

PE Skills progression

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	Head	Chooses to move in a range of ways, moving freely and with confidence	Unit 1 - Use words such as a s rolling, travelling, balancing, climbing.	Unit 1 - Perform with some basic control and consistency.	Identify similarities and differences in sequences.	Decide on ways to improve a piece of work using compositional elements and implement changes.	Selects a component for improvement and use guidance from others.	Identify strengths and weakness about a performance.
			Unit 2 - Decide which supporting concepts and actions to add to their sequence.	Unit 2 - Work safely on own and with others.				
	Hand	Travels with confidence and skills around, under, over and through balancing and climbing equipment.	Unit 1 - Recognise like actions and link them together.	Unit 1 -Create and perform a simple sequence.	Perform sequences with contrasting actions.	Demonstrate some control when taking weight on hands.	Attempt to perform more complex skills in isolation such as a round off.	Experience flight on and off apparatus.
			Unit 2 - Remember and perform a simple sequence	Unit 2 - Remember and repeat sequences.				
	Heart	Practices some appropriate safety measures.	Unit 1 - Value others efforts when they perform, watch and listen.	Unit 1 - Reflect on own performance and use scoring system to judge performance.	Explain why strength and flexibility are important in maintaining a healthy, active lifestyle.	Adapt actions and sequences to work with partners and small groups.	Work responsibly in trust exercises and when counterbalancing.	Lead group warm up demonstrating the importance of strength and flexibility.
			Unit 2 - Communicate with a partner to create short sequence	Unit 2 - Develop character and maturity to work in close proximity to others				
Outdoor Adventurous Activities	Head		Identify and select equipment base on symbol	Confidently follow a basic map.	Use acquired skills to create maps and directions.	Plan and refine strategies to solve problems.	Communicate using code.	Use knowledge of games in PE to suggest adaptations and variations to activities.
	Hand		Handle, order and organise equipment.	Attempt beginners competition speed	Perform with strength, stamina and	Use maps, symbols and compass	Work at a high intensity for a	Refine and adapt ideas in group tasks.

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				stack.	endurance in more physical tasks.	confidently to navigate.	sustained period whilst completing a task.	
	Heart		Complete simple instructions as a group.	Show sensitivity when working with a blindfolded partner.	Can work with others to solve problems.	Work well as part of a team or group within well role.	Explore and refine ways of communicating to best complete a set task.	Takes responsibility for a role in a task.
Attack, defend shoot	Head		Unit 1- Make decisions about how to defend a target	Unit 1 - Recognise you sometimes need to stay in defined areas.				
			Unit 2 -Discuss changes in the body brought about by exercise.	Unit 2 - Select the most appropriate skill to move forwards.				
	Hand		Unit 1 - Use change of direction and speed in open play	Unit 1 - Can send a ball using feet.				
			Unit 2 -Judge when and where to move to get in a defensive position.	Unit 2 - Can send a variety of different size and shaped balls.				
	Heart		Unit 1 - Show motivation to improve	Unit 1 - Show awareness of teammates and opponents in games				
			Unit 2 - Cooperate to perform a range of challenges using skills such as signalling.	Unit 2 - Work with a partner and in small groups to develop specific skills.				
Football	Head				Recognise the need to	Sometimes make	Select an appropriate	Devise a drill that

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					look forward when attacking the goal.	decisions on the best time to tackle.	conclusion to a run with the ball.	develops a particular skill.
	Hand				Use short passes to keep possession.	Send the ball over longer distances.	Receive the ball and turn.	Apply correct body positioning when closing down a player to defend.
	Heart				Show support, encouragement and good sportsmanship.	Work hard in a game and recognise the effects on yourself and teammates.	Use individual skills to keep possession.	Collaborate with a partner to implement simple defensive techniques.
Netball	Head				Attempt to create spaces for others by moving off the ball.	Some awareness of high five positions.	Describe some specific skills you used in a game and if they were effective or not.	Make choices about where to pass the ball.
	Hand				Pass the ball in a variety of ways.	Catch the ball executing correct footwork rules.	Move balls over longer distances accurately, demonstrating power.	Anticipate, track and control a rebounding ball from a shot.
	Heart				Create opportunities as a team to score.	Build up the attack as a team.	Use appropriate language to explain their attacking and defensive play.	Play in high 5 squad rotations.
Tag Rugby	Head				Explore a range of techniques to avoid being tagged.	Decide on ways to improve a piece of teamplay.	Recognise principles of defence.	Use the STEP principle to plan a warm-up.
	Hand				Perform a range of ball handling skills.	Play using passing back and sideways rules.	Combine skills such as running and passing.	Use speed and agility in gameplay.
	Heart				Listen to others to work as an effective team.	Recognise how playing as part of a team can improve your communication skills.	As a team maintain possession.	Suggest ways to improve set plays.

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Basketball	Head				Explain why we look to 1) shoot 2) pass, and 3) dribble	Explain travel violation rules.	Explain the need for different tactics and attempt these in a game situation.	Implement a range of strategies to attack and defend such as restricting attackers' space.
	Hand				Use jump ball to start a game.	Show a triple threat position.	Able to combine basic skills such as dribbling and passing.	Able to track and control a rebound from shot (penalty or open play)
	Heart				Assist teammates to shoot.	Help someone to improve a particular skill.	Apply knowledge of personal foul in a competition setting.	Counterattack with team using the fast break.
Dance	Head		Demonstrate understanding that dance has a start, middle and end.	Show confidence to perform in front of others.	Describe features of dances performed by others.	Demonstrate and discuss performance skills.	Confidently participate in dances from different parts of the world.	Interpret different stimuli with imagination and flair.
	Hand		Perform basic body actions to music	Show good timing with the music.	Competently include props and other ideas in their dance.	Perform with increasing musicality with control and confidence.	Refine and improve dances adapting them to include rhythm and expression.	Use recognised dance actions and adapt to create motifs and movement patterns.
	Heart		Work with a partner to use repeating motifs.	Attempt to work as part of a group to perform a dance.	Share and create short dance phrases.	Work as part of a group to listen and give ideas.	Adapt a pair dance into a small group dance.	Take the lead suggesting ideas and refining actions of others.
Send and return	Head		Unit 1- Can describe how they worked with their partner to send and receive.	Unit 1 - Decide on and play with dominant hand.				
			Unit 2 -Identify space to send a ball into	Unit 2 - Develop tactics to outwit your opponent so they cannot return the ball.				

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	Hand		Unit 1 - Chase, stop and control a ball and other objects.	Unit 1- Take part in a rally.				
			Unit 2- Move towards a moving ball to return with hand or bat.	Unit 2 -Start games using basic serving skills.				
	Heart		Unit 1- Work with a partner to send and return.	Unit 1- Play in modified games with others to send and return over a net/line.				
			Unit 2- Play cooperatively in a game situation.	Unit 2 - Work as a team to get the ball over the net				
Tennis	Head				Keep count/ score of a game.	Use defensive tactics to defend the court.	Cooperate and collaborate with others to play in a sportsman like way.	Make good choices in games about the best shot to use.
	Hand				Show tennis ready position.	Attempt to self-feed backhand shots.	Approach the ball to return before the second bounce.	Begin to use full scoring systems.
	Heart				Play against an opponent.	Play competitively with others and against others in modified games.	Play with others with some flow to the game, keeping track of their own scores.	Use speaking and listening skills to umpire and play with peers without dispute.
Hockey	Head				Implement some hockey rules into games.	Decide as a team how to make things difficult for you opponent.	Apply basic defensive positions.	Choose and implement a range of strategies to attack and defend.
	Hand				Can stop and control the ball.	Attempt to slap pass in isolation.	Able to combine basic skills such as dribbling	Shoot from close range.

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							and passing.	
	Heart				Work as a team to score points.	Suggest ways to improve your and your team's performance.	Work as a team to attack and defend.	Use and apply boundary rules such as corners, self pass and sideline.
Run, jump, throw/ Athletics	Head	Unit 1 - Recognise and implement concepts such as waiting your turn.	Unit 1 - Make choices about appropriate throws for different activities.	Compete with others and record points.	Decide on ways to improve run jumps and throws and implement changes.	Distinguish between good and poor performances and suggest ways to improve self and others.	Accurately and confidently judge across a range of athletics activities.	
		Unit 2 - Select correct skill for the situation.	Unit 2 - Begin to make links between components of fitness.					
	Hand	Unit 1 - Start and stop at speed, run in straight lines at different speeds.	Unit 1 - Show increased control of body and limbs.	Link running and jumping activities with some fluency and consistency.	Throw a variety of objects demonstrating accuracy.	Sustain pace over shorter and longer distances.	Choose appropriate run up distance for athletic jumps.	
		Unit 2 - Perform skills and tasks in set times.	Unit 2 - Use agility in running games.					
	Heart	Unit 1 - Put in effort and stay motivated when challenged.	Unit 1 - Work cooperatively to complete running, jumping and throwing techniques.	Identify how to improve.	Work with others to score and record distance and times accurately.	Able to run as part of a team in relay style events.	Use appropriate language to deliver a taught activity to their peers.	
		Unit 2 - Work partner to help improve their performance	Unit 2 - Consider others when playing games.					
Hit, catch, run	Head	Able to identify when a point has been scored and keep count	Make choices about where to hit the ball.					

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			of the score.					
	Hand		Run between bases to score points.	Attempted to play the role of wicket keeper or backstop.				
	Heart		Work collaboratively to score runs showing encouragement and support.	Can work in small groups to field and bat.				
Cricket	Head				Adhere to some basic cricket rules.	With increasing consistency, choose where to direct a hit from a bowled ball.	Describe what setting a field means.	Apply with consistency the standard rules of games.
	Hand				Stop a moving ball.	Track and intercept the ball along the ground sometimes collecting with one hand.	Begin to employ specific bowling techniques such as overarm in cricket.	Attempt to track and catch high balls in isolation and game play.
	Heart				Field as a team to return the ball to the bowler/base effectively.	Show fair play such as accepting if they were run out or stumped.	Show perseverance during a game and commitment to the team.	Work as a pair to field long balls.
Rounders	Head				Explain the importance of being ready in the field	Play in a game using rounders scoring system.	Apply the backward hitting rules	Demonstrate urgency when in the field.
	Hand				Bowl and underarm ball.	Play backstop role in small game situations.	Play more attacking shots looking for gaps in the field.	Play in a complete game of rounders with markings and four bases.
	Heart				Identify how to improve own and others work and be	Identify and describe some successful play.	Show commitment towards their team and perseverance	Understand teammates perspective and

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					tactful.		during game play.	motivation when accumulating runs/rounders.
Tri-Golf	Head				Understand and explain the difference between the different shots including putting, chipping and the long game.	Keep score of own performance to share with group at end of game.	Understand the link between power and accuracy in order to alternate between putting, chipping and the long game.	Design your own tr-golf hole.
	Hand				Handle clubs correctly and use 'tick-tock' motion effectively to play shots such as putting, chipping and the long game.	(Par) <u>Putting:</u> To keep 2 out of 3 putts in the tunnel <u>Chipping:</u> Land 2 out of 3 shots on 'the runway'. <u>The long game:</u> Hit 2 out of 3 shots in the air over the river.	(Birdie) <u>Putting:</u> Stop 2 out of 3 shots in the hoop. <u>Chipping:</u> Land 2 out of 3 shots before the river. <u>The long game:</u> Hit 1 shot into each of 3 zones.	(Eagle) <u>Putting:</u> Hit 5 cones from different distances. <u>Chipping:</u> Land 2 out of 3 shots on the green. <u>The long game:</u> Stop 2 out of 3 shots on the green.
	Heart				Understand and demonstrate safe practice with regards to handling Tri-Golf equipment.	Understand the need for honesty and demonstrate honesty when playing.	Identify ways to help your teammates.	Explain how to show respect for other players.
New Age Kurling	Head						Begin to think tactically and understand games can be won by hindering opponents progress.	Make decisions as to when to knock opponents stones away from bull or to block opponents stone
	Hand						Use stones to knock opposing teams stones out of play	Work as a team to manoeuvre stones by blocking opponents

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								stones to win the game.
	Heart						Show resilience and remain graceful in defeat.	Communicate effectively as part of a team to improve team performance.
Archery	Head						Identifies and selects a dominant hand to use.	Understand basic rules and keep score of performance.
	Hands						Hold archery equipment proficiently and load arrows independently.	Hit the board successfully 2 out of 3 times.
	Heart						Assist and support teammates with correct handling of archery equipment	Offer constructive feedback to teammates and suggest ways of improving technique.
Boxing/fitness	Head				Identify some muscles and explain why warming up is important.	Explain what effects exercise has on the body.	Explain some important safety principles when preparing for exercise.	Explain the need for regular and safe exercise.
	Hands				Establish an effective and balanced stance and be able to move lightly on feet.	Whilst continuing to hone footwork skills, include the jab and cross punches when sparring	Whilst continuing to hone footwork skills, include the hook punch when sparring.	Whilst continuing to hone footwork skills, include the uppercut punch when sparring.
	Heart				Be willing to give all challenges a go to the best of ability.	Demonstrate self-belief and resilience when faced with new challenges.	Show willingness to work to full capabilities in order to achieve a personal best.	Demonstrate perseverance and determination to beat own personal best scores.

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Swimming			Beginners	Intermediate	Advanced
	Head		Move with more confidence in water including submerging themselves fully.	Attempt to use basic breathing patterns when swimming.	Swim competently, confidently and proficiently over a distance of at least 25 metres.
	Hands		Apply basic arm and leg action to 'doggy paddle.'	Submerge, sink, roll and rotate underwater.	Link lengths together with turns and attempt a tumble turn in isolation and during stroke.
	Heart		Aware of other children around them in the pool.	Work in collaboration to perform group challenges such as group floats.	Work in pairs to refine stroke technique and suggest ways they can improve.

Swimming progression of skills (taken from Swim England - Learn to swim stage 1-7 awards)

Overall learning outcomes from the National Curriculum to be taught:

- 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.

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7
<ol style="list-style-type: none"> 1. Enter the water safely. 2. Move forward for a distance of 5 metres, feet may be on or off the floor. 3. Move backwards for a distance of 5 metres, feet may be on or off the floor. 4. Move sideways for a distance of 5 metres. 	<ol style="list-style-type: none"> 1. Jump in from poolside safely. 2. Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged. 3. Move from a flat floating position on the back and return to standing without 	<ol style="list-style-type: none"> 1. Jump in from poolside and submerge. 2. Sink, push away from wall and maintain a streamlined position. 3. Push and glide on the front with arms extended and log roll onto the back 4. Push and glide on the back with arms 	<ol style="list-style-type: none"> 1. Perform a sequence of changing shapes (minimum of three) whilst floating on the surface and demonstrate an understanding of floating. 2. Push and glide from the wall towards the pool floor. 	<ol style="list-style-type: none"> 1. Perform a flat stationary scull on the back 2. Perform a feet first sculling action for 5 metres in a flat position on the back. 3. Perform a sculling sequence with a partner for 30-45 seconds to include a 	<ol style="list-style-type: none"> 1. Give two examples of how to prepare for exercise and understand why it is important. 2. Sink, push off on side from the wall, glide, kick and rotate into backstroke. 3. Sink, push off on side from the wall, glide, 	<ol style="list-style-type: none"> 1. Push and glide and swim 25 metres backstroke (performed to Swim England expected standards). 2. Push and glide and swim 25 metres front crawl (performed to Swim England expected standards). 3. Push and glide and

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<p>feet may be on or off the floor.</p> <ol style="list-style-type: none"> Scoop the water and wash the face. Be comfortable with water showered from overhead. Move from a flat floating position on the back and return to standing. Move from a flat floating position on the front and return to standing. Push and glide in a flat position on the front from a wall. Push and glide in a flat position on the back from a wall. Give examples of two pool rules. Exit the water safely. 	<p>support.</p> <ol style="list-style-type: none"> Move from a flat floating position on the front and return to standing without support. Push from a wall and glide on the back - arms can be by the side or above the head. Push from a wall and glide on the front with arms extended. Travel using a recognised leg action with feet off the pool floor on the back for 5 metres, without the use of floatation equipment. Travel using a recognised leg action with feet off the pool floor on the front for 5 metres, without the use of floatation equipment. Perform a tuck to rotate from a flat floating position on the front, to a back 	<p>extended and log roll onto the front.</p> <ol style="list-style-type: none"> Travel 5 metres on the front, perform a tuck to rotate onto the back and return on the back. Fully submerge to pick up an object. Correctly identify three of the four key water safety messages.* Push and glide and travel 10 metres on the back. Push and glide and travel 10 metres on the front. Perform a tuck float and hold for three seconds. Exit the water without using steps. 	<ol style="list-style-type: none"> Kick 10 metres backstroke (one item of equipment optional). Kick 10 metres front crawl (one item of equipment optional). Kick 10 metres butterfly on the front or on the back. Kick 10 metres breaststroke on the front (one item of equipment optional). Perform a head first sculling action for 5 metres in a flat position on the back. Travel on back and log roll in one continuous movement onto front. Travel on front and log roll in one continuous movement onto back. Push and glide and swim 10 metres, choice of stroke is optional. 	<p>rotation.</p> <ol style="list-style-type: none"> Tread water for 30 seconds. Perform three different shaped jumps into deep water. Push and glide and swim 10 metres backstroke (performed to Swim England expected standards). Push and glide and swim 10 metres front crawl (performed to Swim England expected standards). Push and glide and swim 10 metres breaststroke (performed to Swim England expected standards). Push and glide and swim 10 metres butterfly (performed to Swim England expected standards). Perform a handstand and hold for a minimum of three seconds. 	<p>kick and rotate into front crawl.</p> <ol style="list-style-type: none"> Swim 10 metres wearing clothes. Push and glide and swim front crawl to include at least six rhythmical breaths. Push and glide and swim breaststroke to include at least six rhythmical breaths. Push and glide and swim butterfly to include at least three rhythmical breaths. Push and glide and swim backstroke to include at least six regular breaths. Push and glide and swim 25 metres, choice of stroke is optional (performed to Swim England expected standards). Perform a 'shout and signal' rescue. Perform a surface dive. 	<p>swim 25 metres breaststroke (performed to Swim England expected standards).</p> <ol style="list-style-type: none"> Push and glide and swim 25 metres butterfly (performed to Swim England expected standards). Perform a movement sequence (linking skills with strokes and sculls) of one minute duration, in a group of three or more, incorporating a number of the following skills: <i>Sculling</i>: head first, feet first <i>Rotation</i>: forward or backward somersault, log roll <i>Floating</i>: star on the front or on the back, tuck float, create own <i>Eggbeater</i>: Moving, lifting one or both arms out of the water Perform a sitting dive or dive.
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	<p>floating position, then return to standing.</p> <p>10. Perform a tuck to rotate from a flat floating position on the back, to a front floating position, then return to standing.</p> <p>11. Perform a log roll from the back to the front.</p> <p>12. Perform a log roll from the front to the back.</p> <p>13. Exit the water without support.</p>			<p>11. Perform a forward somersault.</p> <p>12. Demonstrate an action for getting help.</p>		<p>7. Push and glide and swim 50 metres continuously using one stroke (performed to Swim England expected standards).</p> <p>8. Push and glide and swim 100 metres, using a minimum of three different strokes (performed to Swim England expected standards).</p> <p>9. Tread water using eggbeater action for 30 seconds.</p> <p>10. Complete an obstacle course (using minimum of four objects) with feet off the pool floor throughout.</p>
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