



**Progression of Skills in Physical Education**

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|  | **Nursery** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Basic Movement | Pupils will move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.Pupils will run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.Pupils will mount stairs or climbing equipment.Pupils will walk on stairs- ascending and descending. | Pupils will experiment with different ways of moving.Pupils will jump off an object and land appropriately.Pupils will negotiate space successfully when playing racing and chasing games with other children, adjusting speeds or direction to avoid obstacles.Pupils will travel with confidence and skill, around, under, over andthrough balancing and climbing equipment. | Pupils will further develop the fundamental skillsof running, jumping, balancing,throwing and catching. | Pupils will further develop the fundamental skillsof running, jumping, balancing,throwing and catching. |  |  |  |  |
| Balance/Motor skills/Control/Coordination | Pupils will mount stairs or climbing equipment using alternate feet.Pupils will walk downstairs, two feet to each step while carrying asmall object.Pupils can stand momentarily on one foot when shown.Pupils can catch a large ballPupils will draw lines and circles using gross motor movements.Pupils will hold pencil between thumb and two fingers, no longerusing whole- hand grip.Pupils will use one- handed tools and equipment- e.g makes snipsin paper with child scissors. | Pupils show increasing control over an object in pushing, patting, throwing, catching or kicking it.Pupils use simple tools to effect changes to materials.Pupils handle tools, objects, construction and malleablematerials safely and with increasing control.Pupils show a preference for a dominant hand.Pupils use a pencil and holds it effectively to form recognisableletters, most of which are correctly formed.Pupils learn control and coordination in large and smallmovements. |  |  |  |  |  |  |
| Benchball |  |  | Pupils will throw and catch a ballwith a partner.Pupils will move fluently by changingdirection and speed easily andavoiding collisions.Pupils will show in control and accuracywith the basic actions for rollingand underarm throwing.Pupils will choose and use skillseffectively for particular games.Pupils will understand the concept of aiming into space.Pupils will take the ball to a goodposition for aiming.Pupils will try to win by changing the way they use skills in responseto opponent’s actions. | Pupils will pass a ball accurately to a partner over a variety of distances.Pupils will perform a range of throwing, catching andgathering skills, with control.Pupils will show a good awareness of others in running, chasing and avoiding games.Pupils will make simple decisions about when and where to run.Pupils will use varying skills and show someunderstanding of simple tactics.Pupils will choose and use tactics tosuit different situations.Pupils will react to situations in a way that helps their partners and makes it difficult for opponent. |  |  |  |  |
| Gymnastics |  |  | Pupils will explore gymnastics and still movement.Pupils will move safely and withconfidence.Pupils will know how to carry andplace equipment.Pupils will watch, copy anddescribe what others havedone.Pupils will perform movementphrases using a range of bodyparts and actions. | Pupils will remember, repeat and link gymnastics and still movements.Pupils will move safely and with confidence.Pupils will know how to carry, lift and place equipment.Pupils will watch, copy and describewhat others have done, withincreasing detail.Pupils will improve their work usinginformation they have gained bywatching and listening. | Pupils will improve the quality of their actions, body shapes and balance.Pupils will select appropriate actions andconsolidate simple ideas.Pupils will know the importance of strength.Pupils will evaluate their work and the quality of their performance.Pupils will recognise how our work can beimproved. | Pupils will improve the quality of our actions, body shapes and balance.Pupils will select appropriate actions andconsolidate simple ideas.Pupils will know the importance of strength.Pupils will evaluate their work and quality of their performance.Pupils will recognise how our work can beimproved. | Pupils will perform actions in a fluent andconsistent performance.Pupils will create sequences and adapt.Pupils will know and understand the basic principles of warming up andwhy it is important.Pupils will understand why physical activity is good for overall health.Pupils will evaluate and improve their ownand other work. | Pupils will combine and perform gymnasticactions, shapes and balances fluently.Pupils will develop their own sequences.Pupils will understand why warming up andcooling down is important.Pupils will evaluate their own work and the workof others.Pupils will suggest ways to improve. |
| Dance |  |  | Pupils will explore movements.Pupils will move confidently and safely.Pupils will perform phrases.Pupils will recognise how our body feelsafter exercise.Pupils will discuss dance ideas. | Pupils will explore, remember and repeat dance actions.Pupils will compose and perform danceand short phrases.Pupils will describe how different dancemovements make them feel.Pupils will watch and describe dance phrases and dances, and use what they learn to improve.Pupils will link dances and simplemovements given from stimulus. | Pupils will improvise freely, on their own orwith a partner.Pupils will translate ideas into a dance.Pupils will create and link phrases using a simple dance structure.Pupils will perform dances with anawareness of rhythm on their own or in a group | Pupils will improvise freely, on their own or with a partner.Pupils will translate ideas into a dance.Pupils will create and link phrases using a simple dance structure.Pupils will perform dances with an awarenessof rhythm on their own or in a group. | Pupils will explore ideas from different dancestyles.Pupils will compose dances expressively.Pupils will organise their own warm up andcool down to suit activities.Pupils will understand why it is important towarm up. | Pupils will explore, improvise and combinemovements.Pupils will create structure in sections of dance.Pupils will understand why dance is good forfitness.Pupils will comment on their own work and thework of others. |
| Cricket  |  |  |  | Pupils will pass a ball accurately to a partner over a variety of distances.Pupils will perform a range of throwing, striking and catching skills, with control.Pupils will make simple decisionsabout when and where to run.Pupils will use varying skills and show someunderstanding of simple tactics.Pupils will choose and use tactics tosuit different situations.Pupils will react to situations in a way that helps their team andmakes it difficult for the opposing team | Pupils will use a range of skills to help us keep control of the ball.Pupils will perform the basic skills needed for the games with control and consistency.Pupils will choose good places to standwhen receiving, and givingreasons for our choice.Pupils will choose and use throwing andbatting skills to make the gamehard for our opponents. | Pupils will use a range of skills tohelp us keep control of theball.Pupils will perform the basic skills needed for the games withcontrol and consistency.Pupils will choose good places tostand when receiving, andgive reasons for their choice.Pupils will choose and use throwingand batting skills to make the game hard for opponents. | Pupils will choose and use throwing and batting skills to make the game hard for their opponents.Pupils will hit the ball with purpose, varying speed, height and direction.Pupils will hit the ball from both sides of the body.Pupils will judge how many runs they can score. | Pupils will show precision and accuracy whensending and receiving.Pupils will perform skills with accuracy,confidence and control.Pupils will combine and perform skills withcontrol, adapting them to meet theneeds of the situation.Pupils will play shots on both sides of the bodyand above their heads in practises and when the opportunity arises in a game use different ways of bowling.Pupils will play games showing tacticalawareness and knowledge of rules andscoring.Pupils will respond consistently in the games they play, choosing and using skills which meet the needs of the situation. |
| Tennis |  |  | Pupils will choose and use skillseffectively for particular games.Pupils will understand the concepts ofaiming and hitting into space.Pupils will take the ball to a goodposition for aiming.Pupils will use skills in different ways in different games.Pupils will try to win by changing the way they use skills in responseto their opponent’s actions. |  | Pupils will use a range of skills to help keep possession and control of theball.Pupils will perform the basic skills neededfor the games with control andconsistency.Pupils will in pairs, make up a game and play a simple rallying game.Pupils will choose good places to stand when receiving, and giving reasonsfor our choice. | Pupils will use a range of skills to help us keeppossession and control of the ball.Pupils will perform the basic skills needed forthe games with control andconsistency.Pupils will in pairs, make up a game and playa simple rallying game.Pupils will choose good places to stand whenreceiving, and give reasons for their choice. | Pupils will hit the ball with purpose, varying speed, height and direction.Pupils will hit the ball from both sides of the body.Pupils will choose good places to stand whenreceiving, and give reasons for their choice.Pupils will play a rallying game in pairs, usingpositioning and hitting techniques to outwit opponents.Pupils will show precision and accuracy whensending and receiving.Pupils will perform skills with accuracyconfidence and control.Pupils will combine and perform skills withcontrol, adapting them to meet theneeds of the situation. | Pupils will show precision and accuracy whensending and receiving.Pupils will perform skills with accuracy,confidence and control.Pupils will combine and perform skills withcontrol, adapting them to meet theneeds of the situation.Pupils will play shots on both sides of the bodyand above their heads in practises and when the opportunity arises in a game.Pupils will play games showing tacticalawareness and knowledge of rules and scoring.Pupils will respond consistently in the games they play, choosing and using skills which meet the needs of the situation.Pupils will play a rallying game in pairs, usingpositioning and hitting techniques to outwit opponents. |
| Athletics |  |  | Pupils will run at different speeds.Pupils will jump from a standing position.Pupils will perform a variety of throws withbasic control.Pupils will use equipment safely. | Pupils will change speed and directionwhilst running.Pupils will jump from a standingposition with accuracy.Pupils will perform a variety of throwswith control and co-ordination.Pupils will prepare for shot put and javelin.Pupils will use equipment safely and with good control. | Pupils will develop the range andconsistency of our skills in athleticactivities.Pupils will develop ability to choose anduse tactics and strategies for agiven activity.Pupils will know and measure the short term effects exercise has on the body.Pupils will describe how the body reacts todifferent types of activity. | Pupils will consolidate and improve the quality and consistencyof the techniques they use for particular activities.Pupils will develop their ability to choose and use simple tactics and strategies in different situations.Pupils will know, measure anddescribe the short term. | Pupils will develop the consistency of their actions in a number of events.Pupils will increase the number oftechniques they use.Pupils will choose appropriate techniques forspecific events.Pupils will understand the basic principlesof warming up.Pupils will understand why exercise is good for fitness, health and wellbeing.Pupils will judge how far they can run to score points. | Pupils will develop the consistency of their actions in a number of events.Pupils will increase the number of techniques theyuse.Pupils will choose appropriate techniques forspecific events.Pupils will understand the basic principles ofwarming up.Pupils will understand why exercise is good for fitness, health and wellbeing. |
| Swimming |  |  |  |  | Pupils will work with confidence inthe water.Pupils will explore and use skills,actions and ideas individually and in combination e.g. use arms to pull and push thewater; use legs in kicking actions; hold their breathunder water.Pupils will remember, repeat and link skills.Pupils will know how to choose and use skills for different swimming taskse.g. using arms to stay balanced,knowing what to push against thewater to move in a particulardirection. Pupils will improve the control andcoordination of our bodies in thewater.Pupils will know that being active is fun and good for them.Pupils will recognise what our bodies feellike during different activities.Pupils will watch, copy and describe what they and others have done and use the information toimprove their work. | Pupils will work with confidence inthe water.Pupils will explore and use skills,actions and ideasindividually and incombination e.g. use arms to pull and push thewater; use legs in kicking actions; hold their breathunder water.Pupils will remember, repeat and link skills. Pupils will know how to choose and use skillsfor different swimming taskse.g. using arms to stay balanced,knowing what to push against thewater to move in a particulardirection.Pupils will improve the control andcoordination of their bodies in thewater.Pupils will know that being active is fun and good for themPupils will recognise what their bodies feellike during different activities.Pupils will watch, copy and describe what they and others have done and use the information toimprove their work. | Pupils will consolidate and develop thequality of their skills e.g. front crawl, back crawl, breaststroke, floating, and survival skills.Pupils will improve linking movements andactions.Pupils will choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges.Pupils will know and describe the short term effects of exercise on the body and how it reacts to different types of activity.Pupils will describe and evaluate thequality of swimming and recognisewhat needs improving. |  |