

PHYSICAL EDUCATION SKILLS PROGRESSION				
DATE		REVIEW DATE		SUBJECT LEADER
August 2024		August 2025		Stephanie Cassell
<p>This document aims to give guidance on the progression of PE knowledge and skills across the year groups. It can also be used to differentiate work, and expectations, appropriately for pupils working above and below age-related expectations (particularly SEND pupils and GD pupils).</p> <p>Their increasingly critical thinking should be reflected in their attitude towards the world and the increasing confidence they have to express views and feelings independently.</p>				
<p>In PE, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In PE, the following approaches will be used, and be evident in pupil discussion, observations and work in books, in order to ensure that the PE learning opportunities and skill development are as effective as possible and that pupils progress throughout the year and across year groups during their PE experiences in school:</p>				
Teaching Sequence in PE	Step 1 - ‘The Big Picture’ – setting the PE learning that is about to take place within the chronology of pupils PE learning and skill development to date. Starting with what the children know, understand, are able to do and able to say.	Possible pedagogical approaches used in PE	Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration
	Step 2 - Review most recent learning in PE.			
	Step 3 - Specify key vocabulary to be used and its meaning.		Constructivism	Inquiry-based learning through skill development
	Step 4 – Specify key skills to be used.		Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction

	Step 5 - Provide opportunities for the children to work interactively				Liberationism	Pupil-led learning; opportunities and skill development	
	Step 6 - Provide opportunities for children to critically review their own work and that of others.				Learning, working and talking about PE with confidence	Being introduced to the key vocabulary and physical skills relating to the PE so that all children can perform and compete using the correct skills.	
	Step 7 - Individual reflection on the learning and skill development that has taken place.						
	DANCE						
Year	UFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	Physical Development: Early Learning Goal: Moving and handling • Children show good control and coordination in large and	• Explore movement ideas and respond imaginatively to a range of stimuli. • move confidently and safely in their own and	• explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance	• improvise freely on their own and with a partner, translating ideas from a stimulus into movement	• explore and create characters and narratives in response to a range of stimuli	• explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group	• explore, improvise and combine movement ideas fluently and effectively

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	<p>small movements.</p> <ul style="list-style-type: none"> • They move confidently in a range of ways, safely negotiating space. • They handle equipment effectively, 	<p>general space, using changes of speed, level and direction</p>					
Selecting and applying skills, tactics and compositional ideas	<p>Physical Development: Early Learning Goal: Moving and handling</p>	<ul style="list-style-type: none"> • compose and link movement to make simple dances 	<ul style="list-style-type: none"> • compose and perform dance phrases and short dances that 	<ul style="list-style-type: none"> • create and link dance phrases using a simple dance structure or motif 	<ul style="list-style-type: none"> • use simple choreographic principles to create motifs 	<ul style="list-style-type: none"> • compose dances by using adapting and developing steps, 	<ul style="list-style-type: none"> • create and structure motifs, phrases, sections and whole dances

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	<ul style="list-style-type: none"> • Children show good control and coordination in large and small movements. • They move confidently in a range of ways, safely negotiating space. • They handle equipment 	<p>with clear beginnings, middles and ends</p> <ul style="list-style-type: none"> • perform movement phrases using a range of body actions and body parts 	<p>express and communicate moods, ideas and feelings choosing and varying simple compositional ideas</p>	<ul style="list-style-type: none"> • perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups 	<p>and narrative</p> <ul style="list-style-type: none"> • perform complex dance phrases and dances that communicate character and narrative 	<p>formations and patterning from different dance styles</p> <ul style="list-style-type: none"> • perform dances expressively, using a range of performance skills 	<ul style="list-style-type: none"> • begin to use basic compositional principles when creating their dances
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	effectively,						
Knowledge and understanding of fitness and health	Physical Development: Early Learning Goal: Health and self-care Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.	<ul style="list-style-type: none"> recognise how their body feels when still and exercising 	<ul style="list-style-type: none"> recognise and describe how different dance activities make them feel understand the importance of warming up and cooling down 	<ul style="list-style-type: none"> keep up activity over a period of time and know they need to warm up and cool down for dance 	<ul style="list-style-type: none"> know and describe what you need to do to warm up and cool down for dance 	<ul style="list-style-type: none"> organise their own warm-up and cool-down activities to suit the dance show an understanding of why it is important to warm up and cool down 	<ul style="list-style-type: none"> understand why dance is good for their fitness, health and wellbeing prepare effectively for dancing

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Evaluating and improving performance	<p>Physical Development: Early Learning Goal: Moving and handling</p> <ul style="list-style-type: none"> • Children show good control and co-ordination in large and small movements. • They move confidently in a range of ways, safely 	<ul style="list-style-type: none"> • talk about dance ideas inspired by different stimuli • copy, watch and describe dance movement 	<ul style="list-style-type: none"> • watch and describe dance phrases and dances and use what they learn to improve their own work 	<ul style="list-style-type: none"> • describe and evaluate some of the compositional features of dances performed with a partner and in a group • talk about how they might improve their dances 	<ul style="list-style-type: none"> • describe, interpret and evaluate their own and others' dances, taking account of character and narrative 	<ul style="list-style-type: none"> • describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context 	<ul style="list-style-type: none"> • understand how a dance is formed and performed • evaluate, refine and develop their own and others work
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	negotiating space. • They handle equipment effectively,						
SUBJECT SPECIFIC VOCABULARY	Warm up Cool down Performance Health Exercise Equipment Space Music	Same as EYFS, plus: Compose Describe Timing Choreography Routine Gesture Evaluate	Same as EYFS and Year 1, plus: Rhythm Beats Pattern Team work	Same as EYFS & KS1, plus: Gesture Flow	Same as previous year groups, plus: Choreograph Improvise	Same as previous year groups.	Same as previous year groups.
CONTENT SPECIFIC	Some vocabulary from	Some vocabulary from	Some vocabulary from	Some vocabulary from previous	Some vocabulary from	Some vocabulary from	Some vocabulary from

VOCABULARY	previous year groups, plus:	previous year group, plus:	previous year groups, plus:	year groups, plus:	previous year groups, plus:	previous year groups, plus:	previous year groups, plus:
	Move/movements Explore Copy Watch Travel Spinning Turning Rolling Jump Timing	Dance phrase Formation Direction Spinning Turning Speeds Levels	Express Pathways Spring Tension Control Extension	Mimic Mime Motif Machinery Robotic Aesthetic Transition Rotation Dynamic	Bouncy Rio de Janeiro Samba Formation Canon Narrative Character Stimuli Unison	Stillness Clarity Action Reaction	Combine Structure Fluent
GAMES							
Acquiring and developing skills	Physical Development: Early Learning Goal: Moving and handling	• be confident and safe in the spaces used to play games	• improve the way they coordinate and control their bodies and a	• consolidate and improve the quality of their techniques and their	• develop the range and consistency of their skills in all games	• develop a broader range of techniques and skills for attacking	• choose, combine and perform skills more fluently and effectively

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	<ul style="list-style-type: none"> • Children show good control and coordination in large and small movements. • They move confidently in a range of ways, safely negotiating space. • They handle equipment 	<ul style="list-style-type: none"> • explore and use skills, actions and ideas individually and in combination to suit the game they are playing 	<p>range of equipment</p> <ul style="list-style-type: none"> • remember , repeat and link combinations of skills 	<p>ability to link movements</p> <ul style="list-style-type: none"> • develop the range and consistency of their skills in all games 		<p>and defending</p> <ul style="list-style-type: none"> • develop consistency in their skills 	<p>in invasion, striking and net games</p>
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	effectively,						
Selecting and applying skills, tactics and compositional ideas	<p>Physical Development: Early Learning Goal: Moving and handling</p> <ul style="list-style-type: none"> • Children show good control and coordination in large and small movements. • They move confidently in a range of 	<ul style="list-style-type: none"> • choose and use skills effectively for particular games 	<ul style="list-style-type: none"> • choose, use and vary simple tactics 	<ul style="list-style-type: none"> • improve their ability to choose and use simple tactics and strategies • keep, adapt and make rules for striking and fielding and net games 	<ul style="list-style-type: none"> • devise and use rules • keep, adapt and make rules for striking and fielding and net games • use and adapt tactics in different situations 	<ul style="list-style-type: none"> • know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations • choose and apply skills more consistently in all activities 	<ul style="list-style-type: none"> • understand, choose and apply a range of tactics and strategies for defence and attack • use these tactics and strategies more consistently in similar games

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	ways, safely negotiating space. • They handle equipment effectively,						
Knowledge and understanding of fitness and health	Physical Development: Early Learning Goal: Health and self-care Children know the importance for good health of physical exercise,	• know that being active is good for them and fun	• recognise and describe what their bodies feel like during different types of activity	• know and describe the short-term effects of different exercise activities on the body • know how to improve stamina • begin to understand the	• recognise which activities help their speed, strength and stamina and know when they are important in games • recognise how specific	• know and understand the basic principles of warming up, and understand why it is important for a good-quality performance	• understand why exercise is good for their fitness, health and wellbeing • understand the need to prepare properly for games

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	and a healthy diet, and talk about ways to keep healthy and safe.			importance of warming up	activities affect their bodies	<ul style="list-style-type: none"> understand why exercise is good for their fitness, health and wellbeing 	
Evaluating and improving performance	Physical Development: Early Learning Goal: Moving and handling <ul style="list-style-type: none"> Children show good control and co-ordination in large and small 	<ul style="list-style-type: none"> watch, copy and describe what others are doing describe what they are doing 	<ul style="list-style-type: none"> recognise good quality in performance use information to improve their work 	<ul style="list-style-type: none"> recognise good performance and identify the parts of a performance that need improving use what they have learned to improve their work 	<ul style="list-style-type: none"> explain their ideas and plans recognise aspects of their work that need improving suggest practices to improve their play 	<ul style="list-style-type: none"> choose and use information to evaluate their own and others' work suggest improvements in own and others' performances 	<ul style="list-style-type: none"> develop their ability to evaluate their own and others' work, and to suggest ways to improve it know why warming up and cooling

	<p>movements.</p> <ul style="list-style-type: none"> • They move confidently in a range of ways, safely negotiating space. • They handle equipment effectively, 						down are important
SUBJECT SPECIFIC VOCABULARY	<p>Warm up Cool down Health Exercise Safety Space</p>	<p>Same as EYFS, plus: Explore Rules</p>	<p>Same as EYFS and Year 1, plus: Evaluate Team work</p>	<p>Same as EYFS & KS1, plus: Net games Tactics</p>	<p>Same as previous year groups, plus: Agility Tactical</p>	<p>Same as previous year groups.</p>	<p>Same as previous year groups, plus: Strategy Technique</p>

	Move Equipmen t						
CONTENT SPECIFIC VOCABULA RY	Throw Catch Pass Roll Bounce Stop Look Control Large movemen ts Small movemen ts Copy Watch	Some vocabular y from previous year group, plus: Actions Receive Dribble Hit target aiming	Some vocabulary from previous year groups, plus: Calling Signalling defender attackers chasing	Some vocabulary from previous year groups, plus: Send scoring Opponent feed striking Overarm under arm fielding barrier	Some vocabulary from previous year groups, plus: Target Chest pass Dodging Bounce pass Accuracy	Some vocabulary from previous year groups, plus: Chasing Tackle Strength Balance	Some vocabulary from previous year groups, plus: Bowling
GYMNASTICS							
Acquiring and	Physical Developm ent: Early	• expl ore gymnasti	• remember , repeat and link	• consolidate and improve the quality of	• develo p the range of actions,	• perform actions, shapes	• combi ne and perform

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developing skills	<p>Learning Goal: Moving and handling</p> <ul style="list-style-type: none"> • Children show good control and co-ordination in large and small movements. • They move confidently in a range of ways, safely negotiating space. 	<p>cs actions and still shapes</p> <ul style="list-style-type: none"> • move confidently and safely in their own and general space, using change of speed and direction 	<p>combinations of gymnastic actions, body shapes and balances with control and precision</p>	<p>their actions, body shapes and balances, and their ability to link movements</p>	<p>body shapes and balances they include in a performance</p> <ul style="list-style-type: none"> • perform skills and actions more accurately and consistently 	<p>and balances consistently and fluently in specific activities</p>	<p>gymnastic actions, shapes and balances more fluently and effectively across the activity areas</p>
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	<ul style="list-style-type: none"> • They handle equipment effectively, 						
Selecting and applying skills, tactics and compositional ideas	<p>Physical Development: Early Learning Goal: Moving and handling</p> <ul style="list-style-type: none"> • Children show good control and coordination in large and small movements. 	<ul style="list-style-type: none"> • copy or create and link movement phrases with beginnings, middles and ends • perform movement phrases using a range of body actions 	<ul style="list-style-type: none"> • Choose, use and vary simple compositional ideas in the sequences they create and perform 	<ul style="list-style-type: none"> • Improve their ability to select appropriate actions and use simple compositional ideas 	<ul style="list-style-type: none"> • create gymnastic sequences that meet a theme or set of conditions • use compositional devices when creating their sequences, such as changes in speed, level and direction 	<ul style="list-style-type: none"> • choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations 	<ul style="list-style-type: none"> • develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles

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	<ul style="list-style-type: none"> • They move confidently in a range of ways, safely negotiating space. • They handle equipment effectively, 	and body parts					
Knowledge and understanding of fitness and health	Physical Development: Early Learning Goal: Health and self-care Children know the	<ul style="list-style-type: none"> • know how to carry and place apparatus • recognise how their body 	<ul style="list-style-type: none"> • recognise and describe what their bodies feel like during different types of activity 	<ul style="list-style-type: none"> • recognise and describe the short term effects of exercise on the body during different activities • know the importance 	describe how the body reacts during different types of activity and how this affects the way they perform	<ul style="list-style-type: none"> • know and understand the basic principles of warming up and why it is important for good quality 	<ul style="list-style-type: none"> • understand why warming-up and cooling-down are important • understand why exercise is good for

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	importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.	feels when still and when exercising	<ul style="list-style-type: none"> lift, move and place equipment safely 	of suppleness and strength		performance <ul style="list-style-type: none"> understand why physical activity is good for their health 	health, fitness and wellbeing, and how to become healthier themselves
Evaluating and improving performance	Physical Development: Early Learning Goal: Moving and handling <ul style="list-style-type: none"> Children show good control and co-ordination 	<ul style="list-style-type: none"> watch copy and describe what they and others have done 	<ul style="list-style-type: none"> improve their work using information they have gained by watching, listening and investigating 	<ul style="list-style-type: none"> describe and evaluate the effectiveness and quality of a performance recognise how their own performance has improved 	describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they	<ul style="list-style-type: none"> choose and use information and basic criteria to evaluate their own and others' work 	<ul style="list-style-type: none"> evaluate their own and others' work suggest ways of making improvements

	<p>on in large and small movements.</p> <ul style="list-style-type: none"> • They move confidently in a range of ways, safely negotiating space. • They handle equipment effectively, 				could be improved		
SUBJECT SPECIFIC VOCABULARY	<p>Warm up Cool down</p>	<p>Same as EYFS, plus: Flexibility</p>	<p>Same as EYFS and Year 1, plus:</p>	<p>Same as EYFS & KS1, plus: Levels Speed</p>	<p>Same as previous year groups, plus:</p>	<p>Same as previous year groups, plus:</p>	<p>Same as previous year groups, plus:</p>

	Exercise Healthy Safety Space Equipmen t		Technique Direction Sequence	Pathway Co-ordination	Communicati on Co-operation	Leadership	
CONTENT SPECIFIC VOCABULA RY	Control Balance Move Jump Land High Low Shape travel Explore Stretch Copy Watch	Some vocabular y from previous year group, plus: Points Patches strong (tension) stretch (extension) Flight Bounce Wide Narrow Curled	Some vocabulary from previous year groups, plus: Slide Rolling Linking Leap	Some vocabulary from previous year groups, plus: Direct Wide Thin Long Short Curled Contrasting Acceleration forwards backwards sideways co-ordination deceleration even uneven	Some vocabulary from previous year groups, plus: Contrasting receiving weight cart-wheel twisting turning bunny hop	Some vocabulary from previous year groups, plus: Bridges Rotate Axis Flight Wheel Spring clock wise anti clock wise take-off	Some vocabulary from previous year groups, plus: Synchronisat ion Canon Counter- balance Counter- tension Matching Mirroring

				symmetrical asymmetrical			
OUTDOOR ADVENTUROUS ACTIVITY							
Acquiring and developing skills				<ul style="list-style-type: none"> develop the range and consistency of their skills and work with others to solve challenges 	<ul style="list-style-type: none"> develop the range and consistency of their skills and work with others to solve challenges 	<ul style="list-style-type: none"> develop and refine orienteering and problem-solving skills when working in groups and on their own 	<ul style="list-style-type: none"> develop and refine orienteering and problem-solving skills when working in groups and on their own
Selecting and applying skills, tactics and compositional ideas				<ul style="list-style-type: none"> choose and apply strategies and skills to meet the requirements of a task or challenge 	<ul style="list-style-type: none"> choose and apply strategies and skills to meet the requirements of a task or challenge 	<ul style="list-style-type: none"> decide what approach to use to meet the challenge set adapt their skills and understanding as 	<ul style="list-style-type: none"> decide what approach to use to meet the challenge set adapt their skills and understanding as

						ding as they move from familiar to unfamiliar environments	they move from familiar to unfamiliar environments
Knowledge and understanding of fitness and health				<ul style="list-style-type: none"> • recognise the effect of different activities on the body and to prepare for them physically • work safely 	<ul style="list-style-type: none"> • recognise the effect of different activities on the body and to prepare for them physically • work safely 	<ul style="list-style-type: none"> • understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing 	<ul style="list-style-type: none"> • understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing
Evaluating and improving performance				<ul style="list-style-type: none"> • describe and evaluate their own and others' performances, and identify areas 	<ul style="list-style-type: none"> • describe and evaluate their own and others' performances, and 	<ul style="list-style-type: none"> • see the importance of a group or team plan, and the value of 	<ul style="list-style-type: none"> • see the importance of a group or team plan, and the value of

				that need improving	identify areas that need improving	pooling ideas • improve their performance by changing or adapting their approaches as needed	pooling ideas • improve their performance by changing or adapting their approaches as needed
SUBJECT SPECIFIC VOCABULARY				warming up cooling down heart rate Team Work co-operation rules travel space	Same as previous year groups, plus: Analyse Describe Evaluate	Same as previous year groups, plus: Review	Same as previous year groups, plus: Estimate
CONTENT SPECIFIC				navigation map reading	Spatial awareness	Orienteering	Adapt Compass

VOCABULARY				symbols diagram sharing lifting carrying obstacles Key control copy Skills Solve Challenge		Problem solving Quickest route	Map styles
ATHLETICS							
Acquiring and developing skills	Physical Development: Early Learning Goal: Moving and handling • Children show good control and co-	• remember, repeat and link combinations of actions • use their bodies and a variety of	• remember, repeat and link combinations of actions • use their bodies and a variety of equipment with	• consolidate and improve the quality, range and consistency of the techniques they use for particular activities	• consolidate and improve the quality, range and consistency of the techniques they use for particular activities	• develop the consistency of their actions in a number of events • increase the number of techniques they use	• develop the consistency of their actions in a number of events • increase the number of techniques they use

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	<p>ordination in large and small movements.</p> <ul style="list-style-type: none"> • They move confidently in a range of ways, safely negotiating space. • They handle equipment effectively, 	equipment with greater control and coordination	greater control and coordination				
Selecting and applying skills,	Physical Development: Early Learning	• use their bodies and a variety	• use their bodies and a variety of	• develop their ability to choose and use simple	• develop their ability to choose and use	• choose appropriate	• choose appropriate techniques

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tactics and compositional ideas	<p>Goal: Moving and handling</p> <ul style="list-style-type: none"> • Children show good control and coordination in large and small movements. • They move confidently in a range of ways, safely negotiating space. 	<p>of equipment with greater control and coordination</p>	<p>equipment with greater control and coordination</p>	<p>tactics and strategies in different situations</p>	<p>simple tactics and strategies in different situations</p>	<p>techniques for specific events</p>	<p>for specific events</p>
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	<ul style="list-style-type: none"> • They handle equipment effectively, 						
Knowledge and understanding of fitness and health	Physical Development: Early Learning Goal: Health and self-care Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to	<ul style="list-style-type: none"> • recognise and describe what their bodies feel like during different types of activity 	<ul style="list-style-type: none"> • recognise and describe what their bodies feel like during different types of activity 	<ul style="list-style-type: none"> • know, measure and describe the short-term effects of exercise on the body • describe how the body reacts to different types of activity 	<ul style="list-style-type: none"> • know, measure and describe the short-term effects of exercise on the body • describe how the body reacts to different types of activity 	<ul style="list-style-type: none"> • understand the basic principles of warming up • understand why exercise is good for fitness, health and wellbeing 	<ul style="list-style-type: none"> • understand the basic principles of warming up • understand why exercise is good for fitness, health and wellbeing

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	keep healthy and safe.						
Evaluating and improving performance	<p>Physical Development: Early Learning Goal: Moving and handling</p> <ul style="list-style-type: none"> • Children show good control and co-ordination in large and small movements. • They move confidently in a 	<ul style="list-style-type: none"> • watch, copy and describe what they and others have done 	<ul style="list-style-type: none"> • watch, copy and describe what they and others have done 	<ul style="list-style-type: none"> • describe and evaluate the effectiveness of performance s, and recognise aspects of performance s that need improving 	<ul style="list-style-type: none"> • describe and evaluate the effectiveness of performance s, and recognise aspects of performance s that need improving 	<ul style="list-style-type: none"> • evaluate their own and others' work and suggest ways to improve it 	<ul style="list-style-type: none"> • evaluate their own and others' work and suggest ways to improve it

	<p>range of ways, safely negotiating space.</p> <ul style="list-style-type: none"> • They handle equipment effectively, 						
SUBJECT SPECIFIC VOCABULARY	<p>Warm up Cool down Health Control Safety Equipment Space Exercise</p>	<p>Same as EYFS, plus:</p> <p>Co-ordination</p>	<p>Same as EYFS and Year 1, plus:</p> <p>Agility</p>	<p>Same as EYFS & KS1, plus:</p> <p>Technique Heart rate</p>	<p>Same as previous year groups, plus:</p> <p>Fitness</p>	<p>Same as previous year groups.</p>	<p>Same as previous year groups.</p>
CONTENT SPECIFIC		<p>Some vocabular</p>	<p>Some vocabulary</p>	<p>Some vocabulary</p>	<p>Some vocabulary</p>	<p>Some vocabulary</p>	<p>Some vocabulary</p>

VOCABULARY	Jumping Running Throwing Stretch Speed Copy Watch	y from previous year group, plus: strength power take-off distance direction pick up put down relays	from previous year groups, plus: Aim Landing Force target	from previous year groups, plus: Measure Pathways estimating	from previous year groups, plus: Spatial awareness Actions	from previous year groups, plus: down sweep acceleration take-over upsweep	from previous year groups, plus: circuit covert Angles acceleration apply
Notes	Swimming is taught in Year 5 At Fitzwilliam Primary School, we use and follow the PE pro Scheme to help us with our planning for PE.						