

PE Progression of Skills

	EYFS	Year One	Year Two
Fundamentals Locomotives	<ul style="list-style-type: none"> To move freely and with pleasure and confidence (walking, running, jumping) To run with control and negotiate space To show understanding of rules and be able to find space safely. To show increasing control over an object (ball, beanbag, egg and spoon) To share equipment and take turns To negotiate space successfully 	<ul style="list-style-type: none"> To move freely in a range of ways (tiptoe, jumping, skipping, galloping) with pleasure and confidence. To run with control negotiating obstacles and others. To show an understanding of rules when playing simple games and to be able to follow these consistently. To move an object around with control in a range of directions. To negotiate space involving obstacles. 	<ul style="list-style-type: none"> To move freely and confidently in a range of ways for a range of purposes (tiptoe, jumping, skipping, galloping, running, backwards running). E.g- Selecting when to run in a game and when to walk. To run and travel confidently in many ways negotiating obstacles and others To show an understanding of rules and tactics in competitive games. To use an object with control in game scenarios. To negotiate space safely in games.
Athletics	<ul style="list-style-type: none"> To move freely and with pleasure and confidence in a range of ways To observe the effect of activity on my body To show understanding of how to transport and store equipment safely 	<ul style="list-style-type: none"> To move at different speeds and beginning to change direction. To be aware of hazards and begin to consider how to avoid them safely. To jump using two feet, over a short distance (0.5m) with control and precision To throw an object (such as a ball or bean bag) to a partner or at a target from a short distance (approx. 2m) with a developing control and accuracy. 	<ul style="list-style-type: none"> To move at different speeds and to change direction to utilise space so they avoid any hazards. To jump and land on the same foot consistently over a distance of 5m To throw an object (such as a ball or bean bag) to a partner or at a target from a short distance (approx. 2m) away with control and accuracy. To mostly catch an object which is thrown in a variety of ways from a short distance (approx. 2m) away

		<ul style="list-style-type: none"> • Begin to catch an object that is thrown in a variety of ways accurately using a taught technique. 	
Invasion Games	<ul style="list-style-type: none"> • To understand some principles of attacking and defending • To manage my feelings and behaviour well • To apply attacking and defending skills within activities which require them 	<ul style="list-style-type: none"> • Begin to show tactical awareness when participating in sports. Use the terminology attacking and defending. • Begin to participate in team games and work as a team. • Developing knowledge of a variety of games. • Developing accuracy when throwing an object at a stationary target. 	<ul style="list-style-type: none"> • To display tactical awareness and understand when they are defending and attacking. To use the terminology attacking and defending consistently. • To positively contribute to a team game. i.e. making a complete pass, successfully turning over possession and/or scoring a goal or assisting. • To understand the basic rules of a variety of games • To successfully throw an object (e.g. a ball or beanbag) at a stationary target from a distance of approximately 2m away
Dance	<ul style="list-style-type: none"> • To experiment with different ways of moving. • To use movement to express feelings • To show understanding of the need for safety when tackling new challenges, and considers and manages some risks • To take turns and share resources, sometimes with support from others • To be confident to speak to others about own needs, wants, interests and opinions to welcome and 	<ul style="list-style-type: none"> • Begin to create short 2 and 3 step patterns using a variety of movements such as jumping and stepping. • To begin to create movements independently • To work as a group to create a simple dance pattern • To show a developing confidence in showing emotions/feelings through their movements. • To show confidence when experimenting with new movements. 	<ul style="list-style-type: none"> • To perform basic movements such as a jump, a step-in time, or a leap at different levels (height), which leads towards a short routine/patterns • To be creative and work independently, as well as with others, to use moves related to a specific theme (such as moving like an animal through the jungle) • To develop and create longer patterns within dance considering the theme/music they are working with.

	value praise for what they have done.		
Gymnastics	<ul style="list-style-type: none"> • To travel with confidence and skill around, under, over and through • To show understanding of the need for safety when tackling new challenges, and consider and manage some risks • To take turns and share resources, sometimes with support from others • To jump off an object and land appropriately • To mount climbing equipment using alternate feet 	<ul style="list-style-type: none"> • To begin to show correct technique for gymnastics movements (balances, jumps, rolls) • To continue to show the need for safety when tackling new challenges, including apparatus. • Land safely from a small height, with a developing technique. • Begin to hold balances (5 seconds) • To create a simple sequence of 2-3 movements with support. For example, a jump, a balance and a roll. • To mount and dismount equipment using both feet. 	<ul style="list-style-type: none"> • To master basic gymnastic movements, such as forward rolls, jumping and landing cleanly from a small height, holding a balance for a short period of time (5 seconds) • To transition effectively between different height levels (focus on agility, coordination and balance) • To work with a small group to create a small gymnastics sequence involving at least three different actions or movements, for example a roll, a group balance and a jump • To consistently mount and dismount equipment using both feet and to show control. • Consistently show the need for safety when tackling challenges and using apparatus.