

PE SKILLS PROGRESSION MAP

PE NATIONAL CURRICULUM							
	EYFS	Key Stage 1		Key Stage 2			
NC Objectives	<ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others - Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<ul style="list-style-type: none"> - Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - Participate in team games, developing simple tactics for attacking and defending - Perform dances using simple movement patterns. 		<ul style="list-style-type: none"> - Use running, jumping, throwing and catching in isolation and in combination - Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending - Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - Perform dances using a range of movement patterns - Take part in outdoor and adventurous activity challenges both individually and within a team - Compare their performances with previous ones and demonstrate improvement to achieve their personal best 			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	Move to music. Copy dance moves. Perform some dance moves. Move around the space safely.	Repeat a simple dance pattern. Make up a short dance, after watching one. Dance imaginatively.	Change rhythm, speed, level and direction with consistency. Dance with control and co-ordination. Choreograph a sequence by linking sections together.	Perform pair/group dance involving canon & unison, meet & part. Respond to music in time & rhythm to show like/unlike actions. Respond to music to express a variety of moods & feelings.	Respond imaginatively to stimuli related to character/music/story. Perform clear & fluent dances that show sensitivity to idea/stimuli. Make up dance within a small group.	Show/fluency/control in chosen dances in response to stimuli. Perform fluent dances with characteristics of different styles/eras. Adapt & refine (in pair/group), dances	Create & perform dances in a variety of styles consistently Be aware of & use musical structure, rhythm & mood & can dance accordingly. Use appropriate criteria & vocabulary

		Change rhythm, speed, level and direction. Say something I like about a dance.	Link some movement to show a mood or feeling. Say something I like and something that could be improved about a dance.	Give and respond to peer feedback to improve.	Give peer feedback to improve with suitable dance terminology	that vary direction, space & rhythm. Give peer feedback to improve with suitable dance terminology.	to evaluate performances.
Key Vocabulary	Action, movement, travelling, body actions.	Travel, space, gesture, routine, rhythm, speed, levels, choreograph, coordination.		Formation, dynamics, cannon, unison, matching, mirroring, isolation, timing, tableau.		Counterpoint, improvisation, motif, mood, exploration, phrase, evaluate, counts.	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	Make body tight, relaxed, curled and stretched. Balance on small/large body parts in space & understand stillness Make large and small body shapes Climb & hang from apparatus Perform basic travelling actions on various body parts	Make body tense, relaxed, curled and stretched, showing some tension. Begin to work alone/with someone to make a sequence of shapes/travels Climb safely, showing some shapes and balances when climbing. Keep balance travelling in a range of ways along bench, spots, mat etc Roll in stretched/curled	Make body tense, relaxed, curled and stretched, in a range of movements. Perform a sequence with changes in speed & direction including 3 different actions (sometimes giving advice to others) Be still on single/two + points of contact on floor/apparatus showing tension & control Link known shape/travel/roll/jump to a balance	Use a greater number of own ideas for movement in response to a task. Combine arm actions with skips/leaps/steps/jumps & spins in travel Travel while using various hand apparatus, (ribbon/hoop/rope/ball) Know principles of balance and apply them on floor & apparatus	Share ideas and give positive criticism/advice to self & others. Create & perform matching/mirroring sequences explaining how it could be improved Perform at least 3 different rolls (shoulder, forward, back) with some control Link a roll with travel and balance using floor and apparatus with good body control	Combine own work with that of others, identifying strengths & weaknesses. Include change of speed, direction and shape in movements. Follow a set of 'rules' to produce a sequence, possibly made by peers. Create mirror/matching/cannon (pair) sequence varying dynamics/levels/direction etc.	Select a suitable routine to perform to different audiences, bearing in mind who the audience is. Transfer sequence above onto suitably arranged apparatus & floor. Perform 6-8 part floor sequence as individual, pair & small group to a piece of music Demonstrate 3 paired balances in sequence using various skills/actions



		positions e.g. 'log' and 'egg rolls'	using floor & on apparatus Jump/land with control using different body shapes in flight				
Key Vocabulary	Curled, stretched, slow, fast. still, move, climb, tight, relax.	Tension, stretched, points, patches, travel, roll, individual balance, apparatus, shapes e.g. pike, star, straddle etc.		Tension, extension, control, unison, cannon, matching, mirroring, fluency, dynamics, levels, flight, flexibility, coordination, sequence, reflect/refine.		Aesthetics, timing, rotation e.g. cartwheel, vault, core strength, technique, evaluate, analyse, peer/self assessment.	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	Explore different ways of moving. Practice running safely. Explore different ways of jumping.	Use varying speeds when running. Practise short distance running. Explore footwork patterns demonstrating balance. Explore different methods of throwing.	Run with agility and confidence. Run for speed and distance. Learn the best jumping techniques for distance e.g standing long jump. Throw different objects in a variety of ways. Complete an obstacle course with control and agility, combining running and jumping.	Run in different directions and at different speeds, using a good technique. Choose and understand appropriate running techniques. Improve throwing technique. Reinforce jumping techniques. Understand the relay and passing the baton.	Select and maintain a running pace for different distances. Demonstrate good running technique in a competitive situation. Practice throwing with power and accuracy. Throw safely and with understanding. Combine the 3 stages of a triple jump. Understand which technique is most effective when jumping for distance.	Use correct technique to run at speed. Develop the ability to run for distance. Throw with accuracy and power. Identify and apply techniques of relay running. Learn how to use skills to improve the distance of a pull throw. Combine running and jumping to increase distance of jump.	Investigate running styles and changes of speed. Practice throwing with power and accuracy. Understand which technique is most effective when jumping for distance. Know how to measure/score a jump and throw accurately. Analyse performance and identify ways of improving.
Key Vocabulary	Run, jump, throw, balance, spatial awareness.	Roll, underarm/overarm throw, jump, land safely, run, balance.		Take-off, flight, landing, relay, baton, pull, push, sling, running for speed and distance, combine.		Technique, pacing, sprinting, sprint start position, combination of jumps, communication, evaluating, analysis.	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Invasion Games							
Games	Move a ball with feet	Travel with a ball in different ways e.g. dribble or in hands.	Dribble a ball with two feet and hands.	Use a variety of throwing techniques in game situations	Combine dribbling the ball with other actions e.g. shooting, passing	Use dribbling to change the direction of play under pressure.	Use dribbling to change the direction of play with control under pressure
	Kick a larger ball in space	Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	Show balance when kicking towards a target	Kick towards a partner in game situations	Change direction when dribbling or moving with a ball	Dribble with feet under pressure	Maintain possession under pressure
	Stop a beanbag or large ball sent to them using hands		Send a variety of passes (roll, kick, catch).	Catch a ball passed to them using one and two hands	Use a variety of passing techniques with increasing success	Use a variety of passing techniques under pressure	Identify when to a variety of passing techniques (short, long) with control.
	Attempt to stop a large ball sent to them using feet	Pass the ball to another player in a game.	Move to track a ball and stop it with some 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 success	Use a variety of kicking techniques under pressure	Select and apply the appropriate passing and shooting technique with control.
	Run and stop when instructed			Strike a ball with varying techniques	Receive a ball under pressure	Catch and intercept a ball using one and two hands	
	Move around showing awareness of others	Change direction quickly to evade a defender.	Run, stop and change direction with balance and control to evade a defender.	Change direction with increasing speed in game situations	Strike a ball using varying techniques with increasing accuracy	Receive a ball using different parts of the foot Strike a ball using a wider range of skills	Receive or intercept a ball with consideration to the next move
	Drop and catch a ball with 2 hands		Move into space to help others.	Use space with some success in games			Strike a ball using a wider range of skills
	Move with awareness of others.		Use simple tactics	Use simple tactics individually and in a team when attacking and defending	Change direction to lose an opponent Create and use space Use tactics to outwit opponents helping their team score or gain possession.	Use a variety of techniques to change direction and help create space for others. Understand the need for tactics and identify when to use them	Confidently change direction and speed to outwit opponents Effectively create and use space. Work collaboratively to create tactics

Key Vocabulary	Kick, roll, stop, space, balance, awareness of others.	Teamwork, dribble, accuracy, control, spatial awareness, coordination, passing, throwing, receiving, control, evade.		Communication, passing e.g. chest pass, shooting, scoring, defending, attacking, pitch, court, rules, tactics, accuracy, receiving, tackle.		Intercept, defending & attacking, referee, umpire, possession, positions, outwitting opponents, rules, leaders, technique.	
Striking & Fielding Games							
Games	Hit a stationary object with a hand or foot.	Strike a stationary ball with a bat/racket with growing accuracy and control.	Strike a moving ball towards a target.	Strike a moving ball from different heights with some control.	Strike the ball into a space with direction and accuracy with growing success.	Successfully use different types of shots (techniques) when striking a ball e.g. pull in cricket.	Judge the flight and bounce of a ball and recognise when to use different types of shot to strike a ball e.g. reverse hit in rounders.
	Practice basic striking, sending and receiving.	Position the body appropriately to strike a ball.	Strike the ball in a modified game.	Strike the ball consistently in a modified game.	Develop different ways of throwing and catching e.g. reverse cup.	Consolidate different ways of throwing and catching and know when each is appropriate in a game.	Throw and catch accurately and successfully under pressure in a game.
	Explore different ways of throwing a ball.	Throw underarm and overarm.	Throw different types of equipment in different ways, for accuracy and distance.	Throw and catch with greater control and accuracy.	Demonstrate appropriate technique (e.g. straight arm for cricket bowl) when bowling the ball overarm from a stationary position.	Throw and catch accurately and successfully under pressure in a game.	Combine the run up with an overarm bowl in cricket.
	Begin to catch different objects	Individually bounce and catch a ball.	Throw, catch and bounce a ball with a partner.	Throw a ball in different ways (e.g. high, low, over, under).			
	Stop a large moving ball.	Use rolling skills in a game.	Select and vary types of throw used depending upon the situation.	Bowl/feed the ball underarm with success.			
				Perform a range of catching and receiving skills.			
Key Vocabulary	Hit, strike, stop, catch, throw.	Strike, control, space, underarm/overarm, body position, awareness.		Bowling, adjusting to the bowler/batter, striking for accuracy, striking for distance, batting, feed, legal deliveries, rules.		Decision-making, positioning, tactics, outwitting opponents, teamwork, communication, coordination, rules, officiating.	
Net/Wall Games							



Games	Hit a stationary object with a bat or racket.	Hit a stationary ball with growing accuracy and control.	Hit a moving ball towards a target.	Hit a stationary ball with a racket over the net.	Hit a moving ball using different types of shot (e.g. forehand in tennis).	Demonstrate knowledge of rules and to play a game effectively.	Select the appropriate shot for position of the ball and opponent.
	Explore different ways of throwing a ball. Catch different objects Stop a large moving ball.	Position the body appropriately to strike a ball. Throw underarm and overarm. Bounce and catch a ball. Use rolling skills in a game.	Throw, catch and bounce a ball with a partner. Throw the ball over a net into space. Be able to rally with a partner on the ground.	Position the body correctly in order to return the ball. Children explore rallying with a partner with the ball in the air.	Hit the ball into space with growing consistency. Accurately serve a ball underarm in tennis. Be able to rally the ball with a partner in the air and on the ground.	Start to develop a backhand technique and attempt to use it during games. Hit the ball growing success over a net.	Start to select appropriate tactics to outwit opponents. Hit the ball consistently over a net with accuracy and control.
Key Vocabulary	Space, bat, throw, catch, stop.	Roll, underarm/overarm throw, ground rally, target.		Net, forehand, body position, side on, underarm serve, rally in the air, space, court.		Rules, net, backhand, decision-making, outwit, opponents, tactics.	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
OAA				Follow instructions from a peer and give simple instructions. Work collaboratively with a partner and a small group. Listen to and accept others' ideas. Plan and attempt to apply strategies to solve problems. Orientate and follow a diagram/map	Accurately follow instructions given by a peer and give clear and usable instructions to a peer. Confidently communicate ideas and listen to others and decide on the best approach. Plan and apply strategies to solve problems Identify key symbols on a map and	Use clear communication when working in a group and taking on different roles. Begin to lead others, providing clear instructions. Plan and apply strategies with others to more complex challenges. Orientate a map confidently using it to	Communicate with others clearly and effectively when under pressure. Confidently lead others and show consideration of them including all within a group. Use critical thinking skills to form ideas and strategies selecting and applying the best method.

				Reflect on when and why challenges are solved successfully.	use a key to help navigate around a grid. Watch, describe and evaluate the effectiveness of a team strategy.	navigate around a course. Explain why a particular strategy worked and alter methods to improve.	Confidently and effectively orientate a map, identifying key features to navigate around a course. Accurately reflect on when challenges are solved successfully and suggest well thought-out improvements.
Key Vocabulary				Communication, teamwork, orientate, map, features, problem-solving.		Communication, plan, strategies, orienteering, features, reflection, lead, teamwork.	
	Working Towards			Expected		Greater Depth	
Swimming	<ul style="list-style-type: none"> - Can swim for 25m but requires aid or support of pool side/floor. - Can use different strokes with growing success in isolation. - Use some self-rescue skills e.g. floating on back. - Understands basic pool safety and rules. - Understands what water-based situations are e.g. swimming pool, homes & gardens, beaches. 			<ul style="list-style-type: none"> - Can swim continuously for 25 metres without touching the side of the pool or floor (some of swim in deep water). - Can use 3 different strokes, swimming on their front and back (e.g. front crawl, breaststroke, backstroke) and make choices about when to use them. - Strokes are as strong at the end as they are at the start, and recognisable to an informed onlooker. - Can control their breathing when swimming. - Can use simultaneous and alternating strokes on front and back e.g. treading water to front crawl. - Children know the dangers of water and understand how to act responsibly when playing in/near different environments. 		<ul style="list-style-type: none"> - Can swim over greater distances (up to 50m) proficiently using a range of strokes. - Use more advanced swimming strokes such as butterfly and can perform tumble turns, dives and starts effectively. - Can maintain appropriate and efficient breathing techniques over a longer distance. - Can swim for 25m in different water environments e.g. lakes - Use a range of swimming skills and strokes for different purposes e.g. water polo. - Can perform a safe self-rescue in a range of water-based situations. 	

		- Use appropriate survival and self-rescue skills e.g. treading water, floating, attracting attention.	
Key Vocabulary	Safety, pool rules, stroke, self-rescue, water-based situations.	Front crawl, backstroke, breaststroke, survival and self-rescue skills, treading water, floating, depth.	Butterfly, evaluation, decision-making, breathing techniques.