Progression of Skills
PE

Active learning
Keep on trying when things are difficult.
Creating and thinking critically
Concentrate on achieving something that's important to them.
Communication and language
3 – 4 years
Understand an instruction that has two parts.
Reception
Learn new vocabulary.
Personal, social and emotional development
3 – 4 years
Select and use activities and resources, with help when needed. This helps them to achieve a goal, or one which is suggested to them.
Increasingly follow rules, understanding why they are important.
Remember rules without needing an adult to remind them.
Reception
Show resilience and perseverance in the face of challenge.
Identify and moderate their own feelings socially and emotionally.
Manage their own needs.
ELG: self-regulation
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
ELG: Managing self
Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
Explain the reason for rules, know right from wrong and try to behave accordingly.
ELG: building relationships
Work and play co-operatively and take turns with others.

Physical development
3 – 4 years
Continue to develop their movement, balancing and ball skills.
Climb up apparatus, using alternate feet.
Skip, hop, stand on one leg and hold a pose for a game like musical statues.
Start taking part in some group activities which they make up for themselves, or in teams.
Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
Match their developing physical skills to tasks and activities in the setting eg decide whether to crawl, walk or run across a plank, depending on its width.
Be increasingly independent as they get dressed and undressed.
Reception
Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.
Progress towards a more fluent style of moving, with developing control and grace.
Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
Combine different movements with ease and fluency.
Confidently and safely use a range of large and small apparatus indoors and outdoors.
Develop overall body-strength , balance, co-ordination and agility.
Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.
Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
ELG: Gross motor skills
Negotiate space and obstacles safely, with consideration for themselves and others
Demonstrate strength, balance and coordination when playing
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

	Gymnastics	Dance	Games
R	Able to explore basic movement and is developing control and coordination using the four basic shapes, tuck, straddle, pike and straight shapes.	Starting to explore basic body actions that include making single movements and combining movements using different parts of the body. With help put together a sequence of moves to a beat and start to repeat.	Is able to play in simple games with a partner or in small teams. Use a small range of underarm sending and receiving skills; show some awareness of the space available and a basic awareness of others around the space.
Year 1/2	Able to demonstrate basic balance, control and coordination when travelling and remaining still. Begin to use the four basic shapes and know how to start and finish a routine. Able to perform with control, fluency and creativity using imagination with a defined start and finish. Using the four main shapes with variety.	Able to use different parts of the body. Remember and repeat short dance phrases and simple dances; move with control; vary the way they use space. Able to link actions, remember and repeat dance phrases; perform short dances, showing an understanding of expressive qualities.	Can play in simple games with a partner or in small teams. Can send a ball in a variety of ways, depending on the need of the game. Able to play a part in a variety of games, making choices about appropriate targets, space and use of equipment, utilising a variety of simple tactics.
Year 3/4	Able to develop and perform longer sequences; with control and accuracy. Perform the four main shapes with control and variety, collaboratively in group work. Able to perform with control and coordination with a clear start and finish. utilising the four basic shapes in sports specific gymnastic moves.	Able to repeat, remember and perform phrases in a dance; using dynamic, rhythmic and expressive qualities clearly and with control. Able to refine, repeat and remember dance phrases clearly and fluently. Show sensitivity to the dance idea and music.	Able to utilise space to support team mates, keep possession, know and use the rules fairly to keep the games flowing. Keep possession with some success when using a variety of equipment. Able to attack successfully when utilising a variety of sending and receiving methods including striking, using a

			variety of simple tactics when attacking. They can keep possession of the ball as a team, getting into positions to score, knowing the rules of the game and understand that they need to defend as well as attack.
Year 5/6	Able to create, practice and perform more complex sequences. Also demonstrate body shapes and balances from a wider range of themes and ideas. Plan and perform a sequence of gymnastic moves; show clarity, fluency, accuracy and consistency in their movements in a small group. Perform to an audience.Perform a more complex sequence of gymnastic moves including changes of level, direction and speed; develop own solutions within a group to a task by choosing and applying a range of compositional principles.Show awareness on self and peer assessment and influence on quality of performance and suggest aspects of how to improve.	Able to compose motifs and plan dances creatively and collaboratively in groups.; perform different styles of dance clearly and fluently. Perform a simple dance with competence and confidence.	Able to identify and use tactics to help their team keep the ball and take it towards the oppositions goal, mark opponents and help each other in defence. Able to apply basic principles of team play to keep possession of the ball, use marking tackling or interception to improve their defence, work effectively as part of the team, knowing what position they are playing in and how to contribute when attacking and defending.

Swimming	Swim between 10 and 20 meters unaided in shallow water, using their arms and legs to propel themselves. Use one basic method to swim the distance making sure that they breath: using floats swim over long distances and periods of time with a more controlled leg kick: join in all swimming activities confidently exp-lore freely how to move in and under water. Swim between 25 and 50 metres unaided, using their arms and legs with some coordination. Use more than one method of swimming; move in and around water confidently and competently; explore ways of swimming on and below the surface of the water.