



**Progression of Skills in Physical Education**

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|  | **Nursery** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Basic Movement | Pupils will move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  Pupils will run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  Pupils will mount stairs or climbing equipment.  Pupils will walk on stairs- ascending and descending. | Pupils will experiment with different ways of moving.  Pupils will jump off an object and land appropriately.  Pupils will negotiate space successfully when playing racing and chasing games with other children, adjusting speeds or direction to avoid obstacles.  Pupils will travel with confidence and skill, around, under, over and  through balancing and climbing equipment. | Pupils will further develop the fundamental skills  of running, jumping, balancing,  throwing and catching. | Pupils will further develop the fundamental skills  of running, jumping, balancing,  throwing and catching. |  |  |  |  |
| Balance/Motor skills/Control/Coordination | Pupils will mount stairs or climbing equipment using alternate feet.  Pupils will walk downstairs, two feet to each step while carrying a  small object.  Pupils can stand momentarily on one foot when shown.  Pupils can catch a large ball  Pupils will draw lines and circles using gross motor movements.  Pupils will hold pencil between thumb and two fingers, no longer  using whole- hand grip.  Pupils will use one- handed tools and equipment- e.g makes snips  in paper with child scissors. | Pupils show increasing control over an object in pushing, patting, throwing, catching or kicking it.  Pupils use simple tools to effect changes to materials.  Pupils handle tools, objects, construction and malleable  materials safely and with increasing control.  Pupils show a preference for a dominant hand.  Pupils use a pencil and holds it effectively to form recognisable  letters, most of which are correctly formed.  Pupils learn control and coordination in large and small  movements. |  |  |  |  |  |  |
| Benchball |  |  | Pupils will throw and catch a ball  with a partner.  Pupils will move fluently by changing  direction and speed easily and  avoiding collisions.  Pupils will show in control and accuracy  with the basic actions for rolling  and underarm throwing.  Pupils will choose and use skills  effectively for particular games.  Pupils will understand the concept of aiming into space.  Pupils will take the ball to a good  position for aiming.  Pupils will try to win by changing the way they use skills in response  to opponent’s actions. | Pupils will pass a ball accurately to a partner over a variety of distances.  Pupils will perform a range of throwing, catching and  gathering skills, with control.  Pupils will show a good awareness of others in running, chasing and avoiding games.  Pupils will make simple decisions about when and where to run.  Pupils will use varying skills and show some  understanding of simple tactics.  Pupils will choose and use tactics to  suit different situations.  Pupils will react to situations in a way that helps their partners and makes it difficult for  opponent. |  |  |  |  |
| Gymnastics |  |  | Pupils will explore gymnastics and still movement.  Pupils will move safely and with  confidence.  Pupils will know how to carry and  place equipment.  Pupils will watch, copy and  describe what others have  done.  Pupils will perform movement  phrases using a range of body  parts and actions. | Pupils will remember, repeat and link gymnastics and still movements.  Pupils will move safely and with confidence.  Pupils will know how to carry, lift and place equipment.  Pupils will watch, copy and describe  what others have done, with  increasing detail.  Pupils will improve their work using  information they have gained by  watching and listening. | Pupils will improve the quality of their actions, body shapes and balance.  Pupils will select appropriate actions and  consolidate simple ideas.  Pupils will know the importance of strength.  Pupils will evaluate their work and the quality of their performance.  Pupils will recognise how our work can be  improved. | Pupils will improve the quality of our actions, body shapes and balance.  Pupils will select appropriate actions and  consolidate simple ideas.  Pupils will know the importance of strength.  Pupils will evaluate their work and quality of their performance.  Pupils will recognise how our work can be  improved. | Pupils will perform actions in a fluent and  consistent performance.  Pupils will create sequences and adapt.  Pupils will know and understand the basic principles of warming up and  why it is important.  Pupils will understand why physical activity is good for overall health.  Pupils will evaluate and improve their own  and other work. | Pupils will combine and perform gymnastic  actions, shapes and balances fluently.  Pupils will develop their own sequences.  Pupils will understand why warming up and  cooling down is important.  Pupils will evaluate their own work and the work  of others.  Pupils will suggest ways to improve. |
| Dance |  |  | Pupils will explore movements.  Pupils will move confidently and safely.  Pupils will perform phrases.  Pupils will recognise how our body feels  after exercise.  Pupils will discuss dance ideas. | Pupils will explore, remember and repeat dance actions.  Pupils will compose and perform dance  and short phrases.  Pupils will describe how different dance  movements make them feel.  Pupils will watch and describe dance phrases and dances, and use what they learn to improve.  Pupils will link dances and simple  movements given from stimulus. | Pupils will improvise freely, on their own or  with a partner.  Pupils will translate ideas into a dance.  Pupils will create and link phrases using a simple dance structure.  Pupils will perform dances with an  awareness of rhythm on their own or in a group | Pupils will improvise freely, on their own or with a partner.  Pupils will translate ideas into a dance.  Pupils will create and link phrases using a simple dance structure.  Pupils will perform dances with an awareness  of rhythm on their own or in a group. | Pupils will explore ideas from different dance  styles.  Pupils will compose dances expressively.  Pupils will organise their own warm up and  cool down to suit activities.  Pupils will understand why it is important to  warm up. | Pupils will explore, improvise and combine  movements.  Pupils will create structure in sections of dance.  Pupils will understand why dance is good for  fitness.  Pupils will comment on their own work and the  work of others. |
| Cricket |  |  |  | Pupils will pass a ball accurately to a partner over a variety of distances.  Pupils will perform a range of throwing, striking and catching skills, with control.  Pupils will make simple decisions  about when and where to run.  Pupils will use varying skills and show some  understanding of simple tactics.  Pupils will choose and use tactics to  suit different situations.  Pupils will react to situations in a way that helps their team and  makes it difficult for the opposing team | Pupils will use a range of skills to help us keep control of the ball.  Pupils will perform the basic skills needed for the games with control and consistency.  Pupils will choose good places to stand  when receiving, and giving  reasons for our choice.  Pupils will choose and use throwing and  batting skills to make the game  hard for our opponents. | Pupils will use a range of skills to  help us keep control of the  ball.  Pupils will perform the basic skills needed for the games with  control and consistency.  Pupils will choose good places to  stand when receiving, and  give reasons for their choice.  Pupils will choose and use throwing  and batting skills to make the game hard for opponents. | Pupils will choose and use throwing and batting skills to make the game hard for their opponents.  Pupils will hit the ball with purpose, varying speed, height and direction.  Pupils will hit the ball from both sides of the body.  Pupils will judge how many runs they can score. | Pupils will show precision and accuracy when  sending and receiving.  Pupils will perform skills with accuracy,  confidence and control.  Pupils will combine and perform skills with  control, adapting them to meet the  needs of the situation.  Pupils will play shots on both sides of the body  and above their heads in practises and when the opportunity arises in a game use different ways of bowling.  Pupils will play games showing tactical  awareness and knowledge of rules and  scoring.  Pupils will respond consistently in the games they play, choosing and using skills which meet the needs of the situation. |
| Tennis |  |  | Pupils will choose and use skills  effectively for particular games.  Pupils will understand the concepts of  aiming and hitting into space.  Pupils will take the ball to a good  position for aiming.  Pupils will use skills in different ways in different games.  Pupils will try to win by changing the way they use skills in response  to their opponent’s actions. |  | Pupils will use a range of skills to help keep possession and control of the  ball.  Pupils will perform the basic skills needed  for the games with control and  consistency.  Pupils will in pairs, make up a game and play a simple rallying game.  Pupils will choose good places to stand when receiving, and giving reasons  for our choice. | Pupils will use a range of skills to help us keep  possession and control of the ball.  Pupils will perform the basic skills needed for  the games with control and  consistency.  Pupils will in pairs, make up a game and play  a simple rallying game.  Pupils will choose good places to stand when  receiving, and give reasons for their choice. | Pupils will hit the ball with purpose, varying speed, height and direction.  Pupils will hit the ball from both sides of the body.  Pupils will choose good places to stand when  receiving, and give reasons for their choice.  Pupils will play a rallying game in pairs, using  positioning and hitting techniques to outwit opponents.  Pupils will show precision and accuracy when  sending and receiving.  Pupils will perform skills with accuracy  confidence and control.  Pupils will combine and perform skills with  control, adapting them to meet the  needs of the situation. | Pupils will show precision and accuracy when  sending and receiving.  Pupils will perform skills with accuracy,  confidence and control.  Pupils will combine and perform skills with  control, adapting them to meet the  needs of the situation.  Pupils will play shots on both sides of the body  and above their heads in practises and when the opportunity arises in a game.  Pupils will play games showing tactical  awareness and knowledge of rules and scoring.  Pupils will respond consistently in the games they play, choosing and using skills which meet the needs of the situation.  Pupils will play a rallying game in pairs, using  positioning and hitting techniques to outwit opponents. |
| Athletics |  |  | Pupils will run at different speeds.  Pupils will jump from a standing position.  Pupils will perform a variety of throws with  basic control.  Pupils will use equipment safely. | Pupils will change speed and direction  whilst running.  Pupils will jump from a standing  position with accuracy.  Pupils will perform a variety of throws  with control and co-ordination.  Pupils will prepare for shot put and javelin.  Pupils will use equipment safely and with good control. | Pupils will develop the range and  consistency of our skills in athletic  activities.  Pupils will develop ability to choose and  use tactics and strategies for a  given activity.  Pupils will know and measure the short term effects exercise has on the body.  Pupils will describe how the body reacts to  different types of activity. | Pupils will consolidate and improve the quality and consistency  of the techniques they use for particular activities.  Pupils will develop their ability to choose and use simple tactics and strategies in different situations.  Pupils will know, measure and  describe the short term. | Pupils will develop the consistency of their actions in a number of events.  Pupils will increase the number of  techniques they use.  Pupils will choose appropriate techniques for  specific events.  Pupils will understand the basic principles  of warming up.  Pupils will understand why exercise is good for fitness, health and wellbeing.  Pupils will judge how far they can run to score points. | Pupils will develop the consistency of their actions in a number of events.  Pupils will increase the number of techniques they  use.  Pupils will choose appropriate techniques for  specific events.  Pupils will understand the basic principles of  warming up.  Pupils will understand why exercise is good for fitness, health and wellbeing. |
| Swimming |  |  |  |  | Pupils will work with confidence in  the water.  Pupils will explore and use skills,  actions and ideas individually and in combination e.g. use arms to pull and push the  water; use legs in kicking actions; hold their breath  under water.  Pupils will remember, repeat and link skills.  Pupils will know how to choose and use skills for different swimming tasks  e.g. using arms to stay balanced,  knowing what to push against the  water to move in a particular  direction.  Pupils will improve the control and  coordination of our bodies in the  water.  Pupils will know that being active is fun and good for them.  Pupils will recognise what our bodies feel  like during different activities.  Pupils will watch, copy and describe what they and others have done and use the information to  improve their work. | Pupils will work with confidence in  the water.  Pupils will explore and use skills,  actions and ideas  individually and in  combination e.g. use arms to pull and push the  water; use legs in kicking actions; hold their breath  under water.  Pupils will remember, repeat and link skills. Pupils will know how to choose and use skills  for different swimming tasks  e.g. using arms to stay balanced,  knowing what to push against the  water to move in a particular  direction.  Pupils will improve the control and  coordination of their bodies in the  water.  Pupils will know that being active is fun and good for them  Pupils will recognise what their bodies feel  like during different activities.  Pupils will watch, copy and describe what they and others have done and use the information to  improve their work. | Pupils will consolidate and develop the  quality of their skills e.g. front crawl, back crawl, breaststroke, floating, and survival skills.  Pupils will improve linking movements and  actions.  Pupils will choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges.  Pupils will know and describe the short term effects of exercise on the body and how it reacts to different types of activity.  Pupils will describe and evaluate the  quality of swimming and recognise  what needs improving. |  |