



Progression of Skills and Knowledge: PE

Aiming High, Achieving Together

Areas of Learning	Pre-School	YR	Y1	Y2	Y3
Knowledge & Understanding of fitness and health	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 Spin, roll and independently use ropes and swings (for example, tyre swings)	Talk about how their body feels after exercise and knows that the activity is positive for their health Knows some healthy choices they can make with regard to physical activity, food, rest and hygiene Can do/undo buttons and zips Shows good understanding of the need for safety when tackling new challenges, and considers and manages some risks	Recognise how their body feels when still and when exercising	Recognise and describe what their bodies feel like during different types of activity lift, move and place equipment safely	Recognise and describe the short-term effects of exercise on the body during different activities know the importance of suppleness and strength
Gymnastics		Moves confidently in a range of ways; rolling, crawling, walking, jumping, climbing, running, hopping, skipping, climbing Jumps off an object and lands appropriately Begins to develop balance Begins to move with more fluency, avoiding obstacles Explores and develops confidence in different ways of movement Independently uses climbing equipment	Explore gymnastics actions and still shapes move confidently and safely in their own and general space, using change of speed and direction. Copy or create and link movement phrases with beginnings, middles and ends Move between mats and small apparatus and change the speed of movement. Handle apparatus safely	Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision Choose, use and vary simple compositional ideas in the sequences they create and perform Use imagination to find different ways of using apparatus Form simple sequences of different actions using floor and apparatus.	Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements Improve their ability to select appropriate actions and use simple compositional ideas Use actions on floor and over, through, across and along apparatus Vary and apply actions on floor and apparatus. Describe and evaluate the

		Negotiates spaces and obstacles safely with consideration for themselves and others	Perform movement phrases using a range of body actions and body parts Watch, copy and describe what they and others have done	Improve their work using information they have gained by watching, listening and investigating	effectiveness and quality of a performance Recognise how their own performance has improved
Dance	Use large-muscle movements to wave flags and streamers	Moves with confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping Begins to move rhythmically Imitates and creates movement in response to music Begins to demonstrate some co-ordination	Copies and explores basic movements and body patterns Remembers simple movements and dance steps Links movements to sounds and music. Responds to range of stimuli	Copies and explores basic movements with clear control. Varies levels and speed in sequence Can vary the size of their body shapes Add change of direction to a sequence Uses space well and negotiates space clearly Can describe a short dance using appropriate vocabulary Responds imaginatively to stimuli	Beginning to improvise independently to create a simple dance Beginning to improvise with a partner to create a simple dance Translates ideas from stimuli into movement with support Beginning to compare and adapt movements and motifs to create a larger sequence Uses simple dance vocabulary to compare work
Athletics		Shows increasing control over throwing and catching an object Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles	Can run at different speeds. Can jump from a standing position Jumps over low barriers. Performs a variety of throws with basic control. Begin to understand correct vocabulary	Can change speed and direction whilst running. Can jump from a standing position with accuracy. Shows control with take-off and landing. Throws into targets. Performs a variety of throws with control and co-ordination e.g. rolling, underarm,	Run at speeds appropriate for the distance. e.g. sprinting and cross country Can perform a running jump with some accuracy Make some recordings Performs a variety of throws using a selection of equipment e.g. pulling, pushing, and slinging (preparation for javelin, shot

				overarm. preparation for shot put and javelin Understand correct vocabulary in context	put and discuss) Use some appropriate vocabulary
Orienteering	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		With support, identify where they are on simple maps and diagrams of familiar environments With support, use simple maps and diagrams to follow a trail Share ideas with a group With support, select appropriate equipment for a task	Identify where they are on simple maps and diagrams of familiar environments Use simple maps and diagrams to follow a trail.	Orientate simple maps and plan. Uses simple maps. Develops listening skills Listens to instructions from a partner/ adult Beginning to think activities through and problem solve
Invasion Games Striking / Fielding Games		Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles and when playing racing and chasing games with other children Can catch a large ball or beanbag Shows increasing control over an object in pushing, patting, throwing, catching or kicking it Children can move confidently in a range of ways, safely negotiating space		Master basics 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	Some understanding of principles of tactics, and begin to apply them Begin to communicate during a game Start applying coordination to skills by linking them Work in a group to develop a game As a group can select appropriate resources with minimal adult support Developing understanding of different rules of invasion games
Striking /		Runs skilfully and	Exploration of skills and	Can send a ball to others in	Understand how different

Fielding Games		negotiates space successfully adjusting speed or direction to avoid obstacles Experiments with different ways of moving Shows increasing control over an object in throwing and catching it	space. Can travel in different ways having struck an object Receive a ball with basic control Begin to develop hand eye coordination Participate in simple games	a range of ways (including rolling, passing) Can jump from standing position with accuracy Send and receive a ball in different ways with control Understand basic feedback	equipment is used for different games Be able to strike a ball with some success using different equipment To investigate different ways to throw a ball in fielding positions Basic understanding of communication in fielding position
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