



Physical Education Skills Progression Document

By the end of each Key Stage children are expected to:

<u>EYFS</u>	<u>KS1</u>	<u>KS2</u>
<p><u>Early Learning Goals</u></p> <p>Moving and Handling:</p> <p>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.</p> <p>Health and Self-care:</p> <p>Children know the importance for good health of physical exercise, a healthy diet and talk about the ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<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 recognize 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, rounder's 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



EXPECTED LEVEL for all strands and year groups.

Teachers should provide opportunities for pupils to develop knowledge, understanding and skills in:

Dance – Progression of skills

Dance	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and	Explore and copy basic body actions and rhythms. To be able to negotiate space confidently, using appropriate	Explore movement ideas and respond imaginatively to a range of stimuli. Move confidently and safely in their own general space	Explore, remember, repeat and link a range of actions with co-ordination, control and awareness of the expressive qualities	Improvise freely on their own and with a partner, translating ideas from a stimulus into movement.	Respond imaginatively to a range of stimuli related to character and narrative.	Explore and improvise ideas for dances in different styles, individually, with a partner and with a group, expressing themselves	Explore, improvise and combine movement ideas fluently, effectively and being creative, on their own, with a
Selecting and Applying	To be able to use their bodies to imitate motifs from stories and topics such as animals, trees, etc... To begin to respond with their	Compose and link movements to make simple beginnings, middles and ends. Perform movement phrases using a range of body actions and body	Compose and perform short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas.	Create and link dances using a simple dance structure or motif. Perform dances with an awareness of rhythmic, dynamic and expressive	Use simple choreographic principles to create motifs and narrative. Take the lead/control when working with a partner or in a group.	Compose planned dances by using, adapting and developing steps, formations and patterning from different dance styles.	Create and structure motifs, sections and whole dances. Begin to use basic compositional principles when creating their own
Evaluating and	Watch and copy simple actions and sequences. Simply show (using strategies) whether they enjoyed	Talk about dance ideas inspired by different stimuli. Copy, watch, remember and describe dance	Watch and describe dance phases and dances and use what they learn to improve their own dance.	Describe and evaluate some of the compositional features of dance performed by others. Talk in more detail	Describe, interpret and evaluate their own and others dances, taking into account narrative and character. Can they	Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context.	Understand and talk about how a dance is formed and preformed. Evaluate, refine and develop their own
Knowledge and Understanding of	Recognise that the body changes during exercise. Children begin to understand the importance of healthy eating and exercise.	Recognise and talk about how their body feels when still and during exercise.	Recognise how different rhythms and paces make them feel. Understand the basic importance of warm up and cool down.	Keep up actively over a period of time and know they need to warm up and cool down for dance.	Know and describe what an effective warm up and cool down is, and how to do this safely.	Organise their own warm up and cool down activities, to suit their own dance. Show an in-depth understanding of the importance of warm up/cool down and how to	Understand and talk about why dance is good for health, fitness and well-being. Take necessary and detailed steps to prepare for dance,

Gymnastics - Progression of Skills

Gym	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and Developing	Move confidently and safely in their own and general space. (Negotiating space effectively – under, round, over equipment and	Explore and perform gymnastic actions (pencil/straight, tuck, star, pike, dish and arch) and still shapes.	Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision.	Consolidate and improve the quality of their actions, body shapes and balance, and their ability to link movements together.	Develop the range of actions, body shapes and balances they include in their performance.	Perform actions, shapes and balances consistently and fluently to a high standard, in specific activities.	Combine and perform gymnastic actions, shape and balances more fluently and effectively, ensuring actions are clear, accurate and
Selecting and Applying skills	Show contrast with their bodies including tall/short, wide/thin, straight/curved) Copy simple movements and simple sequences. Make shapes with their bodies, according to	Copy, create and link movement phrases with beginnings, middles and ends. Perform movement phrases using a range of body actions and body parts. Explore making their body tense	Choose, use and vary simple compositional ideas in the sequence they create and perform, with moderate control. Work with a partner sharing ideas and creating a simple sequence.	Improve their ability to select appropriate actions and use simple compositional ideas. Adapt basic sequences to suit different types of apparatus.	Create gymnastic sequences that follow a set criteria, follow a specific theme or piece of music. Use compositional devices when creating their sequences, such as change in speed	Choose and apply basic compositional ideas to the sequences they create and adapt them to new situations. Can they extend their sequence?	Develop their own gymnastic sequence by understanding, choosing and applying a range of compositional principles. Set sequences to specific timings and strictly stick to them
Evaluating and Improving	Simply show (using strategies) whether they enjoyed something or not.	Watch, copy and describe sequences they and others have done.	Improve their work using feedback from others and from what they have observed by watching others sequences'.	Describe and evaluate the effectiveness and quality of a performance. Commenting on similarities and differences in sequences.	Describe their own and others work, making judgements about the quality of the performance and suggesting ways in which they can	Choose and use information and basic criteria to evaluate their own and other's work. Adapt their sequences to suit specific audiences.	Appropriately evaluate their own and other work, making fair judgements and offering appropriate tips to improve.
Knowledge and Understanding of Fitness and	Begin to recognise equipment which may be dangerous and harmful. Children can briefly talk about ways to stay safe.	Know how to carry and place equipment with adult input and supervision. Recognise how their body feels when still and	Recognise and describe what their bodies feel like during different paced activities. Lift, move and	Recognise and describe the short term effects of exercise on the body during different activities. Begin to	Describes how the body reacts during different types of activity and how this affects the way they perform.	Know and understand the basic principles of warming up and why it is important to lead to a good quality performance	Understand why exercise is good for health, fitness and well-being and how to become healthier themselves.

Games - Progression of skills

Games sub-headings:		
Invasion	Net/Racket Games	Field/Striking Games
Footba Rùgb Netbal Basketba Höcke	Tenni Badmint	Cricke Rounder

Games	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and Developing Skills	To be able to move and stop confidently, negotiating the space around them effectively. Show good control over their bodies when exploring	To be confident and keep themselves safe in the space in which an activity/game is being played. Explore and use skills, actions and ideas individually and in	Improve the way they co-ordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where	Consolidate and improve the quality of their techniques and their ability to link movements. Develop the range and consistency of their skills in all games.	Develop the range and consistency of their skills in all games. Use rules accurately. Keep, adapt and make rules for different games, and play by them fairly.	Develop a broader range of techniques and skills for attacking and defending. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them in different situations.	Choose, combine and perform skills more fluently and effectively in invasion, striking and net games. Understand, choose and apply a range of strategies for defence and attack.
Selecting and Applying skills	Start showing an ability to use their dominate hand to work with a partner in different activities. Explore and use skills effectively for particular games: o Roll a ball or hoop o Throw a ball underarm o Explore balancing.	Choose and use skills effectively for particular games: o Throw a ball accurately underarm to a target using increasing control. o Show increasing control when rolling an object, using a technique. o Hit a ball with control using an appropriate object. o Explore throwing and catching in different ways	Choose use and vary simple tactics. o Catch and control a ball in movement working with a partner or in a small group. o Take part in games where there is an opposition. o Decide where to stand during a team game, to support the game. o Begin to lead others in a	Consolidate their ability to choose and use simple tactics and strategies. Keep, adapt and make rules for different games, and play by them fairly. <i>Invasion Games/Field/Striking Games</i>	Use and adapt tactics in different situations, individually during a game according to what is happening and with a team during breaks. <i>Invasion Games/Field/Striking Games</i> -Catch a ball consistently with one and two hands. -Consistently	Choose and apply skills more consistently in all games. Choose the best tactics needed to suit the game. <i>Invasion Games/Field/Striking Games</i> -Control and catch a ball.	Use tactics and strategies more consistently in similar games (making links). Explain rules to other confidently and accurately. Effectively make a team plan and communicate this to others. Leading others in and out of a

				<u>Net/Racket Games</u> -Take part in opposed conditioned games. -Serve underarm over a target or net. -Accurately pass to someone else.	<u>Net/Racket Games</u> -Confidently use forearm. -Be able to return a pass confidently. -Begin to start rallies (x3+), passing back and forth.	<u>Net/Racket Games</u> -Control a ball accurately with a racket. -Use forehand and backhand with a racquet. -Work alone/in pairs to gain possession of the ball. -Use forehand and backhand consistently.	-Confidently field, attack and defend typically by anticipating the direction of play. <u>Net/Racket Games</u> -Use forehand and backhand strokes with increased accuracy and speed, confidently using a racket. - Develop serve technique with speed and precision.
Evaluating and Improving Performance	Simply show (using strategies) whether they enjoyed something or not. -Use different tools (thumbs up/down, traffic lights),	Watch, copy and describe what they and others are doing.	Recognise good quality in performance. Use information provided by others to improve their own work.	Recognise good quality in performance and specifically identify the parts which need developing. Use what they have learnt to improve the	Be able to clearly explain their plans and ideas and share these with others. Specifically identify the parts of others performances	Choose and use information to evaluate their own and others' work. Specifically identify the parts of their own and others performances which	Develop their ability to evaluate their own work and others work and to suggest constructive and specific ways to improve. To be able to
Knowledge and Understanding of Fitness and	Use simple words and phrases to describe how the body feels after exercise. Begin to understand the	Know and understand that being active is good for the body and can be fun (due to personal opinion some activities/games are	Recognise and describe what their body feels like during different activities/games.	Know and describe the short term effects of different exercise activities on the body. Know and understand how to	Recognise which activities help their speed, strength and stamina and know when they are important in games. Recognise how	Know and understand the principles of warming up and understand why it is important for high quality performance.	Understand why exercise is good for their fitness, health and well-being and supports energy for day-to-day life. Understand and explain the need to

Athletics - Progression of skills

Athletics	Foundation	Year 1 Year 2	Year 3 Year 4	Year 5 Year 6
Acquiring and Developing Skills	Learn skills of running, jumping and throwing with a range of equipment.	Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and co-ordination.	Consolidate and improve the quality, range and consistency of the techniques they use for particular activities. Begin to develop their ability to	Develop the consistency of their actions in a number of events. Increase the number of techniques they use.
Selecting and Applying skills	Develop the following skills: <ul style="list-style-type: none"> o Vary speed of running based on commands given. o Use comparative language i.e. faster, longer, and be able to physically demonstrate this. 	Develop the following skills with increasing accuracy and velocity: <ul style="list-style-type: none"> o Explore and throw a variety of objects with one hand. o Jump from a stationary position with control. o Change speed and direction whilst running. 	Develop the following skills with increasing accuracy and velocity: <ul style="list-style-type: none"> o Throw a variety of objects with one hand and know how to aim these to improve performance (using strategies). o Show accurate pace - Run at a speed that is appropriate for the distance being run. o Take a running jump with appropriate feet. 	Confidently choose appropriate techniques for specific events. Develop the following skills with increasing accuracy and velocity: <ul style="list-style-type: none"> o Improve and sustain running techniques at different speeds. o Demonstrate accuracy and technique in a range of throwing and jumping activities. o Controlled take-off and landing when jumping. o Combine running and jumping well
Evaluating and Improving Performance	Simply show (using strategies) whether they enjoyed something or not. -Use different tools (thumbs up/down, traffic lights).	Watch, copy and describe what they and others are doing. Set simple targets to improve performance – i.e. to be able to jump	Describe and evaluate the effectiveness of performances, recognising the aspects that need improving.	Evaluate their own and others work and suggest constructive feedback.
Knowledge and Understanding of	Use simple words and phrases to describe how the body feels after exercise. Begin to understand the importance of exercise.	Recognise and describe what their body feels like during different types of exercise.	Know, measure and describe the short term effects of exercise on the body.	Understand and explain the principles of warming up. Understand why fitness is good for health and well-being.

Swimming - Progression of skills

Swimming	Beginners (Non-swimmers and developing swimmers)	Developing and competent swimmers
Acquiring and Developing Skills	Work with confidence in the water. front crawl, back crawl, breaststroke, floating. Explore and use skills, actions and ideas individually and in combination. i.e. Use arms to pull and push the water; use legs in kicking actions; hold their breathe under water. fluently.	Consolidate and develop the quality of their skills. i.e. survival skills. Improve linking movements and actions together more
Selecting and Applying Skills	Know how to choose and use skills for different swimming tasks. i.e. using arms to stay balanced; knowing how to push against the water to move in a particular direction. Improve the control and co-ordination of their bodies in the water.	Choose and use a variety of strokes and skills, according without aids, distance and time challenges. Swim up to 50m
Evaluating and Improving Performance	Know that swimming is a type of exercise and that being active is fun and good for health the body and how it reacts to different types of activity. Recognise and describe what their bodies feel like during different activities	Know and describe the short term effects of exercise on
Knowledge and Understanding	Watch, copy and describe what they and others have done and use the information to improve their work. recognise what needs improving.	Describe and evaluate the quality of swimming and

Pupils exceeding Key Stage 2 expectations:

Physical education opportunities:	Developing practical skills:	Being physically active:	Competing:
<ul style="list-style-type: none"> o I can play competitive sports such as, football, netball, rounder's, cricket, hockey, basketball, badminton, tennis, rugby, athletics and gymnastics. o I can perform dances using advanced movement patterns. 	<ul style="list-style-type: none"> o I can develop techniques and improve performances. o I can compare performances with previous ones to achieve a personal best. o I am becoming more competent, confident and expert in techniques. o I understand what makes a performance effective and apply 	<ul style="list-style-type: none"> o I can take part in competitive sports and activities outside of school through community links or sports clubs. o I have developed the confidence and interest to get involved in exercise, sports and activities out of school and in later life. 	<ul style="list-style-type: none"> o I can use a range of tactics and strategies to overcome opponents in face-to-face competition through team and individual games.

