



Progression of skills for Physical Education

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Movement Develop competence to excel in a broad range of physical activities	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Develop fundamental movement skills, becoming increasingly confident and competent.	Continue to apply and develop a broader range of skills.	Continue to apply and develop a broader range of skills.	Negotiate space and obstacles safely, with consideration for themselves and others.	Master basic movements such as running, jumping, throwing and catching.	Use running, jumping, throwing and catching in isolation and in combination	Use running, jumping, throwing and catching in isolation and in combination
	Develop overall body strength, balance, coordination and agility.	Access a broad range of opportunities to extend their agility, balance and coordination	Learn how to use (skills) them in different ways and to link them to make actions and sequences of movement.	Become more competent, confident and expert in their techniques and apply them across different sports and physical activities	Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking, skipping, jumping, climbing.	Developing balance, agility and coordination	Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics	Develop their technique and improve their performance in other competitive sports e.g. athletics and gymnastics
Using skills, techniques	Explain the reasons for rules, know right from wrong and try to behave accordingly.	Work individually and with others. Engage in cooperative physical activities	Enjoy communicating and collaborating with each other ...and within a team.	Work in a team, building on trust and developing skills... either individually)or as a group.	Create collaboratively, sharing ideas, resources and skills.			
	Cooperation (social) Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect	Work and play cooperatively and take turns with others.						



Progression of skills for Physical Education

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Competition Inspiring all pupils to succeed and excel in competitive sport and engage in competitive sports and activities	Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.	Engage in competitive physical activities (both against self and against others). To compete with myself, others in my class, in different classes and with other schools.		Enjoy competing with each other and develop skills in this area. To compete with myself, others in my class, in different classes and with other schools.		Overcome opponents in direct competition through team and individual games. Take part in competitive sports and activities outside school through community links or sports clubs	
Challenge succeed and excel (in competitive sport) and other physically demanding activities.	Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. To understand that I cannot win all of the time.	Range of increasingly challenging situations. To begin to understand that challenge can be difficult and that failing is a part of challenge and to learn from this.		Develop an understanding of how to improve in different physical activities and sports. Take part in outdoor adventurous activities challenges both individually and within a team. To understand that challenges can be difficult and at times I will experience failure but that I can learn from this.		Continue to develop an understanding of how to improve in different physical activities and sports. Take part in outdoor adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group To use challenge and failure as a tool for improvement.	
Analysis and evaluation	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Learn how to evaluate and recognise their own success		Compare their performances with previous ones and demonstrate improvement to achieve their personal best		Analyse and evaluate their performances compared with previous ones and demonstrate improvement to achieve their personal best.	



Progression of skills for Physical Education

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Preparation for life Become physically confident in a way, which supports their health and fitness	Manage their own basic hygiene and personal needs, including dressing.	Gain and enjoyment of physical activity and access a broad range of opportunities		Develop the confidence and interest to get involved in exercise, sports and activities both inside and out of school and in later life Encourage and signpost children to take part in competitive sports and activities outside school through community links or sports clubs.		Develop the confidence and interest to get involved in exercise, sports and activities both inside and out of school and in later life Encourage and signpost children to take part in competitive sports and activities outside school through community links or sports clubs.	
Health and fitness Understand benefits of physical activity for sustained periods of time. Lead healthy & active lives	Enjoy physical activity and begin to understand that it is good for our bodies. To be physically active.	Enjoy physical activity and begin to understand that it is good for our bodies.		Begin to understand the health benefits of physical activity.		Understand and apply the long-term health benefits of physical activity	
Tactics Attack/ defend	Demonstrate strength, balance and coordination when playing.	Developing simple tactics for attacking and defending.		Apply basic principles suitable for attacking and defending.		Use a range of tactics and strategies to overcome opponents in direct competition (through team and individual games).	
Games	Work and play cooperatively and take turns with others.	Participate in a range of team games		Play competitive games, modified where appropriate.		Continue to play and develop skills in a wide range of competitive games.	



Progression of skills for Physical Education

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	<p>Run skillfully and negotiate space.</p> <p>Move freely with pleasure and confidence in different ways. Crawling, skipping, running</p> <p>Catch a large ball</p> <p>Negotiate space when chasing and racing and can adjust speed and direction.</p>	<p>Catch a (tennis) ball by placing my body in line to meet the flight of the ball and I cup my hands so the ball cannot bounce out.</p> <p>Throw a ball (overarm or underarm) over a longer distance using my body to accurately reach its Target.</p> <p>Select the most appropriate skill and actions to perform at my best.</p> <p>Say how well I have done compared to others.</p> <p>Show more consistent control and accuracy with the basic actions for rolling, underarm throwing, catching, striking a ball</p> <p>Keep score and keep to rules of simple games</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p>Call upon a range of skills and abilities to perform well in different sports/games.</p> <p>Understand the tactics used against me by others.</p> <p>Say how well I have done compared to others and give reasons for my performances.</p> <p>Kick a football accurately using my body to balance and help power the kick.</p> <p>Perform a chest pass accurately to a partner</p> <p>Support a teammate or a partner in different sports and games using tactics and skills to our advantage.</p> <p>Improve my performance by considering how others have performed.</p>	<p>Dribble a ball keeping the ball close to my feet and using both the inside and outside of both feet to control the ball</p> <p>Take part in organised games and sports using my skills and tactics to help my team.</p> <p>Predict what an opponent might do during a game or activity and alter my performance accordingly.</p> <p>Respond consistently in the games I play, selecting and applying skills which meet the needs of the situation.</p> <p>Dribble a basketball controlling the bounces with my fingers.</p> <p>Plan a course of action against an opponent based on my strengths and weaknesses.</p> <p>Improve my performance by taking into account my own previous tactics and also how successful they were.</p>			
Dance	Watch and talk about dance and	Perform dances using simple	Perform dances using a range of	Perform specific skills and movement			



Progression of skills for Physical Education

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>Move freely with pleasure and confidence</p>	<p>movement patterns</p> <p>Repeat and perform short sequences in which there is a clear beginning, middle and end</p> <p>Explore ideas, moves and feelings by improvising and experimenting with actions in response to stimuli.</p> <p>Say how well I have done compared to others.</p>	<p>movement patterns</p> <p>Use different compositional ideas such as unison, canon and opposition when creating longer, more complex dance phrases.</p> <p>Maintain the quality of performance when performing at the same time as a partner</p> <p>Improve my performance by considering how others have performed.</p>	<p>patterns for different dance styles.</p> <p>Work out how well I have performed and describe this using appropriate terms for the activity.</p> <p>Select and use a range of compositional ideas to create motifs that demonstrate my dance idea.</p>			
Athletics	<p>I can run skillfully and negotiate space.</p> <p>I can move freely with pleasure and confidence in different ways. Crawling, skipping & running.</p> <p>I can negotiate space when chasing and racing and can adjust speed and direction.</p>	<p>Run bending my legs and body to help me change direction</p> <p>Jump a long distance using my arms and legs to help push me forwards and landing safely with my knees bent and feet together.</p> <p>Jump high, bending my knees and swinging my arms to help move me higher and land with knees and ankles bent.</p> <p>Throw an object overarm, over a longer distance using my arms and body to accurately reach a</p>	<p>Run fast in a straight line using my arms to help balance my movement.</p> <p>Use a range of skills and abilities to perform well in different track and field events.</p> <p>Say how well I have done compared to others and give reasons for my performance.</p> <p>Skip forwards in a rhythmical movement swinging my arms in the opposite direction to my legs</p> <p>Improve my performance by</p>	<p>Make a sequence of one footed leaps using my arms to help move me along.</p> <p>Work out how well I have performed and describe this using appropriate terms for the activity</p> <p>Perform better by taking into account my own previous tactics and also how successful they were</p> <p>Advise others in my team (relay) of the best strategy based on the combined strengths and weaknesses of everyone</p>			



Progression of skills for Physical Education

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		target.		considering how others have performed			
Gymnastics	<p>Stand on one foot (briefly)</p> <p>Experiment with different ways of moving.</p> <p>Explore rocking and rolling.</p> <p>Climb equipment.</p> <p>Jump off an object and land appropriately.</p> <p>Explore how to jump from one space to another with control.</p> <p>Move around, under, over and through different objects and equipment.</p> <p>Safely and confidently use a range of large and small apparatus, indoors and outdoors, alone & in a group.</p>	<p>Walk along a straight line without swaying to one side or the other.</p> <p>Hop on one leg on the spot, using my arms to help me balance, without putting my other foot down.</p> <p>Jump long distances using my arms and legs to help me push forwards and land safely.</p> <p>Jump high, bending my knees and swinging my arms to help move me higher.</p> <p>Perform a sequence of actions which have a clear start, middle and end.</p> <p>Analyse my own and others performance</p> <p>Perform basic gymnastics actions including travelling, rolling, jumping,</p> <p>Manage space safely, showing good awareness of others.</p>	<p>Safely perform gymnastic moves that I have been shown.</p> <p>Skip forwards in a rhythmical movement swinging my arms in the opposite direction to my legs.</p> <p>Support a partner using skills to our Advantage.</p> <p>Improve my performance by considering how others have performed.</p> <p>Combine travelling, rolling, jumping and balancing actions and maintain the quality of performance when performing at the same time as a partner on both floor and apparatus.</p>	<p>Make a sequence of one footed keeps using my arms to help move me along.</p> <p>Gallop in a steady and rhythmical movement.</p> <p>Work out how well I have performed and describe this using appropriate terms and activity.</p> <p>Repeat accurately longer sequences with more complex actions, with an emphasis on quality of movement.</p> <p>Advise others based on the combined strengths and weaknesses of others.</p> <p>Increase complexity of sequences by varying directions, levels and pathways.</p> <p>Perform fluently with control when working individually, with a partner or a small group.</p>			
Swimming				Develop the skills to swim		Swim competently, confidently and	



Progression of skills for Physical Education

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<p>competently, confidently and proficiently.</p> <p>Understand there are a range of strokes and learn techniques for these.</p> <p>Understand how to be safe around water.</p>		<p>proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively e.g. front crawl, backstroke, Breaststroke.</p> <p>Perform safe self rescue in different water-based situations</p>	