

## Skills Progression: PE

Skills	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Topics</b>	<b>Fundamental Movement Skills</b> Dance Gymnastics Multi-Skills Ball Skills Games	<b>Fundamental Movement Skills</b> Multi-Skills Functional Fitness Dance Gymnastics Multi-Sports Athletics Games	<b>Fundamental Movement Skills</b> Multi-Skills Gymnastics Functional Fitness Multi-Sports Functional Fitness Athletics Games	<b>Fundamental Movement Skills</b> Multi-Sports Dance Multi-Skills Gymnastics Functional Fitness Invasion Games Athletics Games	<b>Fundamental Movement Skills</b> Multi-Sports Dance Multi-Skills Gymnastics Functional Fitness Games Invasion Games Athletics	<b>Multi-Sports</b> <b>Functional Fitness</b> Dance Handball Gymnastics Multi-Skills Netball Football Cricket Athletics <b>Outdoor Adventure Activities</b>	<b>Multi-Sports</b> <b>Functional Fitness</b> Dance Handball Gymnastics Multi-Skills Netball Football <b>Outdoor Adventure Activities</b> Athletics Cricket
<b>Object Control Progression</b>	Children can catch a ball without dropping it.  Children can bounce, roll and throw a ball.  Pupils begin to explore a range of sporting equipment.	Children can catch a large ball with 2 hands.  Children can bounce, roll and throw a ball at a large target.  Children should start to kick the ball.  Pupils, with support, can begin to use a range of equipment safely.	Children can catch a small ball with 2 hands.  Children can bounce, roll and throw a ball at a large target,  Children can also kick the ball towards a target.  Pupils can explain how to use equipment safely in a sporting situation.	Children are consistently and competently catch a small ball.  Children begin to strike the ball with the hand with very little accuracy.  They can also bounce, roll, throw and kick a ball at a target.  Pupils can use a range of age appropriate equipment safely and explain to others the importance of this.	Children can catch a small ball with 1 hand and attempt to catch a large ball whilst moving.  Children have some accuracy when striking the ball.  They can also bounce, roll, throw and kick a ball at a target confidently.  Pupils can use a range of age-appropriate equipment safely and explain to others the importance of this.	Children can catch a large ball consistently whilst moving in different directions.  Children can throw and kick the ball to a teammate with accuracy, sporadically.  Children strike the ball with a bat/racket with little accuracy.  Pupils can select appropriate equipment for a variety of sporting scenarios and explain how to use it safely.	Children can catch a large ball confidently in game situations.  Children can also throw or kick the ball to a teammate with accuracy, consistently.  Children can consistently strike a ball with a bat/racket towards a target.  Pupils can select appropriate equipment for a variety of sporting scenarios and explain how to use it safely.
<b>Locomotion Progression</b>	Children can jump and move in straight lines.  Pupils explore skills of running, jumping and throwing with a range of equipment.	Children can jump and move in different directions.  Pupils explore ways to safely jump off small apparatus.  Pupils begin to vary speed of running based on given commands.	Children should attempt to hop in straight lines as well as jump and run-in different directions.  Pupils develop skills to throw a range of objects using one hand, to jump from a stationary position and land with control and to change speed and direction whilst running.	Children can hop, jump and run in different directions.  Children begin to skip.  Pupils can run at slow, medium and fast paces, with an understanding of the effect this has on the body.	Children can run, jump, hop and skip.  Pupils demonstrate an understanding between the difference of sprinting and running for stamina.  Pupils develop accuracy and consistency when performing different throwing actions, whilst advancing with power.  Pupils can jump for distance and height with control and balance	Children should be able to show confidence whilst moving in different directions using movements such as running, jumping, hopping and skipping.  Pupils begin to demonstrate an understanding of different types of jumps (high jump, triple jump and long jump). They begin to develop technical skill whilst performing each jump.	Children should be able to confidently move freely in different directions using a variety of movements such as running, jumping, hopping and skipping.  Pupils begin to perform different types of jumps (high jump, triple jump and long jump) with increasing accuracy and success.
<b>Stability Progression</b>	Children can show an ability stretch.  Pupils can demonstrate a contrast in creating different body shapes (tall, wide, short, small, curved and straight).  Can stand on 2 feet and move around.	Children can perform a balance in one place.  Children can bend and stretch.  Pupils begin to copy basic movements and sequences.	Children can work as a pair to hold a balance.  Children can twist and rotate as well as confidently bend and stretch.  Pupils develop routines which have a clear beginning and end.	Children can perform half squats, half lunges and press ups on the knees.  Children can roll, stop and twist/rotate.  Children can hold a bilateral balance.	Children can competently with guidance perform half squats, half lunges and push ups on the knees.  Children attempt the full range of movement in squats, lunges and press ups.  Children can roll, stop and twist/rotate.  Children can plan and hold a creative bilateral balance.  Children can hold a unilateral balance.	Children can perform bodyweight movements such as; squats, lunges, press ups competently with no guidance.  Children can perform a roll confidently and consistently.  Children can competently plan and hold a creative unilateral balance on their own.  Children can land from a jump.	Children can perform bodyweight movements such as; squats, lunges, press ups, confidently and consistently.  Children can work together and hold a creative balance.  Children can land from a height safely and confidently.
<b>Knowledge and Understanding Progression</b>	Pupils develop an understanding of how their body changes during exercise  Pupils work individually and with others to engage in basic cooperative physical activities.	Children can describe what happens to their body when they exercise.  They can describe the movements they are completing.  Children can work in group settings.	Children can explain what happens to their body when they exercise and understand that physical activity is important.  They understand the movements they are completing during physical activity.	Children can describe how physical activity benefits their health. They can describe movements they are working on, contributing and listening to others' views in a class setting.	Children can begin to explain the benefits of physical activity.  They can explain their movements in individual and team settings, occasionally contributing ideas and listening to others	Children can describe and understand how physical activity will benefit their holistic health.  They can evaluate their movements and recognise where they are being successful.  Children can work individually and with others, contributing ideas and respecting the views of others.	Children can explain and understand how physical activity is essential to their holistic health and future life.  They can analyse all aspects of movement, explain their strengths and areas for improvement, and have confidence working individually and in team situations, offering ideas and views but respecting others thoughts in competitive and non-competitive situations.  Pupils are able to assess their own performance, and the performance of others, to identify a variety of areas to develop – linking this to sporting values.
<b>Health and Well-being progression</b>	Children know how long they brush their teeth for.  Children know what exercise is.	Children know what a good food is and what a bad food is.  Children know why they should brush their teeth.	Children know what happens to the body during exercise.  Children know what food groups certain foods belong to.	Children understand what a balanced diet looks like.  Children know how much sleep they should be having at their age.	Children can create their own balanced plate and know what food groups are.  Children understand the benefits of technology.	Children understand the importance of sleep.  Children are confident in explaining why good hygiene is important.  Pupils develop an understanding of how exercise can help support our mental wellbeing.	Children are confident in explaining why exercise is important for a healthy lifestyle and have an ability to link certain exercises with sports.  Pupils develop an understanding of how exercise can help support our mental wellbeing.