

PE Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and fitness	Can they talk about how their body feels before and after an activity?	Can they describe how their body feels before, during and after an activity?	Can they describe how their body feels during different activities? Can they explain what their body needs to keep healthy? Can they show how to exercise safely?	Can they identify some muscle groups used in gymnastic activities? Can they explain why it is important to warm up and cool down?	Can they explain why keeping fit is good for their health? Can they explain why warming up is important?	Can they explain what effect exercise has on their body? Can they explain why exercise is important? Can they explain some important safety principles when preparing for exercise?	Can they explain why we need regular and safe exercise? Can they explain how their body reacts to different kinds of exercise? Can they choose appropriate warm ups and cool downs?
Acquiring and developing skills	Can they copy simple actions? Can they repeat actions and skills?	Can they copy actions? Can they repeat actions and skills? Can they move with control and care?	Can they copy and remember actions? Can they repeat, explore, control and coordinate actions?	Can they move and use actions with co-ordination and control? Can they select and use the most appropriate skills, actions or ideas?	Can they move and use actions with co-ordination and control? Can they make up their own small-sided games? Can they select and use the most appropriate skills, actions or ideas?	Can they link skills, techniques and ideas, and accurately and appropriately apply them? Can they show good control in their movements?	Can they apply their skill, techniques and ideas consistently? Can they show precision, control and fluency?
Evaluating and improving	Can they talk about what they have done? Can they talk about what their peers have done?	Can they talk about what they have done? Can they describe what other people did?	Can they talk about what is different between what they did and what someone else did? Can they explain how they could improve?	Can they explain how their work is similar and different from that of others? With support, can they recognise how performances could be improved?	Can they explain how their work is similar and different from that of others? Can they use their comparison to improve their work?	Can they compare and comment on skills, techniques and ideas that they and others have used? Can they use their observations to improve their work?	Can they analyse and explain why they have used a specific skill or technique? Can they modify use f skills or techniques toi improve their work? Can they create their own success criteria for evaluating?
Games	Can they throw underarm? Can they roll a piece of equipment? Can they move and stop safely? Can they catch with both hands? Can they kick in different ways?	Can they throw underarm? Can they roll a piece of equipment? Can they hit a ball with a bat? Can they move and stop safely? Can they catch with both hands? Can they throw different ways? Can they kick in different ways?	Can they use rolling, kicking and/or kicking skills in a game? Can they stay in a 'zone' during a game? Can they decide where the best place to be is during a game? Can they use one tactic in a game? Can they follow the rules of a game?	Can they throw and catch with control when under limited pressure? Are they aware of space and use it to support team-mates? Do they know and use rules fairly to keep games going? Can they keep possession with some success when using equipment that is not used for throwing and catching skills?	Can they catch with one hand? Can they throw and catch accurately? Can they hit a ball accurately and with control? Can they keep possession of the ball? Can they move to dins a space when they are not in possession during a game? Can they vary tactics and adapt skills according to what is happening within the game?	Can they gain possession by working as team? Can they pass in different ways? Can they use forehand and backhand with a racquet? Can they field? Can they choose the best tactics for attacking and defending? Can they use a number of techniques to pass, dribble and shoot?	Can they explain complicated rules? Can they make a team plan and communicate it to others? Can they lead others in a game situation?
Gymnastics	Can they make their body tense, relaxed, curled and stretched? Can they copy simple sequences and repeat them? Can they roll in different ways? Can they travel in different ways? Can they balance in different ways? Can they stretch in different ways? Can they curl in different ways?	Can they make their body tense, relaxed, curled and stretched? Can they control their body when travelling? Can they control their body when balancing? Can they copy sequences and repeat them? Can they roll in different ways? Can they travel in different ways? Can they balance in different ways? Can they stretch in different ways? Can they curl in different ways?	Can they plan and show sequence of movements? Can they use contrast in their sequences? Are their movements controlled? Can they think of more than one way to create a sequence which follows a set of 'rules'? Can they work on their own and with a partner to create a sequence?	Can they use a greater number of their own ideas for movement in response to a task? Can they adapt sequences to suit different types of apparatus and their partner's ability? Can they explain how strength and suppleness affect performances? Can they compare and contrast gymnastic sequences, and comment on similarities and differences?	Can they work in a controlled way? Can they include change of speed? Can they include change of direction? Can they include range of shapes? Can they follow a set of 'rules' to produce a sequence? Can they work with a partner to create, repeat and improve a sequence with at least three phases?	Can they make complex or extended sequences? Can they combine action, balance and shape? Can they perform consistently to different audiences? Are their movements accurate, clear and consistent?	Can they combine their own work with that of others? Can they link their sequences to specific timings?

Athletics	Can they run at fast, medium and slow speeds?	Can they run at fast, medium and slow speeds? Can they control their direction and speed? Can they throw a variety of objectives and begin to gain control of their aim?	Can they run at fast, medium and slow speeds? Can they quickly change direction and speed? Can they link running and jumping activities with some fluency and control? Can they throw a variety of objectives with some control?	Can they run at fast, medium and slow speeds? Can they change direction and speed? Can they link running and jumping activities with some fluency, control and consistency? Can they make up and repeat a short sequence of linked jumped? Can they take part in a relay activity, remembering when to run and what to do? Can they throw a variety of objectives, changing their action for accuracy and distance?	Can they run over a long distance? Can they spring over a short distance? Can they throw in different ways with increasing control? Can they hit a target Can they jump with control and in different ways?	Are they controlled when taking off and landing in a jump? Can they throw with accuracy and increased control? Can they combine running and jumping? Can they follow specific instructions?	Can they demonstrate stamina? Can they use their skills in different situations?
Dance	Can they move to music? Can they copy and perform some dance moves? Can they move around the space safely?	Can they move to music? Can they copy and perform some dance moves? Can they make up a short dance? Can they move around the space safely?	Can they dance imaginatively? Can they change rhythm, speed, level and direction? Can they dance with control and co-ordination? Can they make a sequence by linking sections together? Can they link some movement to show a mood or feeling?	Can they improvise freely, translating ideas from a stimulus into movement? Can they share and create phrases with a partner or in small groups? Can they repeat, remember and perform these phrases in a dance?	Can they take the lead when working with a partner or group? Can they use dance to communicate an idea? Can they work on their movements and refine them? Is their dance clear and fluent?	Can they compose their own dances in a creative and imaginative way? Can they perform to an accompaniment, expressively and sensitively? Are their movements controlled? Does their dance show clarity, fluency, accuracy and consistency?	Can they develop imaginative dances in a specific style? Can they choose their music, style and dance?
Outdoor / Orienteering			Can they follow a map in a familiar context with guidance? Can they move from one location to another following a map?	Can they follow a map in a familiar context? Can they move from one location to another following a map? Can they follow clues to follow a route? Can they follow a route safely?	Can they follow a map in a more demanding familiar context? Can they move from one location to another following a map? Can they use clues to follow a route accurately, safely and within a time limit?	Can they follow a map in an unknown location? Can they use clues and compass directions to navigate a route? Can they change their route if there is a problem? Can they change their plan if they get new information?	Can they plan a route and series of clues for someone else? Can they plan with others taking account of safety and danger?