.
40 to 60+ months	Experiments with different ways of moving. <ul style="list-style-type: none">• Jumps off an object and lands appropriately.• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.• Travels with confidence and skill around, under, over and through balancing and climbing equipment.• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.• Uses simple tools to effect changes to materials.• Handles tools, objects, construction and malleable materials safely and with increasing control.



- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Early learning goal – moving and handling

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.