



Physical Education Skills Progression Map



Subject – PE

Games Progression

Reception	Year 1	Year 2	Year 3	Year 4
Health and Fitness				
Describe how the body feels when still and when exercising. Recognise activities that are exercise because we have to run or use our bodies to perform a skill.	Describe how the body feels before, during and after exercise. Recognise the signs of having exercised: being out of breath, feeling warm, tired legs etc. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Begin to link the signs of exercise with the parts of our bodies involved – breathing deeply is our lungs filling with air. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warmup and cool-down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.
Striking and Hitting a Ball				
Hit a ball with a bat or racquet.	Use hitting skills in a game. Practise basic striking, sending and receiving.	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.	Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.
Throwing and Catching a Ball				
Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands.	Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.	Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball.	Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy.	Develop different ways of throwing and catching.

		Vary types of throw used.	Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.	
Travelling with a Ball				
Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.	Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.	Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.	Move with the ball using a range of techniques showing control and fluency.
Passing a Ball				
Kick an object at a target.	Pass the ball to another player in a game. Use kicking skills in a game.	Know how to pass the ball in different ways.	Pass the ball in two different ways in a game situation with some success.	Pass the ball with increasing speed, accuracy and success in a game situation.
Possession				
			Know how to keep and win back possession of the ball in a team game.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.
Using Space				
Move safely around the space and equipment. Travel in different ways, including sideways and backwards.	Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.	Find a useful space and get into it to support teammates.	Make the best use of space to pass and receive the ball.
Attacking and Defending				
Play a range of chasing games.	Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.	Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.	Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.	Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.

Tactics and Rules

Follow simple rules.	Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.	Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.	Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.	Vary the tactics they use in a game. Adapt rules to alter games.
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Compete/Perform

Control my body when performing a sequence of movements. Participate in simple games.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.
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Evaluate

Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.
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Gymnastics Progression

Reception	Year 1	Year 2	Year 3	Year 4
Acquiring and developing skills				
Create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control.	Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide).	Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance.	Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care.	Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight.

Learn, Believe, Achieve

Move around, under, over, and through different objects and equipment.	Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care.	Climb onto and jump off the equipment safely. Move with increasing control and care.	Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements	Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.
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Jumping

Straight jump Tuck jump Jumping Jack Half turn jump	Straight jump Tuck jump Jumping jack Half turn jump Cat spring	Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn
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Rolling

Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking for forward roll Crouched forward roll	Crouched forward roll Forward roll from standing Tucked backward roll	Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle
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Travelling

Tiptoe, step, jump and hop	Tiptoe, step, jump and hop Hopscotch Skipping Galloping	Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot
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Balances

Standing balances	Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support	Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support
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Perform

Control my body when performing a sequence of movements.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.
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Evaluate

Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.
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* Handstands, Cartwheels and Round-offs

Bunny hop	Bunny hop Front support wheelbarrow with partner	Bunny hop Front support wheelbarrow with partner T-lever Scissor kick	Handstand Lunge into handstand Cartwheel	Lunge into handstand Lunge into cartwheel
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* Vaulting

	Straight jump off springboard	Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard	Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off
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Learn, Believe, Achieve

			jump off Pike jump off	Straddle jump off Pike jump off
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Athletics Progression

Reception	Year 1	Year 2	Year 3	Year 4
Running				
Run in different ways for a variety of purposes.	Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.	Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.	Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run.	Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.
Jumping				
Jump in a range of ways, landing safely.	Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.	Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances.	Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.	Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.

Learn, Believe, Achieve

		Know that the leg muscles are used when performing a jumping action.		
Throwing				
Roll equipment in different ways. Throw underarm. Throw an object at a target.	Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power.	Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.	Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.	Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.
Perform				
Compete in activities that require the rolling / throwing skill to be conducted accurately, e.g. throwing at a target. Compete in sprint running races.	Children take part in an extended run as part of the Daily Mile* or as a warm up / activity in PE. They are timed over a sprint distance and practise to beat their time. They take part in Sports Day races. Children learn to mark a first attempt and then try to beat it when throwing or jumping. For other activities they note their score and then try to beat it, e.g. how many beanbags thrown into a hoop.	As Year 1 over a longer distance. Sprint: over 50m. Children learn to run in lanes and time themselves so that they can monitor improvements. Children are expected to increase the distance covered in their extended run. They learn that for a longer distance they need to jog and pace themselves to increase their stamina. Children become more adept at measuring and recording their personal bests. They record and update over a series of lessons.	Children take part in a Sprint race over 75m. They are taught how to improve their sprinting technique. They take part in a sprint relay race. They run over a middle distance (300m) and a longer distance (1 mile). In Athletics and other physical challenges, they are given the chance to set a time / distance and refine their technique to improve.	Children take part in a Sprint race of 100m. They take part in a sprint relay race. They run over a middle distance (400m) and a longer distance (1 mile). They continue to monitor themselves and try to improve their times.
Evaluate				
Children can explain whether they have achieved a stated aim, e.g. hitting the target, completing the obstacle course. When they have not been successful, they can explain why not, e.g. I missed the target.	Children compare their performance during lessons / activities / over a sequence of lessons and can explain if they have improved.	Children monitor their personal bests over a series of lessons and can analyse and reflect on the improvement in performance.	Children begin to understand the importance of technique and how making improvements in their technique will improve performance. They begin to evaluate their technique and that of others, suggesting how it can be improved	Children evaluate their own performance and identify how they may improve, e.g. refining their own technique.

Dance Progression

Reception	Year 1	Year 2	Year 3	Year 4
Dance Skills				
<p>Join a range of different movements together. Change the speed of their actions.</p> <p>Change the style of their movements.</p> <p>Create a short movement phrase which demonstrates their own ideas.</p>	<p>Copy and repeat actions.</p> <p>Put a sequence of actions together to create a motif.</p> <p>Vary the speed of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Begin to improvise independently to create a simple dance.</p>	<p>Copy, remember and repeat actions.</p> <p>Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Use different transitions within a dance motif.</p> <p>Move in time to music.</p> <p>Improve the timing of their actions.</p>	<p>Begin to improvise with a partner to create a simple dance.</p> <p>Create motifs from different stimuli.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance style.</p> <p>Confidently improvise with a partner or on their own.</p> <p>Compose longer dance sequences in a small group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work.</p>
Compete/Perform				
<p>Children can control their body when performing a sequence of movements.</p>	<p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p>	<p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Perform with a partner and as part of a small group for others to see (e.g. half the class dance for the other half).</p>	<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Perform for a wider audience, e.g. whole class watching the one group.</p>	<p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p> <p>Perform confidently to other audiences beyond the class.</p>
Evaluate				
<p>Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve</p>	<p>Watch and describe performances, and use what they see to improve their own performance.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p>

Learn, Believe, Achieve

		Talk about the differences between their work and that of others.		
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Outdoor and Adventurous Progression

Year 3	Year 4
Trails	
Orientate themselves with increasing confidence and accuracy around a short trail.	Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course.
Problem Solving	
Identify and use effective communication to begin to work as a team. Identify symbols used on a key.	Communicate clearly with other people in a team, and with other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment.
Preparation and Organisation	
Begin to choose equipment that is appropriate for an activity.	Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow.
Communication	
Communicate with others.	Communicate clearly with others. Work as part of a team. Begin to use a map to complete an orienteering course.
Compete and Perform / Evaluate	
Begin to complete activities in a set period of time.	Complete an orienteering course more than once and begin to identify ways of improving completion time. Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course.

Learn, Believe, Achieve

Learn, Believe, Achieve