



Curriculum Skills Progression

Physical Education

Ben Davenport 2022

EYFS	KS1	Lower KS2	Upper KS2
DANCE			
National Curriculum <ul style="list-style-type: none"> • Observes the effects of activity on their bodies • Experiments with different ways of moving. • Begins to use anticlockwise movement and retrace vertical lines. 	National Curriculum <ul style="list-style-type: none"> • perform dances using simple movement patterns • master basic movements including running, jumping, as well as developing balance, co-ordination, and begin to apply these in a range of activities 	National Curriculum <ul style="list-style-type: none"> • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	
Vocab: jumping, running, walking, leaping	Vocab: Travel, Stillness, Direction, Space, Body parts, Levels, Speed	Vocab: Space, Repetition, Action and reaction, Pattern	Vocab: Dance style, Technique, Pattern, Rhythm, Variation, Unison, Canon, Action, Reaction
<p>Jumps off an object and lands appropriately.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence</p> <p>Can vary the size of their body shapes</p> <p>Add change of direction to a sequence</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrates consistent precision when performing dance sequences.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>

GYMNASTICS			
EYFS	KS1	Lower KS2	Upper KS2
National Curriculum <ul style="list-style-type: none"> • Observes the effects of activity on their bodies • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Begins to use anticlockwise movement and retrace vertical lines. 	National Curriculum <ul style="list-style-type: none"> • master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	National Curriculum <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	
Vocab: balance, tiptoe	Vocab: Forwards, Backwards, Sideways, Roll, Slow, Body parts, Shape, Jump, Travel, Stretch, Wide, Narrow	Vocab: stretch, push, pull, step, spring, crawl, still, slowly, tall, long, forwards, high, low, roll, copy, jump, land, balance	Vocab: Muscles, Joints, Symmetrical/asymmetrical, Rotation, Turn, Shape, Landing, Take-off, Flight, Performance/evaluation
Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment.	Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence Link movements together to create a sequence	Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences.	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group. Gradually increases 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. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances.

GAMES			
EYFS	KS1	Lower KS2	Upper KS2
National Curriculum <ul style="list-style-type: none"> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Shows a preference for a dominant hand. 	National Curriculum <ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending 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 	National Curriculum <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending use running, jumping, throwing and catching in isolation and in combination 	
Vocab: running, throwing, catching	Vocab: Striking, Catching, Own space, Team, Speed, Direction, Passing, Controlling, Shooting, Scoring	Vocab: Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals, Rules, Tactics, Batting, Fielding, Defending, Hitting	Vocab: Keeping possession, Passing, Dribbling, Shooting, Support, Marking, Attackers/defenders, Marking, Team play, Batting, Fielding, Bowler, Defending, Hitting, Offside, Pitch, Forehand/backhand
Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/defending	Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. <i>e.g. dribbling, bouncing, kicking</i> Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games.	Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together effectively. <i>e.g. dribbling, bouncing, kicking</i> Keeps possession of balls during games situations. Consistently uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Modifies competitive games. Compares and comments 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. Uses running, jumping, throwing and catching in isolation and in combination.

		<p>Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	
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ATHLETICS			
EYFS	KS1	Lower KS2	Upper KS2
National Curriculum <ul style="list-style-type: none"> Experiments with different ways of moving. 	National Curriculum <ul style="list-style-type: none"> 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 	National Curriculum <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] use running, jumping in isolation and in combination 	
Vocab: jump, landing, leap, hop, variety, throw, balance	Vocab: jump, landing, leap, hop, variety, throw, balance, coordination, agility	Vocab: Change speed and direction, underarm, overarm, throwing, technique, distance, sprint, accuracy, personal best	Vocab: Control, accuracy, techniques, combine, distance, compete, improve personal best, stamina.
Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and co-ordination. <i>preparation for shot put and javelin</i> Can use equipment safely	Beginning 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> Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary.	Beginning 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> Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.

		Can use equipment safely and with good control.	
SWIMMING			
EYFS	KS1	Lower KS2	Upper KS2
		National Curriculum: <ul style="list-style-type: none"> 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. 	
		Vocab: Stroke, Freestyle, Breaststroke, Backstroke, Butterfly Stroke, Backstroke	
			Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.

PE: End Points

Dance

Year 1: To be able to perform a simple sequence, movement, shape or pattern.

Year 2: To be able to perform a simple sequence, movement, shape or pattern with rhythm.

Year 3: To be able to perform a sequence of linked skills to create a routine.

Year 4: To be able to perform and evaluate a sequence of linked skills to create a routine.

Year 5: To know elements of choreography can be used as part of a linked sequence of skills to create a routine.

Year 6: To select and apply elements of choreography and use them to create a routine. To evaluate routines using the appropriate technical language, and suggest suitable amendments.

Striking and Fielding

Year 1: To be able to move around a confined area, stop a ball and return accurately. To be able to hold an implement correctly and strike a stationary ball off a tee.

Year 2: To be able to move around a confined area, stop a ball and return accurately overarm. To be able to strike a rolling ball.

Year 3: To stop a ball using two hands, creating a barrier behind it with feet or legs and return accurately using appropriate throw

- To be able to bowl underarm accurately.
- To be able to strike an underarm bowled ball.

Year 4: To stop a ball using two hands, creating a barrier behind it with feet or legs and return accurately using appropriate throws.

- To be able to return the ball in one fluid motion
- To bowl effectively at a target

Year 5: To develop an awareness of fielding positions and communicate effectively as a team. To be able to strike accurately into a chosen space

Year 6: To be able to select and apply specific striking and fielding skills in order to play a game. To show an awareness and understanding of relevant rules

Invasion Games

Year 1: To learn how to use fundamental games skills as part of a team.

Year 2: To explore attack and defence as part of a team in preparation for a range of sports.

Year 3: To learn the skills of attack and defence as part of a team in a range of sports.

Year 4: To learn different strategies of attack and defence as part of a team in a range of sports.

Year 5: To select a range of attacking and defensive tactical strategies as part of a team in a range of sports.

Year 6: To select, apply and evaluate tactical strategies as part of a team in a range of sports.

Gymnastics

Year 1: To be able to explore fundamental gymnastics skills safely on a range of apparatus.

Year 2: To learn and develop fundamental gymnastics skills safely on a range of apparatus.

Year 3: To be able to perform sequences using fundamental gymnastic skills safely on a range of apparatus skills.

Year 4: To be able to perform technical gymnastic skills safely on a range of apparatus.

Year 5: To be able to select, perform and evaluate technical gymnastics skills safely on a range of apparatus.

Year 6: To be able to select, perform, evaluate and amend technical gymnastics skills safely on a range of apparatus.

Fundamental Skills

Year 1: To learn the fundamental movement skills.

Year 2: To develop the fundamental movement skills.

Year 3: To be able to perform the fundamental movement skills with an element of control.

Year 4: To be able to perform the fundamental movement skills with an element of control whilst competing against myself.

Year 5: To be able to select and perform appropriate movement skills with control in a range of competitive events and to evaluate performance.

Year 6: To be able to perform technical movement skills with control in a range of competitive events and to evaluate performance.

Net & Wall

Year 1: To explore the different skills involved in net and wall games.

Year 2: To be able to play shots/strokes as part of a rally on a court.

Year 3: To be able to play a range of different strokes/shots.

Year 4: To be able to play a range of different shots/strokes while moving around the court.

Year 5: To be able to play a repertoire of strokes with increasing accuracy and control.

Year 6: To be able to select and apply the correct shots/strokes, use tactics and rules to play in a game situation.

Outdoor Adventurous Activity

Year 3 and 4: To be able to plan and communicate as part of a group before and during physical challenges

Year 5 and 6: To use verbal and non-verbal communication and teamwork to solve a variety of team challenges.

List of units of work on PE passport to support the different strands above

	Invasion Games	Net and Wall	Striking and fielding	New Sports	Athletics	OAA
Year 1 and 2	Invasion Games Skills 1 and 2 Object Manipulation	Net and Wall 1 and 2 Object Manipulation	Striking and Fielding 1 and 2 Object Manipulation Target Games 2 and 3 Tri Golf		Fundamental Skills 1, 2 and 3 Athletics 2 Locomotion 2	
Year 3 and 4	Invasion Games skills 3 and 4 Basketball Dodgeball Football Handball Hockey	Badminton Tennis Volleyball Goalball Table Tennis Seated Volleyball	Cricket Rounders Tri Golf Curling Archery Boccia Kinball	Danish Longball Flag Football Street Tennis	Health Related Fitness Athletics	OAA
Year 5 and 6	Netball Tag Rugby Pop Lacrosse Ultimate Frisbee Futsal			Danish Longball Skittleball Pickleball		OAA Leadership Team Building and Problem Solving

Suggested sports that are not on PE Passport but fit the strand

Gymnastics

Strands	Movement
	Balance
	Partner/Group work

Year	Unit
1	<ul style="list-style-type: none">• Wide, Narrow, Curled Rolling• Pathways• Balancing
2	<ul style="list-style-type: none">• Pathways: Straight, Zig Zag and Curving• Spinning, turning, twisting• Stretching, curling, arching
3	<ul style="list-style-type: none">• Linking movements• Receiving bodyweight• Symmetry and asymmetry
4	<ul style="list-style-type: none">• Rolling and travelling low• Arching and bridging• Pushing and pulling (partner)
5	<ul style="list-style-type: none">• Synchronisation and cannon• Matching, mirror and contrast• Under/over (partner)
6	<ul style="list-style-type: none">• Flight• Counter balance and counter tension• Group sequencing

PE Curriculum Map 2023/24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec	FMS 1	Yoga	Gym (Rocking & Rolling)	Dance (Nursery Rhymes)	Athletics	Object Manipulation
Year 1	Invasion Games 1	Dance (Fire of London)	Gym (Balance & Spin)	Yoga	Net & Wall Games 1	Locomotion 2
	Object Manipulation 2	FMS 2	Target Games 2	Dance (Mini Beasts)	Athletics 1	Striking & Fielding 1
Year 2	Invasion Games 2	Tag Rugby	Dance (Animals)	Gymnastics (Stretch)	Dance (Under the sea)	Net & Wall Games 2
	Striking & Fielding 2	Gymnastics (Spin & Turn)	FMS 3	Target Games 3	Athletics 2	Cricket
Year 3	Football	Gymnastics (Linking)	Yoga	Tri Golf	English Country Dancing	Basketball
	Health Related Fitness	Dodgeball	Gymnastics (Symmetry)	Dance (Egyptians)	Cricket	Athletics
Year 4	Outdoor & Adventurous	Health Related Fitness	Swimming	Swimming	Dance Around the World	Tennis
	Tag Rugby	Netball	Swimming	Swimming	Dance Around the World	Athletics
Year 5	Swimming	Swimming	Gymnastics (Partner)	Football	Athletics	Leadership
	Swimming	Swimming	Dance (British Values)	Health Related Fitness	Lacrosse	Cricket
Year 6	Tag Rugby	Indoor Athletics	Gymnastics (Group)	Dodgeball	Outdoor & Adventurous	Athletics
	Netball	Health Related Fitness	Dance (Maya rain dance)	Lacrosse	Team Building	Rounders