

# PE Progression of Skills

Curriculum Intent: To create a memorable curriculum that builds upon prior learning whilst moving knowledge and skills forward and is based upon robust assessments.

Subject Intent: PE should develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle.

Year Group	PE Skills					Key Vocab
	Dance	F.M.S	Games	Body Management	OAA	
EYFS	<ul style="list-style-type: none"> <li>Copy basic body actions and rhythms.</li> <li>Choose and use travelling actions, shapes and balances.</li> <li>Travel in different pathways using the space around them.</li> <li>Begin to use dynamics and expression with guidance.</li> <li>Begin to count to music.</li> </ul>	<ul style="list-style-type: none"> <li>Run and stop with some control.</li> <li>Explore skipping as a travelling action.</li> <li>Jump and hop with bent knees</li> <li>Throwing larger balls and beanbags into space</li> <li>Balance whilst stationary and on the move</li> <li>Change direction at a slow pace.</li> <li>Explore moving different body parts together.</li> </ul>	<ul style="list-style-type: none"> <li>Drop and catch with two hands.</li> <li>Move a ball with feet.</li> <li>Throw and roll a variety of beanbags and larger balls to space.</li> <li>Kick larger balls to space.</li> <li>Stop a beanbag or large ball sent to them using hands</li> <li>Attempt to stop a large ball sent to them using feet</li> <li>Hit a ball with hands.</li> <li>Run and stop when instructed.</li> <li>Move around showing limited awareness of others.</li> <li>Make simple decisions in response to a situation.</li> </ul>	<ul style="list-style-type: none"> <li>Create shapes showing a basic level of stillness using different parts of their bodies.</li> <li>Begin to take weight on different body parts.</li> <li>Show shapes and actions that stretch their bodies.</li> <li>Copy and link simple actions together.</li> </ul>	<ul style="list-style-type: none"> <li>Follow simple instructions.</li> <li>Share their ideas with others.</li> <li>Explore activities making own decisions in response to a task.</li> <li>Make decisions about where to move in space.</li> <li>Follow a path.</li> <li>Begin to identify personal success.</li> </ul>	<p>Move, copy shape, space safely, around travel, sideways, forwards and backwards.</p> <p>Run, stop, balance, space, jump, skip.</p> <p>Pass, team, tag and roll.</p> <p>Rock, over, share, path, listen.</p>
Year 1	<ul style="list-style-type: none"> <li>Copy, <b>remember and repeat</b> actions.</li> <li><b>Choose</b> actions for ideas.</li> <li><b>Use changes of direction, speed and levels with guidance.</b></li> <li><b>Show some sense of</b> dynamic and expressive qualities.</li> <li>Begin to <b>use</b> counts.</li> </ul>	<ul style="list-style-type: none"> <li><b>Attempt to run at different speeds showing an awareness of technique.</b></li> <li><b>Begin to link running and jumping movements with some control.</b></li> <li>Jump, <b>leap</b> and hop and <b>choosing which allows them to jump the furthest.</b></li> <li>Throw <b>towards a target</b></li> <li><b>Show some control</b> and balance <b>when travelling at different speeds.</b></li> <li><b>Begin to show balance and co-ordination</b> when changing direction.</li> <li><b>Use co-ordination with and without equipment</b></li> </ul>	<ul style="list-style-type: none"> <li>Drop and catch a ball <b>after one bounce on the move.</b></li> <li><b>Move</b> a ball using different parts of the foot.</li> <li>Throw and roll <b>towards a target with some varying techniques</b></li> <li>Kick <b>towards a stationary target.</b></li> <li><b>Catch</b> a beanbag and a <b>medium-sized ball.</b></li> <li>Attempt to <b>track balls and other equipment sent to them.</b></li> <li><b>Strike a stationary ball using a racket.</b></li> <li>Run, stop and <b>change direction with some balance and control.</b></li> <li><b>Recognise space in relation to others.</b></li> <li><b>Begin to use simple tactics with guidance.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Perform balances making their body tense, stretched and curled.</b></li> <li><b>Take</b> body weight on <b>hands for short periods of time.</b></li> <li><b>Demonstrate poses and movements that challenge their flexibility.</b></li> <li><b>Remember, repeat</b> and link simple actions together.</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions.</li> <li><b>Begin to work with a partner and a small group.</b></li> <li><b>Understand the rules of the game and suggest ideas</b> to solve simple tasks.</li> <li><b>Copy a simple diagram/map.</b></li> <li>Identify own and <b>others' success.</b></li> </ul>	<p>Counts, pose, level, Slow, fast, balance.</p> <p>Hop, direction, land, safely.</p> <p>Defender, points, dribbling, attacker, score, partner.</p> <p>Action, jump, roll, level, speed.</p> <p>Lead, coo-operate, teamwork, solve, instructions.</p>

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	Dance	F.M.S	Games	Body Management	OAA	
Year 2	<ul style="list-style-type: none"> <li>Copy, remember and repeat a <b>series</b> of actions.</li> <li>Select from a <b>wider range</b> of actions <b>in relation to a stimulus</b>.</li> <li><b>Use pathways</b>, levels, <b>shapes</b>, directions, speeds and <b>timing</b> with guidance</li> <li><b>Use mirroring and unison when completing actions with a partner</b></li> <li><b>Show a character</b> through actions, dynamics and expression</li> <li>Use counts <b>with help to stay in time with the music</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Show balance and coordination when running at different speeds.</b></li> <li>Link running and jumping movements <b>with some control and balance.</b></li> <li>Show hopping and jumping movements <b>with some balance and control.</b></li> <li><b>Change technique to throw for distance.</b></li> <li>Show control and balance when travelling at different speeds.</li> <li><b>Demonstrates</b> balance and co-ordination when changing direction.</li> <li><b>Perform actions with increased control when co-ordinating their body</b> with and without equipment.</li> </ul>	<ul style="list-style-type: none"> <li><b>Dribble a ball with two hands on the move</b></li> <li><b>Dribble a ball with some success, stopping it when required.</b></li> <li>Throw and roll towards a target <b>using</b> varying techniques <b>with some success.</b></li> <li><b>Show balance</b> when kicking towards a target.</li> <li><b>Catch an object passed to them, with and without a bounce.</b></li> <li><b>Move to track a ball and stop it using feet with limited success.</b></li> <li>Strike <b>a ball</b> using a racket.</li> <li>Run, stop and change direction <b>with</b> balance and control.</li> <li><b>Move to space to help score goals or limit others scoring.</b></li> <li><b>Use</b> simple tactics</li> </ul>	<ul style="list-style-type: none"> <li>Perform <b>balances on different body parts with some control and balance.</b></li> <li>Take body weight <b>on different body parts, with and without apparatus.</b></li> <li><b>Show increased awareness of extension</b> and flexibility <b>in actions.</b></li> <li><b>Copy</b>, remember, repeat and <b>plan linking</b> simple actions <b>with some control and technique.</b></li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions <b>accurately.</b></li> <li><b>Work co-operatively</b> with a partner and a small group, <b>taking turns and listening to each other.</b></li> <li><b>Try different ideas</b> to solve a task.</li> <li><b>Follow and create</b> a simple diagram/map.</li> <li><b>Understand when a challenge is solved successfully and begin to suggest simple ways to improve.</b></li> </ul>	<p>Mirror, direction, action, pathway, speed, timing.</p> <p>Dodge, jog, hurdle, speed, steady, sprint.</p> <p>Received, send, teammate, chest, pass possession, goal, dodge, bounce, pass.</p> <p>Link, pathway, sequence, tuck, straddle, speed, star, pike.</p> <p>Sport, successful, map, direction, communicate.</p>
Year 3	<ul style="list-style-type: none"> <li>Copy remember and <b>perform a dance phrase.</b></li> <li><b>Create short dance phrases that communicate an idea.</b></li> <li><b>Use canon, unison and formation to represent an idea.</b></li> <li><b>Match</b> dynamic and expressive qualities <b>to a range of ideas.</b></li> <li>Use counts <b>to keep in time with a partner and group.</b></li> </ul>	<ul style="list-style-type: none"> <li>Show balance, coordination <b>and technique</b> when running at different speeds, <b>stopping with control.</b></li> <li>Link running, <b>hopping</b> and jumping <b>actions using different take offs and landing.</b></li> <li><b>Jump for distance and height with an awareness of technique.</b></li> <li>Throw <b>a variety of objects, changing action for accuracy and distance</b></li> <li>Demonstrate balance <b>when performing other fundamental skills.</b></li> <li><b>Show</b> balance when changing direction <b>in combination with other skills.</b></li> <li><b>Can co-ordinate their bodies with increased consistency in a variety of activities.</b></li> </ul>	<ul style="list-style-type: none"> <li>Dribble the ball with <b>one hand with some control in game situations</b></li> <li>Dribble a ball <b>with feet with some control in game situations.</b></li> <li><b>Use a variety of</b> throwing techniques <b>in game situations.</b></li> <li><b>Kick towards a partner in game situations.</b></li> <li>Catch a ball <b>passed to them using one and two hands with some success.</b></li> <li><b>Receive a ball sent to them using different parts of the foot.</b></li> <li>Strike a ball <b>with varying techniques.</b></li> <li>Change direction <b>with increasing speed in game situations.</b></li> <li><b>Use space with some success in game situations.</b></li> <li>Use simple tactics <b>individually and within a team.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Complete</b> balances <b>with increasing stability, control and technique.</b></li> <li><b>Demonstrate some strength and control</b> when taking weight on different body parts <b>for longer periods of time.</b></li> <li><b>Demonstrate</b> increased flexibility and extension in their actions</li> <li><b>Choose actions that flow well into one another both on and off apparatus.</b></li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions <b>from a peer and give simple instructions</b></li> <li>Work <b>collaboratively</b> with a partner and a small group, listening to and accepting others' ideas.</li> <li><b>Plan and attempt to apply strategies</b> to solve problems.</li> <li><b>Orientate</b> and follow a diagram/map.</li> <li><b>Reflect on when and why</b> challenges are solved successfully and <b>use others' success</b> to help them to improve.</li> </ul>	<p>Flow, explore, create, perform, match, feedback, expression.</p> <p>Distance, control, technique, tension, co-ordination, rhythm.</p> <p>Receiver, footwork, rebound, tracking, interception, mark, travelling, playing, area.</p> <p>Flow, explore, create, matching, interesting, control, contrasting.</p> <p>Rules, route, trust, navigate, grid, discuss, plan.</p>

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	Dance	F.M.S	Games	Body Management	OAA	
Year 4	<ul style="list-style-type: none"> <li>• Copy, remember and adapt set choreography.</li> <li>• Choreograph considering structure individually, with a partner and in a group.</li> <li>• Use action and reaction to represent an idea</li> <li>• Change dynamics to express changes in character or narrative.</li> <li>• Use counts when choreographing short phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how and when to speed up and slow down when running</li> <li>• Link hopping and jumping actions with some control.</li> <li>• Jump for distance and height showing balance and control.</li> <li>• Throw with some accuracy and power towards a target area.</li> <li>• Demonstrate good balance when performing other fundamental skills.</li> <li>• Show balance when changing direction at speed in combination with other skills.</li> <li>• Begin to co-ordinate their body at speed in response to a task.</li> </ul>	<ul style="list-style-type: none"> <li>• Link dribbling the ball with other actions with increasing control.</li> <li>• Change direction when dribbling with feet with some control in game situations</li> <li>• Use a variety of throwing techniques with increasing success in game situations.</li> <li>• Kick with increasing success in game situations.</li> <li>• Catch a ball passed to them using one and two hands with increasing success.</li> <li>• Receive a ball using different parts of the foot under pressure.</li> <li>• Strike a ball using varying techniques with increasing accuracy.</li> <li>• Change direction to lose an opponent with some success.</li> <li>• Create and use space with some success in game situations.</li> <li>• Use simple tactics to help their team score or gain possession.</li> </ul>	<ul style="list-style-type: none"> <li>• Use body tension to perform balances both individually and with a partner.</li> <li>• Demonstrate increasing strength, control and technique when taking own and others weight.</li> <li>• Demonstrate increased flexibility and extension in more challenging actions.</li> <li>• Plan and perform sequences showing control and technique with and without a partner.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately follow instructions given by a peer and give clear and usable instructions to a peer.</li> <li>• Confidently communicate ideas and listen to others before deciding on the best approach.</li> <li>• Plan and apply strategies to solve problems.</li> <li>• Identify key symbols on a map and use a key to help navigate around a grid.</li> <li>• Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.</li> </ul>	<p>Reaction, unison, represent, dynamics, control.</p> <p>Momentum, decelerate, transfer, accelerate, pace stability.</p> <p>Outwit opposition, opponent, contact, pivot, court, field, pitch.</p> <p>Quality, perform, inverted, technique, apparatus, extension.</p> <p>Leader, effectively, symbol, inclusive, orientate.</p>
Year 5	<ul style="list-style-type: none"> <li>• Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.</li> <li>• Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus</li> <li>• Confidently perform choosing appropriate dynamics to represent an idea.</li> <li>• Use counts accurately when choreographing to perform in time with others and the music.</li> </ul>	<ul style="list-style-type: none"> <li>• Run at the appropriate speed over longer distances or for longer periods of time.</li> <li>• Show control at take-off and landing in more complex jumping activities.</li> <li>• Perform a range of more complex jumps showing some technique.</li> <li>• Show accuracy and power when throwing for distance</li> <li>• Demonstrate good balance and control when performing other fundamental skills.</li> <li>• Demonstrate improved body posture and speed when changing direction.</li> <li>• Can co-ordinate a range of body parts at increased speed.</li> </ul>	<ul style="list-style-type: none"> <li>• Use dribbling to change the direction of play with some control under pressure.</li> <li>• Dribble with feet with some control under increasing pressure.</li> <li>• Use a variety of throwing techniques with some control under increasing pressure.</li> <li>• Use a variety of kicking techniques with some control under increasing pressure.</li> <li>• Catch and intercept a ball using one and two hands with some success in game situations.</li> <li>• Receive a ball using different parts of the foot under pressure with increasing control.</li> <li>• Strike a ball using a wider range of skills. Apply these with some success under pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Show increasing control and balance when moving from one balance to another.</li> <li>• Use strength to improve the quality of an action and the range of actions available.</li> <li>• Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.</li> <li>• Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.</li> </ul>	<ul style="list-style-type: none"> <li>• Use clear communication when working in a group and taking on different roles.</li> <li>• Begin to lead others, providing clear instructions.</li> <li>• Plan and apply strategies with others to more complex challenges.</li> <li>• Orientate a map confidently using it to navigate around a course</li> <li>• Explain why a particular strategy worked and alter methods to improve</li> </ul>	<p>Formation, posture, performance, canon, relationship.</p> <p>Tactics, control, foul, pressure, onside, offside, support, obstruction.</p> <p>Symmetrical, rotation, aesthetics, asymmetrical, synchronisation, progression.</p> <p>Collaborate, collective, navigation, tactical, control card, orienteering.</p>

Year Group	PE Skills					Key Vocab
	Dance	F.M.S	Games	Body Management	OAA	
			<ul style="list-style-type: none"> <li>• <b>Use a variety of techniques</b> to change direction to lose an opponent.</li> <li>• Create and use space <b>for self and others with some success.</b></li> <li>• <b>Understand the need for tactics and can identify when to use them in different situations.</b></li> </ul>			
Year 6	<ul style="list-style-type: none"> <li>• <b>Perform</b> dances <b>confidently and fluently with accuracy</b> and good timing.</li> <li>• <b>Work creatively and imaginatively</b> individually, with a partner <b>and in a group to choreograph longer phrases and structure dance considering</b> actions, space, relationship and dynamics <b>in relation to a theme.</b></li> <li>• <b>Improvise and combine</b> dynamics <b>demonstrating an awareness of the impact on performance.</b></li> <li>• Use counts <b>when choreographing and performing to improve the quality of work.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Demonstrate a controlled running technique</b> using the appropriate speed over longer distances or for longer periods of time.</li> <li>• Link running, jumping and hopping actions <b>with greater control and co-ordination.</b></li> <li>• Perform <b>jumps for height and distance using good technique.</b></li> <li>• Show accuracy and <b>good technique</b> when throwing for distance.</li> <li>• <b>Show fluency</b> and control when <b>travelling, landing, stopping</b> and changing direction.</li> <li>• Change direction <b>with a fluent action and can transition smoothly between varying</b> speeds.</li> <li>• Can co-ordinate a range of body parts <b>with a fluent action at a speed appropriate to the challenge.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use dribbling to change the direction of play <b>with control</b> under pressure.</li> <li>• <b>Use a variety of</b> dribbling <b>techniques to maintain possession</b> under pressure.</li> <li>• Use a variety of throwing techniques <b>including fake passes to outwit an opponent.</b></li> <li>• <b>Select and apply the appropriate</b> kicking technique <b>with control.</b></li> <li>• Catch and intercept a ball using one and two hands with <b>increasing success</b> in game situations</li> <li>• Receive a ball <b>with consideration to the next move.</b></li> <li>• Strike a ball using a wider range of skills <b>to outwit an opponent.</b> Apply these with increasing control under pressure.</li> <li>• <b>Confidently</b> change direction <b>to successfully outwit an opponent.</b></li> <li>• <b>Effectively</b> create and use space for self and <b>others to outwit an opponent.</b></li> <li>• <b>Work collaboratively to create</b> tactics <b>within their team and evaluate the effectiveness of these.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Combine</b> and perform <b>more complex</b> balances with control, technique and <b>fluency.</b></li> <li>• Demonstrate <b>more complex actions</b> with a good level of strength and technique.</li> <li>• <b>Confidently transition</b> from one action to another <b>showing appropriate control and extension for the complexity of the action.</b></li> <li>• <b>Plan</b> and perform with <b>precision,</b> control and fluency, a sequence of actions including <b>a wide range of skills.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Communicate with others <b>clearly and effectively when under pressure.</b></li> <li>• <b>Confident</b> to lead others and <b>show consideration of including all</b> within a group.</li> <li>• <b>Use critical thinking skills</b> to form ideas and strategies <b>selecting and applying the best method</b> to solve a problem.</li> <li>• <b>Confidently and efficiently</b> orientate a map, identifying key features to navigate around a course.</li> <li>• <b>Accurately reflect</b> on when challenges are solved successfully and <b>suggest well thought out improvements.</b></li> </ul>	<p>Choreograph, phrase, contrast, structure, fluently, connect.</p> <p>Consecutive, formation, consistently, conceding, dictate, turnover, contest, shut, down.</p> <p>Formation, momentum, counter, balance, fluently counter, tension, stability.</p> <p>Boundaries, location, critical, thinking, symbol, co-operatively, strategy.</p>

Year Group	SET Progression		
	Social	Emotional	Thinking
EYFS	<ul style="list-style-type: none"> <li>• Take turns.</li> <li>• Learn to share equipment with others.</li> <li>• Share their ideas with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Try again if they do not succeed.</li> <li>• Practise skills independently.</li> <li>• Confident to try new tasks and challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify personal success.</li> <li>• Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.</li> <li>• Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.</li> </ul>
Year 1 and 2	<ul style="list-style-type: none"> <li>• Encourage others to keep trying.</li> <li>• Talk to a partner about their ideas and take turns to listen to each other.</li> <li>• Work with a partner and small group to play games and solve challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Show determination to continue working over a longer period of time.</li> <li>• Determined to complete the challenges and tasks set.</li> <li>• Explore skills independently before asking for help.</li> <li>• Confident to share ideas, contribute to class discussion and perform in front of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.</li> <li>• Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.</li> <li>• Provide feedback beginning to use key words from the lesson.</li> </ul>
Year 3 and 4	<ul style="list-style-type: none"> <li>• Encourage and motivate others to work to their personal best.</li> <li>• Work with others to achieve a shared goal.</li> <li>• Work with others to self- manage games.</li> </ul>	<ul style="list-style-type: none"> <li>• Persevere when finding a challenge difficult.</li> <li>• Understand what their best looks like and they work hard to achieve it.</li> <li>• Begin to use rules showing awareness of fairness and honesty.</li> <li>• Show an awareness of how other people feel.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.</li> <li>• Select and apply from a wider range of skills and actions in response to a task.</li> <li>• Provide feedback using key terminology.</li> </ul>
Year 5 and 6	<ul style="list-style-type: none"> <li>• Share ideas with others and work together to decide on the best approach to a task.</li> <li>• Lead others and show consideration of including all within a group.</li> <li>• Communicate with others clearly and effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what maximum effort looks and feels like and show determination to achieve it.</li> <li>• Use different strategies to persevere to achieve personal best.</li> <li>• Compete within the rules showing fair play and honesty when playing independently.</li> <li>• Confident to attempt tasks and challenges outside of their comfort zone.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.</li> <li>• Recognise and explain their thought process when playing games or completing tasks. E.g I moved here because my teammate was over there.</li> <li>• Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.</li> <li>• Select and apply appropriate skills for the situation when under pressure.</li> </ul>