

	PE: Skills and Knowledge Progression							
	Topic	Emerging 40-60 months	Expected ELG	Exceeding				
EYFS		Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.				

	Dance	Gym	Games	Athletics	OAA	Swimming	Evaluation
Yr							
1	Copies and explores basic movements and body patterns Remembers simple movements and dance steps Links movements to sounds and music. Responds to range of stimuli.	Copies and explores basic movements with some control and coordination. Can perform different body shapes Performs at different levels Can perform 2 footed jump Can use equipment safely Balances with some control Can link 2-3 simple movements	Can travel in a variety of ways including running and jumping. Beginning to perform a range of throws. Receives a ball with basic control Beginning to develop handeye coordination Participates in simple games	Can run at different speeds. Can jump from a standing position Performs a variety of throws with basic control.			Can comment on own and others performance Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback
2	Copies and explores basic movements with clear control. Varies levels and speed in sequence Can vary the size of their body shapes Add change of direction to a sequence Uses space well and negotiates space clearly. Can describe a short dance using appropriate	Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence Link movements together to create a sequence	Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games.	Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and co-ordination. preparation for shot put and javelin Can use equipment safely			Can comment on own and others performance Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback

	vocabulary. Responds imaginatively to stimuli		Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/defending			
3	Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance. Translates ideas from stimuli into movement with support. Beginning to compare and adapt movements and motifs to create a larger sequence. Uses simple dance vocabulary to compare and improve work.	Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements Beginning to develop good technique when travelling, balancing, using	Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the games activity. Beginning to communicate with others during game situations. Uses skills with co- ordination and control. Develops own rules for new games. Makes imaginative pathways using equipment. Works well in a group to develop various games. Beginning to understand how to compete with each other in a controlled manner.	Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control.	Develops listening skills. Creates simple body shapes. Listens to instructions from a partner/ adult. Beginning to think activities through and problem solve. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Watches and describes performances accurately. Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences.

		equipment etc	Beginning to select resources			
			independently to carry out different			
			skills.			
4	Confidently improvises with a partner or on their own. Beginning to create longer dance sequences in a larger group. Demonstrating precision and some control in response to stimuli. Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness. Modifies parts of a sequence as a result of selfevaluation. Uses simple dance vocabulary to compare and improve work.	Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences.	Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking Uses skills with coordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games. Compares and comments on skills to support creation of new games. Can make suggestions as to	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.	Develops strong listening skills. Uses simple maps. Beginning to think activities through and problem solve. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Watches and describes performances accurately. Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences.

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5	Beginning to exaggerate dance movements and motifs (using expression when moving)	Select and combine their skills, techniques and ideas. Apply combined skills accurately and	what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination. Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in	Beginning to build a variety of running techniques and use with confidence. Can perform a	Develops strong listening skills. Uses and interprets simple maps. Think activities through and	Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of	Watches and describes performances accurately. Learn from others how they can improve their
	Demonstrates	appropriately,	using ball skills in	running jump	problem solve	strokes effectively	skills.
	strong	consistently	various ways, and	with more than	using general	e.g. front crawl,	Comment on
	movements	showing	can link these	one component.	knowledge.	backstroke and	tactics and
	throughout a	precision, control	together.	e.g. hop skip	Choose and	breaststroke.	techniques to
	dance sequence. Combines	and fluency. Draw on what	Uses skills with co- ordination,	jump (triple jump) Beginning to	apply strategies to solve problems	Performs safe self- rescue in different	help improve performances.
	flexibility,	they know about	control and	record peers	with support.	water-based	Make suggestions
	techniques and	strategy, tactics	fluency.	performances,	Discuss and work	situations.	on how to
	movements to	and composition	Takes part in	and evaluate	with others in a		improve their
	create a fluent	when performing	competitive	these.	group.		work,
	sequence.	and evaluating.	games with a	Demonstrates	Demonstrates an		commenting on
	Moves appropriately	Analyse and comment on skills	strong understanding of	accuracy and confidence in	understanding of how to stay safe.		similarities and differences.
	and with the	and techniques	tactics and	throwing and	Tiow to stay sale.		differences.
	required style in	and how these	composition.	catching			
	relation to the	are applied in	Can create their	activities.			
	stimulus.	their own and	own games using	Describes good			
	e.g using various	others' work.	knowledge and	athletic			
	levels, ways of travelling and	Uses more	skills. Can make	performance using correct			
	motifs.	complex gym vocabulary to	suggestions as to	vocabulary.			
	Beginning to	describe how to	what resources	Can use			
	show a change	improve and	can be used to	equipment safely			
	of pace and	refine	differentiate a	and with good			

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	timing in their	performances.	game.	control.			
	movements.	Develops	Apply basic skills				
	Uses the space	strength,	for attacking and				
	provided to his	technique and	defending.				
	maximum	flexibility	Uses running,				
	potential.	throughout	jumping, throwing				
	Improvises with	performances.	and catching in				
	confidence, still	Links skills with	isolation and				
	demonstrating	control,	combination.				
	fluency across	technique, co-					
	their sequence.	ordination and					
	Modifies parts of	fluency.					
	a sequence as a	Understands					
	result of self and	composition by					
	peer evaluation.	performing more					
	Uses more	complex					
	complex dance	sequences.					
	vocabulary to						
	compare and						
	improve work.						
6	Exaggerate	Plan and perform	Vary skills, actions	Beginning to	Develops strong	Swims	Watches and
	dance	with precision,	and ideas and	build a variety of	listening skills.	competently,	describes
	movements and	control and	link these in ways	running	Use s and	confidently and	performances
	motifs (using	fluency, a	that suit the	techniques and	interprets simple	proficiently over a	accurately.
	expression when	movement	games activity.	use with	maps.	distance of at	Learn from others
	moving)	sequence	Shows	confidence.	Think activities	least 25 metres	how they can
	Performs with	showing a wide	confidence in	Can perform a	through and	Uses a range of	improve their
	confidence, using	range of actions	using ball skills in	running jump	problem solve	strokes effectively	skills.
	a range of	including	various ways, and	with more than	using general	e.g. front crawl,	Comment on
	movement	variations in	can link these	one component.	knowledge.	backstroke and	tactics and
	patterns.	speed, levels and	together	e.g. hop skip	Choose and	breaststroke.	techniques to
	Demonstrates a	directions.	effectively.	jump (triple jump)	apply strategies	Performs safe self-	help improve
	strong	Performs difficult	e.g. dribbling,	Beginning to	to solve problems	rescue in different	performances.
	imagination	actions, with an	bouncing, kicking	record peers	with support.	water-based	Make suggestions
	when creating	emphasis on	Keeps possession	performances,	Discuss and work	situations.	on how to
	own dance	extension, clear	of balls during	and evaluate	with others in a		improve their
	sequences and	body shape and	games situations.	these.	group.		work,
	motifs.	changes in	Consistently uses	Demonstrates	Demonstrates an		commenting on
	Demonstrates	direction.	skills with co-	accuracy and	understanding of		similarities and
	strong	Adapts	ordination,	confidence in	how to stay safe.		differences.
	movements	sequences to	control and	throwing and			
	throughout a	include a partner	fluency.	catching			
	dance sequence.	or a small group.	Takes part in	activities.			

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Combines	Gradually	competitive	Describes good		
flexibility,	increases the	games with a	athletic		
techniques and	length of	strong	performance		
movements to	sequence work	understanding of	using correct		
create a fluent	with a partner to	tactics and	vocabulary.		
sequence.	make up a short	composition.	Can use		
Moves	sequence using	Can create their	equipment safely		
appropriately	the floor, mats	own games using	and with good		
and with the	and apparatus,	knowledge and	control.		
required style in	showing	skills.			
relation to the	consistency,	Modifies			
stimulus.	fluency and	competitive			
e.g using various	clarity of	games.			
levels, ways of	movement.	Compares and			
travelling and	Draw on what	comments on			
motifs.	they know about	skills to support			
Beginning to	strategy, tactics	creation of new			
show a change	and composition	games.			
of pace and	when performing	Can make			
timing in their	and evaluating.	suggestions as to			
movements.	Analyse and	what resources			
Is able to move to	comment on skills	can be used to			
the beat	and techniques	differentiate a			
accurately in	and how these	game.			
dance	are applied in	Apply knowledge			
sequences.	their own and	of skills for			
Improvises with	others' work.	attacking and			
confidence, still	Uses more	defending.			
demonstrating	complex gym	Uses running,			
fluency across	vocabulary to	jumping, throwing			
their sequence.	describe how to	and catching in			
Dances with	improve and	isolation and in			
fluency, linking all	refine	combination.			
movements and	performances.				
ensuring they	Develops				
flow.	strength,				
Demonstrates	technique and				
consistent	flexibility				
precision when	throughout				
performing	performances				
dance					
sequences.					
Modifies parts of					

a sequence as a result of self and peer evaluation.			
Uses more complex dance vocabulary to			
compare and improve work.			

Healthy Lifestyles

Year 1 and 2	Year 3 and 4	Years 5 and 6		
Can describe the effect exercise has on	Can describe the effect exercise has on the body	Can describe the effect exercise has on the body		
the body Can explain the importance of exercise	Can explain the importance of exercise and a healthy lifestyle.	Can explain the importance of exercise and a healthy lifestyle.		
and a healthy lifestyle.	Understands the need to warm up and cool down.	Understands the need to warm up and cool down.		