

Physical Education – Progression of Skills

| National Curriculum | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------|---|--|--|-------------|--------|--------|--------|
| | | Kay Stage 1 | | Kay Stage 2 | | | |
| | <p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing | <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, 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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns | <p>Pupils should continue to apply 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 improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | | |

| Evaluate | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------|--|--|--|--|--------|-----------------------|-----------------------|
| | National Curriculum | National Curriculum | | National Curriculum | | | |
| | Key Learning Outcomes | Key Learning Outcomes | | Key Learning Outcomes | | Key Learning Outcomes | Key Learning Outcomes |
| | <ul style="list-style-type: none"> Children can comment on their own and others performances. | <ul style="list-style-type: none"> Children can comment on own and others performance Children can give comments on how to improve performance. Children can use appropriate vocabulary when giving feedback. | <ul style="list-style-type: none"> He/she can compare and contrast gymnastic sequences He/she can recognise own improvement in ball games He/she can watch and describe performances accurately. He/she are beginning to think about how they can improve their own work. Children can work with a partner or small group to improve their skills. Children can make suggestions on how to improve their work, commenting on similarities and differences. He/she can provide support and advice to others in gymnastics and dance He/she can be prepared to listen to the ideas of others | <ul style="list-style-type: none"> He/she can pick up on something a partner does well and also on something that can be improved He/she knows why own performance was better or not as good as their last He/she watches and describes performances accurately He/she can learn from others how they can improve their skills. He/she can comment on tactics and techniques to help improve performances. He/she can make suggestions on how to improve their work, He/she knows which sports they are good at and find out how to improve further | | | |

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| Gymnastics | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | <p>National Curriculum</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing | <p>National Curriculum</p> <p>Children can develop balance, agility and co-ordination, and begin to apply these in a range of activities</p> | | <p>National Curriculum</p> <ul style="list-style-type: none"> Children can develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | | | |
| | Key Learning Outcomes | Key Learning Outcomes | | Key Learning Outcomes | Key Learning Outcomes | Key Learning Outcomes | Key Learning Outcomes |
| | <ul style="list-style-type: none"> Move energetically, jump with both feet leaving the ground. Single balance Balancing on one foot Be able to balance on a piece of apparatus Demonstrate strength balance and coordination when playing. Children explore basic movements, creating shapes, balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. | <ul style="list-style-type: none"> He/she can perform simple rolls e.g. forward, pencil, teddy-bear. He/she can copy stretching movements for different parts of the body. He/she can balance using his/her hands, feet or seat. He/she can create different shapes when balancing e.g. thin, wide, twisted, curled. He/she can copy short movements to combine simple balances. e.g. balance - travel – balance He/she can travel in different ways e.g. Jumping, skipping, walking, leaping, hopping etc. | <ul style="list-style-type: none"> He/she can plan and perform a sequence of movements He/she can improve a sequence based on feedback He/she can think of more than one way to create a sequence which follows some 'rules' | <ul style="list-style-type: none"> He/she can adapt sequences to suit different types of apparatus and criteria He/she can explain how strength and suppleness affect performance He/she can perform a range of rolls with a good level of accuracy e.g. forwards, backwards. He/she can create his/her own stretching routine to prepare for gymnastics. He/she can balance on pads and points. He/she can make a range of different shapes when balancing. He/she can combine shapes and balances in a performance. He/she can use all parts of his/her body when travelling in different ways. | <ul style="list-style-type: none"> He/she can move in a controlled way He/she can include change of speed and direction in a sequence He/she can work with a partner to create, repeat and improve a sequence with at least three phases | <ul style="list-style-type: none"> He/she can perform actions in and out of rolls. He/she can lead others in a stretching routine to prepare for gymnastics. He/she can hold different positions when balancing and use different shapes to express a given theme/mood. He/she can select the most appropriate ways to travel from one balance to another. He/she can make complex extended sequences He/she can combine action, balance and shape He/she can perform consistently to different audiences | <ul style="list-style-type: none"> He/she can create sequences that have changes of speed and level. He/she can perform a range of balances with a high level of control and accuracy. He/she can develop sequences in a specific style He/she can choose own music and style |
| | Key vocabulary | Key vocabulary | | Key Vocabulary | | Key Vocabulary | |
| | Shapes, balances, jumps, rock and roll, barrel roll, straight roll, forwards roll. | Curl, tense, stretch, relax, control, travel, balance, copy, sequence, improve, plan, and perform, feedback, hold, and independent. | | Adapt sequences, apparatus, criteria, strength, suppleness, performance, compare and contrast sequences, stamina, improve. | | Complex extended sequences, combine, perform, consistency, audience, link, vault, spring. | |

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| Basic movements and Team Games | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | National Curriculum <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing | National Curriculum <ul style="list-style-type: none"> Children can master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending | | National Curriculum <ul style="list-style-type: none"> Children can play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending | | | |
| | Key Learning Outcomes <ul style="list-style-type: none"> Be able to throw and catch a large ball – over arm and under arm Roll a ball to an end target Kick a ball Be able to control a ball within a game setting Use hands to control a ball Be able to participate in a game with an opposing side To be able to throw and aim e.g. throw a beanbag into a bucket, play skittles, throw underarm. | Key Learning Outcomes <ul style="list-style-type: none"> He/she can throw a ball underarm, over arm and use a bounce pass. He/she can pass a ball to a partner using his/her hands and feet. | Key Learning Outcomes <ul style="list-style-type: none"> He/she can hit a ball with a tennis style bat or racquet. He/she can stop a ball with his/her feet before passing it. He/she can move into a given space within a game. He/she is beginning to understand where to stand to make a game more difficult for an opponent. He/she can move into a given space to catch a ball. | Key Learning Outcomes <ul style="list-style-type: none"> He/she can be aware of space and use it to support team-mates and to cause problems for the opposition He/she knows and use rules fairly He/she can find space to move into within a game. | Key Learning Outcomes <ul style="list-style-type: none"> He/she can show control of a range of different throws / passes e.g. Over arm, underarm, chest pass. He/she can move to catch a ball within a game, maintaining eye contact with the ball. He/she can pass a ball accurately when moving around during a game. He/she can hit a ball with a range of different bats/racquets. He/she can use a range of techniques to help keep possession of the ball in a team game. He/she can dribble a ball in a straight line. | Key Learning Outcomes <ul style="list-style-type: none"> He/she can choose the most appropriate throw to use within a game. He/she can call out for a catch in a game showing they know they are in the best place. He/she can select the most appropriate person to pass to within a game and the most appropriate style of pass to ensure accuracy. He/she can hit a ball into space to help increase his/her score within a game. He/she can dribble a ball in different directions and avoid | Key Learning Outcomes <ul style="list-style-type: none"> He/she can agree and explain rules to others He/she can work as a team and communicate a plan He/she can lead others in a game situation when the need arises |

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| | | | | | e.g. With his/her feet or a hockey stick. | obstacles. e.g. With his/her feet or a hockey stick. | |
| | Key vocabulary | Key vocabulary | | Key Vocabulary | | Key Vocabulary | |
| | Throw, roll, underarm, hit, move, safely, kick, tactics, rules. | Throw, roll, underarm, hit, move, safely, kick, tactics, rules. | | Throw, catch, control, awareness of space, support, opposition, strike and field, accuracy, rules, possession, adapt tactics. | | Possession, forehand, backhand, field, tactics, defending, attacking, techniques, pass, dribble and shoot. Striking, implement, rules, umpire, and strategy. | |

| Dance | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | National Curriculum | National Curriculum | | National Curriculum | | | |
| | <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing | <ul style="list-style-type: none"> Children can perform dances using simple movement patterns | | <ul style="list-style-type: none"> Children can perform dances using a range of movement patterns | | | |
| | Key Learning Outcomes | Key Learning Outcomes | | Key Learning Outcomes | Key Learning Outcomes | Key Learning Outcomes | Key Learning Outcomes |
| | <ul style="list-style-type: none"> Dance to link in with learning theme Copy a dance pattern Link 2 dance movements together Responding to music showing appropriate movement and rhythm. Move energetically, such as dancing. | <ul style="list-style-type: none"> He/she can perform the basic dance actions e.g. travel and change direction, turn, jump, gesture, balance/stillness, change of size and shape. He/she can link two or more actions together. | <ul style="list-style-type: none"> He/she can change rhythm, speed, level and direction in dance He/she can make a sequence by linking sections together He/she can use dance to show a mood or feeling | <ul style="list-style-type: none"> He/she can improvise freely and translate ideas from a stimulus into movement He/she can share and create phrases with a partner and small group | <ul style="list-style-type: none"> He/she can explore different styles of dance and copy steps from them with increasing accuracy. He/she can perform given routines from memory, performing all the elements in the correct order. | <ul style="list-style-type: none"> He/she can perform dance actions with control and expression. He/she can choose his/her own dance steps and movements and then develop them into a routine. | <ul style="list-style-type: none"> He/she can choreograph short routines to portray a particular mood or style. He/she can explore different styles of dance and develop short routines in those styles. |

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| | <ul style="list-style-type: none"> Responding to music showing appropriate movement and rhythm. | <ul style="list-style-type: none"> He/she can copy short motifs (a short phrase, movement or gesture that is repeated.) He/she can move safely in a space | | <ul style="list-style-type: none"> He/she can remember and repeat dance perform phrases He/she can perform basic dance actions with greater control over each element He/she can choreograph motifs using repetition, direction, level, speed & space | <ul style="list-style-type: none"> He/she can take the lead when working with a partner or group He/she can use dance to communicate an idea | <ul style="list-style-type: none"> He/she can perform longer routines from memory adding expression and extension to his/her movements. | <ul style="list-style-type: none"> He/she can develop sequences in a specific style He/she can choose own music and style |
| | Key vocabulary | Key vocabulary | | Key Vocabulary | | Key Vocabulary | |
| | Travel, action, space, shape, perform, level, copy, counts. | Move, copy, perform, create, rhythm, control, coordination, linking mood or feeling. | | Changing speed and direction, share and create phrases, plan, repeat, remember and perform phrases, communicate | | Compose, creative, perform, accompaniment, demonstrate clarity, fluency, accuracy and consistency. Style, interpret, precise and posture. | |

| Athletics | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------|---|--|--|---|---|--|---|
| | National Curriculum <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing | National Curriculum <ul style="list-style-type: none"> Children can use running, jumping, throwing and catching in isolation and in combination | | National Curriculum <ul style="list-style-type: none"> Children can use running, jumping, throwing and catching in isolation and in combination | | | |
| | Key Learning Outcomes | Key Learning Outcomes | | Key Learning Outcomes | Key Learning Outcomes | Key Learning Outcomes | Key Learning Outcomes |
| | <ul style="list-style-type: none"> Move in a variety of ways in and out cones and obstacles and around a space. Move energetically, such as running, skipping, hopping and climbing. Skip Hop Go up steps or stairs using alternate feet. | <ul style="list-style-type: none"> He/she can sprint up to 60m. He/she can run 100m. He/she can use over arm and underarm throws to throw items in a straight line. He/she can jump: side to side; both feet together; one foot to the other | <ul style="list-style-type: none"> He/she can sprint up to 60m. He/she can run 100m. He/she can use over arm and underarm throws to throw items | <ul style="list-style-type: none"> He/she can run at fast, medium and slow speeds; changing speed and direction He/she can take part in a relay, remembering when to run and what to do | <ul style="list-style-type: none"> He/she can sprint up to 100m. He/she can run 200m He/she can use the correct action to throw a javelin without a run up. He/she can use a push throw to throw a discus and shot put. | <ul style="list-style-type: none"> He/she can change his/her body shape to decrease air resistance when running. He/she can use the correct action to throw a javelin with a run up. He/she can use his/her toe and heel to spin and throw a discus and shot put. | <ul style="list-style-type: none"> He/she can run longer distances knowing when to use a sprint. He/she can demonstrate stamina and increase strength |

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| | <ul style="list-style-type: none"> • Stop on command • Sprint • Run | | | | <ul style="list-style-type: none"> • He/she can jump: one foot to the other (high jump); one foot to two feet (long jump) | <ul style="list-style-type: none"> • He/she can jump: one foot to same foot to two feet (triple jump) • He/she has a controlled when taking off and landing • He/she can throw with increasing accuracy • He/she can combine running and jumping | | |
| | Key vocabulary | Key vocabulary | | | Key Vocabulary | | Key Vocabulary | |
| | Balancing, running, jumping, hopping, galloping, skipping, sliding, changing direction | Running at speed, changing direction, running over obstacles, jumping for distance, jumping for height, jumping combinations, throwing for distance, throwing for accuracy. | | | Change speed and direction, underarm, overarm, throwing, technique, distance, sprint, accuracy, personal best. | | Control, accuracy, techniques, combine, distance, compete, improve personal best, stamina. | |

| Swimming | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | <p>National Curriculum All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. | | | | | | |
| | Key Learning Outcomes | Key Learning Outcomes | | Key Learning Outcomes | Key Learning Outcomes | Key Learning Outcomes | Key Learning Outcomes |
| | | <ul style="list-style-type: none"> • He/she can climb out of the pool unaided. • He/she can submerge his/her head under water and blow bubbles. • He/she can get dressed and undressed independently. • He/she is developing confidence in the water. | <ul style="list-style-type: none"> • He/she can swim 10m on his/her front and back without stopping. • He/she can use the correct arm and leg movements to swim front crawl and backstroke. • He/she can climb out of the pool unaided. • He/she can submerge his/her head under water and blow bubbles. • | <ul style="list-style-type: none"> • He/she can swim a complete length of the pool, on his/her front and back without stopping. • He/she can use the correct arm and leg movements to swim breaststroke. • He/she can tread water for at least 2 minutes. • He/she can put his/her head in the water when using different strokes. | <ul style="list-style-type: none"> • He/she can swim a complete length of the pool, on his/her front and back without stopping. • He/she can use the correct arm and leg movements to swim breaststroke. • He/she can tread water for at least 2 minutes. • He/she can put his/her head in the water when using different strokes. | <ul style="list-style-type: none"> • He/she can swim using a range of strokes accurately, e.g. front crawl, backstroke and breaststroke, | <ul style="list-style-type: none"> • He/she can perform different self-rescue actions. e.g. Using a buoyancy aid, treading water etc. • He/she can synchronise his/her breathing with his/her stroke • He/she can swim a distance of 25m without stopping and using a consistent stroke. |
| | Key vocabulary | Key vocabulary | | Key Vocabulary | | Key Vocabulary | |
| | | Copy, compare and contrast, repeat. | | Swim, unaided, basic stroke, movements, coordinate breathing, surface. | | Swim, unaided, basic stroke, movements, coordinate breathing, surface. | |

Physical Education – Progression of Skills

| Outdoor and Adventurous | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | |
|-------------------------|-----------------------|-----------------------|--------|--------|---|---|---|--|
| | National Curriculum | | | | National Curriculum <ul style="list-style-type: none"> Children can take part in outdoor and adventurous activity challenges both individually and within a team | | | |
| | Key Learning Outcomes | Key Learning Outcomes | | | Key Learning Outcomes | Key Learning Outcomes | Key Learning Outcomes | Key Learning Outcomes |
| | | | | | <ul style="list-style-type: none"> He/she can follow a map in a familiar context He/she can use clues to follow a route He/she can follow a route safely | <ul style="list-style-type: none"> He/she can follow a map in a (more demanding) familiar context He/she can follow a route within a time limit | <ul style="list-style-type: none"> He/she can follow a map into an unknown location He/she can use clues and a compass to navigate a route He/she can change route to overcome a problem He/she can use new information to change route | <ul style="list-style-type: none"> He/she can plan a route and a series of clues for someone else He/she can plan with others, taking account of safety and danger |
| | Key vocabulary | Key vocabulary | | | Key Vocabulary | | Key Vocabulary | |
| | | | | | Follow, route, appropriate equipment, safely, familiar context, manage risks/problems. | | Location, compass, navigate, overcome problems, plan, route, safety, danger, leadership. | |