



Progression of Physical Education Skills Document

Dance

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2	Key Stage 3
DM: Explore and engage in music making and dance, performing solo or in groups. Watch and talk about dance and performance art, expressing their feelings and responses.	NC: Perform dances using simple movement patterns.	NC: Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		NC: Perform dances using advanced dance techniques within a range of dance styles and forms. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
Copies basic body actions. Replicates choreographed dances.	Perform basic body actions, beginning to use body parts in combination.	Use simple movements to create a dance phrase with a partner or in a group.	Work creatively and imaginatively on their own, with a partner or in a group.	
Can perform and recognise movements with different speeds.	Show dynamic, expressive and rhythmic qualities in their dance. Unison, canon, mirroring.		Adapt and refine the way they use weight, space and rhythm in their dances.	
Initiates movements to express & respond to feelings, ideas and experiences.	Choose appropriate movements to express an idea, mood or feeling.	Create dance phrases that communicate ideas.	Respond imaginatively to a range of stimuli related to character and narrative.	
Copies short dance phrases. Choreographs own dance moves.	Remember and repeat short dance phrases.		Refine, repeat and remember dance phrases.	
Move with control.	Move with control and link actions.	Perform dances clearly and fluently.	Perform different styles of dance fluently and with control.	
Understand that music can represent different moods.	Describe the mood and feeling of a dance.	Use simple motifs.	Compose motifs.	
Keep to a steady beat while dancing to music.	Move in time to music, improve timing of their activities.	Ensure actions fit the rhythm of music.	Show a change of pace and timing in their movements.	
	Describe body actions.	Describe movements and expressive qualities of dance.	Comment on dances, showing an understanding of style and using appropriate terminology.	

Gymnastics

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2	Key Stage 3
DM: Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency. Develop overall body-strength, balance, co-ordination and agility.	NC: Develop balance, agility and coordination.	NC: Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		NC: Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
Travels under, over and through balancing and climbing equipment.	Show control and coordination when travelling and balancing, climbing onto equipment safely.	Develop good technique when travelling, balancing and using equipment.	Combine equipment with movement to create sequences.	
Copy basic gymnastic actions (rolling, travelling, balancing, climbing, jumping).	Perform actions, balances, body shapes and agilities with control.		Show clarity, fluency and accuracy in their movements.	
Tuck roll, log roll, teddy bear roll.	Controlled tuck roll, log roll, teddy bear roll.			
Straight, tuck, star and half turn jump.	Straight, tuck, star, half turn and cat spring jump.	Straight, tuck, star, half turn, straddle, pike, full turn, cat leap jumps.	Straight, tuck, star, straddle, pike, stag, half turn, full turn, cat leap, cat leap half turn, split leap, stag leap jumps.	
Jump in a range of ways from one space to another.	Jump in a variety of ways and land with control and balance.	Use a range of jumps confidently.	Perform jumps fluently and with control.	
Begin to balance with control.	Hold a still shape while balancing on different parts of the body.	Create interesting body shapes while holding balances with control and confidence.	Develop the placement of body parts during balances and recognise the position of their centre of gravity.	
Standing balances.	Standing and kneeling balances. Large body part balances. Balances on apparatus.	Standing and kneeling balances. Small and large body part balances. Partner balances (matching/contrasting, with/against). Balances on apparatus.	1, 2, 3 and 4 point balances. Balances on apparatus. Partner balances (match/contrast, with/against, part-weight).	
Travel in different ways.	Travel in different ways, changing direction and speed.	Use turns while travelling in different ways using good technique.		
Copy contrasting actions.	Recognise and copy contrasting actions (small/tall, narrow/ wide).	Create sequences showing a change of level.		
Negotiate space successfully.	Find and use space safely.			
Create a short sequence of movements.	Plan and repeat simple sequences of actions.	Plan, perform and repeat longer sequences that include change of speed and level.	Create, practise and refine longer, more complex sequences including changes of direction, level and speed.	
Experiment with showing different levels and shapes.	Show contrast in shape.	Plan a sequence of contrasting actions.	Apply a range of compositional principles.	
		Adapt movements / sequences to include a partner or apparatus.	In small groups, prepare a sequence to perform.	
	Describe their own and others movement phrases.	Compare sequences they have seen recognising similarities and differences.	Use criteria to make simple judgements about a performance.	

DM: Development Matters in the Early Years Foundation Stage
 NC: National Curriculum

	Move with increasing control and care.	Move with coordination, control and care.	Move with clarity, fluency and expression.	
--	--	---	--	--

Games

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2	Key Stage 3
DM: Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	NC: Participate in team games, developing simple tactics for attacking and defending.	NC: Play competitive games and apply basic principles for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		NC: Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
Catch equipment using both hands.	Catch a ball and beanbag using different types of throw.	Throw and catch a ball to keep possession using correct technique.	Throw and catch accurately and successfully under pressure in a game.	
Show control when throwing and kicking a ball.	Throw, hit and kick a ball in different ways.	Use throwing, catching and dribbling techniques to keep possession.	Use different techniques for passing, dribbling and shooting with control.	
Move a ball by bouncing, kicking or using equipment.	Bounce and kick a ball whilst moving.	Dribble a ball showing control and fluency.	Show confidence in dribbling a ball in a game situation.	
Kick an object at a target.	Know how to pass a ball in different ways.	Pass the ball with increasing speed, accuracy and success in a game.	Choose and make the best pass in a game situation.	
Move safely around space and equipment.	Use different ways of travelling at different speeds and following different pathways, directions or courses.	Make the best use of space to pass and receive a ball.	Demonstrate good awareness of space.	
	Track balls and other equipment sent to them.	Know how to keep possession and intercept to win back possession.	Keep and win possession of the ball effectively and in a variety of ways.	
Play simple games.	Compete against self and others.	Play games with some fluency and accuracy.	Play effectively as a team and know what position they are in.	
	Use simple tactics.	Use a variety of simple tactics to attack and defend.	Know how to contribute when attacking and defending.	
Follow simple rules.	Understand the importance of rules.	Know and use the rules of the game.	Apply rules consistently and fairly.	
Play chasing games.	Use simple attacking and defending techniques (marking and dodging).	Use a range of attacking and defending techniques.	Think ahead and create a plan of attack or defence.	
		Throw, strike and catch a ball with some accuracy.	Throw, strike and catch a ball with control.	
Hit a ball with a bat or racket.	Practise basic striking, sending and receiving and position body to strike a ball.	Use a bat, racket or stick to hit with accuracy and control.	Use forehand, backhand and overhead shots.	
Talk about what they have done.	Work with a partner to improve their skills.	Watch and describe other's performances and say how they could improve.	Recognise their own and others' strengths and weaknesses in games and suggest ideas to improve performance.	

DM: Development Matters in the Early Years Foundation Stage
 NC: National Curriculum

Games – Striking and Fielding

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2	Key Stage 3
DM: Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	NC: Participate in team games, developing simple tactics for attacking and defending.	NC: Play competitive games and apply basic principles for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		NC: Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
Move a ball by bouncing, kicking or using equipment.	Throw, hit and kick a ball in different ways.			
Move safely around space and equipment.	Use different ways of travelling at different speeds and following different pathways, directions or courses.	Make the best use of space to pass and receive a ball.	Demonstrate good awareness of space.	
	Track balls and other equipment sent to them.	Throw, strike and catch a ball with some accuracy.	Throw, strike and catch a ball with control.	
Play simple games.	Compete against self and others.	Play games with some fluency and accuracy.	Play effectively as a team and know what position they are in.	
Follow simple rules.	Understand the importance of rules.	Know and use the rules of the game.	Apply rules consistently and fairly.	
Hit a ball with a bat or racket.	Practise basic striking, sending and receiving and position body to strike a ball.	Use a bat, racket or stick to hit with accuracy and control.		
Talk about what they have done.	Work with a partner to improve their skills.	Watch and describe other's performances and say how they could improve.	Recognise their own and others' strengths and weaknesses in games and suggest ideas to improve performance.	

Games – Net and Wall

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2	Key Stage 3
DM: Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	NC: Participate in team games, developing simple tactics for attacking and defending.	NC: Play competitive games and apply basic principles for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		NC: Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
Move a ball by bouncing, kicking or using equipment.	Throw, hit and kick a ball in different ways.			
Move safely around space and equipment.	Use different ways of travelling at different speeds and following different pathways, directions or courses.	Make the best use of space to pass and receive a ball.	Demonstrate good awareness of space.	
	Track balls and other equipment sent to them.	Throw, strike and catch a ball with some accuracy.	Throw, strike and catch a ball with control.	
Play simple games.	Compete against self and others.	Play games with some fluency and accuracy.	Play effectively as a team and know what position they are in.	
Follow simple rules.	Understand the importance of rules.	Know and use the rules of the game.	Apply rules consistently and fairly.	
Hit a ball with a bat or racket.	Practise basic striking, sending and receiving and position body to strike a ball.	Use a bat, racket or stick to hit with accuracy and control.	Use forehand, backhand and overhead shots.	
Talk about what they have done.	Work with a partner to improve their skills.	Watch and describe other's performances and say how they could improve.	Recognise their own and others' strengths and weaknesses in games and suggest ideas to improve performance.	

Games – Invasion Games

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2	Key Stage 3
DM: Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	NC: Participate in team games, developing simple tactics for attacking and defending.	NC: Play competitive games and apply basic principles for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		NC: Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
Catch equipment using both hands.	Catch a ball and beanbag using different types of throw.	Throw and catch a ball to keep possession using correct technique.	Throw and catch accurately and successfully under pressure in a game.	
Show control when throwing and kicking a ball.	Throw, hit and kick a ball in different ways.	Use throwing, catching and dribbling techniques to keep possession.	Use different techniques for passing, dribbling and shooting with control.	
Move a ball by bouncing, kicking or using equipment.	Bounce and kick a ball whilst moving.	Dribble a ball showing control and fluency.	Show confidence in dribbling a ball in a game situation.	
Kick an object at a target.	Know how to pass a ball in different ways.	Pass the ball with increasing speed, accuracy and success in a game.	Choose and make the best pass in a game situation.	
Move safely around space and equipment.	Use different ways of travelling at different speeds and following different pathways, directions or courses.	Make the best use of space to pass and receive a ball.	Demonstrate good awareness of space.	
	Track balls and other equipment sent to them.	Know how to keep possession and intercept to win back possession.	Keep and win possession of the ball effectively and in a variety of ways.	
Play simple games.	Compete against self and others.	Play games with some fluency and accuracy.	Play effectively as a team and know what position they are in.	
	Use simple tactics.	Use a variety of simple tactics to attack and defend.	Know how to contribute when attacking and defending.	
Follow simple rules.	Understand the importance of rules.	Know and use the rules of the game.	Apply rules consistently and fairly.	
Play chasing games.	Use simple attacking and defending techniques (marking and dodging).	Use a range of attacking and defending techniques.	Think ahead and create a plan of attack or defence.	
Talk about what they have done.	Work with a partner to improve their skills.	Watch and describe other's performances and say how they could improve.	Recognise their own and others' strengths and weaknesses in games and suggest ideas to improve performance.	

Games – Target Games

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2	Key Stage 3
DM: Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	NC: Participate in team games, developing simple tactics for attacking and defending.	NC: Play competitive games and apply basic principles for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		NC: Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
Catch equipment using both hands.		Throw, strike and catch a ball with some accuracy.	Throw, strike and catch a ball with control.	
Show control when throwing and kicking a ball.	Throw, hit and kick a ball in different ways.	Use a bat, racket or stick to hit with accuracy and control.		
Play simple games.	Compete against self and others.	Play games with some fluency and accuracy.	Play effectively as a team and know what position they are in.	
Follow simple rules.	Understand the importance of rules.	Know and use the rules of the game.	Apply rules consistently and fairly.	
Talk about what they have done.	Work with a partner to improve their skills.	Watch and describe other's performances and say how they could improve.	Recognise their own and others' strengths and weaknesses in games and suggest ideas to improve performance.	

Athletics

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2	Key Stage 3
DM: Revise and refine the fundamental movement skills they have already acquired. Develop overall body-strength, balance, co-ordination and agility.	NC: Master basic movements including running, jumping, throwing and catching.	NC: Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		NC: Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
Adjust speed when running.	Run at different speeds, changing direction. Describing different paces.	Demonstrate the difference between running for sustained periods and sprinting. Focus on arm technique.	Show good speed and stamina when running and choose the best pace for their event. Accelerate from different starting positions.	
Jump and land safely.	Jump for height and distance, landing safely.	Learn to perform triple jump, landing safely and with control.	Perform triple jump with confidence, landing safely and with control.	
Begin to take part in a relay with prompts.	Understand and take part in a relay.	Perform a relay, focussing on baton passing technique.	Work as a team to competitively perform a relay.	
Throw an object at a target using underarm throw.	Throw different types of equipment in different ways, for accuracy and distance.	Throw with some accuracy and power into a target area.	Develop and refine techniques to throw for accuracy.	
Talk about what they have done.	Watch and describe performances.	Suggest how to improve a performance based on given criteria.	Identify good athletic performance using agreed criteria.	

Outdoor and Adventurous

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2	Key Stage 3
		NC: Take part in outdoor and adventurous activity challenges both individually and within a team.		NC: Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
		Orientate themselves with increasing confidence and accuracy around a short *trail.	Orientate themselves with confidence and accuracy around a course when under pressure.	
		Create a short trail for others with a physical challenge.	Design a clear course that offers challenge to others.	
		Begin to use navigation equipment to orientate around a trail.	Use navigation equipment (maps, compasses) to orientate a trail.	
		Identify and use effective communication to begin to work as a team.	Compete in orienteering activities as part of a team and individually.	