



Beeston Primary School

P.E Progression of Skills



This document outlines how we will cover the relevant knowledge and skills for PE at Beeston Primary School across all year groups. Teachers will deliver PE content through following the Real PE scheme of work at their own discretion, ensuring that every child is working at the expected standard by meeting the key outcomes below.



EYFS (Age in Months)	16-24	22-36	30-50	40-60	ELG
	Walks upstairs holding hand of adult. Comes downstairs backwards on knees (crawling). Beginning to balance blocks to build a small tower. Makes connections between their movement and the marks they make.	Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball. Walks upstairs or downstairs holding onto a rail two feet to a step.	Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements.	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.	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

	Dance	Gymnastics	Games	Athletics	Swimming	OAA/ Team Building	Evaluation	Healthy Lifestyles
Year 1	Copy, explore and remember basic movements and body patterns. Link movements to sounds and music. Respond to a range of stimuli. Use counts of 8 to move in time with music Practise, remember and repeat actions Use expression to show a feeling Move confidently and safely around others Perform dance using simple movements patterns Show changes in shape and level	Copy and explore basic movements with some control and coordination. Perform at different levels. Use equipment safely. Balance with some control. Link 2-3 simple movements to create a sequence. Explore travelling movements using the space around them. Learn and perform gymnastic shapes. Develop balance and control when performing balances. Develop technique and control when performing shape jumps. Develop technique and control in the barrel, straight and forward roll.	Explore different ball skills. Roll a ball to hit a target. Develop co-ordination and be able to stop a rolling ball. Develop technique and control when dribbling a ball with feet. Develop control and technique when kicking a ball. Develop co-ordination and technique when throwing and catching. Develop control and co-ordination when dribbling a ball with hands. Travel in a variety of ways including running and jumping. Begin to perform a range of throws. Receive a ball with basic control.	Develop co-ordination and technique when running. Develop agility and co-ordination when changing direction. Develop technique when jumping for distance. Develop technique when jumping for height. Develop balance and rhythm when travelling over obstacles. Use co-ordination and technique when throwing and pushing objects. Develop technique to throw accurately. Develop balance, co-ordination and technique when competing in athletics events.		Listen to and follow instructions. Co-operate and communicate with a partner to solve challenges. Take turns when working in a small group. Explore and develop teamwork skills as a group. Develop communication skills. Communication skills to lead a partner. Plan with a partner and small group to solve problems. Communicate with a small group to solve challenges.	Can comment on own and others performance. Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback.	Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle.

		Build strength and begin to take body weight on hands. Explore key skills on apparatus showing quality, control and balance.	Begin to develop hand-eye coordination. Participate in simple games.					
Year 2	Dance	Gymnastics	Games	Athletics	Swimming	OAA/ Teambuilding	Evaluation	Healthy Lifestyles
	Copy and explore basic movements with clear control. Vary levels and speed in sequence and the size of body shapes. Add change of direction to a sequence. Use and negotiate space clearly. Remember, repeat and link actions. Explore space and simple movement patterns. Use counts of 8 to keep in time with the music. Mirror a partner and move in unison.	Explore and create different pathways and patterns. Use equipment in a variety of ways to create a sequence. Link movements together to create a sequence. Use shapes to create balances. Explore travelling actions, directions and levels. Link travelling actions and balances using apparatus. Demonstrate different take off and landings when performing jumps. Use shape jumps in a simple sequence.	Confidently send the ball to others in a range of ways. Begin to apply and combine a variety of skills (to a game situation). Develop strong spatial awareness. (defend space) Begin to develop own games with peers. Receive a ball. Develop control and technique when kicking a ball. Develop co-ordination and technique when throwing and catching.	Develop co-ordination and technique when running. Develop agility and co-ordination when changing direction. Develop technique when jumping for distance. Develop technique when jumping for height. Develop balance and rhythm when travelling over obstacles. Use co-ordination and technique when throwing and pushing objects.		Follow instructions. Work with a partner and begin to work in small groups. Work with a partner to solve challenges. Develop negotiating skills. Explore good teamwork skills. Communicate in a team to solve challenges. Plan for the best solution. Develop trust and teamwork.	Can comment on own and others performance. Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback	Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle.

			Develop control and co-ordination when dribbling a ball with hands.	Develop technique to throw accurately. Develop balance, co-ordination and technique when competing in athletics events.				
Year 3	Dance	Gymnastics	Games	Athletics	Swimming	OAA	Evaluation	Healthy Lifestyles
	Begin to improvise both independently and with a partner to create a simple dance. Understand the use of canon. Translate ideas from stimuli into movement with support. Begin to compare and adapt movements and motifs to create a longer sequence. Use simple dance vocabulary to compare and improve work.	Work independently and with others to create a sequence. Copy, explore and remember a variety of movements and use these to create their own sequence. Describe own work using simple gymnastics vocabulary. Begin to notice similarities and differences between sequences. Use turns whilst travelling in a variety of ways. Begin to show flexibility in movements. Begin to develop good technique when	Understand 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. Begin to communicate with others during game situations. Use skills with coordination and control. Develop own rules for new games. Make imaginative pathways using equipment. Work well in a group to develop various games.	Develop stamina and an understanding of pacing in a long-distance event. Develop power and speed in the sprinting technique. Develop communication skills and technique when taking part in a relay race. Develop technique when jumping for distance. Develop technique when jumping for height. Develop power and technique when performing a push throw for distance. Compete in athletics events.		Develop listening skills. Create simple body shapes. Listen to instructions from a partner/ adult. Begin to think activities through and problem solve. Discuss and work with others in a group. Demonstrate an understanding of how to stay safe.	Watch and describe performances accurately. Begin 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.	Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. Understand the need to warm up and cool down.

		travelling, balancing, using equipment etc.	Begin to understand how to compete with each other in a controlled manner. Begin to select resources.	Measure and record scores. Can use equipment safely and with good control.				
Year 4	Dance	Gymnastics	Games	Athletics	Swimming	OAA	Evaluation	Healthy Lifestyles
	Confidently improvise with a partner or independently. Begin to create longer dance sequences in a larger group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs. Demonstrate rhythm and spatial awareness. Modify parts of a sequence as a result of self-evaluation. Use simple dance vocabulary to compare and improve work.	Link skills with control, technique, coordination and fluency. Understand composition by performing more complex sequences. Begin to use gymnastics vocabulary to describe how to improve and refine performances. Develop strength, technique and flexibility throughout performances. Create sequences using various body shapes and equipment. Combine equipment with movement to create sequences.	Vary skills, actions and ideas and link these in ways that suit the games activity. Show confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking Use skills with coordination, control and fluency. Take part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Work well in a group to develop various games.	Begin 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). Develop power and speed in the sprinting technique. Develop communication skills and technique when taking part in a relay race. Demonstrate accuracy in throwing and catching activities. Describe good athletic performance using correct vocabulary.	Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Perform safe self-rescue in different water-based situations.	Develop listening skills. Create simple body shapes. Listen to instructions from a partner/ adult. Begin to think activities through and problem solve. Discuss and work with others in a group. Demonstrate an understanding of how to stay safe.	Watch and describe performances accurately. Begin 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.	Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. Understand the need to warm up and cool down.

			Compare and comment on skills to support creation of new games. Make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending.	Can use equipment safely and with good control.				
Year 5	<i>Dance</i> Begin to exaggerate dance movements and motifs (using expression when moving). Demonstrate strong movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus. <i>e.g using various levels, ways of travelling and motifs.</i> Begin to show a change of pace and timing in movements.	<i>Gymnastics</i> Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapt sequences to include a partner or a small group. Gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing	<i>Games</i> Vary skills, actions and ideas and link these in ways that suit the games activity. Show confidence in using ball skills in various ways, and can link these together effectively. <i>e.g. dribbling, bouncing, kicking</i> Keep possession of balls during games situations. Consistently use skills with coordination, control and fluency. Take part in competitive games with a strong understanding of tactics and composition.	<i>Athletics</i> Begin to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> Begin to record peers performances, and evaluate these. Demonstrate accuracy and confidence in throwing and catching activities. Describe good athletic performance using correct vocabulary.	Swimming	<i>OAA</i> Develop strong listening skills. Use and interpret simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrate an understanding of how to stay safe.	<i>Evaluation</i> Watch and describe performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performance. Make suggestions on how to improve their work, commenting on similarities and differences.	<i>Healthy Lifestyles</i> Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. Understand the need to warm up and cool down

	Use the space provided effectively. Improvise with confidence, still demonstrating fluency across the sequence. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work.	consistency, fluency and clarity of movement. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Use more complex gymnastics vocabulary to describe how to improve and refine performances.	Can create their own games using knowledge and skills. Modify competitive games. Compare and comment on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game.	Can use equipment safely and with good control				
Year 6	Dance	Gymnastics	Games	Athletics	Swimming	OAA	Evaluation	Healthy Lifestyles
	Exaggerate dance movements and motifs (using expression when moving). Perform with confidence, using a range of movement patterns. Demonstrate a strong imagination when creating own dance sequences and motifs. Demonstrate strong movements throughout a dance sequence.	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapt sequences to include a partner or a small group.	Vary skills, actions and ideas and link these in ways that suit the games activity. Show confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking Keep possession of balls during games situations. Consistently use skills with coordination, control and fluency.	Begin 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) Record peers performances, and evaluate these. Demonstrate accuracy and confidence in throwing and catching activities.		Develop strong listening skills. Use and interpret simple maps. Use a key to identify objects and simple locations. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support.	Watch and describe performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performance. Make suggestions on how to improve their work, commenting on similarities and differences.	Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. Understand the need to warm up and cool down

	Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus. Begin to show a change of pace and timing in movements. Move accurately to the beat. Improvise with confidence, still demonstrating fluency across the sequence. Dance with fluency, linking all movements and ensuring they flow. Demonstrate consistent precision when performing dance sequences. Modify parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.	Gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Use more complex gymnastics vocabulary to describe how to improve and refine performances. Develop strength, technique and flexibility throughout performances.	Take part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Modify competitive games. Compare and comment on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination.	Describe good athletic performance using correct vocabulary. Can use equipment safely and with good control.		Discuss and work with others in a group. Develop critical thinking. Demonstrate an understanding of how to stay safe.		
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