



Progression of Skills and Knowledge in PE

	EYFS		KS1		LKS2			UKS2		KS3
	Nursery	Reception	Y1	Y2	Y3	Y4	Y4/5	Y5	Y6	
Indoor	-Fine and gross motor skills -ABC	-Fundamental movement skills-travelling -Gymnastics -Animals dance -Magic toy shop dance -Weathers and seasons dance -Gymnastics	-Fundamental movement skills-travelling -Animals dance -Weathers and seasons dance -Magic toy shop dance -Gymnastics -Gymnastics	-Gymnastics -Monster dance -Gymnastics -Sitting volleyball/boccia -Great fire of London dance -Weathers and seasons dance	-River Nile dance -Sending and receiving. -Gym fit circuits -The Pyramids dance -Gymnastics -Around the world dance	-Anglo Saxons dance -Dance -Tudor dance -Might movers -Sending and receiving -Gymnastics	-Gymnastics -Around the world dance -Badminton -Sitting volleyball/blind football -Boot camp -The Environmental dance	-Gymnastics -Diwali dance -Badminton -Sitting volleyball/blind football -Boot camp -At the Olympics dance	-Gymnastics -Indoor athletics -Gymnastics -Boccia/kurling -Volleyball -Badminton	
Outdoor		-ABC of movement skills -Sending and receiving -Multi skills -Sending and receiving using hands and feet -Athletics -Team games	-ABC of movement skills -Sending and receiving -Multi skills -Sending and receiving using hands and feet -Athletics -Team games	-Throwing and receiving -Aiming using hands and feet and carrying -Sending and receiving -Throwing, catching, aiming and striking -Athletics -Team games	-Hockey -Basketball -Cricket -Tennis -Athletics -Team games/OAA	-Hockey -Basketball -Cricket -Tennis -Athletics -Team games/OAA	-Tag rugby -Hockey -Netball -Tennis -Athletics -Team games/OAA	-Tag rugby -Hockey -Netball -Tennis -Athletics -Team games/OAA	-Tennis -Netball -Football -Rounders -Athletics -Team games/OAA	

Tier 3 Vocabulary

Copy
Dance
Balance
Throwing
Running

Copy
Dance
Balance
Throwing
Running
Space
Apparatus
Curled
Stretched
Tension
Rolls
Catch
Aim
Strike
Facial expressions

Copy
Dance
Balance
Throwing
Running
Space
Apparatus
Curled
Stretched
Tension
Rolls
Catch
Aim
Strike
Rhythm
Imagination
Sequence
Static
Technique
Levels
Speed
Facial expressions

Copy
Dance
Balance
Throwing
Running
Space
Apparatus
Curled
Stretched
Tension
Rolls
Catch
Aim
Strike
Rhythm
Imagination
Sequence
Static
Technique
Levels
Speed
Fundamental
Unison
Facial
expressions

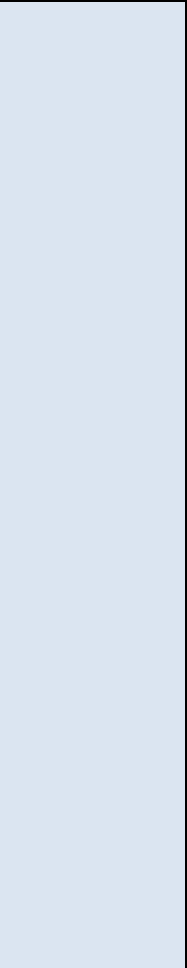
Copy
Dance
Balance
Throwing
Running
Space
Apparatus
Curled
Stretched
Tension
Rolls
Catch
Aim
Strike
Rhythm
Imagination
Sequence
Static
Technique
Levels
Speed
Fundamental
Unison
Timing
Canon
Facial
expressions
Accuracy
Competition
Rules
Sportsmanship
Formations

Copy
Dance
Balance
Throwing
Running
Space
Apparatus
Curled
Stretched
Tension
Rolls
Catch
Aim
Strike
Rhythm
Imagination
Sequence
Static
Technique
Levels
Speed
Fundamental
Unison
Timing
Canon
Facial
expressions
Accuracy
Competition
Rules
Sportsmanship
Intercept
Formations

Copy
Dance
Balance
Throwing
Running
Space
Apparatus
Curled
Stretched
Tension
Rolls
Catch
Aim
Strike
Rhythm
Imagination
Sequence
Static
Technique
Levels
Speed
Fundamental
Unison
Timing
Canon
Facial
expressions
Accuracy
Competition
Rules
Sportsmanship
Intercept
Mirroring
Matching
Formations

Copy
Dance
Balance
Throwing
Running
Space
Apparatus
Curled
Stretched
Tension
Rolls
Catch
Aim
Strike
Rhythm
Imagination
Sequence
Static
Technique
Levels
Speed
Fundamental
Unison
Timing
Canon
Facial
expressions
Accuracy
Competition
Rules
Sportsmanship
Intercept
Mirroring
Matching
Formations

Copy
Dance
Balance
Throwing
Running
Space
Apparatus
Curled
Stretched
Tension
Rolls
Catch
Aim
Strike
Rhythm
Imagination
Sequence
Static
Technique
Levels
Speed
Fundamental
Unison
Timing
Canon
Facial
expressions
Accuracy
Competition
Rules
Sportsmanship
Intercept
Mirroring
Matching
Formations



Dance

<p>-Copy dance moves. -Move to music.</p>	<p>-Copy dance moves. -Perform some dance moves moving around the space safely.</p>	<p>-Copy dance moves. Make up a short dance, after watching one. -Change rhythm, speed, level and direction.</p>	<p>-Make a sequence by linking sections together. -Change rhythm, speed, level and direction with consistency. -Link some movement to show a mood or feeling.</p>	<p>-Perform pair/group dance involving canon & unison, meet & part. -Respond to music to show good rhythm with changes of speed. -Respond to music to express a variety of moods & feelings.</p>	<p>-Make up dance within a small group. -Respond imaginatively to stimuli related to character/ music/ story. -Perform clear & fluent dance that shows sensitivity to idea.</p>	<p>-Adapt & refine (in pairs/groups) dances that vary direction, space & rhythm. -Show fluency/ control in chosen dances in response to stimuli. -Perform fluent dances with characteristics of different styles/eras.</p>	<p>-Adapt & refine (in pairs/groups) dances that vary direction, space & rhythm. -Show fluency/ control in chosen dances in response to stimuli. -Perform fluent dances with characteristics of different styles/eras.</p>	<p>-Create & perform dance routine using all skills previously taught. (Canon, unison, rhythm, timing) -Be aware of & use musical structure, rhythm & mood & can dance accordingly. -Use appropriate criteria & terminology to evaluate performances.</p>	<p>-Children should be taught to create/ perform dances using a range of movement patterns, including those from different times, place and cultures. -Through dance, develop flexibility, strength, technique, control and balance.</p>
---	---	--	---	--	---	--	--	---	--

Gymnastics

<p>-Explore travelling on different body parts. -Explore balancing on small/large body parts.</p>	<p>-Perform basic travelling actions on various body parts. (hands, feet, knees, elbow) -Balance on small/large body parts & understand stillness. -Climb & hang from apparatus/ perform a roll and basic jumps. -Make body tense, relaxed, curled and stretched.</p>	<p>-Keep balance travelling along bench, spots, mat etc. -Begin to work alone/with someone to make a sequence of shapes/travels. -Roll in stretched/curled positions e.g. 'Log' and 'tucked rolls'. -Make body tense, relaxed, curled and stretched, showing some tension. -Jump and land safely.</p>	<p>-Link known shape/travel/roll/jump to a balance using floor & on apparatus. -Perform a sequence with changes in speed & direction including 3 different actions. -Be still on single/two + points of contact on floor/ apparatus. -Make body tense, relaxed, curled and stretched, in a range of movements. -Jump/land with control using different body shapes in flight.</p>	<p>-Perform basic core gymnastic skills i.e. roll, balance and travel. -Know principles of balance and apply them on floor & apparatus. -Use a greater number of own ideas for movement in response to a task. -Combine arm actions with skips/leaps/steps/ jumps & spins in travel.</p>	<p>-Link a roll with travel and balance using floor and apparatus with good body control. -Create & perform matching/mirroring sequences. -Perform at least 3 different rolls (teddy bear, log roll, tucked roll) with some control. -Share ideas and give positive criticism/advice to self & others.</p>	<p>-Include change of speed, direction and shape in movements. -Use mirroring/ matching/ cannon (pair) sequence/ dynamics/levels/ direction to create a sequence. -Perform 4 different rolls (teddy bear, log roll, tucked roll, and forward roll) with some control. -Share ideas and give positive criticism/advice to self & others.</p>	<p>-Include change of speed, direction and shape in movements. -Use mirroring/ matching/ cannon (pair) sequence/ dynamics/levels/ direction to create a sequence. -Perform 4 different rolls (teddy bear, log roll, tucked roll, and forward roll) with some control. -Share ideas and give positive criticism/advice to self & others.</p>	<p>-Demonstrate 3 paired or group balances in sequence using different shapes using their imaginations. -Perform 6-8 part floor sequence as individual, pair & small group. -Perform 5 different rolls (teddy bear, log roll, tucked roll, forward roll, backwards roll) with some control. -Share ideas and give positive criticism/advice to self & others.</p>	<p>-Pupils should be taught to develop flexibility, strength, technique, control and balance.</p>
---	---	---	---	--	--	---	---	---	---

Fundamental skills/ competitive games

-Aim & throw object underarm. -Send & receive a ball by rolling from hand & striking with foot. -Move and stop safely in a specific area. -Play a passing & target game alone and with a partner.	-Throw underarm, bounce & catch ball by self & with partner. -Kick/stop a ball using a confident foot while static. -Use awareness to look for space and travel into new spaces. -Play a small sided invasion game.	-To throw the ball in a variety of ways (underarm, chest pass, bounce pass) with a partner. -Pass a ball accurately (hands & feet) over longer distances to a team mate. -Make simple decisions about when /where to move in game to receive a ball. -Engage in simple, competitive and co-operative games.	-Make a series of passes to team mates moving towards a scoring area. -Begin to send a football to someone on team. -Move into spaces to avoid defenders. -Mark another player and defend when needed. -Play small sided competitive games/ understand basic rules of competition.	-Make decisions regarding which is the best type of pass to use. -Send a football to someone on the team, using different parts of foot. -Identify space to move into and show a clear target to receive a pass. -Mark another player and begin to attempt interceptions. -Play small sided competitive games/ understand basic rules of competition.	-Be able to pass and receive a pass at speed. -Send a football to someone on the team, using different parts of foot accurately. -Lose a defender to receive a pass. - Defend a player and make some successful interceptions for team. -Play small sided competitive games/ understand basic rules of competition.	-Be able to pass and receive a pass at speed. -Send a football to someone on the team, using different parts of foot accurately. -Lose a defender to receive a pass. - Defend a player and make some successful interceptions for team. -Play small sided competitive games/ understand basic rules of competition.	-Know which pass is best to use and when in a game. -Make decisions regarding how and when to send a football to someone in team. -Draw defender away to create space for self or team. - Position body to defend effectively, making successful interceptions. -Play small sided competitive games/ understand basic rules of competition.	Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounder's, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.
--	--	--	--	---	---	---	---	--

Athletics

-Explore running short distance. -Explore different methods of throwing.	-Explore running short distance/ footwork patterns. -Explore different methods of throwing/ arm mobility.	-Use varying speeds when running. -Further explore different methods of throwing/ arm mobility.	-Run with agility and confidence. -Understanding which throw we use for different distances/ throw different objects in a variety of ways (underarm/ overarm). -Learn the best jumping techniques for distance.	-Run in different directions/ speeds, using good technique. -Improve throwing technique. -Reinforce jumping techniques. -Utilise all the skills learned in this unit in a competitive situation.	-Select and maintain a running pace for different distances. -Practise throwing with power and accuracy. -Understand which technique is most effective when jumping for distance. -Utilise all the skills learned in this unit in a competitive situation.	-Use correct technique to run at speed. -Throw with accuracy and power/ learn how to use skills to improve the distance of a throw. -Understand which technique is most effective when jumping for distance. -Utilise all the skills learned in this unit in a	-Use correct technique to run at speed. -Throw with accuracy and power/ learn how to use skills to improve the distance of a throw. -Understand which technique is most effective when jumping for distance. -Utilise all the skills learned in this unit in a	-Investigate running styles and changes of speed. -Practise throwing with power and accuracy/ learn how to improve the distance of a throw. -Understand which technique is most effective when jumping for distance.	-Pupils should continue to apply and develop a broader range of skills. -They should enjoy communicating, collaborating and competing with each other and evaluate their own success. -Pupils should be taught to use running,
---	--	--	---	---	---	---	---	--	--

							competitive situation.	competitive situation.	-Utilise all the skills learned in this unit in a competitive situation.	jumping, throwing and catching in isolation and in combination.
--	--	--	--	--	--	--	------------------------	------------------------	--	---