







Physical Education (PE)

Progression of Skills Document (PE Hub)



PHYSICAL EDUCATION						
BIG IDEAS	Head		Hand		Heart	
Building Blocks	Leadership	Tactics & Strategy	Movement	Vocabulary	Healthy Lifestyle	Personal & Social
	 Leadership	 Tactics and strategy	 Movement	 Vocabulary	 Healthy lifestyle	 Personal and social

BIG IDEAS	HEAD	HAND	HEART
BUILDING BLOCKS	LEADERSHIP TACTICS AND STRATEGY	MOVEMENT VOCABULARY	HEALTHY LIFESTYLE PERSONAL AND SOCIAL
EYFS	Co-operate and problem solve with pairs and groups. Explore leader or follower work. Solve more complex tasks using skills learned.	Links to the EYFS Goals: Physical Development Revise and refine fundamental movement skills such as rolling and jumping. Develop overall agility, balance, coordination a strength. Develop small motor skills. Use their core muscle strength. Combine different movements with ease and fluency. Confidently and safely use small and large apparatus.	Links to the EYFS Goals: Personal, Social and Emotional Development Show resilience and perseverance. Think about the perspective of others. Know and talk about the aspects that affect their overall health, such as regular exercise and healthy eating. Communication and Language Listen attentively and respond, participate in discussions, express ideas, and feelings.



		<p>Develop ball skills such as throwing for accuracy. Expressive arts and design Perform and try to move in time with music, move and talk about music. Watch and talk about dance. Develop storylines.</p> <p>Develop confidence in fundamental movements. Experience jumping, sliding, rolling, moving over/under/on apparatus. Develop co-ordination and gross motor skills. Learn and refine a variety of shapes, jumps, balances and rolls. Link simple balance, jump and travel actions. Travel with some control and co-ordination. Change direction at speed through both choice and instructions. Explore balance and managing own body including manipulating small objects. Stretch, reach and extend their bodies in a variety of ways and positions.</p>	<p>Understand basic changes exercise causes in the body. Participate in a variety of small group co-operative activities. Show an understanding of own feelings and others. Work and play co-operate and take turns. Work as an individual, in pairs and as a group. Play games and take turns. Link colours to feelings.</p>
--	--	---	---

Physical Education (PE)

Progression of Skills Document (PE Hub)



		<p>Control body and perform specific movements on command.</p> <p>Demonstrate agility in a variety of games.</p> <p>Experiment with starting and stopping positions.</p> <p>Perform fast and slow movements.</p> <p>Show control to stop and perform actions.</p> <p>Perform a wide variety of dance actions both similar and contrasting.</p> <p>Copy, repeat and perform simple movement patterns.</p> <p>Send and receive objects with different body parts.</p> <p>Work with others to control objects in space.</p> <p>Travel over apparatus.</p> <p>Co-ordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways.</p> <p>Practice hop, step, jump sequence.</p> <p>Co-ordinate limbs to carry out defined movements and actions.</p> <p>Replicate bilateral movements.</p> <p>Play parachute games.</p>	
--	--	---	--

Physical Education (PE)

Progression of Skills Document (PE Hub)



		<p>Move small objects using dominant and non-dominant hand. Push, hit, dribble. Use a baton to steer objects. Roll, spin, rotate, throw and catch hoops. Explore a variety of rolling, sliding and slithering. Jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet.</p>	
YEAR 1	<ul style="list-style-type: none"> • To recognise rules and apply them in competitive and cooperative games. • Use and apply simple strategies for invasion games. • Select and apply skills to beat the opposition. • Distinguish between the roles of batters and fielders. • Introduce the concept of simple tactics. 	<ul style="list-style-type: none"> • Begin to link running and jumping. • Learn and refine a range of running which includes varying pathways and speeds. • Develop throwing techniques to send objects over long distances. • Increase stamina and core strength needed to undertake athletics activities. • Take part in a broad range of opportunities to extend strength, balance, agility and coordination. • Respond to a range of stimuli and types of music. 	<ul style="list-style-type: none"> • Co-operate with others to carry out more complex tasks. • Use thinking skills to follow multi step instructions. • Solve more challenging problems as an individual. • Comprehend that one thing can represent another. • Take part in activities with increasing challenge to build confidence. • Preparing for, and explaining the reasons why we enjoy exercise.

Physical Education (PE)

Progression of Skills Document (PE Hub)



		<ul style="list-style-type: none">• Explore space, direction, levels and speeds.• Experiment creating actions and performing movements with different body parts.• Able to build simple movement patterns from given actions.• To practice basic movements including running, jumping, throwing and catching.• To begin to engage in competitive activities.• To experience opportunities to improve agility, balance and coordination.• Able to hit objects with hand or bat.• Track and retrieve a rolling ball.• Throw and catch a variety of balls and objects.• Able to send an object with increased confidence using hand or bat.• Move towards a moving ball to return it.• Sending and returning a variety of balls/objects such as balloons and beachballs.	
--	--	--	--

Physical Education (PE)

Progression of Skills Document (PE Hub)



		<ul style="list-style-type: none">• Track, intercept and stop a variety of objects such as balls and beanbags.• Develop sending and receiving skills to benefit fielding as a team.• Compose and link actions to make simple movement phrases.• Respond appropriately to supporting concepts such as canon and levels.• To perform with simple canon and unison.• Identify and use simple gymnastics actions and shapes.• Apply basic strength to a range of gymnastics actions.• Begin to carry simple apparatus such as mats and benches.• To recognise 'like' actions and link them.• To perform a variety of basic gymnastics actions showing control.• To introduce turn, twist, spin, rock and roll and link these into movement patterns.	
--	--	--	--

Physical Education (PE)

Progression of Skills Document (PE Hub)



		<ul style="list-style-type: none"> • To perform longer movement phrases and link with confidence. 	
<p>YEAR 2</p>	<ul style="list-style-type: none"> • Use searching skills to find given items from clues and pictures. • Begin to choose specific tactics appropriate to the situation. • To select and apply a small range of simple tactics. • Work on a variety of ways to score runs in the different hit, catch, run games. • Begin to play the role of wicketkeeper or backstop. • Be able to make it difficult for their opponent to score a point. 	<ul style="list-style-type: none"> • Develop power, agility, coordination and balance over a variety of activities. • Can throw and handle a variety of objects including quoits, beanbags, balls, hoops. • Can negotiate obstacles showing increased control of body and limbs. • Improve running and jumping movements, work for sustained periods of time. • Experience and improve on jumping for distance and height. • Describe and explain how performers can transition and link shapes and balances. • Perform basic actions with control and consistency at different speeds and on different levels. • Perform using more sophisticated formations as well as an individual. 	<ul style="list-style-type: none"> • Reflect on activities and make connections between a healthy active lifestyle. • Explore relationships through different dance formations. • Explain the importance of emotion and feeling in dance. • Work as part of a group to create and perform short movement sequences to music. • Challenge themselves to move imaginatively responding to music. • Challenge themselves to develop strength and flexibility. • Work as a pair to navigate space. Recognise good quality in self and others. • To work with others to build basic attacking play. • Attempt to work as a team to field.

Physical Education (PE)

Progression of Skills Document (PE Hub)



		<ul style="list-style-type: none">• Use the stimuli to copy, repeat and create dance actions and motifs.• Describe and explain how performers can transition and link gymnastic elements.• Perform basic actions with control and consistency at different speeds and levels.• Refine and perform a range of point and patch balances.• Develop body management through a range of floor exercises.• Use and explore unusual equipment to develop coordination, problem-solving and motor skills.• To develop hitting skills with a variety of bats.• Practice feeding/bowling skills.• Hit and run to score points in games. Improve agility and coordination and use in a game.• Can send a ball using feet and can receive a ball using feet.• Refine ways to control bodies and a range of equipment.	
--	--	---	--

Physical Education (PE)

Progression of Skills Document (PE Hub)



		<ul style="list-style-type: none"> • Recall and link combinations of skills, e.g. dribbling and passing. • Be able to track the path of a ball over a net and move towards it. • Begin to hit and return a ball using hands and racquets with some consistency. • Play modified net/wall games throwing, catching and sending over a net. • Use core strength to link recognised gymnastics elements, e.g., back support and half twist. • Attempt to use rhythm while performing a sequence. 	
<p>YEAR 3</p>	<ul style="list-style-type: none"> • Building improvisation skills to build a narrative around a theme. • Delve deeper in to opposing dynamics. • To build attacking/offensive play. • Describe their work and use different strategies to solve problems. • Lead others and be led. • Identify and describe some rules of net/wall games. • Play with some understanding of modified court boundaries. 	<ul style="list-style-type: none"> • Control movements and body actions in response to specific instructions. • Demonstrate agility and speed. • Jump for height and distance with control and balance. • Throw with speed and power and apply appropriate force. • Building basic creative choreography skills in travelling, dynamics and partner work through the ocean theme. 	<ul style="list-style-type: none"> • Perform using facial expressions. • Work with others to solve problems. • Differentiate between when a task is competitive and when it is collaborative. • Work cooperatively with others to complete fielding tasks. • Show understanding of how sitting volleyball is an inclusive game.

Physical Education (PE)

Progression of Skills Document (PE Hub)



	<ul style="list-style-type: none">• Able to implement basic rules of modified games e.g. basketball.• Use space efficiently to build an attack.	<ul style="list-style-type: none">• Practise different sections of a dance aiming to put together a performance.• Perform with a prop.• Consolidate and improve the quality of movements and gymnastics actions.• Identify similarities and differences in sequences.• Develop body management over a range of floor exercises.• Attempt to bring explosive moves into floor work through jumps and leaps.• Show increasing flexibility in shapes and balances.• Relate strength and flexibility to the actions and movements they are performing.• Modify actions independently using different pathways, directions and shapes.• To use basic compositional ideas to improve sequence work.• To be able to adhere to some of the basic rules of cricket of striking and fielding games.	<ul style="list-style-type: none">• Link skills to perform as a team.
--	--	---	---

Physical Education (PE)

Progression of Skills Document (PE Hub)



		<ul style="list-style-type: none"> • To develop a range of skills to use in isolation and a competitive context. • To use basic skills with more consistency including striking a bowled ball. • To perform some basic invasion games skills, throwing, catching, kicking and dribbling. • Able to show basic control skills including sending and receiving the ball. • To send the ball with some accuracy to maintain possession and build attacking play. • Develop motor skills to handle sticks with ease and improve agility. • Show basic skills to maintain possession. • Serve to begin a game. • Explore forehand hitting. 	
<p>YEAR 4</p>	<ul style="list-style-type: none"> • Developing choreography and devising skills in relation to a theme. • Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience. 	<ul style="list-style-type: none"> • Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities. • Using a variety of equipment, ways of measuring and timing, 	<ul style="list-style-type: none"> • Develop a dance to perform as a group with a set starting position. • Exploring dynamic quality and formations to communicate character.

Physical Education (PE)

Progression of Skills Document (PE Hub)



	<ul style="list-style-type: none">• Apply a small range of tactics in a competitive situation.• Evaluating skills, tactics and teamplay to aid improvement.• Demonstrate different court positions in gameplay.• Start to implement basic volleyball rules.• Choose and use a range of simple tactics in isolation and in a game context.• Plan and refine strategies to solve problems.• Identify the relevance of and use maps, compass and symbols.	<p>comparing the effectiveness of different styles of runs, jumps and throws.</p> <ul style="list-style-type: none">• Work to include freeze frames in routines.• Practise and perform a variety of different formations in dance.• To become increasingly competent and confident to perform skills more consistently.• Able to perform in time with a partner and group.• Independently use compositional ideas in sequences such as changes in height, speed and direction.• Develop an increased range of body actions and shapes to include in a sequence.• Define muscles groups needed to support the core of their body.• Refine taking weight on small and large body parts, for example, hand and shoulder.	<ul style="list-style-type: none">• Identify what they do well and suggest what they could do to improve.• Work well in a team or group within defined and understood roles.
--	--	--	---

Physical Education (PE)

Progression of Skills Document (PE Hub)



		<ul style="list-style-type: none">• Demonstrate increased speed and endurance during game play.• Consolidate existing skills and apply with consistency.• Strike to ball with intent, use decision making attempt direction.• Show an increase in confidence and perform with more consistency a selection of basic skills such as dribbling, throwing and shooting• Develop a wider range of ball handling skills• Use footwork rules in a game situation and explore basic marking.• Passing over longer distance.• Moving towards the ball to receive the pass.• Pass and move with the ball as a team to build attacks.• Explore and use different shots with both the forehand and backhand.• Demonstrate different net/wall skills.	
--	--	---	--

Physical Education (PE)

Progression of Skills Document (PE Hub)



		<ul style="list-style-type: none"> • Practise some trick shots in isolation. • Work to return the serve. • Develop the range of striking and fielding skills they can apply in a competitive context. 	
YEAR 5	<ul style="list-style-type: none"> • Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience. • Take responsibility for own warm-up including remembering and repeating a variety of stretches. • Take the lead in a group when preparing a sequence. • Select and apply a range of tactics and techniques and play with consistency. • To play effectively in a variety of positions and formations on the pitch. • Relate a greater number of attacking and defensive tactics to gameplay. • Select and apply appropriate skill in a game situation. • Play effectively as a team in defence taking individual responsibility for your role. • Navigate and solve problems from memory. Collaborate with a team to choose, use and adapt rules in games. 	<ul style="list-style-type: none"> • Sustain pace over short and longer distances such as running 100m and running for 2 minutes. • Able to run as part of a relay team working at their maximum speed. • Perform a range of jumps and throws demonstrating increasing power and accuracy. • Perform different styles of dance fluently and clearly. • Refine & improve dances adapting them to include the use of space rhythm & expression. • Developing choreography and devising skills in relation to a theme. • Create longer and more complex sequences and adapt performances. 	<ul style="list-style-type: none"> • Worked collaboratively in groups to compose simple dances. • Recognise and comment on dances suggesting ideas for improvement. • Exploring dynamic quality and formations to communicate character. • Compare performances and judge strengths and areas for improvement. • Select a component for improvement. For example - timing or flow. • Use information given by others to improve performance. • Explore ways of communicating in a range of challenging activities. • Develop and use trust to complete the task and perform under pressure.

Physical Education (PE)

Progression of Skills Document (PE Hub)



	<ul style="list-style-type: none">• Develop further ways of playing with others cooperatively and in competition.• Further, explore Tennis service rules.	<ul style="list-style-type: none">• Perform more complex actions, shapes and balances with consistency.• Develop symmetry individually, as a pair and in a small group.• Use strength, agility and coordination when defending.• Increase power and strength of passes, moving the ball accurately in a variety of situations.• Become more skilful when performing movements at speed.• Link together a range of skills and use in combination.• Recognise how some aspects of fitness apply to striking and fielding e.g., power, flexibility, and cardiovascular endurance.• Develop retrieving and returning the ball.• Use different types of serves in-game and new shots learnt in games.• Move confidently around the playing area using footwork techniques.	<ul style="list-style-type: none">• Play with others to score and defend points in competitive games.
--	--	--	---

Physical Education (PE)

Progression of Skills Document (PE Hub)



		<ul style="list-style-type: none"> • Introduce Volley shots and Overhead shots. 	
YEAR 6	<ul style="list-style-type: none"> • Lead group warm-up showing understanding of the need for strength and flexibility. • Work independently and in small groups to make up own sequences. • Arrange own apparatus to enhance work and vary compositional ideas. • Combine own ideas with others to build sequences. • Choose and implement a wider range of strategies to play defensively and offensively. • Grasp more technical aspects of the game. • Observe, recognise and analyse good individual and team performances. • Suggest, plan and lead simple drills for given skills. • Use set plays in game situation and explain when and why they are used. • Switch effectively as a team between defence and attack. • Undertake more complex tasks. • Take responsibility for a role in a task. 	<ul style="list-style-type: none"> • Become confident and expert in a range of techniques and recognise their success. • Apply strength and flexibility to a broad range of throwing, running and jumping activities. • Accurately and confidently measure and time keep for both track and field events. • Develop motifs and incorporate into self- composed dances as individuals, pairs & groups • Talk about different styles of dance with understanding, using appropriate language & terminology • Showing tension through pattern and formation • Experience flight on and off of high apparatus. • Perform increasingly complex sequences. • Compose and practise actions and relate to music. 	<ul style="list-style-type: none"> • Work in collaboration and demonstrate improvement when working with self and others. • Work collaboratively to include more complex compositional ideas. • Developing group devices and greater use of teamwork. • Demonstrating narrative through contact and relationships • Show a desire to improve across a broad range of gymnastics actions. • Use information given by others to complete tasks and work collaboratively.

Physical Education (PE)

Progression of Skills Document (PE Hub)



	<ul style="list-style-type: none">• Use knowledge of PE and physical activities to suggest design ideas & amendments to games.• Apply with consistency standard rules in a variety of different styles of games.• Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.• Begin to select and apply more sophisticated tactics such as net play, and offensive and defensive positioning.• Play with fluency with a partner in doubles/partner scenarios.• Begin to use full scoring systems• Continue developing doubles play and tactics to improve.	<ul style="list-style-type: none">• Demonstrate accuracy, consistency, and clarity of movement.• Apply aspects of fitness to the game such as power, strength, agility and coordination.• Combine and perform more complex skills at speed in games.• Attempt a small range of shots in isolation and in competitive scenarios.• Develop a wider range of shots.• Develop backhand shots.	
--	---	--	--



Progression Journey: Fundamental Skills (Fundamentals, Fitness and Athletics)

NC: KS1: master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

NC: KS2: use running, jumping and throwing in isolation and in combination.

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Run and stop with some control.	Attempt to run at different speeds showing an awareness of technique.	Show balance and co-ordination when running at different speeds.	Show balance, co-ordination and technique when running at different speeds, stopping with control.	Demonstrate how and when to speed up and slow down when running.	Run at the appropriate speed over longer distances or for longer periods of time.	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
Explore skipping as a travelling action.	Begin to link running and jumping movements with some control.	Link running and jumping movements with some control and balance.	Link running, hopping and jumping actions using different take offs and landing.	Link hopping and jumping actions with some control.	Show control at take-off and landing in more complex jumping activities.	Link running, jumping and hopping actions with greater control and co-ordination.
Jump and hop with bent knees.	Jump, lean and hop, choosing which allows them to jump the furthest.	Show hopping and jumping movements with some balance and control.	Jump for distance and height with an	Jump for distance and height showing balance and control.	Perform a range of more complex jumps showing some technique.	
Throwing larger balls and beanbags into space.						

Physical Education (PE)

Progression of Skills Document (PE Hub)



<p>Balance whilst stationary and on the move.</p>	<p>Throw towards a target.</p>	<p>Change technique to throw for distance.</p>	<p>awareness of technique.</p>	<p>Throw with some accuracy and power towards a target area.</p>	<p>Show accuracy and power when throwing for distance.</p>	<p>Perform jumps for height and distance using good technique.</p>
<p>Change direction at a slow pace.</p>	<p>Show some control and balance when travelling at different speeds.</p>	<p>Show control and balance when travelling at different speeds.</p>	<p>Throw a variety of objects, changing action for accuracy and distance.</p>	<p>Demonstrate good balance when performing other fundamental skills.</p>	<p>Demonstrate good balance and control when performing other fundamental skills.</p>	<p>Show accuracy and good technique when throwing for distance.</p>
<p>Explore moving different body parts together.</p>	<p>Begin to show balance and co-ordination when changing direction.</p>	<p>Demonstrates balance and co-ordination when changing direction.</p>	<p>Demonstrate balance when performing other fundamental skills.</p>	<p>Show balance when changing direction at speed in combination with other skills.</p>	<p>Demonstrate improved body posture and speed when changing direction.</p>	<p>Show fluency and control when travelling, landing, stopping and changing direction.</p>
<p>Use co-ordination with and without equipment.</p>	<p>Use co-ordination with and without equipment.</p>	<p>Perform actions with increased control when co-ordinating their body with and without equipment.</p>	<p>Show balance when changing direction in combination with other skills.</p>	<p>Begin to co-ordinate their body at speed in response to a task.</p>	<p>Can co-ordinate a range of body parts at increased speed.</p>	<p>Change direction with a fluent action and can transition smoothly between varying speeds.</p>
			<p>Can co-ordinate their bodies with increased consistency in a variety of activities.</p>			<p>Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</p>



Progression Journey: Games (all games units)

NC: KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

NC: KS2: use throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Drop and catch with two hands.	Drop and catch a ball after one bounce on the move.	Dribble a ball with two hands on the move.	Dribble the ball with one hand with some control in game situations.	Link dribbling the ball with other actions and increasing control.	Use dribbling to change the direction of play with some control under pressure.	Use dribbling to change the direction of play with control under pressure.
Move a ball with feet.	Move a ball using different parts of the foot.	Dribble a ball with some success, stopping it when required.	Dribble a ball with feet with some control in game situations.	Change direction when dribbling with feet with some control in game situations.	Dribble with feet with some control under increasing pressure.	Use a variety of dribbling techniques to maintain possession under pressure.
Throw and roll a variety of beanbags and larger balls into a space.	Throw and roll towards a target with some varying techniques.	Throw and roll towards a target using varying techniques with some success.	Use a variety of throwing techniques in game situations.	Use a variety of throwing techniques with increasing success in game situations.	Use a variety of throwing techniques with some control under increasing pressure.	Use a variety of throwing techniques including fake passes to outwit an opponent.
Kick larger balls into a space.	Kick towards a stationary target.	Show balance when kicking towards a target.	Catch a ball passed to them using one and			

Physical Education (PE)

Progression of Skills Document (PE Hub)



Stop a beanbag or large ball sent to them using their hands.	Catch a beanbag and a medium-sized ball.	Catch an object passed to them, with and without a bounce.	two hands with some success.	Kick with increasing success in game situations.	Use a variety of kicking techniques with some control under increasing pressure.	Select and apply the appropriate kicking technique with control.
Attempt to stop a large ball sent to them using feet.	Attempt to track balls and other equipment sent to them.	Move to track a ball and stop it using feet with limited success.	Receive a ball sent to them using different parts of the foot.	Catch a ball passed to them using one and two hands with increasing success.	Catch and intercept a ball using one and two hands with some success in game situations.	Catch and intercept a ball using one or two hands with increasing success in game situations.
Hit a ball with hands.	Strike a stationary ball using a racket.	Strike a ball using a racket.	Strike a ball with varying techniques.	Receive a ball using different parts of the foot under pressure.	Receive a ball using different parts of the foot under pressure with increasing control.	Receive a ball with consideration to the next move.
Run and stop when instructed.	Run, stop and change direction with some balance and control.	Run, stop and change direction with balance and control.	Change direction with increasing speed in game situations.	Strike a ball using varying techniques with increasing accuracy.	Strike a ball using a wider range of skills. Apply these with some success under pressure.	Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.
Move around showing limited awareness of others.	Recognise space in relations to others.	Move to space to help score goals or limit others scoring.	Use space with some success in game situations.	Change direction to lose an opponent with some success.	Use a variety of techniques to change	Confidently change direction to
Make simple decisions in response to a situation.	Begin to use simple tactics with guidance.	Use simple tactics.	Use simple tactics individually and within a team.			

Physical Education (PE)

Progression of Skills Document (PE Hub)



				<p>Create and use space with some success in game situations.</p> <p>Use simple tactics to help their team score or gain possession.</p>	<p>direction to lose an opponent.</p> <p>Create and use space for self and others with some success.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p>	<p>successfully outwit an opponent.</p> <p>Effectively create and use space for self and others to outwit an opponent.</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>
--	--	--	--	--	--	---



Progression Journey: Dance

NC KS1: perform dances using simple movement patterns.

NC KS2: perform dances using a range of movement patterns.

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Copy basic body actions and rhythms.	Copy, remember and repeat actions.	Copy, remember and repeat a series of actions.	Copy, remember and perform a dance phrase.	Copy, remember and adapt set choreography.	Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.	Perform dances confidently and fluently with accuracy and good timing.
Choose and use travelling actions, shapes and balances.	Choose actions for an idea.	Select from a wider range of actions in relation to a stimulus.	Create short dance phrases that communicate an idea.	Choreograph considering structure individually, with a partner and in a group.	Choreograph phrases individually and with others, considering actions, dynamics, space and relationships in response to stimulus.	Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.
Travel in different pathways using the space around them.	Use changes of direction, speed and levels with guidance.	Use pathways, levels, shapes, directions, speeds and timing with guidance.	Use canon, unison and formation to represent an idea.	Use action and reaction to represent an idea.	Choreograph phrases individually and with others, considering actions, dynamics, space and relationships in response to stimulus.	Choreograph phrases individually and with others, considering actions, dynamics, space and relationships in response to stimulus.
Begin to use dynamics and expression with guidance.	Show some sense of dynamic and expressive qualities.	Use mirroring and unison when	Match dynamic and expressive qualities to a range of ideas.	Change dynamics to express changes in character or narrative.	Confidently perform choosing appropriate	Confidently perform choosing appropriate
	Begin to use counts.					

Physical Education (PE)

Progression of Skills Document (PE Hub)



<p>Begin to count to music.</p>		<p>completing actions with a partner.</p> <p>Show a character through actions, dynamics and expression.</p> <p>Use counts with help to stay in time with the music.</p>	<p>Use counts to keep in time with a partner and group.</p>	<p>Use counts when choreographing short phrases.</p>	<p>dynamics to represent an idea.</p> <p>Use counts accurately when choreographing to perform in time with others and the music.</p>	<p>Improvise and combine dynamics demonstrating an awareness of the impact on performance.</p> <p>Use counts when choreographing and performing to improve the quality of work.</p>
---------------------------------	--	---	---	--	--	---



Progression Journey: Gymnastics

NC: KS1: master basic movements as well as developing balance, agility and co-ordination.

NC: KS2: develop flexibility, strength, technique, control and balance.

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Create shapes showing a basic level of stillness using different parts of their bodies.	Perform balances making their body tense, stretched and curled.	Perform balances on different body parts with some control and balance.	Complete balances with increasing stability, control and technique.	Use body tension to perform balances both individually and with a partner.	Show increasing control and balance when moving from one balance to another.	Combine and perform more complex balances with control, technique and fluency.
Begin to take weight on different body parts.	Take body weight on hands for short periods of time.	Take body weight on different body parts, with and without apparatus.	Demonstrate some strength and control when taking weight on different body parts for longer periods of time.	Demonstrate increasing strength, control and technique when taking own and others weight.	Use strength to improve the quality of an action and the range of actions available.	Demonstrate more complex actions with a good level of strength and technique.
Show shapes and actions that stretch their bodies.	Demonstrate poses and movements that challenge their flexibility.	Show increased awareness of extension and flexibility in actions.	Demonstrate increased flexibility and extension in their actions.	Demonstrate increased flexibility and extension in more challenging actions.	Use flexibility to improve the quality of the actions they perform as well as the	Confidently transition from one action to another showing appropriate control and extension for the
Copy and link simple actions together.						



	Remember, repeat and link simple actions together.	Copy, remember, repeat and plan linking simple actions with some control and technique.	Choose actions that flow well into one another both on and off apparatus.	Plan and perform sequences showing control and technique with and without a partner.	actions they choose to link them. Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.	complexity of the action. Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.
--	--	---	---	--	---	--

Progression Journey: Outdoor Adventurous Activity

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Follow simple instructions. Share their ideas with others. Explore activities making own decisions in response to a task.	Follow instructions. Begin to work with a partner and a small group. Understand the rules of the game and	Follow instructions accurately. Work co-operatively with a partner and a small group, taking turns and listening to each other.	Follow instructions from a peer and give simple instructions. Work collaboratively with a partner and a small group, listening to and accepting others' ideas.	Accurately follow instructions given by a peer and give clear and usable instructions to a peer. Confidently communicate ideas and listen to others	Use clear communication when working in a group and taking on different roles. Begin to lead other, providing clear instructions.	Communicate with others clearly and effectively when under pressure. Confident to lead others and show consideration of including all within a group.

Physical Education (PE)

Progression of Skills Document (PE Hub)



<p>Make decisions about where to move in space.</p> <p>Follow a path.</p> <p>Begin to identify personal success.</p>	<p>suggest ideas to solve simple tasks.</p> <p>Copy a simple diagram/map.</p> <p>Identify own and others success.</p>	<p>Try different ideas to solve a task.</p> <p>Follow and create a simple diagram/map.</p> <p>Understand when a challenge is solved successfully and begin to suggest simple ways to improve.</p>	<p>Plan and attempt to apply strategies to solve problems.</p> <p>Orientate and follow a diagram/map.</p> <p>Reflect on when and why challenges are solved successfully and use others' success to help them to improve.</p>	<p>before deciding on the best approach.</p> <p>Plan and apply strategies to solve problems.</p> <p>Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.</p>	<p>Plan and apply strategies with others to more complex challenges.</p> <p>Orientate a map confidently using it to navigate around a course.</p> <p>Explain why a particular strategy worked and alter methods to improve.</p>	<p>Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.</p> <p>Confidently and efficiently orientate a map, identifying key features to navigate around a course.</p> <p>Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.</p>
--	---	---	--	--	---	---



Progression Journey: Swimming

<u>Beginners</u>	<u>Intermediate</u>	<u>Advanced</u>
<ul style="list-style-type: none">• Swim short distances unaided between 5 and 20 metres using consistent stroke.• Propel themselves over longer distances with the assistance of swimming aids.• Move with more confidence in the water including submerging themselves fully.• Enter and exit the water independently.	<ul style="list-style-type: none">• Swim over greater distances, between 10 and 20 metres with confidence in shallow water.• Begin to use basic swimming techniques including correct arm and leg action.• Explore and use basic breathing patterns.• Enter and exit the water in a variety of ways.• Take part in problem-solving activities such as group floats and team challenges.	<ul style="list-style-type: none">• Bring control and fluency to at least two recognised strokes.• Implement good breathing technique to allow for smooth stroke patterns.• Attempt personal survival techniques as an individual and group with success.• Link lengths together with turns and attempt tumble turn in isolation and during a stroke.



Progression Journey: Wellbeing

<u>Key Stage 1</u>	<u>Key Stage 2</u>
<ul style="list-style-type: none">• Know how to work as part of a team.• How to throw and catch accurately.• How to perform breathing exercises to be mindful.• Understand how yoga is good for wellbeing.• Know how to connect with others to complete tasks.• To have confidence to improvise actions.• Be able to notice their surroundings.	<ul style="list-style-type: none">• Know how to be a leader within a team.• How to throw and catch accurately.• Understand how breathing exercises can help someone be mindful.• Understand how yoga is good for wellbeing.• Know how to connect with others to complete tasks with increased success.• To have confidence to improvise actions.• Be able to notice changes in their surroundings and what maybe causing them.