

The Federation of Cowick & Pollington-Balne Progression of Skills: Physical Education

EYFS	EYFS	KS1	KS1	LKS2	LKS2	UKS2	UKS2
Athletics							
Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise Walks down steps or slopes whilst carrying a small object, maintaining balance and stability Can balance on one foot or in a squat momentarily, shifting body weight to improve stability	Explore and enjoy jumping. Explore throwing using appropriate equipment e.g. large foam balls. Enjoy running energetically and negotiate space and obstacles safely. Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping Experiments with different ways of moving, testing out ideas and adapting	Jump from standing with some control. Throw to a partner with one hand using equipment such as beanbags. Change speeds when running and navigate obstacles safely. Take consideration for themselves and others	Jump accurately from a standing position landing steadily on feet. Throw different objects accurately with one hand e.g. bean bags, quoits and various sized balls. Change speed and direction when running. Navigate obstacles safely and anticipate the need to make changes in direction before encountering obstacles.	Take a running jump e.g. 1 foot to 2 feet and land steadily. Show different types of throwing (under/overarm) using one or two hands appropriately to various equipment. Run at the correct speed for the distance and adjust speed and direction appropriately to the task and obstacles. Adjust speed and direction ahead of encountering obstacles.	Show control in various jumps e.g. one foot to two feet, two feet to one foot, one foot to opposite foot. Demonstrate control in safely jumping from equipment of various heights. Demonstrate control in various overarm and underarm techniques using one or two hands appropriately for various equipment including smaller and larger balls. Improve and use good running technique at different speeds developing stamina and adjusting speed according to distance and obstacles. Understand and use power & stamina in appropriate events.	Show good control, strength and stamina when jumping performing various techniques safely with and without equipment. Identify appropriate jumps according to the activity. Show good control and accuracy when throwing adjusting power of throw according to the activity appropriately. Use various one or two handed under and overarm technique using a variety of throwing equipment. Select appropriate throwing methods to the activity. Show good control, strength, coordination and stamina when running. Adjusting speed appropriately to the activity. Adapt skills to suit challenges and environments.	Refining and improving a wide variety of jumping techniques improving on previous performance by adapting approach. Analyse what went wrong and how they can improve. Refine and improve throwing demonstrating good control and accuracy. Adjust power and method of a wide variety of throwing techniques to the activity and adjust throughout in response to performance. Refine and improve a wide span of running techniques. Identify and adopt effective strategies adjusting in response to performance, challenges and environment.

	movements to reduce risk Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles						
Dance							
Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	Attempt to copy some basic shapes/movements. Enjoy copying some dance moves. Watch and talk about dance and performance art, expressing their feelings and responses.	Copy modelled shapes and movements. Remember (3+) dance steps and repeat them. Move to sounds or music (keeping to the rhythm).	Make up their own movements. Try different movements with some accuracy. Perform a short dance to sounds or music performing learnt dance steps in sequence and at correct intervals throughout the music.	Make up, improve and perform combined dance movements. Show flowing and clear movements. Work on new movements on your own or with a partner or group. Plan movements in a sequence and perform to music adjusting speed accordingly.	Plan and perform longer dances from one phrase of music. Dance to different types of music. Demonstrate a wide range of actions with fluency & control, individually, and in a group.	Perform & create motifs in a variety of styles. Dance to the rhythm and style of the music. Choreograph a group dance (props may be used). Recognise skill, control and rhythm within dance.	Perform a variety of dances from different styles. Be able to choreograph a solo or group dance and make choices regarding props. Recognise skill, control and rhythm within dance appropriate to the style and music.

	Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport						
Invasion Games							
Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles	Explore stopping a ball from a seated position. Explore pushing a ball in the direction of another using two hands. Shows increasing control over an object in pushing, patting,	Stop a ball with basic control (hands/feet). Send a ball in the direction of another pupil. Practice	Stop/Catch a ball with control (2 hands/1 foot). Be able to receive and send a ball with opponents in a standing position.	Accurately send and receive to keep possession. Play in a game, and maintain scores. Control/catch a ball when moving.	Control/catch a ball and pass/shoot it whilst moving. Play a game and show how you understand tactics and rules. Choose when to pass, dribble or shoot.	Show good control and speed in a game. Mark, intercept, tackle and maintain possession. Choose appropriate formations to use. Analyse skills and techniques.	Improve fluency of a particular game, including speed, control, strategies for marking, interceptions, tackling and maintaining possession. Compare and select formations. Understand and offer advice about

	Can grasp and release with two hands to throw and catch a large ball, beanbag or an object	throwing, catching or kicking it	receiving a ball.					which skills need to be used.
Gymnastics								
Maintains balance using hands and body to stabilise	Explore different ways of travelling e..g running, jumping and hopping. Demonstrate some balance when playing. Explore balancing using some apparatus e.g. large construction blocks. Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing	Copy 3+ ways of travelling. Keep balance for 3 seconds. Use and set up apparatus safely e.g. mats/benches. Link movements together.	Independently practice different shapes/balances and ways of travelling showing increasing control. Keep balance for longer periods of time (over 3 seconds) Link and repeat movements with some fluency.	Perform forward & backward rolls safely. Show increasing balance including those following movements. Link movements to perform a sequence (3+). Show different levels, speeds & directions of movement.	Perform skills and actions accurately and with some control including rolls, balances and sequencing of movements. Perform and repeat longer sequences (7+) using varying speeds and directions. Recognise and talk about what makes a good movement/sequence.	Perform some skills inverted e.g. handstand/headstand. Consistently perform travelling, flight, and balance skills with control. Plan and perform a sequence (should include unison and some canon).	Perform skills effectively and confidently with control, for example travelling, flight and balance. Plan and perform a sequence on their own and together (should include unison and some canon).	

		control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport						
Net & Wall Games								
	Can grasp and release with two hands to throw and catch a large ball, beanbag or an object	Explore throwing large balls e.g. foam balls. Push a ball along the floor using a large bat. Explore basic games with others e.g. taking turns to throw a beanbag towards a target. Shows increasing control over an object in pushing, patting, throwing,	Throw and occasionally catch large sized balls. Hit a ball using hands, bats or racquets. Return a ball that is hit or thrown. Follow simple rules in partner work.	Throw and catch different sized balls. Hit a ball in the direction of a target using a bat/racquet. Return a ball in the direction that it is hit or thrown with a degree of control. Follow rules in simple, conditioned games.	Use a range of throwing, catching and racquet skills with more accuracy. Maintain a continuous rally (5+). Use simple tactics within game situations. Select appropriate techniques to score more points.	Vary the pace, length and direction of throws. Use basic racquet shots on both sides of the body. Take part in a court game individually, with a partner or in a team, keeping score. Use different tactics to outwit opponents.	Use a range of shots in game situations. Use a variety of racquet shots/techniques on both sides of the body. Work effectively with a partner or in a team keeping score. Choose and use tactics effectively to outwit opponents and support teammates accordingly.	Use a wide range of shots in game situations with accuracy. Use a variety of racquet shots/techniques on both sides of the body accurately. Work effectively with a partner or in a team keeping score. Choose and use tactics effectively and see how this links to games in secondary school. Refer to relevant skills/techniques.

		catching or kicking it						
Striking & Fielding								
Beginning to take turn and join in with others.	Explore rolling a large ball using hands or a large bat.	Stop a ball and strike a static ball.	Throw/strike/stop and retrieve a ball co-operating with a partner.	Throw, hit, stop and retrieve a ball with control.	Use different bowling skills (under/overarm and bouncing).	Hit the ball into gaps/towards targets.	Hit the ball accurately into gaps/towards targets.	
Can grasp and release with two hands to throw and catch a large ball, beanbag or an object	Enjoy throwing equipment e.g. bean bags. Attempt to aim in particular directions.	Fetch and throw a ball (with some control).	Can score points and stop points being scored in a game.	Hit a bowled ball or a ball from a tee into spaces.	Use different fielding skills (blocking/throwing/supporting).	Bowl using varying speeds and skills.	Bowl using varying speeds and skills.	
	Take turns within physical games.	Follow scores and rules within simple games.		Know rules and play a game. Choose and use batting & throwing skills in a game.	Understand rules and tactics in a game and implement appropriate skills e.g. batting & throwing.	Field and throw a ball overarm.	Field and accurately throw a ball overarm.	
	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it					Choose where to hit a ball to score the most runs. Follow rules and use tactics in batting, bowling and fielding.	Choose where to hit a ball to score the most runs. Follow rules and use tactics with control in batting, bowling and fielding.	
Reflecting on performance								
Begin to use talk to talk about what others are doing.	Watch and copy others movements/actions.	Copy, watch and describe their own and others movements/performance/actions.	Contrast and compare their own and others performance.	Critique their own and other's performance noting strengths and limitations.	Refine, improve, & modify own and others performance using more developed vocabulary to discuss.	Analyse techniques and talk about and demonstrate how to improve observed techniques. Discuss other aspects such as stamina.	Analyse skills and techniques to suggest ways to improve quality of performance.	
Is becoming increasingly aware of being evaluated by others and begin to develop ideas about themselves according to	Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms. Begin to say		Make simple suggestions to improve their own and others' performance.	Use appropriate vocabulary to talk about and suggest improvements for own and others' performance.	Recognise skill, control and rhythm (within dance).	Identify strengths and weaknesses in their own and others' play and suggest ways of improvement.	Identify strengths and weaknesses in their own and others' play/performance and suggest ways of improvement modelling effective strategies accordingly.	
			Model to others specific skills discussing techniques e.g. throwing techniques.	Model skills appropriately explaining	Model skills with control explaining techniques and skills accordingly.			

	the messages they hear from others	what they like about others' movements.			techniques in more detail.		suggest how to refine, improve and modify it, using further developed vocabulary .	Give feedback to peers about how they can improve their performance using well developed vocabulary e.g. dance vocabulary. Improve on previous performance by analysing what worked/what went well and considering how they can improve continuously.
Awareness of health & safe practice								
	Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles Observes and can describe in words or actions the effects of physical activity on their bodies.	Enjoys basic warm ups. Follows some guidance on safe practice. Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health Shows understanding of the need for safety when tackling new challenges, and considers and	Joins in following warm ups. Adhere to safe practice. Understands that this is important. Talk about some changes when exercising. Understands the importance of exercise.	Joins in safely with warm ups. Suggest some ideas for warm ups. Understand the importance of safety in exercising. Demonstrate safe practice. Know that body temperature and heart rate changes during exercise. Understands the effects and importance of exercise.	Describe why we warm up. Suggest ways to warm up. Recognise changes in body temperature. Demonstrate and explain the need and strategies for safe practice. Recognise and discuss changes in body temperature, heart rate and breathing. Discuss why exercise is good for our bodies.	Demonstrate warm ups and explain their importance. Demonstrate and explain the need for safe practice and risks of not following this guidance. Talk about how the body changes when running, jumping and throwing (inside and out). Provide explanation for these changes. Describe the effects that exercise has on the body and why. Explain its importance.	Warm up & Cool Down appropriately for the activity (leading some warm ups and completing some independently). Demonstrate, explain and encourage safe practice including when performing on or moving equipment. Perform within and explain the rules of the activity. Understands and explains the importance and effects of exercise on/for the	Warm up & Cool Down appropriately for the activity or linked to the skill needed (leading warm ups and completing others independently). Implement their knowledge relating to safe practice. demonstrate, encourage and explain the need and strategies for safe practice in various activities. Perform within the rules of various solo and team activities To be able to safely lead small groups, coaching and umpiring.

		manages some risks by taking independent action or by giving a verbal warning to others Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience					body within various activities.	Can explain the effects of various forms of exercise on the body and the benefits of these. Can explain negative effects lack of exercise or unsafe practice e.g. lack of warm ups could have on the body.
Swimming and Water Safety								
					Pupils know how to enter and exit the water safely. Pupils are developing their floating skills and are able to float in different positions for increasing periods of time. Pupils can rotate from front to back and back to front and can regain an upright position. Pupils are able to push off from the side and 'glide'.	Pupils know how to enter and exit the water safely. Pupils are competent in floatation skills. They can float in different positions (star fish, mushroom etc) for sustained periods of time. Pupils can rotate from front to back and back to front and can regain an upright position. Pupils are able to push off from the side and 'glide' using various strokes. Swim competently, confidently and proficiently over a		

					Swim a continuous length of up to 25 metres without touching the side of the pool or the pool floor without the use of swimming aids. Co-ordinate breathing as appropriate for the stroke being used. Can perform simultaneous and alternating strokes, on their front and back. Pupils are able to make co-ordinated leg and arm movements appropriately for the stroke being used. Swim at the surface and below the water. Pupils know the dangers of water and understand how to act responsibly when playing in or near different water environments.	distance of at least 25 metres. Swim a continuous length of more than 25 metres without touching the side of the pool or the pool floor without the use of swimming aids. Including, part of the swim in deep water (greater than shoulder depth). Over this 25+ distance, stroke(s) remain as strong at the end as at the start and the swim is completed without undue stress. Over this 25+ distance, the stroke(s) are recognisable to an informed onlooker. Pupils play competitive games such as water polo and apply basic principles for attacking and defending. Use a range of strokes effectively and confidently [for example, front crawl, backstroke and breaststroke]. Co-ordinate breathing as		
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					Water safety advice should include: knowledge and understanding of different water environments, how to stay safe when playing in and around water including recognising flags/warning signs and understanding and adhering to national and local water safety advice. Pupils can use appropriate survival and self-rescue skills if they accidentally fall into or get into difficulty in the water. Survival/self rescue skills should include: treading water, Heat Escape Lessening Position (HELP), huddle positions, floating and resting in the water, attracting attention, sculling and swimming in clothes/buoyancy aids. Pupils fully understand that 'water based situations' covers	appropriate for the stroke being used. Pupils can make choices about the strokes they use to achieve different outcomes and be certain of success. Can perform simultaneous and alternating strokes, on their front and back, and can adapt these for a range of purposes and intended outcomes. e.g. an intended outcome could be a swim of 50 metres or using an effective leg kick to tread water successfully. Swimming strokes are used effectively to achieve the required aim. Examples of adapting strokes for different outcomes: front crawl- Use front crawl with face down and aquatic breathing to swim in a competitive race.		
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					how an incident could occur and different types of water space. Pupils know what to do if others get in trouble: stay safe, shout, signal, throw, do not go into the water, raising the alarm 999. Examples of how an incident could occur: Falling into water when playing on a footpath, swimming in clothes, sustaining an injury, hampered by weeds or underwater hazards, falling out of a boat, becoming tired, being out of one's depth, rough water or tides. Examples of where an incident could occur: Homes and gardens, beaches, canals, swimming pools, rivers, reservoirs.	Use front crawl with head up to play water polo. Use front crawl type leg kick in a vertical position to tread water. Pupils are able to make co-ordinated leg and arm movements appropriately for the stroke being used. Swim at the surface and below the water. Perform safe self-rescue in different water-based situations. Pupils know the dangers of water and understand how to act responsibly when playing in or near different water environments. Water safety advice should include: knowledge and understanding of different water environments, how to stay safe when playing in and around water including		
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						recognising flags/warning signs and understanding and adhering to national and local water safety advice. Pupils can use appropriate survival and self-rescue skills if they accidentally fall into or get into difficulty in the water. Survival/self rescue skills should include: treading water, Heat Escape Lessening Position (HELP), huddle positions, floating and resting in the water, attracting attention, sculling and swimming in clothes/buoyancy aids. Pupils fully understand that 'water based situations' covers how an incident could occur and different types of water space. Pupils know what to do if others get in trouble: stay safe, shout, signal, throw, do not go into the water, raising the alarm 999.		
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						Examples of how an incident could occur: Falling into water when playing on a footpath, swimming in clothes, sustaining an injury, hampered by weeds or underwater hazards, falling out of a boat, becoming tired, being out of one's depth, rough water or tides. Examples of where an incident could occur: Homes and gardens, beaches, canals, swimming pools, rivers, reservoirs.		
Outdoor Adventurous Activities								
					Knows how to follow a map in a familiar context Knows how to use clues to follow a route	Knows how to follow a map in a (more demanding) familiar context Knows how to follow a route within a time limit	Knows how to design a map for others to follow in a (more demanding) familiar context Knows the approximate amount of time that	Knows how to design a map for others to follow in a range of contexts Knows the approximate amount of time that their own devised

					Knows how to follow a route safely Orientate themselves with increasing confidence and accuracy around a short trail. Identify and use effective communication to begin to work as a team. Identify symbols on a key Begin to choose equipment that is appropriate for an activity Communicate with others. Begin to complete activities in a set period of time. Develops listening skills. Creates simple body shapes. Listens to instructions from a partner/adult.	Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course. Communicate clearly with other people in a team, and with other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment. Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow. Communicate clearly with others.	their own devised route will take and is able to follow a set route within an allocated time limit Start to orientate themselves with increasing confidence and accuracy around an orienteering course. Design an orienteering course that can be followed and offers some challenge to others. Begin to use navigation equipment to orientate around a trail. Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently. Identify a key on a map and begin to use the information in activities.	route will take and is able to follow a set route within an allocated time limit Orientates themselves with confidence and accuracy around an orienteering course. Design an orienteering course that can be followed and offers challenge to others. Uses navigation equipment to orientate around a trail. Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently. Lead activities. Identify a key on a map and use the information in activities. Choose the best equipment for a range of outdoor activities.
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					Beginning to think activities through and problem solve. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe	Work as part of a team. Begin to use a map to complete an orienteering course. Complete an orienteering course more than once and begin to identify ways of improving completion time. Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course.	Choose the best equipment for an outdoor activity. Create an outdoor activity that challenges others. Create a simple plan of an activity for others to follow. Identify the quickest route to accurately navigate an orienteering course. Communicate clearly and effectively with others. Work effectively as part of a team. Successfully use a map to complete an orienteering course. Begin to use a compass for navigation. Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal	Create an outdoor activity that challenges others. Create a simple plan of an activity for others to follow. Identify the quickest route to accurately navigate an orienteering course. Communicate clearly and effectively with others. Work effectively as part of or lead a team. Successfully use a map to complete an orienteering course. Use a compass for navigation. Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities. Improve a trail to increase the
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							performances and activities. Improve a trail to increase the challenge of the course.	challenge of the course.
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