



Skills Progression for Physical Education

As well-rounded, active citizens, our children will feel a sense of belonging by immersing themselves in a wide range of physical activities. The PE curriculum will enable children to use movement confidently, developing respect for themselves and each other and a positive sporting attitude. A physically demanding and challenging curriculum inspires all children to succeed and excel, developing both physical and mental health and wellbeing. Opportunities for positive competition in sport and other activities build character and self-discipline whilst encouraging them to continue to have an active lifestyle beyond their school life.

Physical Education National Curriculum Aims

The national curriculum for physical education aims to ensure that all pupils: develop competence to excel in a broad range of physical activities; are physically active for sustained periods of time; engage in competitive sports and activities; lead healthy, active lives.

Early Years Outcome	KS1 National Curriculum	KS2 National Curriculum
<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping – climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Develop overall body strength, balance, coordination and agility.</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities; • perform dances using simple movement patterns. 	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • perform dances using a range of movement patterns; • compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Strand	Stage One	Stage Two	Stage Three	Stage Four	Stage Five	Stage Six	Stage Seven
Gymnastics	<p>Show basic control and co-ordination when travelling.</p> <p>Change movements and pathways to avoid others and obstacles.</p> <p>Copy simple movements and actions</p>	<p>Show control and co-ordination when travelling and remaining still.</p> <p>Find and use space safely showing awareness of others.</p> <p>Remember and repeat simple actions and movements with control.</p>	<p>Travel in a range of different ways using feet, hands and feet and without feet.</p> <p>Use all available space using different pathways and changes in direction.</p> <p>Repeat simple sequences accurately and consistently.</p>	<p>Perform actions, balances, body shapes and movements with control.</p> <p>Combine an increasing range of elements with a sequence.</p> <p>Combine own work with the work of others.</p>	<p>Combine and perform increasingly complex gymnastic actions, shapes and balances.</p> <p>Develop an increasing range of solutions to tasks or stimulus.</p> <p>Create sequences with others.</p>	<p>Combine and perform a range of complex gymnastic actions, shapes and balances with control.</p> <p>Share and evaluate the solutions ideas of others.</p> <p>Create increasingly complex and varied sequences with others.</p>	<p>Combine and perform a series of sequences using a range of complex actions and balances etc.</p> <p>Share, evaluate and select the group's most effective solution or idea.</p> <p>Plan a series of complex sequences with others.</p> <p>Formulate own criteria and evaluate the</p>

	<p>Associate basic actions with words, signs and symbols.</p> <p>Link and repeat simple actions</p> <p>Know how to start and finish a movement or action.</p> <p>Identify changes that take place when they exercise.</p>	<p>Describe movement phrases, e.g. travelling, balancing, climbing etc.</p> <p>Select, link and perform simple actions</p> <p>Know how to start and finish movement phrases.</p> <p>Describe how they feel during and after exercise.</p>	<p>Describe own and others movements, balances and body shapes, using appropriate vocabulary.</p> <p>Select, link and perform with control a variety of actions.</p> <p>Perform longer phrases containing a clear beginning, middle and end.</p> <p>Identify when the heart rate (pulse) and breathing quickens.</p>	<p>Identify aspects of a performance that need to be practiced.</p> <p>Prepare well-structured sequences that can be performed alone or with a partner.</p> <p>Plan, perform and repeat sequences that include changes in speed, level, direction, with clear shapes and quality of movement.</p>	<p>Recognise the key criteria needed to improve their own and others performance.</p> <p>Prepare complex and varied sequences to perform with a partner or as part of a group.</p> <p>Make longer, more complex sequences including changes of direction, level and speed,</p>	<p>Use criteria to judge the quality of ideas, actions, composition and sequences.</p> <p>Perform and choose from a wide range of complex and demanding actions, balances etc.</p> <p>Take the lead in the preparation of a performance including complex sequences to be performed by a group.</p>	<p>effectiveness of performances.</p> <p>Analyse actions against a set criteria in order to evaluate the success of their performance.</p> <p>Work as a team in the preparation of a performance through the delegation of roles and responsibilities.</p>
Dance	<p>Explore basic movements & actions.</p> <p>Begin to move with expression.</p> <p>Begin to select movements that reflect the dance idea.</p> <p>Remember, repeat and link simple movements and phrases.</p>	<p>Perform a series of simple movements & actions.</p> <p>Show an increasing sense of dynamic expression and rhythmic accuracy.</p> <p>Select appropriate movements to support different dance ideas.</p> <p>Remember, repeat short dance phrases simple dances.</p>	<p>Perform increasingly complex combinations of movements and actions with control.</p> <p>Perform clearly and with expression showing an awareness of phrasing and music.</p> <p>Select movements that demonstrate an understanding of the dance, mood and feeling.</p> <p>Repeat dance phrases and simple dances with accuracy and control.</p>	<p>Explore, improvise and combine movements and ideas effectively.</p> <p>Perform with an awareness of rhythmic, dynamic and expressive qualities.</p> <p>Improvise freely alone/with a partner, translating ideas from stimuli and movement.</p> <p>Create and link simple dance phrases using dance structures and motifs.</p>	<p>Rehearse, refine and repeat short dance sequences with style and artistic intention.</p> <p>Perform to an accompaniment expressively and sensitively.</p> <p>Use an increasing range of complex composition principles to create dances.</p> <p>Create and structure motifs, phrases, sections and whole dances.</p>	<p>Refine and repeat a wide range of dances with style and artistic intention.</p> <p>Demonstrate a clear sense of own dance style.</p> <p>Use a range of technical and physical principles to create dances.</p> <p>Show an understanding of musical structure, rhythm, mood and phrasing.</p>	<p>Rehearse, refine and adapt a wide range of dance.</p> <p>Further develop and refine own dance style.</p> <p>Use a wide range of dance principles to create dances.</p> <p>Incorporate a range of musical structures, rhythms, moods and phrasing.</p>
Physical Literacy through Games	<p>Practice underarm throwing and rolling skills.</p> <p>Practice simple collecting and receiving skills.</p> <p>Play simple games with a partner or passive opponent.</p> <p>Describe basic rules and the way to score.</p>	<p>Use basic underarm, rolling and hitting skills accurately.</p> <p>Intercept, retrieve and stop bean bags and large balls with some consistency.</p> <p>Throw, hit, kick a ball in a range of ways depending on the needs of the game.</p> <p>Describe what they and others need to do in a game.</p>	<p>Use with accuracy underarm, overarm and hitting skills.</p> <p>Track, intercept, stop and catch balls consistently.</p> <p>Anticipate movements and actions of others in partner work.</p> <p>Describe simple tactics and skills used in games.</p>	<p>Hit a bowled ball with intent and force.</p> <p>Use a range of skills when attacking and defending.</p> <p>Make tactical decisions while showing awareness of others.</p> <p>Understand and implement a range of tactics ,</p>	<p>Bat, bowl and field with control.</p> <p>Suggest a range of skills that can be used to improve success.</p> <p>Vary team and individual tactics to generate impact.</p> <p>Plan and adapt team and individual tactics.</p>	<p>Bat, bowl and field using a range of techniques,</p> <p>Evaluate the success of skills used in order to improve play'.</p> <p>Explain in detail plans for and approaches to game play.</p> <p>Understand and give reasons for the use of a range of tactics.</p>	<p>Evaluate and suggest improvements to own/others skills. Analyse the effectiveness of skills used.</p> <p>Evaluate impact of plans and adapt in order to improve play.</p> <p>Analyse the effectiveness of tactics used.</p>

Swimming	<p>In particular, pupils should be taught to:</p> <ol style="list-style-type: none"> 1. Swim competently, confidently and proficiently over a distance of at least 25 metres 2. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] 3. Perform safe self-rescue in different water-based situations. 						

Strand	Stage Three	Stage Four	Stage Five	Stage Six
Striking and Fielding	<p>Use, with increasing accuracy, under arm and over arm throwing and hitting skills.</p> <p>Track, intercept, stop and catch balls and beanbags with consistency.</p> <p>Track balls or other equipment sent to them and anticipate where it is going.</p> <p>Choose a skill that suits the needs of the game and outwits their opponents.</p> <p>Describe simple tactics and skills they can use in games.</p> <p>Become familiar with and begin to apply rules consistently and fairly.</p>	<p>Hit a bowled ball with intent and force. Bat, bowl and field with control.</p> <p>Use a range of fielding skills e.g. catching, throwing, bowling and intercepting with control and consistency.</p> <p>Make good tactical decisions quickly while remaining aware of what is going on around them.</p> <p>Understand and implement a range of tactics in a range of games.</p> <p>Identify their own strengths and suggest practices to help improve them.</p> <p>Identify and describe features successful game play.</p>	<p>Bat, bowl and field with control. Demonstrate a range of effective techniques.</p> <p>Choose and apply a range of increasingly complex skills and techniques that are suited to a range of games.</p> <p>Use a range of tactics for attacking and defending as batters, bowlers and fielders.</p> <p>Plan and adapt team and individual tactics, vary them as the need arises.</p> <p>Identify their own and others' strengths and weaknesses and devise practices that lead to improvement.</p> <p>Use a sound understanding of the principles of play when planning their approaches to games.</p>	<p>Evaluate and suggest improvements for the batting, bowling and fielding skills of self and others.</p> <p>Suggest a range of complex skills and techniques that could be applied to improve a range of field games.</p> <p>Take a leading role in teams and have a significant impact on the games played.</p> <p>Identify how team and individual tactics have been varied and the impact this will have / has had on the game.</p> <p>Identify their own and others strengths and weaknesses and devise practices that lead to improvement. Evaluate.</p> <p>Explain, in detail, their plans for, and approaches to, game play.</p>
Net & Ball Games	<p>Keep up a continuous game using simple throwing and catching skills and techniques.</p> <p>Choose and use a range of simple tactics for sending the ball different ways.</p> <p>Choose and use an increasing range of simple tactics for defending their own court.</p> <p>Gain and understanding of, and use, rules.</p> <p>Make up own net games.</p>	<p>Use a wide range of throwing, catching and hitting skills on both sides of the body.</p> <p>Change the pace, length and direction of throws and shots to outwit opponents.</p> <p>Know where to stand and how to defend their court.</p> <p>Use and interpret rules fairly.</p> <p>Make up own net games and their rules.</p>	<p>Use forehand, backhand and over arm shots, and volley when appropriate.</p> <p>Use preferred skills with competence and consistency.</p> <p>Understand the need for tactics, choose and use some tactics effectively.</p> <p>Apply rules consistently and fairly.</p> <p>Make up own net games that involve more than one player / team.</p>	<p>Play a full game of short tennis using the full range of racquet skills.</p> <p>Use a wide range of shots with consistency and accuracy.</p> <p>Understand the need for different tactics; give reasons for decisions and for tactics used.</p> <p>Analyse and make judgements about own and others ability to adhere to rules (umpire).</p> <p>Make up and share increasingly complex net games.</p>
Invasion Games	<p>Use a range of throwing and catching skills with control to keep possession and to score goals / points.</p> <p>Be aware of space and members of the opposition.</p> <p>Use a variety of simply tactics for attacking and keeping possession of the ball.</p>	<p>Use different techniques for passing, controlling, dribbling and shooting the ball in games.</p> <p>Mark opponents and support players in defence.</p> <p>Identify tactics to help the team to keep the ball and take it towards the opposition's end.</p>	<p>Explain and evaluate the different techniques used for passing, controlling, dribbling and shooting the ball in games.</p> <p>Use marking, tackling and / or interception to improve defence.</p> <p>Apply principles of team play to keep possession of the ball and score effectively.</p>	<p>Use a wide range of good quality skills effectively.</p> <p>Make and apply a range of decisions quickly and appropriately in games.</p> <p>Choose skills and tactics that meet the needs of the situation.</p>

	<p>Understand the need to defend and attack.</p> <p>Become increasingly familiar with the rules of the game.</p>	<p>Use a range of tactics to attack and defend.</p> <p>Use and interpret the rules of the game.</p>	<p>Know what position they are playing and how to contribute when attacking and defending.</p> <p>Apply rules consistently and fairly.</p>	<p>Play in a number of attacking and defending positions effectively.</p> <p>Take responsibility for judgements and decision making in game play (umpire).</p>
Athletics	<p>Run at fast, medium and slow speeds, changing speed and direction.</p> <p>Link running and jumping activities with fluency, control and consistency.</p> <p>Make up and repeat a short sequence of linked jumps.</p> <p>Take part in an athletic event, e.g. a relay activity.</p> <p>Know and demonstrate a range of throwing techniques. Throw with some accuracy and power into targets.</p>	<p>Understand and demonstrate the difference between sprinting and running for sustained periods.</p> <p>Increase the fluency and control of running and / or jumping activities.</p> <p>Perform a range of jumps showing consistent technique and where appropriate using a short run up.</p> <p>Effectively assume the role of a team member taking part in an athletic event, e.g. in a relay team.</p> <p>Throw objects, changing their action for accuracy and distance including the throwing of objects at targets.</p>	<p>Select the most appropriate pace for a running event, to sustain their running and improve upon personal targets.</p> <p>Demonstrate control and accuracy over running and / or jumping activities.</p> <p>Show control at take off in jumping activities.</p> <p>Participate in a range of athletic events, e.g. long jump, 100metres sprint etc.</p> <p>Show accuracy and good technique when throwing for distance.</p>	<p>Pace their efforts effectively.</p> <p>Adapt skills and techniques to different challenges and equipment.</p> <p>Show good control, speed, strength and stamina when running, jumping and throwing.</p> <p>Take part in a wide range of athletic events effectively.</p> <p>Use and apply effectively a range of throwing techniques.</p>
Outdoor Education	<p>Move from familiar to unfamiliar environments and pinpoint their positions.</p> <p>Use plans and diagrams to follow a short trail from one point to another.</p> <p>Respond to a set challenge or problem.</p> <p>Discuss how to follow trails and solve problems.</p> <p>Begin to work and behave safely.</p>	<p>Travel around a simple course; respond when the task or environment changes.</p> <p>Use more detailed plans and diagrams to pinpoint their position and plot a route.</p> <p>Solve problems by using and applying a range of approaches.</p> <p>Explain reasons for choosing the approach used to solve a problem, recognising other possible approaches.</p> <p>Work and behave safely, when working on own and in small groups.</p>	<p>Work confidently in familiar and changing environments.</p> <p>Using increasingly complex maps and diagrams select, and perform, skills and strategies effectively.</p> <p>Find own solutions to problems and challenges.</p> <p>Plan, implement and refine strategies, adapting strategies as necessary.</p> <p>Prepare physically and organisationally for challenges taking into account their own and others' safety.</p>	<p>Work confidently in familiar and changing environments, adapting quickly to new situations.</p> <p>Using a range of different maps and tracking devices identify and respond to events as they happen.</p> <p>Devise, select and put into practice a range of solutions to problems and challenges.</p> <p>Understand clearly the nature of a challenge or problem and what they want to achieve.</p> <p>Take a leading role when working with, and taking responsibility for, others.</p>