



PE Progression of Skills

Cross-curricular links between PE and RSHE

End of KS Expectations: EYFS (2021)

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

End of KS Expectations: Key Stage 1

Children should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

	Nursery	Reception	Year 1	Year 2
Evaluating and Improving	Modelled language for movement “gallop, slither” and language for instruction “follow, lead, copy” encouraging the children to use it.	In all areas children will be taught to give feedback to their peers and how to receive it. (What they liked and didn't like, what can be improved).	In all areas children will be taught about how to give and receive feedback to their peers.	In all areas children will be taught about how to give and receive feedback to their peers.
Health and Fitness	The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness.	Understand the importance for good health of physical exercise, healthy diet and talk about different ways to keep	Talk about what our bodies do during exercise e.g. breathing. Practice skills to make them	Talk about what our bodies do during exercise e.g. breathing, start to find their pulse.

	Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. The characteristics and mental and physical benefits of an active lifestyle.	healthy and safe. The characteristics and mental and physical benefits of an active lifestyle.	warmer and cooler before and after exercises. Discuss how the body changes during exercise. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.	Practice skills to make them warmer and cooler before and after exercises. Discuss how the body changes during exercise. The risks associated with an inactive lifestyle, including obesity.
Dance	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Increasingly use and remember sequences and patterns related to music and rhythm. Start to use large-muscle movements to wave flags and streamers, paint and make marks.	Move freely and with pleasure and confidence in a range of ways. Experiments with different ways of moving. Complete simple sequences to different stimulus.	Learn basic movements relating to feelings. Learn what makes a good start and finish position in a sequence. Learn how to move their bodies in a variety of ways. Respond to a range of different music and stimuli showing a range of emotions and feelings in relation to the dance idea. To choose and link movements recognising different rhythms, dynamics and moods. Perform dance movements	Use a range of vocabulary to describe moods and how dances make them feel. Perform dances using simple movement patterns with a clear start middle and end. On their own can remember and perform short dance routines demonstrating some level of control and co-ordination, to other children. To demonstrate the ability to hold clear body shapes both in movement and stillness. To observe each other dancing and identify and describe the different actions, relationships, formations and

			and simple sequences using simple movement patterns and be taught to remember and perform short dance routines to other children. To observe and describe dance phrases and expressive qualities using appropriate language.	quality of performance. Evaluate and improve a dance performance by recording and viewing their rehearsals.
Gymnastics	Continue to develop their movement, balancing. Match their developing physical skills to tasks and activities, crawl, walk, run. Skip, hop and stand on one leg and hold a pose. Go up steps and stairs or climb up apparatus using alternate feet.	Move freely and with pleasure and confidence in a range of ways including, rolling, floor shapes, ways of travel. Experiments with different ways of moving. Jumps off an object and lands appropriately. Stand on one foot to hold a balance.	Learn a variety of basic gymnastic movements. Develop balance, agility, co-ordination of travelling, stillness, jumping, and timing, changing shape, direction and size. Be still in different body shapes and balances. Combine balances using small and large body parts. Recognise how it feels when the body is tense in a balance. Combine different ways of travelling, high and low and in different directions and different speeds. To be able to hop, skip, bounce and jump whilst travelling in different directions.	Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, and direction. Travel close to the ground in different ways. Travel far away from the ground including a range of jumps with different takes offs and landings e.g. one foot to two feet, one foot to one foot. To roll in different ways and directions. To turn, twist and spin in different ways on different body parts and on different levels. Identify body parts which are highest point of balance.

			Jump from two feet to two feet making different shapes in the air. To rock to stand and turn over. To roll in different directions. To link a series of movements together. Move between mats and small apparatus and change the speed of movement, transferring their skills onto apparatus at every stage with special attention paid to how they travel from the apparatus. Handle apparatus safely.	Use appropriate movements to travel in different shaped pathways. Identify different patterns and direction of pathways travelling in high and low movements. Use imagination to find different ways of using apparatus, transferring their ideas and skills at every stage to appropriate apparatus and adapt and develop as necessary. Develop short sequences on their own. Form simple sequences of different actions using floor and apparatus. Make up a short sequence of linked movements with a partner. Describe what they have done and what they have seen. Have a clear focus when watching others perform. Say when a movement or skill is performed well.
Athletics / Games / Multi skills	Continue to develop movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs. Climb up apparatus using alternate feet.	Move freely using suitable spaces and speed or direction to avoid obstacles. Catch a large ball.	Explore different ways using a ball. Explore ways to throw and catch a ball or other equipment, e.g. bean bags, quoits.	Develop control and accuracy when moving with a ball in a variety of different games. To throw, catch and bounce in different ways when standing still or on the move.

	Start taking part in some group activities which they make up for themselves or in teams. Choose the right resources to carry out their own ideas. Collaborate with others to manage large items safely.	Demonstrate good control and co-ordination in large and small spaces. Pass a ball (two handed throw-chest pass) Kick a ball along the floor. Dribble/walk with a ball at feet with some control. Throw under and overarm in a general direction. Catch a variety of different sized balls when bounced or thrown. Strike a ball (with hand or bat) in a general direction. Run for longer distances.	Focus on throwing a ball with control both over and underarm with prompts. To steer and send /strike a ball safely in different directions using a bat. Retrieve and stop a ball using different parts of the body. Focus on catching a ball from shorter and longer distances, on their own and in groups. To play a variety of running and avoiding games. To use and develop their sending, receiving and travelling skills in games with a partner. Develop simple attacking and defending techniques Able to play simple games in small groups. Begin to make up own simple game with a partner. To understand the concept of aiming games. To change the rules in a game to make it better or more challenging.	Understand and use a range of strategies for making games harder. Understand how to make up rules and score points. To remember, repeat and link combinations of skills in a game. To improve the coordination, control and consistency of their actions To use and vary simple tactics. To know and apply basic tactics for attacking play. Understand and develop tactics for attacking and defending. To work cooperatively with another person in a team. To observe, play and improve another person's game. Participate in small sided team games. Use their skills to play end to end games, games over a barrier and fielding games. To observe and select information to evaluate their own and others work.
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			Move at different speeds with control and change direction Run for longer distances	Recognise good quality in performance. Show the difference between running at speed and jogging. To be able to maintain a steady running rhythm. Run for longer distances.
Yoga	N/A	N/A	To begin to explore yoga and mindfulness. To copy and repeat yoga poses. To develop an awareness of flexibility To copy and remember actions To develop balance	To have an increased understanding of mindfulness. To be able to copy and remember poses. To develop flexibility when holding poses To link actions together in a flow. To develop balance whilst holding poses. To create a flow and teach it to a partner.

Fine Motor Skills	Use one-handed tools and equipment, for example, making snips with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range a small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.	N/A	N/A
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