

P.E Skills Progression – EYFS - Year 6.

	EYFS
Discovering Movement	<ul style="list-style-type: none"> • Fundamental in movements • Safety and the environment • Spatial awareness • Awareness of others • Listening to instructions • Balance and stability • Object control

	Year 1	Year 2
Games	<ul style="list-style-type: none"> • Throw underarm and roll a ball. Hit a ball with a bat. • Move and stop safely. • Throw and catch with both hands. • Throw and kick in different ways. 	<ul style="list-style-type: none"> • Use hitting, kicking or rolling in a game. • Decide upon the best space to be in/equipment to use in a game. • Use 1 tactic. • Follow simple rules.
Gymnastics	<ul style="list-style-type: none"> • Curl, tense, stretch and relax body. • Control body when travelling and balancing. • Copy sequences with 2 or more elements. • Roll, curl, travel and balance in different ways. 	<ul style="list-style-type: none"> • Plan and perform a sequence of 3 or more movements. • Improve sequence based upon simple feedback. • Hold a balance on different points of the body. • Create a sequence which involves some rules. • Work independently and with a partner. • Move with control and awareness of space including jumping.
Dance	<ul style="list-style-type: none"> • Move to music. • Copy dance moves. • Perform own dance moves. Create a short dance. • Move safely in a space. 	<ul style="list-style-type: none"> • Change rhythm, speed, level and direction in dance. • Dance with control and co-ordination. • Make a sequence by linking sections together. • Use dance to show a mood or feeling.
General	<ul style="list-style-type: none"> • Copy actions. • Repeat actions and skills. • Move with control and care. Use equipment safely. • Lead others. 	<ul style="list-style-type: none"> • Copy and remember actions. Compare and contrast my work with that of a peer.

	Year 3	Year 4
Games	<ul style="list-style-type: none"> • Throw and catch with control. • Show awareness of space and use it to support team-mates and to cause problems for the opposition. • Strike and field with control and accuracy. • Know and use rules fairly. 	<ul style="list-style-type: none"> • Catch with one hand. • Throw and catch accurately. • Hit a ball accurately with control. • Keep possession of a ball. • Vary tactics and adapt skills depending on what is happening in a game.
Gymnastics	<ul style="list-style-type: none"> • Adapt sequences to suit different types of apparatus and criteria. • Explain how strength and suppleness affect performance. • Compare and contrast gymnastic sequences. 	<ul style="list-style-type: none"> • Work in a controlled way using strength and stamina. • Include a change in speed and direction. • Include a range of shapes. Work with a partner to create, repeat and improve a sequence with at least three phases.
Dance	<ul style="list-style-type: none"> • Improvise freely and translate ideas from a stimulus into movement. • Share and create phrases with a partner and small group. • Plan, repeat, remember and perform phrases. 	<ul style="list-style-type: none"> • Take the lead when working with a partner or group. • Use dance to communicate an idea. • Change speed and levels within a performance. • Plan, perform and repeat sequences.
Athletics	<ul style="list-style-type: none"> • Run at fast, medium and slow speeds; changing speed and direction. • Take part in a relay, remembering when to run and what to do. • Jump in a number of ways, sometimes using a run up. • Use a range of underarm and over arm throwing techniques. 	<ul style="list-style-type: none"> • Run over a long distance. • Sprint over a short distance. • Throw in different ways with increasing accuracy. • Hit a target. • Compete and aim to improve personal bests.
OAA	<ul style="list-style-type: none"> • Follow a map in a familiar context. • Use clues to follow a route. Follow a route safely. • Identify appropriate equipment for a given activity. 	<ul style="list-style-type: none"> • Follow a map in a more challenging familiar context. • Follow a route within a time limit. • Identify and manage problems/risks in an activity.

	Year 5	Year 6
Games	<ul style="list-style-type: none"> • Gain possession by working as a team. • Pass in different ways. Use forehand and backhand with a racket. • Field. • Choose a tactic for defending and attacking. • Use a number of techniques to pass, dribble and shoot. 	<ul style="list-style-type: none"> • Use a variety of striking techniques to hit balls. (forehand and backhand) Choose and implement appropriate techniques for a given game. • Play to agreed rules and explain them to others. • Undertake the role of umpire. Build a team and communicate strategy. • Lead others in a games situation.
Gymnastics	<ul style="list-style-type: none"> • Make complex extended sequences. • Combine action, balance and shape. • Perform consistently to different audiences. 	<ul style="list-style-type: none"> • Combine my own work with that of others. • Link sequences to specific timings. • Use equipment to vault and spring.
Dance	<ul style="list-style-type: none"> • Compose own dances in a creative way. • Perform to an accompaniment. Demonstrate clarity, fluency, accuracy and consistency. 	<ul style="list-style-type: none"> • Develop sequences in a specific style. • Choose own music and interpret through movement. • Hold precise and strong body posture.
Athletics	<ul style="list-style-type: none"> • Demonstrate control when taking off and landing. • Throw with accuracy using a range of techniques, over a range of distances. • Combine running and jumping. Run over short and longer distances. • Compete and improve personal bests. 	<ul style="list-style-type: none"> • Demonstrate stamina. • Show control during take-off and landings when jumping. • Demonstrate an awareness of previous performance and aim to build on this.
OAA	<ul style="list-style-type: none"> • Follow a map in an unknown location. • Use clues and compass to navigate a route. • Change my route to overcome a problem using new information. 	<ul style="list-style-type: none"> • Plan a route and a series of clues for someone else. • Plan with others taking account of safety and danger. • Embrace leadership and team roles.