



## Physical Education (PE) Progression

### PE National Curriculum Programme of study aims for pupils to:

Early Years Foundation Stage (EYFS)	Key Stage 1 (Years 1 and 2)	Key Stage 2 (Years 3, 4, 5 and 6)
<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Develop gross and fine motor experiences starting with sensory explorations and the development of strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.</li> <li>Creating games and providing opportunities for play both indoors and outdoors to develop core strength, stability, balance, spatial awareness, co-ordination and agility.</li> <li>Provide the foundation for development of healthy bodies and social and emotional well-being.</li> <li>Development of fine motor control and precision for better hand-eye co-ordination</li> <li>Develop proficiency, control and confidence</li> </ul>	<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 using simple movement patterns.</li> </ul> <p><b>Swimming and Water Safety (At LHSPA this is offered to Y3 pupils, with additional catch-up in upper KS2)</b></p> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>Perform safe self-rescue in different water-based situations.</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>Develop flexibility, strength, technique, control and balance</li> <li>Perform dances using a range of movement patterns</li> <li>Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>

### Gross Motor Skills

Nursery	Reception
<ul style="list-style-type: none"> <li>I can run safely on whole foot.</li> <li>I can squat with steadiness to rest or play with object on the ground, and rises to feet without using hands.</li> <li>I can climb confidently and is beginning to pull themselves up on nursery play climbing equipment.</li> <li>I can kick a large ball.</li> <li>I can show control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>I can walk upstairs or downstairs holding onto a rail two feet to a step.</li> </ul>	<ul style="list-style-type: none"> <li>I use a range of ball skills including: throwing, catching, kicking, passing, batting and aiming</li> <li>I can engage in activities involving a ball</li> <li>I know and can talk about healthy eating, toothbrushing, sensible amount of screen time, having good sleep routine and being a safe pedestrian</li> <li>I can negotiate space and obstacles safely considering myself and others</li> <li>I can move energetically when running, jumping, dancing, hopping, skipping and climbing</li> </ul>



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### Fine Motor Skills

Nursery	Reception
<ul style="list-style-type: none"> <li>I can feed myself with a spoon.</li> <li>I can drink well without spilling.</li> <li>I can clearly communicate my need for potty or toilet.</li> <li>I am beginning to recognise danger and seek support of significant adults for help.</li> <li>I am beginning to be independent in self-care, but still often need adult support.</li> <li>I can tell adults when I am hungry or tired or when I want to rest or play.</li> <li>I observe the effects of activity on my body</li> <li>I understand that equipment and tools have to be used safely.</li> <li>I can usually manage washing and drying hands.</li> <li>I can dress with help</li> </ul>	<ul style="list-style-type: none"> <li>I can use a range of tools competently, safely and confidently (pencils, paintbrush, scissors, knives, forks and spoons)</li> <li>I can confidently use large and small apparatus indoors and outside alone and in a group</li> <li>I can manage the school day successfully (lining up and queuing, mealtimes, personal hygiene)</li> <li>I can hold a pencil effectively in a tripod grip in almost all cases.</li> <li>I have begun to show accuracy and care when drawing.</li> </ul>

Year 1 Sports person	Year 2 Sports person	Year 3 Sports person
<p><b>Fundamental movement skills</b></p> <ul style="list-style-type: none"> <li>I can touch toes with straight legs</li> <li>I can move side to side, forwards, backwards with control</li> <li>I can move around, under, over and through different objects/equipment</li> <li>I can demonstrate good posture and balance</li> <li>I can balance on one leg with/without front and back support</li> <li>I can counter balance with a partner</li> <li>I can locate and move around in space</li> <li>I can demonstrate skipping</li> <li>I can demonstrate tiptoe, step, jump and hop</li> </ul> <p><b>Basic movements:</b></p> <ul style="list-style-type: none"> <li>I can run with a basic technique over different distances</li> </ul>	<p><b>Fundamental movement skills</b></p> <ul style="list-style-type: none"> <li>I can perform various shapes such as tower, star, pike, tuck, straddle and japana</li> <li>I can perform forward roll, backwards roll</li> <li>I can perform a teddy bear roll</li> <li>I can hold still shapes and simple balances on apparatus</li> <li>I can mount and jump off equipment safely with control</li> <li>I can go around a circuit quickly, efficiently and safely</li> <li>Can demonstrate hop scotch with control- side stepping and alternate side stepping</li> </ul> <p><b>Basic movements</b></p> <ul style="list-style-type: none"> <li>I show an understanding of sprinting and long distance</li> </ul>	<p><b>Applying and developing movement</b></p> <ul style="list-style-type: none"> <li>I know the principal rules of a number of established sporting and athletic activities.</li> <li>I can choose appropriate skills and movements to suit a task</li> <li>I can plan actions and movements</li> <li>I can perform a range of activities with control and coordination</li> <li>I can apply tactics in competitive situations</li> <li>I can apply expressive movements in sequence</li> <li>I can replicate basic skills in a practice situation and attempt in competitive situations with quality and control.</li> </ul> <p><b>Effective in working together</b></p> <ul style="list-style-type: none"> <li>I can take part in a range of individual, pair, small group and team activities</li> </ul>



## Physical Education (PE) Progression

<ul style="list-style-type: none"> <li>• I can vary their pace and speed when running</li> <li>• I can show good posture and balance</li> <li>• I can land safely with control</li> <li>• I can throw a ball underarm and overarm</li> <li>• I can throw a ball further using power</li> <li>• I can bowl, bounce and catch a ball</li> <li>• I can throw a ball up and catch</li> </ul> <p><b>Social engagement &amp; Team work</b></p> <ul style="list-style-type: none"> <li>• I can demonstrate learnt skills</li> <li>• I can work individually on improving personal best</li> <li>• I can work as part of a team</li> <li>• I can take part in competitive activities</li> <li>• I can compete against other personal bests</li> <li>• I can compete against other teams</li> <li>• I can demonstrate an understanding of tasks</li> <li>• I can explain and assist others in the tasks</li> </ul> <p><b>Physical confidence</b></p> <ul style="list-style-type: none"> <li>• I can follow simple rules to play games</li> <li>• I can begin to perform learnt skills with some control</li> <li>• I can describe the game and rules to others</li> <li>• I can use simple attacking skills such as dodging</li> <li>• I can use simple defending skills such as locating space</li> <li>• I can understand the importance of rules in games</li> </ul> <p><b>Performance of dance</b></p> <ul style="list-style-type: none"> <li>• I can copy and repeat actions</li> <li>• I can move in time to music</li> <li>• I can develop a simple dance independently</li> <li>• I can watch and describe performance</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise and can describe how the body feels during and after running activity</li> <li>• I can describe the different paces</li> <li>• I can perform different types of jumps including straight jump, tuck jump and half turn jump.</li> <li>• I can straight jump off and Tuck jump off a springboard</li> <li>• I can hurdle</li> <li>• I can describe the different jumps and techniques</li> <li>• I can throw a ball towards a target with increasing accuracy</li> <li>• I can use correct throwing technique for an activity</li> <li>• I can throw a rugby ball</li> <li>• I can throw a ball up and catch after a bounce</li> <li>• I can bounce and catch a ball with a partner</li> <li>• I can demonstrate how to catch different balls</li> </ul> <p><b>Social engagement &amp; Team work</b></p> <ul style="list-style-type: none"> <li>• I can demonstrate learnt skills</li> <li>• I can work individually on improving personal best</li> <li>• I can take part in competitive activities</li> <li>• I can compete against other personal bests</li> <li>• I can understand the relevant techniques</li> <li>• I can make adjustments to improve performance</li> <li>• I can compete against other teams</li> <li>• I demonstrate an understanding of tasks</li> <li>• I can explain and assist others in the tasks</li> </ul> <p><b>Physical confidence</b></p> <ul style="list-style-type: none"> <li>• I can follow simple rules to play team games</li> <li>• I can demonstrate leadership skills</li> <li>• I can demonstrate an understanding of attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>• I can take charge or a small sided game, and enforce the main rules throughout</li> <li>• I can plan strategies that take advantage of my team's strengths, and/or exploit my opposition's weaknesses.</li> <li>• I have some confidence and can show some independence.</li> <li>• I am enhancing my communication and team work skills</li> </ul> <p><b>Reflective Learners</b></p> <ul style="list-style-type: none"> <li>• I can improve performance through analysis, observation and repetition</li> <li>• I Understand the importance of rules</li> <li>• I Understand the importance of fair play</li> <li>• I am still developing the confidence to provide feedback to my peers or about myself.</li> <li>• I demonstrate positive behaviour and attitude towards Physical Education.</li> <li>• I can pinpoint a performer's strengths and areas for development and am able to give detailed feedback.</li> </ul> <p><b>Health-related fitness</b></p> <ul style="list-style-type: none"> <li>• I know why we prepare the body for physical activity</li> <li>• I understand the importance of warming up before an activity</li> <li>• I understand that physical activity is good for their health</li> <li>• I understand that hand-eye/foot-eye coordination can improve performance</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• I can swim 5 metres through the water with or without my face in the water with the assistance of swimming aids (Award 2)</li> </ul>
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	<ul style="list-style-type: none"> <li>I can evaluate performance and have an idea of how I could improve it</li> </ul> <p><b>Performance of dance.</b></p> <ul style="list-style-type: none"> <li>I can perform using a range of actions with some coordination</li> <li>I can vary the speed and rhythm of my actions</li> <li>I can develop a simple dance independently with a partner or small team</li> <li>I can talk about differences between my work and that of others</li> <li>I can evaluate how to improve my performance and make adjustments.</li> </ul>	<ul style="list-style-type: none"> <li>I can fully submerge to pick up an object, perform a tuck, push from wall and glide on the front or back (Award 3)</li> <li>I am able to travel 10 metres unaided through the water (Award 4&amp;5)</li> <li>I can swim competently, confidently and proficiently over a distance of at least 25 metres (Award 6)</li> <li>I perform three different shaped jumps into deep water (Award 6)</li> <li>I perform head first scull for 5 metres (Award 6)</li> <li>I perform a handstand or forward somersault, tucked in water (Award 6)</li> <li>I use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] – Award 6</li> </ul> <p><b>Water safety and Self Rescue</b></p> <ul style="list-style-type: none"> <li>I can recognise and identify the purpose of beach flags</li> <li>I know how to signal for help and explain how to get help</li> <li>I can identify an open water hazard near home or school</li> <li>I perform a ‘shout and signal’ rescue</li> <li>I can give two examples of where it is safe to swim and why</li> <li>I have achieved the ‘School Swimming and Water Safety Rescue Award</li> </ul>
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Year 4 Sports person	Year 5 Sports person	Year 6 Sports person
<p><b>Applying and developing movement</b></p> <ul style="list-style-type: none"> <li>I know the principal rules of a number of established sporting and athletic activities.</li> </ul>	<p><b>Applying and developing movement</b></p> <ul style="list-style-type: none"> <li>I know the principal rules of established sporting and athletic activities</li> </ul>	<p><b>Applying and developing movement</b></p> <ul style="list-style-type: none"> <li>I know the principal rules of established sporting and athletic activities</li> </ul>



## Physical Education (PE) Progression

<ul style="list-style-type: none"> <li>• I can choose appropriate skills and movements to suit a task</li> <li>• I can plan actions and movements</li> <li>• I can perform a range of activities with control and coordination</li> <li>• I can apply tactics in competitive situations</li> <li>• I can apply expressive movements in sequence</li> <li>• I often have an influence on the game through my tactical and strategic knowledge.</li> <li>• I can officiate games with success; showing independence, confidence and a good understanding of the rules and regulations of the sport.</li> <li>• I use intermediate skills and techniques in pressured and competitive situations, with variable success.</li> <li>• In practice, my intermediate skills are consistent and technically correct</li> <li>• I often attempt to replicate intermediate skills in practice situations and am developing some confidence with these</li> </ul> <p><b>Effective in working together</b></p> <ul style="list-style-type: none"> <li>• I can direct peers and teammates to follow specific instructions. This will include set plays and formations.</li> <li>• I can analyse team's and individual's performance and coach a team to improve recognised weaknesses.</li> <li>• I can work with peers to set up activities within a session and I play a minor role in encouraging others.</li> <li>• I can perform the basic skills consistently and with confidence in competitive situations.</li> </ul> <p><b>Reflective Learners</b></p>	<ul style="list-style-type: none"> <li>• I can perform with control, coordination, precision and consistency</li> <li>• I can plan my own performance</li> <li>• I can apply the rules and conventions of a range of sports and activities</li> <li>• I am capable of implementing tactics and strategies. This will include formations and game plans.</li> <li>• I demonstrate intermediate skills and techniques in pressured and competitive situations with consistent success.</li> <li>• I can apply skills into extracurricular competitive fixtures.</li> <li>• I am beginning to use some advanced skills and techniques for some activities when in practice situations and sometimes when in competitive situations.</li> </ul> <p><b>Effective in working together</b></p> <ul style="list-style-type: none"> <li>• I can participate in small-side team games</li> <li>• I can use tactics to improve their own performance and that of a team</li> <li>• I can use movement as a means of expression and communication</li> <li>• I show confidence and outstanding decision making skills that allow me to influence the game to my advantage. My decisions are well informed by good knowledge of tactics/strategies/formations.</li> <li>• often take on added responsibility within PE and extra-curricular activities.</li> <li>• I demonstrate a positive and respectful attitude towards my immediate friendship group</li> <li>• I consistently demonstrate a positive and respectful attitude towards all my peers.</li> </ul>	<ul style="list-style-type: none"> <li>• I can perform with control, coordination, precision and consistency</li> <li>• I can plan my own performance</li> <li>• I can apply the rules and conventions of a range of sports and activities</li> <li>• I have an excellent knowledge and a very clear understanding of the rules/laws/regulations.</li> <li>• I demonstrate an excellent knowledge and application of tactics and strategies.</li> <li>• I have a thorough knowledge and very clear understanding of the rules/laws/regulations, tactics and strategies.</li> <li>• I can apply tactics and strategies and I have the ability to adapt tactics and strategies accurately and successfully given the situation.</li> <li>• I demonstrate excellent advanced skills and technique for all activities when in practice and competitive situations.</li> <li>• I am capable of performing elite skills independently, where appropriate.</li> </ul> <p><b>Effective in working together</b></p> <ul style="list-style-type: none"> <li>• I can participate in small-side team games</li> <li>• I can use tactics to improve their own performance and that of a team</li> <li>• I can use movement as a means of expression and communication</li> <li>• When officiating, I display excellent communication, positioning and signalling skills</li> <li>• I am confident and successful when taking on an officiating role.</li> <li>• I have the confidence to assert authority by making instant and accurate decisions in any given situation. My decisions are well-informed by good knowledge of rules/laws/regulations</li> </ul>
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## Physical Education (PE) Progression

<ul style="list-style-type: none"> <li>• I can improve performance through analysis, observation and repetition</li> <li>• I Understand the importance of rules</li> <li>• I Understand the importance of fair play</li> <li>• I have a basic understanding of different methods of training.</li> <li>• I start to take responsibility of my own development and success.</li> <li>• When faced with a problem, I start to plan methods of solving it.</li> <li>• I begin to demonstrate a consistently positive attitude and I exert effort in my favourite activities in Physical Education.</li> <li>• Within my favourite activities I'm involved and engaged in all tasks and discussions.</li> </ul> <p><b>Health-related fitness</b></p> <ul style="list-style-type: none"> <li>• I know why we prepare the body for physical activity</li> <li>• I understand the importance of warming up before an activity</li> <li>• I understand that physical activity is good for their health</li> <li>• I understand that hand-eye/foot-eye coordination can improve performance</li> </ul>	<ul style="list-style-type: none"> <li>• I always give 100% effort to each activity and inspire others to do the same</li> </ul> <p><b>Reflective Learners</b></p> <ul style="list-style-type: none"> <li>• I understand the importance of dressing appropriately for physical activity.</li> <li>• I understand the importance of hygiene</li> <li>• I understand the importance of safety procedures</li> <li>• I can identify the features of a good performance</li> <li>• I can evaluate my own performance</li> <li>• I can refine and improve my performance based on my understanding of what is needed</li> <li>• I can analyse and evaluate performance with close detail to technique and tactics.</li> </ul> <p><b>Health-related fitness</b></p> <ul style="list-style-type: none"> <li>• I know how to prepare the body for physical activity.</li> <li>• I understand that there are different types of warm ups/cool downs that are suitable for different activities.</li> <li>• I understand how physical activity impacts the body and mind/emotions</li> <li>• I know the importance of variety in developing a healthy lifestyle</li> <li>• I can demonstrate increasing stamina</li> <li>• I understand the importance of body control in sporting activities</li> <li>• I Know that the study of PE is concerned with healthy lifestyles and performing a range of movement activities</li> <li>• I regularly participate in physical activity outside of PE and I have a good level of fitness.</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• I can swim 5 metres through the water with or without my face in the water with the assistance of swimming aids (Award 2)</li> </ul>	<ul style="list-style-type: none"> <li>• As an inspirational school sports leader/captain, I demonstrate exceptional communication and motivation skills.</li> <li>• I consistently demonstrate a positive and respectful attitude towards my peers</li> <li>• recognise different abilities and I am empathetic of others.</li> <li>• I often take it upon myself to coach/improve less able students.</li> </ul> <p><b>Reflective Learners</b></p> <ul style="list-style-type: none"> <li>• I understand the importance of dressing appropriately for physical activity.</li> <li>• I understand the importance of hygiene</li> <li>• I understand the importance of safety procedures</li> <li>• I can identify the features of a good performance</li> <li>• I can evaluate my own performance</li> <li>• I can refine and improve my performance based on my understanding of what is needed</li> <li>• I demonstrate courage and a desire to improve my practical performance and understanding through inquisitive questions.</li> <li>• I am a highly competent leader and can adapt my leadership behaviours</li> </ul> <p><b>Health-related fitness</b></p> <ul style="list-style-type: none"> <li>• I know how to prepare the body for physical activity.</li> <li>• I understand that there are different types of warm ups/cool downs that are suitable for different activities.</li> <li>• I understand how physical activity impacts the body and mind/emotions</li> <li>• I know the importance of variety in developing a healthy lifestyle</li> <li>• I can demonstrate increasing stamina</li> </ul>
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- I can fully submerge to pick up an object, perform a tuck, push from wall and glide on the front or back (Award 3)
- I am able to travel 10 metres unaided through the water (Award 4&5)
- I can swim competently, confidently and proficiently over a distance of at least 25 metres (Award 6)
- I perform three different shaped jumps into deep water (Award 6)
- I perform head first scull for 5 metres (Award 6)
- I perform a handstand or forward somersault, tucked in water (Award 6)
- I use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] – Award 6

### **Water safety and Self Rescue**

- I can recognise and identify the purpose of beach flags
- I know how to signal for help and explain how to get help
- I can identify an open water hazard near home or school
- I perform a ‘shout and signal’ rescue
- I can give two examples of where it is safe to swim and why
- I have achieved the ‘School Swimming and Water Safety Rescue Award

- I understand the importance of body control in sporting activities
- I know that the study of PE is concerned with healthy lifestyles and performing a range of movement activities
- I have a good level of fitness

### **Swimming**

- I can swim 5 metres through the water with or without my face in the water with the assistance of swimming aids (Award 2)
- I can fully submerge to pick up an object, perform a tuck, push from wall and glide on the front or back (Award 3)
- I am able to travel 10 metres unaided through the water (Award 4&5)
- I can swim competently, confidently and proficiently over a distance of at least 25 metres (Award 6)
- I perform three different shaped jumps into deep water (Award 6)
- I perform head first scull for 5 metres (Award 6)
- I perform a handstand or forward somersault, tucked in water (Award 6)
- I use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] – Award 6

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- I can recognise and identify the purpose of beach flags
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		<ul style="list-style-type: none"><li>• I can give two examples of where it is safe to swim and why</li><li>• I have achieved the 'School Swimming and Water Safety Rescue Award</li></ul>
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