

## Progression of skills grid

### PE KS1

National Curriculum				
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances</li> </ul>				
KS1- Year 1	Overview	Key skills		Assessment
<b>Fundamentals</b>	Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.	Physical	Balancing, sprinting, jogging, dodging, jumping, hopping, skipping	I can show hopping and jumping movements. • I can change direction when moving at speed. • I can run at different speeds. • I can select my own actions in response to a task. • I use co-ordination to turn a skipping rope. I can work co-operatively with others to complete tasks. • I can recognise changes in my body when I do exercise. • I show balance and co-ordination when static and moving at a slow speed.
		Social	Taking turns, supporting and encouraging others, working safely, communication	
		Emotional	Challenging myself, perseverance, honesty	
		Thinking	Selecting and applying actions, identifying strengths, Listening and following instructions	
<b>gymnastics</b>	Pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.	Physical	Travelling, shapes, balances, jumps, barrel roll, straight roll, progressions of a forward roll	I can link simple actions together to create a sequence. • I can remember and repeat actions and shapes. • I am confident to perform in front of others. • I can recognise changes in my body when I do exercise. • I can say what I liked about someone else's performance. • I can use apparatus safely and wait for my turn. • I can make my body tense, relaxed, stretched and curled.
		Social	Sharing, working safely,	
		Emotional	Confidence	
		Thinking	Observing and providing feedback, selecting and applying skills	
<b>Team building</b>	Pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas.	Physical	Balancing, travelling	I can follow instructions. • I can communicate simple instructions. • I can suggest ideas to solve tasks. • I can listen to others' ideas. • I understand the rules of the game. • I can work with a partner and a small group. • I can follow a simple diagram/map.
		Social	Communication, sharing ideas, inclusion, encouraging and supporting others	
		Emotional	Confidence, trust, honesty	
		Thinking	Decision making, using tactics, providing instructions, planning, problem solving	
<b>Nat and wall</b>	Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate	Physical	Throwing, catching, hitting a ball, tracking a ball	I can hit a ball using a racket. • I can throw a ball to land over the net and into the court area. • I can use a ready position to move to the ball. • I can track balls and other equipment sent to me. • I recognise changes in my body when I do exercise. • I know how to score points. • I show honesty and fair play when playing against an opponent.
		Social	Respect, communication	
		Emotional	Honesty and fair play, determination	
		Thinking	Decision making, using simple tactics, recalling information, comprehension	

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	good sportsmanship and show respect towards others.			
<b>Ball skills</b>	Pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.	<b>Physical</b>	Rolling, kicking, throwing, catching, bouncing, dribbling, tracking	<ul style="list-style-type: none"> <li>I am beginning to catch with two hands.</li> <li>I can roll and throw with some accuracy towards a target.</li> <li>I can track a ball that is coming towards me.</li> <li>I am beginning to dribble a ball with my hands and feet.</li> <li>I can work co-operatively with a partner.</li> <li>I can say when someone was successful.</li> <li>I can recognise changes in my body when I do exercise.</li> <li>I am beginning to understand simple tactics.</li> </ul>
		<b>Social</b>	Co-operation, communication, leadership, supporting others	
		<b>Emotional</b>	Honesty, perseverance, challenging myself	
		<b>Thinking</b>	Using tactics, exploring actions, comprehension	
<b>Invasion</b>	Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.	<b>Physical</b>	Throwing, catching, kicking, dribbling with hands and feet, dodging, finding space	<ul style="list-style-type: none"> <li>I am beginning to dribble a ball with my hands and feet.</li> <li>I can send and receive a ball with hands and feet.</li> <li>I can change direction to move away from a defender.</li> <li>I can recognise space when playing games.</li> <li>I move my feet to stay with another player when defending.</li> <li>I recognise changes in my body when I do exercise.</li> <li>I can use simple rules to play fairly.</li> <li>I understand when I am a defender and when I am an attacker.</li> <li>I know when I am successful.</li> </ul>
		<b>Social</b>	Co-operation, communication, supporting and encouraging others, respect and kindness	
		<b>Emotional</b>	Honesty, fair play, managing emotions	
		<b>Thinking</b>	Connecting information, decision making, recalling information	
<b>Sending and receiving</b>	Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.	<b>Physical</b>	Rolling, kicking, throwing, catching, tracking	<ul style="list-style-type: none"> <li>I am beginning to send and receive a ball using a piece of equipment.</li> <li>I am beginning to send and receive a ball with my feet.</li> <li>I can catch a ball after one bounce.</li> <li>I can roll a ball towards a target.</li> <li>I can throw a ball to a partner.</li> <li>I can track a ball that is coming towards me.</li> <li>I can work co-operatively with a partner.</li> <li>I can recognise changes in my body when I do exercise</li> </ul>
		<b>Social</b>	Cooperation, communication, keeping others safe	
		<b>Emotional</b>	Perseverance, challenging myself	
		<b>Thinking</b>	Identifying how to improve, transferring skills	
<b>Athletics</b>	Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.	<b>Physical</b>	Running at varying speeds, agility, balance, running over obstacles, jumping, hopping and leaping in combination and for distance, throwing for distance	<ul style="list-style-type: none"> <li>I am beginning to link running and jumping movements.</li> <li>I can run at different speeds.</li> <li>I am beginning to show balance and co-ordination when changing direction.</li> <li>I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.</li> <li>I am developing over arm throwing.</li> <li>I am able to throw towards a target.</li> <li>I can work with others and make safe choices.</li> <li>I can recognise changes in my body when I do exercise.</li> <li>I try my best.</li> </ul>
		<b>Social</b>	Working safely, collaborating with others	
		<b>Emotional</b>	Working independently, honesty and playing to the rules, determination	
		<b>Thinking</b>	Exploring ideas	
<b>Striking and fielding</b>	Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use	<b>Physical</b>	Throwing, catching, retrieving a ball, tracking a ball, striking a ball	<ul style="list-style-type: none"> <li>I can strike a ball using my hand.</li> <li>I can track a ball that is coming towards me.</li> <li>I understand the rules and I am beginning to use these to play fairly.</li> <li>I can recognise changes in my body when I do exercise.</li> <li>I say what I liked about someone else's performance.</li> <li>I show honesty and fair play when playing against an opponent.</li> <li>I know how to score points.</li> <li>I can catch a beanbag and a medium-sized ball.</li> </ul>
		<b>Social</b>	Communication, supporting and encouraging others, consideration of others	
		<b>Emotional</b>	Perseverance, honesty and fair play	
		<b>Thinking</b>	Using tactics, selecting and applying skills,	

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	simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.		decision making	<ul style="list-style-type: none"> <li>• I can roll a ball towards a target.</li> </ul>
<b>Dance</b>	Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.	<b>Physical</b>	Travel, action, shape, perform, copy, balance, coordination	I show some sense of dynamic and expressive qualities in my dance. <ul style="list-style-type: none"> <li>• I choose appropriate movements for different dance ideas.</li> <li>• I can copy, remember and repeat actions.</li> <li>• I can move confidently and safely.</li> <li>• I recognise changes in my body when I do exercise.</li> <li>• I say what I liked about someone else's performance.</li> <li>• I can work with others to share ideas and select actions.</li> <li>• I am beginning to use counts.</li> </ul>
		<b>Social</b>	Co-operation, communication, coming to decisions with a partner, respect	
		<b>Emotional</b>	Confidence, acceptance	
		<b>Thinking</b>	Counting, observing and providing feedback, selecting and applying actions	
<b>Target games</b>	Pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.	<b>Physical</b>	Underarm throwing, overarm throwing, aim, hand eye coordination.	I can use an underarm throw aiming towards a target. I can roll a ball towards a target. <ul style="list-style-type: none"> <li>• I can use an overarm throw aiming towards a target.</li> <li>• I am beginning to select the appropriate throw for the target.</li> <li>• I understand what good technique looks like.</li> <li>• I can recognise changes in my body when I do exercise.</li> <li>• I can work cooperatively with a partner.</li> </ul>
		<b>Social</b>	Communication, supporting and encouraging others, leadership	
		<b>Emotional</b>	Perseverance, honesty and fair play	
		<b>Thinking</b>	Using tactics, selecting and applying skills, decision making.	

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National Curriculum				
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances</li> </ul>				
KS1- Year 2	Overview	Key skills		Assessment
<b>Fundamentals</b>	Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.	Physical	Balancing, sprinting, jogging, dodging, jumping, hopping, skipping	<p>I can show balance when changing direction.</p> <ul style="list-style-type: none"> <li>• I can show hopping, skipping and jumping movements with some balance and control.</li> <li>• I show balance and co-ordination when running at different speeds.</li> <li>• I am beginning to turn and jump in an individual skipping rope.</li> <li>• I am beginning to provide feedback using key words.</li> <li>• I can work co-operatively with a partner and a small group.</li> <li>• I can describe how my body feels during exercise.</li> </ul>
		Social	Taking turns, supporting and encouraging others, respect, communication	
		Emotional	Challenging myself, perseverance, honesty	
		Thinking	Selecting and applying actions, identifying strengths	
<b>Fitness</b>	Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.	Physical	Agility, balance, co-ordination, speed, stamina, skipping	<p>I can describe how my body feels during exercise.</p> <ul style="list-style-type: none"> <li>• I can link different hoop skills to create a routine.</li> <li>• I can show hopping and jumping movements with some balance and control.</li> <li>• I persevere with new challenges.</li> <li>• I show determination to continue working over a longer period of time.</li> <li>• I understand that running at a slower speed will allow me to run for a longer period of time.</li> <li>• I work with others to turn a rope and encourage others to jump at the right time.</li> </ul>
		Social	Taking turns, supporting and encouraging others	
		Emotional	Determination, perseverance, challenging myself	
		Thinking	Identifying strengths and areas for improvement, observing and providing feedback	
<b>Yoga</b>	Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.	Physical	Breathing, balance, flexibility, strength	<p>I can work with others to create simple flows showing some control.</p> <ul style="list-style-type: none"> <li>• I am beginning to provide feedback using key words.</li> <li>• I can describe how my body feels during exercise.</li> <li>• I can copy, remember and repeat yoga flows.</li> <li>• I can use clear shapes when performing poses.</li> <li>• I can move from one pose to another thinking about my breath.</li> </ul>
		Social	Sharing ideas, leadership	
		Emotional	Calmness, patience, understanding	
		Thinking	Selecting actions, creating poses, focus, providing feedback	
<b>Team building</b>	Pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.	Physical	Balancing, travelling, jumping	<p>I can follow instructions carefully.</p> <ul style="list-style-type: none"> <li>• I can share my ideas and listen to others to help to solve tasks.</li> <li>• I can say when I was successful at solving challenges.</li> <li>• I can work co-operatively with a partner and a small group.</li> <li>• I show honesty and can play fairly.</li> <li>• I understand how to use, follow and create a simple diagram/map.</li> </ul>
		Social	Communication, listening inclusion, leading	
		Emotional	Trust, honesty, fair play, acceptance	
		Thinking	Decision making, planning, problem solving	

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<b>Net and wall</b>	Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.	<b>Physical</b>	Throwing, catching, hitting a ball, tracking a ball	<p>I can hit a ball over the net and into the court area.</p> <ul style="list-style-type: none"> <li>• I can throw accurately to a partner.</li> <li>• I can defend space on my court using the ready position.</li> <li>• I can describe how my body feels during exercise.</li> <li>• I can use simple tactics to make it difficult for an opponent.</li> <li>• I know how to score points and can remember the score.</li> <li>• I show good sportsmanship when playing against an opponent.</li> </ul>
		<b>Social</b>	Respect, communication	
		<b>Emotional</b>	Honesty and fair play, determination	
		<b>Thinking</b>	Decision making, using simple tactics, recalling information, comprehension	
<b>Ball skills</b>	Pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.	<b>Physical</b>	Rolling, kicking, throwing, catching, dribbling, bouncing	<p>I can send and receive a ball using both kicking and throwing and catching skills.</p> <ul style="list-style-type: none"> <li>• I can roll and throw a ball to hit a target.</li> <li>• I can track a ball and collect it.</li> <li>• I can dribble a ball with my hands and feet with some control.</li> <li>• I can work co-operatively with a partner and a small group.</li> <li>• I am beginning to provide feedback using key words.</li> <li>• I can describe how my body feels during exercise.</li> <li>• I am beginning to understand and use simple tactics.</li> </ul>
		<b>Social</b>	Co-operation, communication, leadership, supporting others	
		<b>Emotional</b>	Honesty, perseverance, challenging myself	
		<b>Thinking</b>	Using tactics, exploring actions	
<b>Invasion</b>	Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, Showing respect and kindness towards their teammates and opponents.	<b>Physical</b>	Throwing, catching, kicking, dribbling with hands and feet, dodging, finding space	<p>I can dribble a ball with my hands and feet with increasing control.</p> <ul style="list-style-type: none"> <li>• I can send and receive a ball with increasing consistency with hands and feet.</li> <li>• I can move with a ball towards my goal.</li> <li>• I can find space away from others when playing games.</li> <li>• I can stay close to another player to try to stop them from getting the ball.</li> <li>• I can describe how my body feels during exercise.</li> <li>• I understand the rules and can use them to keep a game going.</li> <li>• I understand what to do when I am an attacker and a defender.</li> <li>• I am beginning to provide feedback using key words.</li> </ul>
		<b>Social</b>	Co-operation, communication, supporting and encouraging others, respect and kindness	
		<b>Emotional</b>	Honesty, fair play, managing emotions	
		<b>Thinking</b>	Connecting information, decision making, recalling information	
<b>Target games</b>	Pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.	<b>Physical</b>	Underarm throwing, overarm throwing, aim, hand eye coordination.	<p>I can use an underarm throw to hit a target with some success.</p> <ul style="list-style-type: none"> <li>• I can use an overarm throw to hit a target with some success.</li> <li>• I am beginning to select the appropriate throw for the target.</li> <li>• I understand what good technique looks like and can use key words in the feedback I provide.</li> <li>• I can describe how my body feels during exercise.</li> <li>• I can work cooperatively with a partner and a small group.</li> </ul>
		<b>Social</b>	Communication, supporting and encouraging others, leadership	
		<b>Emotional</b>	Perseverance, honesty and fair play	
		<b>Thinking</b>	Using tactics, selecting and applying skills, decision making.	
<b>Athletics</b>	Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop	<b>Physical</b>	Running at varying speeds, agility, coordination, combining running and jumping, throwing for distance	<ul style="list-style-type: none"> <li>• I can link running and jumping movements with some control and balance.</li> <li>• I show balance and co-ordination when running at different speeds and in different directions.</li> <li>• I can jump and land with control.</li> <li>• I can use an overarm throw to help me to throw for distance.</li> <li>• I can work with others, taking turns and sharing ideas.</li> <li>• I can identify good technique.</li> <li>• I can describe how my body feels during exercise.</li> <li>• I try my best.</li> </ul>
		<b>Social</b>	Working safely, collaborating with others	
		<b>Emotional</b>	Working independently, determination	
		<b>Thinking</b>	Exploring ideas, observing and providing feedback	

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<b>Sticking and fielding</b>	They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.	<b>Physical</b>	Throwing, catching, retrieving a ball, tracking a ball, striking a ball	<ul style="list-style-type: none"> <li>• I can sometimes hit a ball using a racket.</li> <li>• I can track a ball and collect it.</li> <li>• I understand the rules of the game and can use these to play fairly in a small group.</li> <li>• I can use simple tactics.</li> <li>• I can describe how my body feels during exercise.</li> <li>• I am beginning to provide feedback using key words.</li> <li>• I know how to score points and can remember the score.</li> </ul>
		<b>Social</b>	Communication, supporting and encouraging others, consideration of others	
		<b>Emotional</b>	Perseverance, honesty and fair play	
		<b>Thinking</b>	Using tactics, selecting and applying skills, decision making	
<b>Dance</b>	Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.	<b>Physical</b>	Travel, action, shape, perform, copy, using dynamics, using expression, using speed, using pathways, balance, coordination	<ul style="list-style-type: none"> <li>• I can show a character and idea through the actions and dynamics I choose.</li> <li>• I can copy, remember and repeat a series of actions.</li> <li>• I show confidence to perform.</li> <li>• I can describe how my body feels during exercise.</li> <li>• I am beginning to provide feedback using key words.</li> <li>• I can work with a partner using mirroring and unison in our actions.</li> <li>• I can use counts to stay in time with music</li> </ul>
		<b>Social</b>	Respect, consideration, sharing ideas, decision making with others	
		<b>Emotional</b>	Confidence, acceptance	
		<b>Thinking</b>	Observing and providing feedback, selecting and applying actions, creating, counting	