

# PE Skills Progression

## AUTUMN 1 – BALL SKILLS

EYFS	Year 1 Multiskills	Year 2 Multiskills	Year 3 Multiskills	Year 4 Football	Year 5 Netball	Year 6 Netball
Gross motor skills.	NC: 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.	NC: 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.	NC: 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.	NC: 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.	NC: 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	NC: 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.
<ul style="list-style-type: none"> <li>To walk up and down stairs independently.</li> <li>To use some outdoor equipment such as bikes and scooters independently.</li> <li>To move confidently in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>To explore static balancing and understand the concept of bases.</li> <li>To combine a number of co-ordination drills, using upper and lower body movements.</li> <li>To aim a variety of balls and equipment accurately.</li> <li>To time running to stop or intercept the path of a ball.</li> <li>To travel in different ways, showing clear transitions between movements.</li> <li>To travel in different directions (side to side, up and down) with control and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>To explore static balancing and understand the concept of bases.</li> <li>To combine a number of co-ordination drills, using upper and lower body movements.</li> <li>To aim a variety of balls and equipment accurately.</li> <li>Be able to copy a partner and change speed and direction.</li> <li>Explore different ways of twisting and turning.</li> <li>Play fairly and understand the rules of a game.</li> </ul>	<ul style="list-style-type: none"> <li>To change and maintain centre of balance.</li> <li>To develop co-ordination whilst moving an object.</li> <li>To use co-ordination skills to move an object.</li> <li>To demonstrate agility by being able to twist and turn and change direction.</li> <li>To practise co-ordination and moving with others.</li> <li>Practise all ABC skills in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>To keep possession of a ball.</li> <li>To use ABC techniques to keep control of a ball in a competitive situation.</li> <li>Improve accuracy of passing by using a target.</li> <li>Learn how to receive a ball.</li> <li>Dribble with control.</li> <li>To learn concepts of attack and defence.</li> </ul>	<ul style="list-style-type: none"> <li>To demonstrate basic passing and receiving skills using a netball.</li> <li>To develop an understanding and knowledge of the basic footwork rule of netball.</li> <li>To use good hand/eye co-ordination to pass and receive a ball successfully.</li> <li>To develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel.</li> <li>To understand the importance of 'getting free' in order to receive a pass.</li> <li>To understand how to make space by moving away and coming back and by dodging.</li> <li>To be able to demonstrate a range of defending skills and understand how to mark an opponent.</li> <li>To understand how to intercept a pass.</li> <li>To learn how to shoot.</li> <li>To understand the different positions in a netball team (five-a-side).</li> <li>To recognise which positions are attacking and which are defending.</li> </ul>	<ul style="list-style-type: none"> <li>To demonstrate more advanced passing and receiving skills using a netball.</li> <li>To use good hand/eye co-ordination to pass and receive a ball successfully.</li> <li>To continue to develop skills in the range of passes – chest pass, overhead pass, bounce pass, shoulder pass and to understand which pass to use depending on the distance the ball needs to travel.</li> <li>To understand the importance of 'getting free' in order to receive a pass.</li> <li>To understand how to make space by moving away and coming back and by dodging.</li> <li>To understand how to help team mates make space by outwitting defenders when passing.</li> <li>To be able to demonstrate a range of defending skills and understand how to mark an opponent.</li> <li>To understand how to intercept a pass.</li> <li>To learn how to shoot more proficiently.</li> <li>To recap the different positions in a netball team (five-a-side).</li> </ul>

**AUTUMN 2 – DANCE**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>EYFS</b></p> <p>Gross Motor Skills</p>	<p>NC: perform dances using simple movement patterns.</p>	<p>NC: perform dances using simple movement patterns.</p>	<p>NC: Perform dances using a range of movement patterns. Develop flexibility, strength, technique, control and balance.</p>	<p>NC: Perform dances using a range of movement patterns. Develop flexibility, strength, technique, control and balance.</p>	<p>Swimming</p> <p>NC: Perform dances using a range of movement patterns. Develop flexibility, strength, technique, control and balance.</p>
<ul style="list-style-type: none"> <li>To do a range of movements such as roll, crawl, jump, run, hop, skip and climb.</li> <li>To begin balance using the equipment.</li> <li>To bikes and scooters independently.</li> </ul>	<ul style="list-style-type: none"> <li>To change direction during travelling moves.</li> <li>To link travelling moves that change direction and level.</li> <li>To use a variety of different moves.</li> <li>Move in time to the music.</li> <li>Develop gesture and ways of travelling.</li> <li>Understand beats in the music (and dance in time with them).</li> <li>Move in time with the music.</li> <li>Perform moves that flow smoothly from one to the next.</li> </ul>	<ul style="list-style-type: none"> <li>To explore different levels and speeds of movement.</li> <li>To compose and perform simple dance phrases.</li> <li>To show contrasts in simple dances with good body shape and position.</li> <li>To develop a range of dance movements and improve with timing.</li> <li>To move to music in ways that show control and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>To explore African dance movements and create patterns of movement.</li> <li>To work with a partner to create African dance patterns.</li> <li>To perform a dance with rhythm and expression.</li> <li>To use knowledge of African dance to create a story in small groups.</li> <li>To develop precision of movement.</li> <li>To work co-operatively with a group to create a dance piece.</li> <li>To perform in front of others with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>To identify and practise the patterns and actions of line dancing.</li> <li>To demonstrate an awareness of the music's rhythm and phrasing when improvising.</li> <li>To create an individual dance that reflects the line dancing style.</li> <li>To create partnered dances that reflect the line dancing style and apply the key components of dance.</li> <li>To perform a line dance using a range of movement patterns.</li> <li>To perform and evaluate own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the value of aerobic exercise.</li> <li>To learn how to measure heart rate and note any changes.</li> <li>To perform aerobic activity to music.</li> <li>To practise and apply a sequence of step moves to the beat of the music.</li> <li>To understand the value of step-based exercise.</li> <li>To devise a sequence of step-based activities to music.</li> </ul>

### SPRING 1 – GYMNASTICS

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gross motor skills	NC: master basic movements including running, jumping, throwing and catching, as well as <b>developing balance, agility and co-ordination</b> , and begin to apply these in a range of activities.	NC: master basic movements including running, jumping, throwing and catching, as well as <b>developing balance, agility and co-ordination</b> , and begin to apply these in a range of activities.	NC: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].	NC: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].	NC: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].	NC: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
<ul style="list-style-type: none"> <li>I can confidently balance.</li> <li>To demonstrate a variety of ball skills such as throwing, catching, kicking, passing and batting.</li> <li>I am beginning to use large apparatus indoors and outdoors with some confidence.</li> </ul>	<ul style="list-style-type: none"> <li>To explore movement actions with control and link them together with flow.</li> <li>To explore gymnastic movements and shapes.</li> <li>To explore travelling on benches.</li> <li>To choose and use simple compositional ideas by creating and performing sequences.</li> </ul>	<ul style="list-style-type: none"> <li>To remember and repeat simple gymnastic actions with control.</li> <li>To balance on isolated parts of the body using the floor and hold balance.</li> <li>To develop a range of gymnastic moves, particularly balancing.</li> <li>To link together a number of gymnastic actions into a sequence.</li> <li>To explore ways of travelling around on large apparatus.</li> <li>To choose and use a variety of gymnastic actions to make a sequence.</li> </ul>	<ul style="list-style-type: none"> <li>To explore jumping techniques and link them with other gymnastic actions.</li> <li>To select and adapt gymnastics actions to meet the task.</li> <li>To develop a range of gymnastic moves, particularly balancing.</li> <li>To work with a partner or a small group to create a sequence that develops jumping skills.</li> <li>To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music.</li> <li>To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music.</li> </ul>	<ul style="list-style-type: none"> <li>To use and refine the following skills: flexibility, strength, balance, power and mental focus.</li> <li>To identify and practise symmetrical and asymmetrical body shapes.</li> <li>To use and refine the following skills: flexibility, strength, balance, power and mental focus. To develop skills for movement, including rolling, bridging and dynamic movement.</li> <li>To use counterbalances and incorporate them into a sequence of movements.</li> <li>To perform movements in canon and in unison.</li> <li>To perform and evaluate own and others' sequences.</li> </ul>	<ul style="list-style-type: none"> <li>To identify and practise body shapes and balances.</li> <li>To identify and practise symmetrical and asymmetrical body shapes.</li> <li>To use and refine the following skills: flexibility, strength, balance, power and mental focus. To develop skills for movement, including rolling, bridging and dynamic movement.</li> <li>To use counterbalances and incorporate them into a sequence of movements.</li> <li>To perform movements in canon and in unison.</li> <li>To perform and evaluate own and others' sequences.</li> </ul>	<ul style="list-style-type: none"> <li>To identify and practise gymnastic shapes and balances.</li> <li>To identify and practise symmetrical and asymmetrical body shapes.</li> <li>To construct sequences using balancing and linking movements.</li> <li>To use counterbalances and incorporate them into a sequence of movements.</li> <li>To perform movements in canon and in unison.</li> <li>To perform and evaluate own and others' sequences.</li> </ul>

### SPRING 1 – BOOTCAMP

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gross motor skills	NC: Master basic fundamental 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 game-based activities. Making connections to how the body changes.	NC: Master basic fundamental 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 game-based activities. Starting to link exercise with changes in their bodies and the benefits of staying active.	NC: Continue to master the basic fundamentals of movement including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and apply these in game-based and fitness-based activities. They will also develop a basic understanding of exercise and the importance of exercise and begin to make connections to skeletal and muscular groups used when exercising.	NC: During this unit of work, children will develop a good understanding of the importance of exercise and develop good technique and balance when performing circuit-based activities. Children will begin to develop more complex movements and demonstrate secure knowledge of good technique and the importance of target setting and personal improvement. Making connections to health and fitness.	NC: Show a secure understanding of exercise and its importance towards living a healthy lifestyle. Children will be able to demonstrate control and good technique when performing a wide range of circuit-based activities, as well as begin to make connections to healthy eating, keeping active and a healthy lifestyle.	NC: To develop a good understanding of the physical, psychological and physiological changes that occur during exercise. Adding emphasis on the functions of the heart (relating to science) during exercise. They will develop a critical understanding of the importance of attainable target setting and its impact on wellbeing. Children will also make clear connections to healthy eating, healthy lifestyle and staying active.
<ul style="list-style-type: none"> <li>I can confidently balance.</li> <li>To demonstrate a variety of ball skills such as throwing, catching, kicking, passing and batting.</li> <li>I am beginning to use large apparatus indoors and outdoors with some confidence.</li> </ul>	<ul style="list-style-type: none"> <li>To master the basics of fundamental movement.</li> <li>To complete a range of game-based activities and understand the reason for doing them.</li> <li>To develop Key fundamentals in balance, coordination and agility.</li> <li>To make connections between exercise and how the body changes when exercising.</li> </ul>	<ul style="list-style-type: none"> <li>To master the basics of fundamental movement.</li> <li>To complete a range of game-based activities and understand the reason for doing them.</li> <li>To understand the reason of, why warming up is important</li> <li>To understand why we exercise, the importance of being active and the benefits of exercise</li> </ul>	<ul style="list-style-type: none"> <li>To master the basics of fundamental movement.</li> <li>To complete a range of game-based and circuit-based activities and the reason for doing them.</li> <li>To develop a basic understanding of why we do exercise and fitness.</li> <li>Make connections to skeletal and muscular groups used during exercise.</li> </ul>	<ul style="list-style-type: none"> <li>To develop good technique in basic fundamental movement.</li> <li>To develop progressive target setting and self-evaluation of person performance.</li> <li>To develop constructive feedback for peer evaluation when setting personal targets.</li> <li>To develop some understanding of how we stay active, making connections to health and fitness</li> </ul>	<ul style="list-style-type: none"> <li>To apply complex movements with control and good technique in circuit-based activities.</li> <li>To understand the benefits of staying healthy and the importance of exercise.</li> <li>To understand the impact of a healthy lifestyle and the many ways to achieve a healthy lifestyle</li> <li>To understand the impact of healthy eating on a healthy lifestyle and make connections to fitness and energy expenditure.</li> </ul>	<ul style="list-style-type: none"> <li>To perform complex movements with control and good technique in circuit-based activities.</li> <li>To develop a good understanding of the physical, psychological and physiological changes that occur during exercise.</li> <li>To develop critical understanding of personal target setting and its attainability.</li> <li>To understand the importance of exercise making clear links to healthy lifestyle, healthy eating and staying active.</li> </ul>

### Summer 1 – Ball skills / striking and fielding

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gross motor skills.	NC: master basic fundamentals of movement including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination in combination	NC: master basic fundamentals of movement including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination in combination	NC: master basic fundamentals of movement including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination in combination	NC: 1) Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination. 2) Play competitive games, modified where appropriate.	NC: 1) Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination. 2) Play competitive games, modified where appropriate.	NC: 1) Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination. 2) Play competitive games, modified where appropriate.
<ul style="list-style-type: none"> <li>I can confidently balance.</li> <li>To demonstrate a variety of ball skills such as throwing, catching, kicking, passing and batting.</li> <li>I am beginning to use large apparatus indoors and outdoors with some confidence..</li> </ul>	<ul style="list-style-type: none"> <li>To develop basic understanding of the movement of a beanbag or ball.</li> <li>To continue to develop agility, balance and coordination skills.</li> <li>To develop and understanding of the techniques involved during throwing and catching.</li> <li>To understand the importance of movement and anticipation and begin to develop good receiving techniques.</li> </ul>	<ul style="list-style-type: none"> <li>To use a variety of balls to explore the movement of the ball.</li> <li>To practice catching and develop understanding of technique, including the importance of hand-eye coordination.</li> <li>To develop techniques for control when moving using hands and feet.</li> <li>To apply skills learned in a game based activity.</li> </ul>	<ul style="list-style-type: none"> <li>To perform a range of actions focusing on dribbling, catching and throwing with control and accuracy.</li> <li>To master catching using a variety of balls</li> <li>To master overarm and underarm throwing using a variety of different balls.</li> <li>To apply skills learned in a game based activity.</li> </ul>	<ul style="list-style-type: none"> <li>To develop and investigate different ways of throwing, and to know when each is appropriate.</li> <li>To use ABC (agility, balance, co-ordination) to field a ball well (including catching).</li> <li>To understand the importance of fielding in a game.</li> <li>To use hand-eye co-ordination to strike a moving and a stationary ball.</li> <li>To play in a competitive situation, and to demonstrate sporting behavior.</li> </ul>	<ul style="list-style-type: none"> <li>To develop skills in batting and fielding.</li> <li>To choose fielding techniques.</li> <li>To run between the wickets.</li> <li>To develop a safe and effective overarm throw.</li> <li>To learn batting control.</li> <li>To use skills learned to play a mini tournament.</li> </ul>	<ul style="list-style-type: none"> <li>To throw and catch under pressure.</li> <li>To use fielding skills to stop the ball effectively.</li> <li>To learn batting control.</li> <li>To learn the role of a backstop.</li> <li>To play in a tournament and work as team, using tactics.</li> </ul>