



Physical Education – Progression of Skills

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- 1) develop competence to excel in a broad range of physical activities
- 2) are physically active for sustained periods of time
- 3) engage in competitive sports and activities
- 4) lead healthy, active lives.



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PROGRESSION OF SKILLS	Nursery	Reception	Year 1	Year 2	Golden Words
Athletics (also explored in game unit 1 and 2, Fundamental skills unit 1 and 2, Ball skills unit 1 and 2)	Running: Explore running and stopping. Explore running on the balls of their feet. Jumping Explore jumping and hopping safely. Throwing Explore throwing to a target.	Running Explore running at different speeds. Jumping Develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance Throwing Explore throwing for distance and accuracy.	Running Develop the sprinting action. Jumping Develop jumping, hopping and skipping actions. Explore safely jumping for distance and height. Throwing Develop overarm throwing for distance.	EYFS: Space Safely Balance Year 1: Aim Direction Travel Year 2: Landing Overarm Underarm	
Ball Skills	Sending		Sending	Sending	EYFS:



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	<p>Explore sending an object with hands and feet.</p> <p>Catching</p> <p>Explore catching using a variety of larger balls and beanbags.</p> <p>Tracking</p> <p>Explore stopping a ball with hands and feet.</p> <p>Dribbling</p> <p>Explore bouncing and catching.</p>	<p>Roll and throw with some accuracy towards a target.</p> <p>Catching</p> <p>Begin to catch with two hands. Catch after a bounce.</p> <p>Tracking</p> <p>Track a ball being sent directly.</p> <p>Dribbling</p> <p>Begin to dribble with hands and feet.</p>	<p>Roll, throw and kick a ball to hit a target</p> <p>Catching</p> <p>Develop catching a range of objects with two hands. Catch with and without a bounce.</p> <p>Tracking</p> <p>Consistently track and collect a ball being sent directly.</p> <p>Dribbling</p> <p>Dribble a ball with hands and feet with some control.</p>	<p>Roll</p> <p>Space</p> <p>Catch</p> <p>Year 1:</p> <p>Aim</p> <p>Direction</p> <p>Send</p> <p>Year 2:</p> <p>Overarm</p> <p>Target</p> <p>Underarm</p> <p>Dribble</p>
Dance	<p>Actions</p> <p>Explore how their bodies move.</p> <p>Copy basic body actions and rhythms.</p> <p>Dynamics</p>	<p>Actions</p> <p>Copy, remember and repeat actions to represent a theme.</p> <p>Explore creating their own actions in relation to a theme.</p>	<p>Actions</p> <p>Accurately remember, repeat and link actions to express an idea.</p> <p>Dynamics</p>	<p>EYFS:</p> <p>Shape</p> <p>Space</p> <p>Travel</p>



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	<p>Explore actions in response to music and an idea</p> <p>Space</p> <p>Explore pathways and the space around them and in relation to others.</p> <p>Performance</p> <p>Are given opportunities to perform in front of others</p> <p>Relationships</p>	<p>Dynamics</p> <p>Explore varying speeds to represent an idea.</p> <p>Space</p> <p>Explore pathways within their performances.</p> <p>Performance</p> <p>Begin to use counts within their performance.</p> <p>Relationships</p> <p>Begin to explore actions and pathways with a partner.</p>	<p>Develop an understanding of dynamics.</p> <p>Space</p> <p>Develop the use of pathways and travelling actions to include levels.</p> <p>Performance</p> <p>Develop the use of facial expressions in their performance</p> <p>Relationships</p> <p>Explore working with a partner using unison, matching and mirroring.</p>	<p><u>Year 1:</u></p> <p>Pose</p> <p>Level</p> <p>Balance</p> <p><u>Year 2:</u></p> <p>Mirror</p> <p>Pathway</p> <p>Timing</p>
<p>Fitness</p> <p>(Also explored in Gymnastics)</p>	<p>Agility</p> <p>Explore changing direction safely.</p> <p>Balance</p>	<p>Agility</p> <p>Change direction whilst running.</p> <p>Balance</p>	<p>Agility</p> <p>Demonstrate improved technique when changing direction on the move.</p>	<p><u>EYFS:</u></p> <p>Space</p> <p>Balance</p>



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<p>and Fundamentals Unit 1 and 2).</p>	<p>Explore balancing whilst stationary and on the move.</p> <p>Coordination</p> <p>Explore moving different body parts together.</p> <p>Speed</p> <p>Explore moving and stopping with control.</p> <p>Stamina</p> <p>Explore moving for extended periods of time.</p> <p>Strength</p> <p>Explore taking weight on different body parts.</p>	<p>Explore balancing in more challenging activities with some success.</p> <p>Coordination</p> <p>Explore coordination through the use of equipment.</p> <p>Speed</p> <p>Explore running at different speeds.</p> <p>Stamina</p> <p>Explore moving for longer periods of time and identify how it makes them feel.</p> <p>Strength</p> <p>Explore exercises using their own body weight.</p>	<p>Balance</p> <p>Demonstrate increased balance whilst travelling along and over equipment.</p> <p>Coordination</p> <p>Perform actions with increased control when coordinating their body with and without equipment.</p> <p>Speed</p> <p>Can demonstrate running at different speeds.</p> <p>Stamina</p> <p>Show an ability to work for longer periods of time.</p> <p>Strength</p>	<p>Safely</p> <p>Year 1:</p> <p>Lungs</p> <p>Mood</p> <p>Exercise</p> <p>Year 2:</p> <p>Pace</p> <p>Speed</p> <p>Steady</p>
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			Demonstrate increased control in body weight exercises.	
Fundamentals	<p>Running Explore running and stopping. Explore changing direction safely.</p> <p>Balance Explore balancing whilst stationary and on the move.</p> <p>Jumping Begin to explore take-off and landing safely.</p> <p>Hopping Explore hopping on both feet.</p> <p>Skipping Explore skipping as a travelling action.</p>	<p>Running Explore changing direction and dodging. Discover how the body moves at different speeds</p> <p>Balance Move with some control and balance. Explore stability and landing safely.</p> <p>Jumping Demonstrate control in take-off and landing when jumping.</p> <p>Hopping</p>	<p>Running Demonstrate balance when changing direction. Clearly show different speeds when running.</p> <p>Balance Demonstrate balance when performing movements.</p> <p>Jumping Demonstrate jumping for distance, height and in different directions.</p> <p>Hopping</p>	<p>EYFS: Space Balance Skip</p> <p>Year 1: Hop Direction Safely</p> <p>Year 2: Dodge Hurdle Steady</p>



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		<p>Begin to explore hopping in different directions.</p> <p>Skipping</p> <p>Show co-ordination when turning a rope.</p> <p>Use rhythm to jump continuously in a French rope.</p>	<p>Demonstrate hopping for distance, height and in different directions.</p> <p>Skipping</p> <p>Explore single and double bounce when jumping in a rope.</p>	
Gymnastics	<p>Shapes</p> <p>Show contrast with their bodies including wide/narrow, straight/curved.</p> <p>Balances</p> <p>Explore shapes in stillness using different parts of their bodies.</p> <p>Rolls</p> <p>Explore rocking and rolling</p> <p>Jumps</p>	<p>Shapes</p> <p>Explore basic and still shapes straight, tuck, straddle, pike.</p> <p>Balances</p> <p>Perform balances making their body tense, stretched and curled.</p> <p>Rolls</p> <p>Explore barrel, straight and forward roll progressions.</p>	<p>Shapes</p> <p>Explore using shapes in different gymnastic balances.</p> <p>Balances</p> <p>Remember, repeat and link combinations of gymnastic balances.</p> <p>Rolls</p>	<p>EYFS:</p> <p>Rock</p> <p>Space</p> <p>Travel</p> <p>Year 1:</p> <p>Action</p> <p>Level</p> <p>Point</p> <p>Year 2:</p> <p>Pathway</p>



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	Explore jumping safely.	<p>Jumps</p> <p>Explore shape jumps including jumping off low apparatus.</p>	<p>Explore barrel, straight and forward roll and put into sequence work.</p> <p>Jumps</p> <p>Explore shape jumps and take off combinations.</p>	<p>Sequence</p> <p>Straddle</p>
<p>Invasion Games</p> <p>(also explored in Ball Skills and Games Units 1 and 2)</p>	<p>Sending and Receiving</p> <p>Explore S&R with hands and feet using a variety of equipment.</p> <p>Dribbling</p> <p>Explore dropping and catching with two hands and moving the ball with their feet.</p> <p>Attacking and Defending</p> <p>Explore changing direction and tagging games.</p>	<p>Sending and Receiving</p> <p>Explore S&R with hands and feet to a partner.</p> <p>Dribbling</p> <p>Explore dribbling with hands and feet.</p> <p>Attacking</p> <p>Explore changing direction to move away from a partner.</p> <p>Defending</p>	<p>Sending and Receiving</p> <p>Developing S&R with increased control.</p> <p>Dribbling</p> <p>Explore dribbling with hands and feet with increasing control on the move.</p> <p>Attacking</p> <p>Developing moving into space away from defenders.</p>	<p>EYFS:</p> <p>Pass</p> <p>Team</p> <p>Space</p> <p>Year 1:</p> <p>Defender</p> <p>Dribbling</p> <p>Attacker</p> <p>Year 2:</p> <p>Teammate</p> <p>Possession</p>



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	<p>Space</p> <p>Recognise their own space.</p>	<p>Explore tracking and move to stay with a partner.</p> <p>Space</p> <p>Recognise good space when playing games.</p>	<p>Defending</p> <p>Explore staying close to other players to try and stop them getting the ball</p> <p>Space</p> <p>Explore moving with a ball towards goal.</p>	<p>Dodge</p>
<p>Net and Wall (Taught in Year 1)</p> <p>(also explored in Ball Skills and Games Units 1 and 2)</p>		<p>Hitting</p> <p>Explore hitting a dropped ball with a racket.</p> <p>Feeding</p> <p>Throw a ball over a net to land into the court area.</p> <p>Rallying</p>	<p>Hitting</p> <p>Develop hitting a dropped ball over a net.</p> <p>Feeding</p> <p>Accurately underarm throw over a net to a partner.</p> <p>Rallying</p>	<p>EYFS:</p> <p>Space</p> <p>Bounce</p> <p>Year 1:</p> <p>Ready Position</p> <p>Underarm</p> <p>Year 2:</p> <p>Trap</p> <p>Defend</p>



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		<p>Explore underarm rallying with a partner.</p> <p>Footwork</p> <p>Use the ready position to move towards a ball.</p>	<p>Explore underarm rallying with a partner catching after one bounce.</p> <p>Footwork</p> <p>Consistently use the ready position to move towards a ball.</p>	Return
<p>Outdoor Adventurous Activities (Taught in Year 1 and 2)</p> <p>(also explored in Intro to PE Unit 1 and 2)</p>	<p>Problem Solving</p> <p>Explore activities in which they make their own decisions in response to a task.</p> <p>Navigational Skills</p> <p>Make decisions about where to move in space.</p> <p>Communication</p>	<p>Problem Solving</p> <p>Suggest ideas in response to a task.</p> <p>Navigational Skills</p> <p>Follow a path and lead others.</p> <p>Communication</p> <p>Communicate simple instructions and listen to others.</p>	<p>Problem Solving</p> <p>Begin to plan and with some success, apply strategies to overcome a challenge.</p> <p>Navigational Skills</p> <p>Understand how to use, follow and create a simple diagram/map.</p> <p>Communication</p>	<p>EYFS:</p> <p>Share</p> <p>Path</p> <p>Year 1:</p> <p>Lead</p> <p>Co-operate</p> <p>Teamwork</p> <p>Year 2:</p> <p>Support</p>



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<p>and Games Unit 1 and 2).</p>	<p>Develop their confidence in expressing themselves.</p> <p>Reflection Begin to identify when they were successful.</p>	<p>Reflection Identify when they were successful and make basic observations about how to improve.</p>	<p>Work cooperatively with a partner and a small group.</p> <p>Reflection Verbalise when they were successful and areas that they could improve.</p>	<p>Successful Communicate</p>
<p>Striking and Fielding (Taught in Year 2) (also explored in Ball Skills and Games Units 1 and 2)</p>	<p>Striking Explore sending a ball to a partner.</p> <p>Fielding Explore tracking and stopping a rolling ball.</p> <p>Throwing and Catching Explore rolling, throwing and catching using a variety of equipment.</p>	<p>Striking Explore striking a ball with their hand and equipment.</p> <p>Fielding Develop tracking and retrieving a ball for their team.</p> <p>Throwing Explore technique when throwing over and underarm.</p> <p>Catching</p>	<p>Striking Develop striking a ball with their hand and equipment with some consistency.</p> <p>Fielding Understand that there are different roles within a fielding team.</p> <p>Throwing</p>	<p>EYFS: Roll Team Space</p> <p>Year 1: Hit Target Catch</p> <p>Year 2: Fielder Send</p>



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		Develop coordination and technique when catching.	Develop coordination and technique when throwing over and under arm. Catching Catch with two hands with some coordination and technique.	Received
<p>Target Games</p> <p>(also explored in Fundamental s, Ball Skills and Games Units 1 and 2)</p>	<p>Catching</p> <p>Explore catching using a variety of equipment.</p> <p>Throwing</p> <p>Explore throwing using a variety of equipment.</p> <p>Striking</p> <p>Explore sending a ball to a partner.</p>	<p>Throwing Overarm</p> <p>Explore technique when throwing overarm towards a target.</p> <p>Throwing Underarm</p> <p>Explore technique when throwing underarm towards a target.</p> <p>Striking</p>	<p>Throwing Overarm</p> <p>Develop co-ordination and technique when throwing overarm at a target.</p> <p>Throwing Underarm</p> <p>Develop co-ordination and technique when throwing underarm at a target.</p> <p>Striking</p>	<p>EYFS:</p> <p>Aim</p> <p>Team</p> <p>Pass</p> <p>Year 1:</p> <p>Throw</p> <p>Distance</p> <p>Score</p> <p>Year 2:</p> <p>Accurate</p>



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		Explore striking a ball with their hand and equipment.	Develop striking a ball with equipment with some consistency.	Release Target
Yoga (also explored in Fundamental s and Gymnastic Units 1 and 2).	<p>Balance Explore shapes in stillness using different parts of their body.</p> <p>Flexibility Explore shapes and actions to stretch their body.</p> <p>Strength Explore taking weight on different body parts.</p> <p>Mindfulness Explore their own feelings in response to an activity or task.</p>	<p>Balance Perform balances and poses making their body tense, stretched and curled.</p> <p>Flexibility Explore poses and movements that challenge their flexibility.</p> <p>Strength Explore strength whilst transitioning from one pose to another.</p> <p>Mindfulness</p>	<p>Balance Remember, copy, and repeat sequences of linked poses.</p> <p>Flexibility Show increased awareness of extension in poses.</p> <p>Strength Demonstrate increased control in performing poses.</p> <p>Mindfulness Explore controlling their focus and sense of calm.</p>	<p>EYFS: Still Travel Shape</p> <p>Year 1: Breath Copy Listen</p> <p>Year 2: Focus Position Flow</p>



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		Recognise their own feelings in response to a task or activity.	
<p>Social, Emotional and Thinking Skills</p> <p>(Taught throughout all units)</p>	<p>Take turns.</p> <p>Learn to share equipment with others.</p> <p>Share their ideas with others.</p> <p>Try again if they do not succeed.</p> <p>Practise skills independently.</p> <p>Confident to try new tasks and challenges.</p> <p>Begin to identify personal success.</p>	<p>Encourage others to keep trying.</p> <p>Talk to a partner about their ideas and take turns to listen to each other.</p> <p>Work with a partner and small group to play games and solve challenges.</p> <p>Show determination to continue working over a longer period of time.</p> <p>Determined to complete the challenges and tasks set.</p> <p>Explore skills independently before asking for help.</p>	n/a



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	<p>Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.</p> <p>Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.</p>	<p>Confident to share ideas, contribute to class discussion and perform in front of others.</p> <p>Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.</p> <p>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.</p> <p>Provide feedback beginning to use key words from the lesson.</p>	
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