

Physical Education (PE) Skills Progression

Big Idea	Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical education - Swimming	Swimming and water safety			Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). Perform safe self-rescue in different water-based situations.	Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). Perform safe self-rescue in different water-based situations.	Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). Perform safe self-rescue in different water-based situations.	Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). Perform safe self-rescue in different water-based situations.	Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). Perform safe self-rescue in different water-based situations.	Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). Perform safe self-rescue in different water-based situations.
Processes	Athletics	Negotiate space successfully when running, jumping, hopping, skipping and throwing.	Adjust speed when running, and jump off objects and land successfully.	Practice basic running, jumping, throwing and catching techniques.	Develop and modify running, jumping, throwing and catching techniques to make outcomes more successful, with increasing balance, agility and coordination.	Demonstrate a broader range of throwing, running and jumping techniques, in isolation or combination, with improving accuracy and competence.	Run a range of distances, varying pace and for extended periods.	Understand how power and stamina are developed and how this improves performance.	Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing, in isolation and combination, and suggest ways to improve performance.
	Gymnastics	Travel with confidence and skill around, under, over and through balancing and climbing equipment; stands on one foot momentarily when shown.	Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength.	Demonstrate agility, balance, control and coordination when moving or balancing, performing basic sequences that use space safely.	Demonstrate a sequence of linked balances, creating a variety of body shapes.	Copy, explore and create a gymnastic sequence beginning to use flexibility, strength, technique and balance.	Combine movements, actions and balances and equipment, individually or collaboratively, to create a fluid routine.	Create increasingly complex sequences, including changes of direction, travelling and varying speeds and levels, showing good precision, stability, flexibility, technique and strength.	Plan and perform gymnastic sequences, using a wide range of movements and balances to create a polished routine.
	Sending and striking	Throw, catch, pat, aim, bat and kick a large ball.	Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control.	Pat, throw, kick, stop and catch a ball.	Confidently send or receive an object, such as a beanbag or ball.	Use different techniques to pass, bat, dribble, travel with and strike a ball with some control, coordination and accuracy.	Throw, catch, strike and field with control and accuracy.	Use striking, fielding and racket skills confidently and consistently.	Use ball skills confidently and with some precision in a wide variety of competitive games.

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	Team games	Join in with games that include racing, chasing, balancing, riding (scooters, trikes and bikes) and ball skills.	Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping, hopping, running and climbing.	Participate in simple playground games, following the rules.	Play simple team games, understanding the rules and developing basic tactics to score points.	Compete in a team game, communicating with others and using tactics.	Play a well-known or invented competitive game, communicating with others, and developing and using team tactics.	Apply a variety of rules and tactics to play competitive team games with some skill, coordination and control.	Develop and refine strategies and tactics for attacking and defending during competitive team games.
	Dance	Experiment with different ways of moving the body and begin to remember sequences and patterns of movement related to music and rhythm. Uses large muscle movements to wave flags and streamers.	Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music.	Copy, create and remember simple movement patterns, showing awareness of rhythm.	Perform movements to express ideas, emotions or feelings, varying level, speed and direction.	Move in time to music, beginning to improvise movements and motifs that express the meaning and mood of the piece.	Compare, develop and adapt movements and motifs to create movement patterns in response to stimuli.	Improvise and move with precision, control and fluency in response to a range of stimuli.	Vary dynamics of movements or dance, developing actions in time to music with a partner or as a part of a group.
Creativity	Evaluation	Take part in different games and activities and begin to talk about which ones they enjoy.	Watch a variety of sporting activities. Talk about similar games and activities that they have taken part in and how it made them feel and their preferences.	Comment on their own or others' performance, routine or game.	Use appropriate vocabulary to comment on performance and opportunities for improvement.	Identify areas for improvement and make suggestions about how to improve performance, using appropriate vocabulary.	Reflect on their own and others' skills, identifying and working on areas for improvement.	Comment on tactics, techniques and skills, and learn from others to help improve performance.	Accurately analyse their own and others' performance, commenting on similarities and differences and learning from them to make improvements.
Investigation	Data analysis			Record achievement in running, jumping and throwing activities by measuring how fast or far something has travelled. covered	Collect data over time to show how repetition improves overall performance.	Explain how a 'personal best' can improve over time.	Examine how changing variables can refine skills.	Estimate and investigate improvements in performance over time.	Analyse the outcomes of a range of collected PE data and suggest factors that have influenced the results.
Nature	Outdoor or adventurous activities	Travel with confidence and skill around, under, over and through equipment and different terrains, such as climbing steps, stairs and	Move confidently in a range of ways and safely negotiate space, obstacles and terrains.	Follow a simple route around the school grounds or a given outdoor space.	Move over, under and through spaces and obstacles outdoors.	Work outdoors effectively as part of a team to safely navigate familiar places and solve problems.	Respond positively to challenges and other team members, showing the ability to listen to and act on feedback.	Plan routes and orientate maps, responding positively to increasing challenges, problems and working as a team.	Use and apply strategies for solving problems, listening to others and being a good team player when engaged in outdoor or

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		apparatus using alternate feet.							adventurous activities.

