



# PE Skills Progression – Pearl Hyde



**NC KS1: perform dances using simple movement patterns. KS2: perform dances using a range of movement patterns.**

Progression Journey: Dance			
EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Copy basic body actions and rhythms.</p> <p>Choose and use travelling actions, shapes and balances.</p> <p>Travel in different pathways using the space around them.</p> <p>Begin to use dynamics and expression with guidance.</p> <p>Begin to count to music.</p>	<p>Copy, remember and repeat actions.</p> <p>Choose actions for an idea.</p> <p>Use changes of direction, speed and levels with guidance.</p> <p>Show some sense of dynamic and expressive qualities.</p> <p>Begin to use counts.</p> <p>Copy, remember and repeat a series of actions.</p> <p>Select from a wider range of actions in relation to a stimulus.</p> <p>Use pathways, levels, shapes, directions, speeds and timing with guidance.</p> <p>Use mirroring and unison when completing actions with a partner.</p> <p>Show a character through actions, dynamics and expression.</p> <p>Use counts with help to stay in time with the music.</p>	<p>Copy remember and perform a dance phrase.</p> <p>Create short dance phrases that communicate an idea.</p> <p>Use canon, unison and formation to represent an idea.</p> <p>Match dynamic and expressive qualities to a range of ideas.</p> <p>Use counts to keep in time with a partner and group.</p> <p>Copy, remember and adapt set choreography.</p> <p>Choreograph with structure individually, with a partner and in a group.</p> <p>Use action and reaction to represent an idea.</p> <p>Change dynamics to express changes in character or narrative.</p> <p>Use counts when choreographing short phrases.</p>	<p>Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.</p> <p>Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.</p> <p>Confidently perform choosing appropriate dynamics to represent an idea.</p> <p>Use counts accurately when choreographing to perform in time with others and the music. Perform dances confidently/fluenty with accuracy/good timing.</p> <p>Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.</p> <p>Improvise and combine dynamics demonstrating an awareness of the impact on performance.</p> <p>Use counts when choreographing and performing to improve the quality of work.</p>

**NC: KS1: master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.**

**KS2: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.**

<b>Progression Journey: Fundamental Movement Skills - through fundamentals, fitness and athletics</b>			
<b>EYFS</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
Run and stop with some control.	Attempt to run at different speeds showing an awareness of technique.	Show balance, co- ordination and technique when running at different speeds, stopping with control.	Run at the appropriate speed over longer distances or for longer periods of time.
Explore skipping as a travelling action.	Show balance and co- ordination when running at different speeds.	Link running, hopping and jumping actions using different take offs and landing.	Show control at take- off and landing in more complex jumping activities.
Jump and hop with bent knees.	Link running and jumping movements with some control and balance.	Jump for distance and height with an awareness of technique.	Perform a range of more complex jumps showing some technique.
Throwing larger balls and beanbags into space.	Show hopping and jumping movements with some balance and control.  Change technique to throw for distance.	Throw a variety of objects, changing action for distance or accuracy.  Demonstrate balance when performing other fundamental skills.	Show accuracy and power when throwing for distance.  Demonstrate good balance and control when performing other fundamental skills.
Balance whilst stationary and on the move.	Begin to link running and jumping movements with some control.	Show balance when changing direction in combination with other skills.	Demonstrate improved body posture and speed when changing direction.
Change direction at a slow pace.	Show control and balance when travelling at different speeds.	Can co-ordinate their bodies with increased consistency in a variety of activities.	Can co-ordinate a range of body parts at increased speed.
Explore moving different body parts together.	Jump, leap and hop and chose which allows them to jump the furthest.  Demonstrates balance and co-ordination when changing direction.  Throw towards a target.  Perform actions with increased control when co-ordinating their body with and without equipment.	Demonstrate how and when to speed up and slow down when running.  Link hopping and jumping actions with some control.  Jump for distance and height showing balance and control.	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.  Link running, jumping and hopping actions with greater control and co-ordination.

	<p>Show some control and balance when travelling at different speeds.</p> <p>Begin to show balance and co-ordination when changing direction.</p> <p>Use co-ordination with and without equipment.</p>	<p>Throw with some accuracy and power towards a target area.</p> <p>Demonstrate good balance when performing other fundamental skills.</p> <p>Show balance when changing direction at speed in combination with other skills.</p> <p>Begin to co-ordinate their body at speed in response to a task.</p>	<p>Perform jumps for height and distance using good technique.</p> <p>Show accuracy and good technique when throwing for distance.</p> <p>Show fluency and control when travelling, landing, stopping and changing direction.</p> <p>Change direction with a fluent action and can transition smoothly between varying speeds.</p> <p>Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</p>
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**NC: KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.**  
**KS2: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.**

<b>Progression Journey: Games - through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding</b>			
<b>EYFS</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
Drop and catch with two hands.	Drop and catch a ball after one bounce on the move.	Dribble the ball with one hand with some control in game situations.	Dribble the ball with one hand with some control in game situations.
Move a ball with feet.	Move a ball using different parts of the foot.	Dribble a ball with feet with some control in game situations.	Dribble a ball with feet with some control in game situations.
Throw and roll a variety of beanbags and larger balls to space.	Throw and roll towards a target with some varying techniques.	Use a variety of throwing techniques in game situations.	Use a variety of throwing techniques in game situations.
Kick larger balls to space.	Kick towards a stationary target.	Kick towards a partner in game situations.	Kick towards a partner in game situations.
Stop a beanbag or large ball sent to them using hands.	Catch a beanbag and a medium-sized ball.	Catch a ball passed to them using one and two hands with some success.	Catch a ball passed to them using one and two hands with some success.
Attempt to stop a large ball sent to them using feet.	Attempt to track balls and other equipment sent to them.	Receive a ball sent to them using different parts of the foot.	Receive a ball sent to them using different parts of the foot.
Hit a ball with hands.	Strike a stationary ball using a racket.	Strike a ball with varying techniques.	Strike a ball with varying techniques.
Run and stop when instructed.	Run, stop and change direction with some balance and control.	Change direction with increasing speed in game situations.	Change direction with increasing speed in game situations.
	Recognise space in relation to others.	Use space with some success in game situations.	Use space with some success in game situations.
	Begin to use simple tactics with guidance.	Use simple tactics individually and within a game.	Use simple tactics individually and within a game.
	Dribble a ball with two hands on the move.	Link dribbling the ball with other actions with increasing control.	Link dribbling the ball with other actions with increasing control.
	Dibble a ball with some success, stopping it when required.		

<p>Move around showing limited awareness of others.</p> <p>Make simple decisions in response to a situation</p>	<p>Throw and roll towards a target using varying techniques with some success.</p> <p>Show balance when kicking towards a target.</p> <p>Catch an object passed to them, with and without a bounce.</p> <p>Move to track a ball and stop it using feet with limited success.</p> <p>Strike a ball using a racket.</p> <p>Run, stop and change direction with balance and control.</p> <p>Move to space to help score goals or limit others scoring.</p> <p>Use simple tactics.</p>	<p>Change direction when dribbling with feet with some control in games.</p> <p>Use a variety of throwing and kicking techniques with increasing success in game situations.</p> <p>Catch a ball passed to them using one and two hands with increasing success.</p> <p>Receive a ball using different parts of the foot under pressure.</p> <p>Strike a ball using varying techniques with increasing accuracy.</p> <p>Change direction to lose an opponent with some success.</p> <p>Create and use space with some success in game situations.</p> <p>Use simple tactics to help their team score or gain possession.</p>	<p>Change direction when dribbling with feet with some control in games.</p> <p>Use a variety of throwing and kicking techniques with increasing success in game situations.</p> <p>Catch a ball passed to them using one and two hands with increasing success.</p> <p>Receive a ball using different parts of the foot under pressure.</p> <p>Strike a ball using varying techniques with increasing accuracy.</p> <p>Change direction to lose an opponent with some success.</p> <p>Create and use space with some success in game situations.</p> <p>Use simple tactics to help their team score or gain possession.</p>
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**NC: KS1: master basic movements as well as developing balance, agility and co-ordination.**

**KS2: develop flexibility, strength, technique, control and balance.**

<b>Progression Journey: Body Management - through yoga and dance</b>			
<b>EYFS</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
<p>Create shapes showing a basic level of stillness using different parts of their bodies.</p> <p>Begin to take weight on different body parts.</p> <p>Show shapes and actions that stretch their bodies.</p> <p>Copy and link simple actions together.</p>	<p>Perform balances making their body tense, stretched and curled.</p> <p>Take body weight on hands for short periods of time.</p> <p>Demonstrate poses and movements that challenge their flexibility.</p> <p>Remember, repeat and link simple actions together.</p> <p>Perform balances on different body parts with some control and balance.</p> <p>Take body weight on different body parts, with and without apparatus.</p> <p>Show increased awareness of extension and flexibility in actions.</p> <p>Copy, remember, repeat and plan linking simple actions with some control and technique.</p>	<p>Complete balances with increasing stability, control and technique.</p> <p>Demonstrate some strength and control when taking weight on different body parts for longer periods of time.</p> <p>Demonstrate increased flexibility and extension in their actions.</p> <p>Choose actions that flow well into one another both on and off apparatus.</p> <p>Use body tension to perform balances both individually and with a partner.</p> <p>Demonstrate increasing strength, control and technique when taking own and others weight.</p> <p>Demonstrate increased flexibility and extension in more challenging actions.</p> <p>Plan and perform sequences showing control and technique with and without a partner.</p>	<p>Show increasing control and balance when moving from one balance to another.</p> <p>Use strength to improve the quality of an action and the range of actions available.</p> <p>Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.</p> <p>Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.</p> <p>Combine and perform more complex balances with control, technique and fluency.</p> <p>Demonstrate more complex actions with a good level of strength and technique.</p> <p>Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.</p> <p>Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.</p>

**NC KS1: participate in team games, developing simple tactics.**

**KS2: take part in outdoor and adventurous activity challenges both individually and within a team**

<b>Progression Journey: OAA – through team building and OAA</b>			
<b>EYFS</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
<p>Follow simple instructions.</p> <p>Share their ideas with others.</p> <p>Explore activities making own decisions in response to a task.</p> <p>Make decisions about where to move in space. Follow a path.</p> <p>Begin to identify personal success.</p>	<p>Follow instructions.</p> <p>Begin to work with a partner and a small group.</p> <p>Understand the rules of the game and suggest ideas to solve simple tasks.</p> <p>Copy a simple diagram/map.</p> <p>Identify own and others' success.</p> <p>Follow instructions accurately.</p> <p>Work co-operatively with a partner and a small group, taking turns and listening to each other.</p> <p>Try different ideas to solve a task.</p> <p>Follow and create a simple diagram/map.</p> <p>Understand when a challenge is solved successfully and begin to suggest simple ways to improve.</p>	<p>Follow instructions from a peer and give simple instructions.</p> <p>Work collaboratively with a partner and a small group, listening to and accepting others' ideas.</p> <p>Plan and attempt to apply strategies to solve problems.</p> <p>Orientate and follow a diagram/map.</p> <p>Reflect on when and why challenges are solved successfully and use others' success to help them to improve.</p> <p>Accurately follow instructions given by a peer and give clear and usable instructions to a peer.</p> <p>Confidently communicate ideas and listen to others before deciding on the best approach.</p> <p>Plan and apply strategies to solve problems.</p> <p>Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.</p>	<p>Use clear communication when working in a group and taking on different roles.</p> <p>Begin to lead others, providing clear instructions.</p> <p>Plan and apply strategies with others to more complex challenges.</p> <p>Orientate a map confidently using it to navigate around a course.</p> <p>Explain why a particular strategy worked and alter methods to improve.</p> <p>Communicate with others clearly and effectively when under pressure.</p> <p>Confident to lead others and show consideration of including all within a group.</p> <p>Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.</p> <p>Confidently and efficiently orientate a map, identifying key features to navigate around a course.</p> <p>Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.</p>

**NC: All schools must provide swimming instruction either in key stage 1 or key stage 2.**

### Progression Journey: Swimming

Beginners	Developers	Intermediate
<p>Submerge and regain feet in the water.</p> <p>Breathe in sync with an isolated kicking action from poolside.</p> <p>Use arms and legs together to move effectively across a short distance in the water.</p> <p>Glide on front and back over short distances.</p> <p>Float on front and back for short periods of time.</p> <p>Confidently roll from front to back and then regain a standing position.</p>	<p>Confidently and consistently retrieve an object from the floor with the same breath.</p> <p>Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.</p> <p>Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.</p> <p>Combine gliding and floating on front and back over an increased distance.</p> <p>Float on front and back using different shapes with increased control.</p> <p>Float on front and back using different shapes with increased control.</p> <p>Comfortably demonstrate sculling headfirst, feet first and treading water.</p>	<p>Confidently combine skills to retrieve an object from greater depth.</p> <p>Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.</p> <p>Confidently demonstrate good technique in a wider range of strokes over increased distances.</p> <p>Combine gliding and transitioning into an appropriate stroke with good control.</p> <p>Confidently link a variety of floating actions together demonstrating good technique and control.</p> <p>Select and apply the appropriate survival technique to the situation.</p>