

St Margaret's Academy – PE Skills Progression

The document below has been designed to show how we will cover all of the relevant Physical Education knowledge and skills across our school. The context in which these are taught is left to the discretion of teachers.

PE Progression in EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for PE within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for PE.

The most relevant statements for PE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Expressive Arts and Design

| PE Progression | | |
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| Three and Four-Year-Olds | Personal, Social and Emotional Development | <ul style="list-style-type: none">• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.• Increasingly follow rules, understanding why they are important.• Do not always need an adult to remind them of a rule. |
| | Physical Development | <ul style="list-style-type: none">• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.• Go up steps and stairs, or climb up apparatus, using alternate feet.• Skip, hop, stand on one leg and hold a pose for a game like musical statues.• Use large-muscle movements to wave flags and streamers, paint and make marks.• Start taking part in some group activities which they make up for themselves, or in teams.• Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. |

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| Reception | | <ul style="list-style-type: none"> Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Show a preference for a dominant hand. <p>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</p> |
| | Expressive Arts and Design | <ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings. |
| | Personal, Social and Emotional Development | <ul style="list-style-type: none"> Manage their own needs. |
| | Physical Development | <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> -rolling - running -crawling - hopping -walking - skipping -jumping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Develop overall body strength, balance, coordination and agility. Know and talk about the different factors that support overall health and wellbeing: <ul style="list-style-type: none"> -regular physical activity |
| | Expressive Arts and Design | <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. |

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| ELG | Personal, Social and Emotional Development | Managing Self | <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing. |
| | | Building Relationships | <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. |
| | Physical Development | Gross Motor Skills | <ul style="list-style-type: none"> • 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. |
| | Expressive Arts and Design | Being Imaginative and Expressive | <ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. |

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Physical Education Progression in Key Stage 1 and Key Stage 2

In Key Stage 1 and Key Stage 2 we follow a year cycle with PE taught half termly ensuring 2 lessons of PE are taught weekly. In line with the National Curriculum and based around the competition calendar, all of the relevant POS will be taught by the end of the key stage.

| PE Progression | | | | | | |
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| | | | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Area of Study | Fundamental Movement skills <i>Ball Skills</i> <i>Racket Skills</i> <i>Striking Skills</i> Athletics Dance Gymnastics | | Outdoor/adventurous activities Gymnastics Dance Invasion Games <i>Tag Rugby</i> <i>Dodgeball</i> Net/Wall Games <i>Tennis</i> Striking and Fielding Games <i>Rounders</i> <i>Cricket</i> Athletics Swimming | | Outdoor/adventurous activities Gymnastics Dance Invasion Games <i>Football</i> <i>Quicksticks</i> Net/Wall Games <i>Volleyball</i> <i>Tennis</i> Striking and Fielding Games <i>Rounders</i> <i>Cricket</i> <i>Tri-Golf</i> Athletics Swimming | |

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| Gymnastics | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------|---|---|---|---|---|--|
| | KS1 PE National Curriculum | | KS2 PE National Curriculum | | | |
| | 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 | | Develop flexibility, strength, technique, control and balance | | | |
| | Recognise and copy basic actions – travelling, rolling, jumping and staying still. | Copy and explore and remember actions to link a number of gymnastic actions | Copy, explore and remember a variety of movements. Work independently and with others to create a sequence using own ideas. | Link skills with control, technique, coordination and fluency using a range of directions and levels. | Select ideas to compose specific sequences of movements, shapes and balances. | Create their own complex sequences involving the full range of actions and movements: balancing, traveling, holding shapes, jumping, leaping, swinging and stretching. |
| | Perform different body shapes at different levels, speed and directions. | Hold a still shape while balancing on different points of the body. | Travel in a variety of ways and begin to develop good technique when travelling, balancing. | Begin to use gymnastics vocabulary to describe how to improve and refine performances. | To identify and practise symmetrical and asymmetrical body shapes. | Demonstrate precise and controlled placement of body parts in their actions, shapes and balances |
| | Hold still shapes and simple balances with some control. | Jump in a variety of ways and land safely with increasing control. | Describe own work using simple gymnastics vocabulary. | Develop strength, technique and flexibility throughout performances. | Use and refine flexibility, strength, balance and power. | Confidently use equipment and incorporate into sequences. |
| | Perform a 2 footed jump landing safely. | Perform movement phrases using a range of different body parts. | Begin to notice similarities and differences between sequences. | Recognise how the position of their centre of gravity affects their balance. | Develop skills for movement including rolling, bridging and dynamic movement. | Apply skills and techniques consistently, showing precision and control. |
| | Move around, under over and through different objects and equipment. | Use equipment in | Use turns whilst | To perform movements in canon and unison. | To perform and evaluate own and others sequences using | Develop strength, technique and flexibility throughout a performance. |
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| | Jumps | | | | | |
|--|--|---|--|---|--|---|
| | Straight jump Tuck jump Jumping Jack Half turn jump Cat spring | Straight jump Tuck jump Jumping Jack Half turn jump Cat spring Cat spring with straddle | Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap | Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn | Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Split leap | Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Split |
| | Rolls | | | | | |
| | Log roll (controlled) Curled side roll (controlled) Teddy bear roll (controlled) | Log roll (controlled) Curled side roll (controlled) Teddy bear roll (controlled) Rocking for forward roll Crouched forward roll | Crouched forward roll Forward roll from standing Tucked backward roll | Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle | Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle | Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll |

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| Dance | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------|--|--|---|---|--|--|
| | KS1 PE National Curriculum | | KS2 PE National Curriculum | | | |
| | Perform dances using simple movement patterns | | Perform dances using a range of movement patterns | | | |
| | <p>Respond to a range of stimuli.</p> <p>Perform movement phrases using a range of different body parts.</p> <p>Copy and repeat actions and vary their speed.</p> <p>Put a sequence of actions together to create a motif.</p> <p>Begin to improvise independently to create a simple dance.</p> | <p>Copy, remember and repeat actions to create a motif.</p> <p>Perform movement phrases using a range of different body parts with control and accuracy.</p> <p>Explore different speeds and levels of actions.</p> <p>Put a sequence of actions together with clear beginning, middle and end.</p> <p>Move in time to music using movements that show rhythm and control.</p> | <p>Create motifs in response to different stimuli.</p> <p>Begin to improvise and work cooperatively with a partner to create a simple dance.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression.</p> | <p>Create characters and narratives in response to arrange of stimuli.</p> <p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance style, demonstrating an awareness of the music's rhythm.</p> <p>Confidently improvise with a partner or on their own to compose longer dance sequences.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation. Use simple dance</p> | <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance</p> | <p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Move rhythmically and confidently in dance sequences.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence, ensuring transitions flow.</p> <p>Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.</p> |

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| Games | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------|---|---|---|--|---|---|
| | KS1 PE National Curriculum | | KS2 PE National Curriculum | | | |
| | Use running, jumping, throwing and catching in isolation and in combination | | 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 | | | |
| | play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending | | Participate in team games, developing simple tactics for attacking and defending | | | |
| | Striking and hitting a ball | | | | | |
| | Use hitting skills in a game. Practise basic striking, sending and receiving. | Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball. | Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance. | Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball. | Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve. | Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game. |

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| | Throwing and catching a ball | | | | | |
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| | <p>Throw underarm and overarm.</p> <p>Catch and bounce a ball.</p> <p>Use rolling skills in a game.</p> <p>Practise accurate throwing and consistent catching.</p> | <p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw, catch and bounce a ball with a partner.</p> <p>Use throwing and catching skills in a game.</p> <p>Throw a ball for distance.</p> <p>Use hand-eye coordination to control a ball.</p> <p>Vary types of throw used.</p> | <p>Throw and catch with greater control and accuracy.</p> <p>Practise the correct technique for catching a ball and use it in a game.</p> <p>Perform a range of catching and gathering skills with control.</p> <p>Catch with increasing control and accuracy.</p> <p>Throw a ball in different ways (e.g. high, low, fast or slow).</p> <p>Develop a safe and effective overarm bowl.</p> | <p>Develop different ways of throwing and catching.</p> | <p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game</p> | <p>Throw and catch accurately and successfully under pressure in a game.</p> |
| | Travelling with a ball | | | | | |
| | <p>Travel with a ball in different ways.</p> <p>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p> | <p>Bounce and kick a ball whilst moving.</p> <p>Use kicking skills in a game. Use dribbling skills in a game.</p> | <p>Move with the ball in a variety of ways with some control.</p> <p>Use two different ways of moving with a ball in a game.</p> | <p>Move with the ball using a range of techniques showing control and fluency.</p> | <p>Use a variety of ways to dribble in a game with success.</p> <p>Use ball skills in various ways, and begin to link together.</p> | <p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p> |

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| Passing a ball | | | | | | |
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| | Pass the ball to another player in a game. Use kicking skills in a game | Know how to pass the ball in different ways. | Pass the ball in two different ways in a game situation with some success | Pass the ball with increasing speed, accuracy and success in a game situation. | Pass a ball with speed and accuracy using appropriate techniques in | Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving |
| Possession | | | | | | |
| | | | Know how to keep and win back possession of the ball in a team game. | Occasionally contribute towards helping their team to keep and win back possession of the | Keep and win back possession of the ball effectively in a team game. | Keep and win back possession of the ball effectively and in a variety of ways in a team game. |
| Using space | | | | | | |
| | Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game. | Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in | Find a useful space and get into it to support teammates. | Make the best use of space to pass and receive the ball. | Demonstrate an increasing awareness of space. | Demonstrate a good awareness of space. |
| Attacking and defending | | | | | | |
| | Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. | Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game | Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them | Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring | Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team | Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding |

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| | Use simple attacking skills such as dodging to get past a defender. | | | | | strategies to prevent the opposition from scoring. |
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| Athletics | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------|---|--------|--|--------|---|--------|
| | KS1 PE National Curriculum | | KS2 PE National Curriculum | | | |
| | 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 | | Use running, jumping, throwing and catching in isolation and in combination | | | |
| | <p>Perform and practise a variety of athletic movements and apply athletic skills and techniques to a variety of activities.</p> <p>Show understanding and a basic level of control, combination and consistency when running.</p> <p>Experiment with different jumping techniques showing control, coordination or consistency throughout.</p> <p>Develop coordination and balance whilst exploring different running, throwing and jumping techniques.</p> <p>Develop the distance running technique, understanding the difference between sprinting and running over long distances.</p> | | <p>Apply and develop a broad range of athletic skills in different ways.</p> <p>Show control, coordination and consistency when running, jumping and throwing.</p> <p>Choose the appropriate running speed to meet the demands of the task.</p> <p>Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task.</p> <p>Combine basic jump actions to form a jump combination, using a controlled jumping technique.</p> | | <p>Understand and apply appropriate judgement for the running distance to be covered.</p> <p>Run, jump, throw and catch in combination and in isolation. Combine and perform skills with control.</p> <p>Demonstrate a range of throwing actions eg. Push, pull, sling using different equipment.</p> <p>Choose the appropriate speed to run at for the distance to be covered.</p> <p>Understand and apply the appropriate throwing and jumping technique to achieve maximum distance and height.</p> <p>Select and apply skills that meet the needs of the situation, combining and performing each skill with control and speed.</p> | |

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| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------|----------------------------|--------|---|---|--|--|
| Outdoor Adventurous | KS1 PE National Curriculum | | KS2 PE National Curriculum | | | |
| | | | Take part in outdoor and adventurous activity challenges both individually and within a team | | | |
| | | | <p>Orientate themselves with increasing confidence and accurately around a short trail.</p> <p>Identify and use effective communication to begin to work as a team.</p> <p>Begin to choose equipment that is appropriate for an activity.</p> | <p>Orientate themselves with accuracy around a short trail.</p> <p>Create a short trail for others with a challenge.</p> <p>Communicate clearly with other people in a team.</p> <p>Experience a range of roles within a team and identify the key skills required to succeed at each</p> <p>Create a simple plan of activity for others to follow and choose the appropriate equipment</p> | <p>Start to orientate themselves with increasing accuracy around a large trail.</p> <p>Use clear communication to effectively complete a particular role in a team.</p> <p>Create a plan of activity for others to follow and choose the appropriate equipment for a</p> | <p>Orientate themselves with increasing accuracy around a large trail whilst under pressure</p> <p>Use clear communication to effectively complete a particular role in a team.</p> <p>Complete orienteering activities as part of a team and independently, identifying the quickest route.</p> <p>Manage an orienteering event for others to compete in.</p> |

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| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------|----------------------------|--------|---|--------|--------|--------|
| Swimming | KS1 PE National Curriculum | | KS2 PE National Curriculum | | | |
| | | | <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively</p> <p>Perform safe self-rescue in different water-based situations</p> | | | |
| | | | <p>Develop basic pool safety skills and confidence in water.</p> <p>Develop travel in vertical or horizontal position and introduce floats.</p> <p>Develop push and glides, any kick action on front and back with or without support aids.</p> <p>Develop entry and exit, travel further, float and submerge.</p> <p>Develop balance, link activities and travel further on whole stroke.</p> <p>Show breath control. Introduction to deeper water.</p> <p>Treading water.</p> | | | |