

PE Progression of Skills

Purpose of Study		
Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence	A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. The national curriculum for physical education aims to ensure that all pupils: • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives.	
EYFS Subject Content	KS1 Subject Content	KS2 Subject Content
Physical Development ELG: Gross Motor Skills Children at the expected level of development will: • 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. ELG: Managing Self Children at the expected level of development will: • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Children at the expected level of development will: • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others’ needs.	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. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations.

Progression of skills – Athletics

EYFS	Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.		Travels with confidence and skill in a range of movements when using equipment.		Shows increasing control over an object, pushing, pasting, throwing, catching, or kicking it.		Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.	
Year 1	Explore and practice a variety of movements including running, jumping, and throwing techniques.	Show understanding and a basic level of control, coordination and consistency when running.	Experiment with different jumping techniques, showing control, coordination, and consistency throughout.	Practice the underarm throw technique, aiming towards a target showing increased control. Develop the overarm throw technique, throwing accurately towards a target.	Explore a variety of running techniques, showing control, coordination, and consistency. Explore the distance running technique, understanding the difference between sprinting, and running over longer distances.	Show good teamwork and sportsmanship when taking part in competitive activities.	Evaluate successful and unsuccessful techniques.	
Year 2	Explore and practice a variety of athletic movements and apply athletic skills and techniques to a variety of activities.	Develop coordination and balance whilst exploring different running, jumping, and throwing techniques.	Develop a range of jumping techniques.	Develop the underarm and pull throw technique	Understand the variety of correct running techniques, showing control, coordination, and consistency. Develop the distance running technique, understanding the difference between sprinting, and running over longer distances.	Show good teamwork and sportsmanship when taking part in competitive activities.	Begin to evaluate and improve own performance.	
Year 3	Apply and develop a broad range of athletic skills in different ways.	Show control, coordination and consistency when running, throwing, and jumping.	Begin to combine basic jump actions to form a jump combination, using a controlled jumping technique	Develop a throwing technique with control, coordination, and consistency.	Choose the appropriate running speed to meet the demand of the task. Understand the pace judgement when running over an increased distance.	Enjoy competing with others	Recognise what they do well and what they find difficult, identifying what they need to practice to improve their performance.	Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise.
Year 4	Apply and develop a broad range of athletic skills in different ways.	Show increased control, coordination and consistency when running, throwing, and jumping.	Combine basic jump actions to form a jump combination, using a controlled jumping technique.	Perform a throwing technique with control, coordination, and consistency.	Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task.	Perform competitively with others.	Learn how to evaluate and recognise their own success.	Devise suitable warm-up activities for the upcoming activities. Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise.
Year 5	Run, jump, catch, and throw in isolation and combination. Combine and perform skills with control.	Begin to select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed.	Demonstrate a range of jumping actions.	Demonstrate a range of throwing actions e.g., push, pull, sling, using different equipment.	Choose the appropriate speed to run at for the distance to be covered.	Communicate, collaborate, and compete with others. Working effectively as part of a team.	Begin to compare their performance with previous ones and demonstrate improvement to achieve their personal best.	Create short warm up routines that follow basic principle e.g., raise body temperature, mobilise joints and muscles. Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit. Explain how their body reacts and feels when taking part in different activities and undertaking different roles and understanding how this effects the muscles.
Year 6	Successfully Run, jump, catch, and throw in isolation and in combination.	Select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed.	Understand and apply the appropriate jumping technique to achieve maximum distance and height.	Understand and apply the appropriate throwing technique to achieve maximum distance and height.	Understand and apply appropriate pace judgement for the running distance to be covered.	Share, discuss and apply athletic techniques with others, working effectively as part of a team.	Compare their performance with previous ones and demonstrate improvement to achieve their personal best.	Be able to describe the importance of being physically fit and explain how their body reacts and feels when taking part in different activities and undertaking different roles.

Progression of Skills – Dance

EYFS	Explore and copy basic body actions and rhythms.		Negotiate space confidently, using appropriate strategies.		Use their bodies to respond to stories, topics, and music.		
Year 1	Respond imaginatively to a range of stimuli.	Move confidently and safely in your own and general space, using changes of speed, level and direction.	Perform movement phrases using a range of different body actions and body parts – with control and accuracy.	Create linked movements, combining different ways of travelling, with beginnings, middles and ends.	Describe what it feels like to breathe quickly during exercise.	Describe what they have done or seen others doing.	Understand why being active and playing games is good for you.
Year 2	Perform a range of actions and simple movement patterns with control and coordination.	Compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas.	Explore, remember, and repeat short dance phrases, showing greater control and spatial awareness.	Describe and phrases and expressive qualities.	Work individually and with others.	Begin to understand the importance of warming up.	Watch and describe a performance accurately and recognise what is successful.
Year 3	Explore and create narratives in response to a stimulus.	Show control, accuracy and fluency of movement when performing actions with a partner.	Develop dance phrases using canon, unison, repetition, action/reaction, and question/answer.	Communicate what you want through your dances and perform with control.	Combine actions and maintain the quality of performance when performing at the same time as a partner	Describe and evaluate the effectiveness and quality of a dance.	Collaborate with others.
Year 4	Explore and create characters and narratives in response to a range of stimuli.	Perform dances using a range of movement patterns – accurately, fluently, consistently and with control.	Use different compositional ideas to create motifs incorporating unison, canon, action, and reaction.	Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group.	Be able to describe your own dance, taking characters into account as well as Identifying what they need to practice to improve their dance.	Work well as part of a team.	Understand the link between heart rate and breathing when exercising.
Year 5	Continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus.	Use basic compositional principles when creating dances – combining movements fluently and effectively.	Perform a range of movements accurately with a sense of rhythm.	Create and structure dance motifs, phrases, and sections of dances, developing expressive qualities.	Identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback.	Work effectively as part of a team.	Explain how their bodies reacts and feels when taking part in different activities and undertaking different roles.
Year 6	Move in a way that reflects the music.	Perform dances in both canon and unison, with clarity and confidence.	Explore and practice movement ideas inspired by a stimulus.	Explore, improvise, and combine movement ideas fluently and effectively.	Perform movements to an audience with rhythm and confidence.	Share ideas in small groups, working together to create a routine incorporating different elements.	Use imagination to perform dances to music and develop expressive qualities.

Progression of Skills – Gymnastics

EYFS	Explore and copy basic body actions and rhythms.		Negotiate space confidently, using appropriate strategies.		Use their bodies to respond to stories, topics, and music.	
Year 1	Perform basic gymnastic actions, including travelling, rolling, jumping, and staying still.	Develop fundamental movement skills, becoming increasingly confident and competent, moving safely using changes of speed, level, and direction.	Combine different ways of travelling exploring a range of movements and shapes.	Create linked movement phrases with beginning, middle and ends.	Perform movement phrases using a range of different body actions and body parts.	Describe what you have done or seen others do.
Year 2	Perform a range of actions with control and confidence.	Explore, remember, and repeat a range of gymnastic actions with control, precision, and coordination.	Form simple sequences of different actions, using the floor and a variety of apparatus.	Develop fundamental movement skills, combining travelling, balancing and stiffness using both floor and apparatus; and moving smoothly from one position of stiffness to another.	Watch and describe a performance accurately.	Develop agility, balance, and coordination.
Year 3	Perform a range of actions, agilities and skills with consistency, fluency, and clarity of movement.	Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group.	Create gymnastic sequences that meet a theme or set of conditions, showing a clear, beginning, middle and end.	Create, perform, and repeat sequences that include changes of dynamic e.g. changes of level, speed, or direction.	Develop flexibility, strength, control, technique, and balance.	Learn how to evaluate and recognise your own success and areas for improvement, as well as the effectiveness and quality of a performance.
Year 4	Find different ways of using a shape, balance, or travel, and link them to make actions and sequences of movement.	Show control, accuracy and fluency of movement when performing actions on your own and with a partner.	Devise and perform a gymnastic sequence, showing a clear beginning, middle and end.	Create, perform, and repeat a combination of actions that include changes of dynamic e.g. changes of level, speed and direction, and clarity of shape.	Collaborate with others.	Recognise and explain a good performance.
Year 5	Explore, improvise, and combine movement ideas fluently and effectively.	Perform movements accurately with a sense of rhythm.	Make up longer sequences and perform them with fluency and clarity of movement, choosing skills that meet the needs of the situation.	Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles.	Develop flexibility, strength, control, technique, and balance.	Identify which aspects of a performance were performed consistently, accurately, fluently, and clearly; being able to provide constructive feedback.
Year 6	Combine and perform gymnastic actions, shapes, and balances more fluently and effectively.	Explore, improvise, and combine movement ideas fluently and effectively, using skills in different ways, performing confidently, with clarity and a sense of rhythm.	Use combinations of dynamics using the space effectively.	Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles; varying direction, level, and pathways to improve the look of a sequence.	Work effectively as part of a team, recognising success, and give constructive feedback.	Create short warm up routines that follow basic principles.

Progression of Skills – Invasion Games - Netball

EYFS	Showing increased control when catching a ball.		Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it.		Moves freely and with pleasure and confidence in a range of skilful ways.		Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.
Year 1	Explore different ways to use, move and send the ball.	Develop skills such as sending an object to a target, catching, and gathering, rolling and basic ball control.	Move to defend a goal.	Understand how to play in a safe way.	Describe why running and playing games is good for you.	Watch, copy and describe others play.	Describe what it feels like to breathe quickly during exercise.
Year 2	Throw and catch the ball with control, and throw the ball in different ways e.g., fast, slow, high, low.	Perform a range of actions with the ball keeping it under control.	React to situations to make it difficult for opponents – using simple tactics.	Show good awareness of others when playing games.	Begin to understand the importance of preparing safely and carefully for exercise – warming up/down.	Copy actions and ideas and use the information to improve their skills.	Understand and describe changes to your heart rate when playing a game.
Year 3	Pass and receive the ball with control.	Select passes that keep possession.	Take up space/positions that make it difficult for opponents.	Move to support teammates once you have passed the ball and explain how to keep possession.	Describe what happens to your heart rate and breathing when playing games and begin to understand why you get hotter.	Identify what you do best and what you find most difficult and recognise this in others performance.	Describe how your body feels when exercising.
Year 4	Get into good positions to pass, receive, and shoot the ball.	Pass the ball using different techniques.	Shoot and score with increasing accuracy.	Use a range of tactics, including finding and using space, to keep possession of the ball to shoot/score.	Develop the understanding of the importance of speed when playing invasion games.	Understand the link between heart rate and breathing during different activities.	Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising.
Year 5	Know the difference between attacking and defending skills.	Increase accuracy and confidence of passing and shooting skills.	Use a variety of skills to keep the ball, thinking about moving towards goal, different positions, and the use of space.	Know how to mark and defend your goal.	Begin to understand how muscles work and explain how the body reacts to physical activity.	Identify strengths and weaknesses of your own and other performances and explain your reasoning	Understand how physical activity can contribute to a healthy lifestyle.
Year 6	Apply basic principles for attacking and defending, choosing different formations to suit the need of the game.		Use a variety of tactics to keep possession of the ball, applying the principles of attacking.	Use the defending principles in game situations, including marking, tracking, and covering, to gain possession.	Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles.	Recognise and evaluate performances providing constructive feedback. Understand how to improve in different physical activities and sport	Recognise exercise and activities that help strength, speed and stamina.

Progression of Skills – Invasion Games - Football

EYFS	Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment.		Can play in a group, extending and elaborating play ideas within the group.		Begins to accept the needs of others and can take turns and share, sometimes with the support of others.		Shows increasing control when throwing and catching a large ball.
Year 1	Explore different ways to use and move with a ball. Show control of a ball with basic actions.	Send/ pass a ball and successfully catch/stop a ball.	Move fluently, changing direction and speed. Develop fundamental movement skills, becoming increasingly confident and competent.	Use skills in different ways when playing games.	Recognise space in games and use it to your advantage.	Describe what you have done, or seen others doing	Describe what it feels like to breath quickly during exercise.
Year 2	Participate in team games – showing good awareness of others.	Pass a ball with control.	Show control when moving, changing speed and direction, both with and without a ball.	Develop fundamental movement skills, becoming increasingly confident and competent.	Perform a variety of skills keeping the ball under control.	Recognise what is successful. Use actions and ideas you have seen to improve your own skills.	Understand and describe changes to your heart rate when playing a game.
Year 3	Move with a ball keeping it under control.	Perform basic skills needed for games with control and accuracy.	Pass/send a ball with increasing accuracy and at different speeds. Shoot/ score with some success.	Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending).	Employ simple tactics in game situations.	Recognise good performance and be able to identify what you need to practice to improve your own performance.	Describe how your body feels when exercising.
Year 4	Move the ball keeping it under control whilst changing direction.	Pass, shoot and receive a ball with increasing accuracy, control and success.	Challenge a player in possession of the ball.	Apply basic attacking and defending principles such as finding and using space in game situations.	Employ and explain simple tactics in game situations.	Learn to recognise your own success.	Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising.
Year 5	Participate in competitive games, modified where appropriate. Choose different formations to suit the needs of the game.	Perform skills (e.g. passing) with accuracy, confidence and control whilst developing technique.	Keep possession of the ball when faced with opponents.	Apply basic principle for attacking – Use a variety of tactics to keep possession of the ball.	Apply basic principles for defending - Defend by marking, covering, and tracking opponents as appropriate.	Learn how to evaluate and recognise success.	Understand how physical activity can contribute to a healthy lifestyle.
Year 6	Apply the attacking and defending principles in game situations.	Use different skills to keep possession of a ball as part of a team.	Develop control whilst performing skills at speed. Change speed and direction to get away from a defender.	Adapt games and activities making sure everyone has a role to play.	Understand the positions in a team and the roles they play; and choose different formations to suit the needs of the game.	Identify and evaluate parts of your game where you are performing well, and parts that can be improved.	Recognise exercise and activities that help strength, speed and stamina.

Progression of Skills – Invasion Games – Tag Rugby

EYFS	Shows increasing control when throwing and catching a large ball.		Travels with confidence and skill in a range of movements when using equipment.		Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.		Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.
Year 1	Throw and catch a rugby ball to themselves and others.	Improve movement skills whilst moving with the ball in two hands.	Learn how to tag.	Decide when to pass and when to run.	Play simple tag rugby games understanding the rules of the game.	Understand who the attackers and who the defenders are.	Describe what it feels like to breath quickly during exercise.
Year 2	Develop control and accuracy when throwing and catching a rugby ball.	Successfully beat a defender.	Begin tagging players in game situations.	Begin to understand and develop correct technique of passing the ball.	Develop understanding of tag rugby and participate in small games.	Use simple tactics in game situations	Understand and describe changes to your heart rate when playing a game.
Year 3	Know how to tag another player.	Develop attacking and defending skills within tag rugby.	Improve decision making skills and choose the right skills that meet the needs of the situation.	Play simple tag rugby games with an understanding of the basic rules.	To be able to pass the ball backwards to a teammate.	To follow the rules of the game.	Describe how your body feels when exercising.
Year 4	Move in different directions learning to move away from your opponent and keep control of the ball when running.	Learn how to pass in rugby, catching successfully and improving skills whilst on the move.	Move forward to attack as part of a team – running in a line.	To work as part of a team when defending, keeping in a line, and spreading out.	Successfully score a try.	To begin to understand the rules of tag rugby.	Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising.
Year 5	Increase accuracy and control when passing and catching whilst moving at speed.	Understand the defensive duties in tag rugby and the process of tagging.	Begin to understand the importance of lines in tag rugby – both for attack and defence.	Use simple tactics in games to achieve success as a team.	Participate in competitive games, following the rules and playing fair.	Continue to improve different ways to pass – fast, slow, high, low.	Understand how physical activity can contribute to a healthy lifestyle.
Year 6	Incorporate the rules of the game into small-sided games like passing backwards.	To pass and catch the ball whilst running at different speeds. Keep control of the ball when running and passing, ensuring passing is accurate.	Understand the importance of keeping in a line in both attacking and defending plays.	Successfully remove tags in accordance with the rules.	To understand the rules of the game and participate in full games.	Carefully consider the best way to score a try and win the game, remembering to find and use space when running.	Recognise exercise and activities that help strength, speed and stamina.

Progression of Skills – Invasion Games - Basketball

5	Perform skills (e.g., passing) with accuracy, confidence and control, and increasing speed.	Work effectively as part of a team and keep possession of the ball when faced with opponents.	Apply basic principle for attacking – Using skills to keep possession of the ball.	Begin to apply defending principles in games; Communicating well as a team to regain possession of the ball.	Explain how your body reacts and feels when taking part in different activities and undertaking different roles.	Learn how to evaluate and recognise success, explain why a performance is good.	Understand how physical activity can contribute to a healthy lifestyle.
Year 6	Apply basic principles for attacking and defending, choosing different formations to suit the need of the game.	Use different skills to keep possession of the ball. Develop control whilst performing skills at speed.	Show good awareness of others in game situations and work effectively as a team, adapting games if needed so everyone has a role to play.	Use the defending principles in game situations, including marking, tracking, and covering, to gain possession.	Create short warm up routines that follow the basic principles e.g., raising body temperature, mobilise joints and muscles.	Learn how to evaluate your own success, as well as recognise part of a performance that could be improved and why.	Understand how to improve in different physical activities and sport.

Progression of Skills – Invasion Games - Dodgeball

Year 5	Understand the importance of quick reactions in dodgeball.	Apply appropriate skills and tactics in game situations.	Move quickly (dodge) with good control. Improve control when moving at speed.	Increase accuracy and consistency of throws, including a side shot throw, towards a moving target.	Participate in games fairly, following the rules. Show good teamwork.	Develop an understanding of how to improve when playing games.	Understand how the muscles work.
Year 6	Successfully catch a ball at different heights.	Demonstrate a variety of different throwing techniques with good accuracy, pace, and consistency.	Take part in competitive games, playing fairly and working cooperatively as part of a team.	Explain how physical activity can help contribute to a healthy lifestyle.	Evaluate a performance, Providing constructive feedback.	Use different ways to dodge the ball (jump, gallop, jockey.)	Use appropriate tactics in games and discuss and apply strategies needed to win.

Progression of Skills – Net Games - Tennis

EYFS	Showing increased control when catching a ball.	Shows increasing control over an object, pushing, pasting, throwing, catching, or kicking it.		Moves freely and with pleasure and confidence in a range of skilful ways.		Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.	
Year 1	Engage in cooperative physical activities.	Explore different ways to use and move with the ball – showing control with simple actions and basic control when striking a ball.	Catch/stop and send/pass a ball – developing technique of throwing and receiving. Understand the concept of moving to get in line with a ball to receive it.	Move fluently, changing direction and speed.	Use correct skills and basic tactics in games to meet the challenges of the game, or in response to your opponent's actions.	Describe what you have seen others doing.	Understand why being active is good for you.
Year 2	Engage in cooperative and competitive physical activities (both against self and against others).	Use and move with a tennis racket with control.	Perform a range actions including catching/ gathering skills and sending/passing with control and throw/ hit a ball in different ways e.g., high, low, fast, slow.	Choose and use skills and simple tactics to suit different situations – showing good awareness of others.	Understand and follow the rules of the game.	Watch and describe a performance accurately. Use actions and ideas you have seen to improve your own skills.	Begin to understand the importance of preparing safely and carefully for exercise – warming up.
Year 3	Perform basic skills needed for the games with control and accuracy, including throwing and stopping the ball. Perform a basic forehand action.	Throw/ Send a ball using a variety of techniques.	Take up space/ positions that make it difficult for opponents.	Compete with others – Keeping and following the rules of the game.	Keep a rally going.	Identify what you do well and what you find difficult.	Understand the link between heart rate and breathing when exercising.
Year 4	Perform basic skills needed for the games with control and accuracy, including hitting a ball towards a target. Perform a basic forehand action with control and accuracy.	Send/ hit a ball into space, at different speeds and heights to make it difficult for your opponent.	Begin to apply basic movements in a range of activities and in combination.	Apply basic principles for attacking including finding and using space in game situations.	Keep a rally going using a range of shots.	Recognise and explain good performances and learn how to recognise and evaluate your own success.	Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising.
Year 5	Hit the ball with purpose.	Play shots on the forehand and backhand side of your body. Direct the ball towards the opponent's court or target area.	Participate in competitive games, modified where appropriate.	Use good footwork that allows the ball to be hit with good technique.	Adopt a good ready position and show good position on court.	Identify spaces and understand the tactic of hitting into gaps.	Watch and evaluate the success of games, being able to explain why a performance is good, and what part of a performance could be improved and why.
Year 6	Hit the ball with purpose, varying speed, height, and direction. Direct the ball towards the opponent's court or target area. Perform skills such as forehand and backhand shots with control and confidence.	Apply the principles of attacking.	Participate in competitive games, modified where appropriate.	Adopt a good ready position and show good position on court.	Explain how your body reacts and feels when taking part in different activities and undertaking different roles.	Evaluate your own success and areas of improvement, as well as others.	Create short warm up routines that follow basic principles e.g., raise body temperature, mobilise joints and muscles.

Progression of Skills – Striking and Fielding – Cricket

EYFS	Showing increased control when catching a ball.		Shows increasing control over an object, pushing, pasting, throwing, catching, or kicking it.		Moves freely and with pleasure and confidence in a range of skilful ways.		Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.
Year 1	Understand and follow simple rules for games and compete in physical activities both against self and against others.	Move fluently, changing direction and speed.	Show basic control of the ball, including when striking a ball.	Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it.	Apply skills and tactics in simple games, including recognizing space and using it to your advantage.	Understand why being active and playing games is good for you.	Describe what it is like to breath quickly during exercise. Understand why being active and playing games is good for you.
Year 2	Show good awareness of others when playing games.	Develop fundamental movement skills, becoming increasingly confident and competent.	Perform a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy.	Throw/hit a ball in different ways e.g., high, low, fast, slow.	React to situations in ways that make it difficult for opponents, applying simple tactics like hitting the ball into space to help score more points.	Begin to understand the importance of preparing safely for exercise – warming up.	Recognise what is successful.
Year 3	Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy.	Throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique.	Intercept and stop the ball consistently.	Work well as part of a team, employing simple tactics, particularly when fielding to make it harder for the batter.	Identify what you need to practice improving your performance.	Understand the link between heart rate and breathing when exercising.	Devise suitable warm up activities for upcoming activities.
Year 4	Show control, coordination and consistency when throwing and catching a ball.	Hit a ball with increasing control from a tee and progress to without a tee	Take up spaces/positions that make it difficult for the opposition.	Explain the tactics you have used in games.	Communicate, collaborate, and compete with others, following the rules of the game.	Recognise what you do well and what you find difficult and explain good performances.	Chose fielding skills which make it difficult for your opponent.
Year 5	Develop control and technique whilst performing skills at speed and showing good awareness of others in game situations.	Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs.	Choose skills and tactics to meet the needs of the situation. (i.e., to outwit opponents when fielding).	Work as part of a team, adapting games and activities making sure everyone has a role to play	Watch an evaluate the success of games and good performance.	Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity.	Create short warm up routines that follow basic principles e.g., raising body temperature, mobilise joints and muscles.
Year 6	Perform skills, including retrieve, intercept and stop a ball, with accuracy, confidence, and control.	Bowl using an overarm technique, beginning to vary speed and length of delivery.	Use skills and tactics to outwit opponents when fielding, bowling, and batting.	Work as part of a team that covers the areas to make it hard for the batter to score runs.	Use tactics that involve bowlers and fielders working together.	Learn how to evaluate and recognise your own success and areas for improvement.	Develop an understanding of how to improve in different physical activities and sports.

Progression of Skills – Striking and Fielding – Rounders

EYFS	Showing increased control when catching a ball.		Shows increasing control over an object, pushing, pasting, throwing, catching, or kicking it.		Moves freely and with pleasure and confidence in a range of skilful ways.		Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.
Year 1	Understand and follow simple rules for games and compete in physical activities both against self and against others.	Move fluently, changing direction and speed.	Show basic control of the ball, including when striking a ball.	Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it.	Apply skills and tactics in simple games, including recognizing space and using it to your advantage.	Describe what you have done, or seen others doing	Describe what it is like to breath quickly during exercise. Understand why being active and playing games is good for you.
Year 2	Show good awareness of others when playing games.	Develop fundamental movement skills, becoming increasingly confident and competent.	Perform a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy.	Throw/hit a ball in different ways e.g., high, low, fast, slow.	React to situations in ways that make it difficult for opponents, applying simple tactics like hitting the ball into space to help score more points.	Begin to understand the importance of preparing safely for exercise – warming up.	Recognise what is successful.
Year 3	Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy.	Throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique.	Intercept and stop the ball consistently.	Work well as part of a team, particularly when fielding to make it harder for the batter. Employ simple tactics in games.	Identify what you need to practice improving your performance.	Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising.	Devise suitable warm up activities for upcoming activities.
Year 4	Show control, coordination and consistency when throwing and catching a ball.	Hit a ball with increasing control, accurately towards a target.	Take up spaces/positions that make it difficult for the opposition.	Explain the tactics you have used in games.	Communicate, collaborate, and compete with others, following the rules of the game.	Recognise what you do well and what you find difficult and explain good performances.	Chose fielding skills which make it difficult for your opponent.
Year 5	Develop control and technique whilst performing skills at speed.	Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs.	Choose skills and tactics to meet the needs of the situation. (i.e., to outwit opponents when fielding). Begin to bowl at different speeds.	Work as part of a team, communicating with others and adapting games and activities making sure everyone has a role to play.	Show good awareness of others in game situations.	Watch and evaluate the success of games and good performance and explain why a performance is good	Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity.
Year 6	Perform skills with accuracy, confidence, and control.	Participate in competitive games, modified where appropriate.	Retrieve, intercept, and stop a ball when fielding.	Use skills and tactics to outwit opponents when fielding and batting.	Work as part of a team that covers the areas to make it hard for the batter to score runs. Use tactics that involve bowlers and fielders working together	Develop an understanding of how to improve in different physical activities and sports.	Create short warm up routines that follow basic principles e.g., raise body temperature, mobilise joints and muscles.

Progression of Skills – Orienteering

EYFS	Can play in a group.		Begins to accept the needs of others and can take turns and share, sometimes with the support of others.		Keeps play going by responding to what others are saying or doing.		Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.
Year 1	Move in different directions and a variety of different ways.	Work independently, as well as cooperatively in small groups	Participate in games following rules and playing fairly.	Begin to plan how to solve problems.	Introduction to a compass and directions (N, E, S, W.)	Understand how communication can help to solve problems with others.	Participate in competition with others, completing a simple orienteering event.
Year 2	Introduction to map reading. Be able to use some basic features on a map to select and plan a route.	Work well in big groups, sharing, taking turns, and cooperating with others.	Begin to understand the competitive side of orienteering and take part in a picture orienteering event.	Begin to problem solve with others.	Understand what a compass is used for and be able to use the direction points.	Has knowledge of safety rules and procedures for taking part in orienteering events.	Meets challenges effectively working as part of a team.
Year 3	Participate in team games, working cooperatively, solving problems with others.	Communicate effectively with other people and discuss plans to achieve success.	Recognise that activities need thinking through and planning.	Move confidently in different ways, developing agility, balance, and co-ordination.	Participate in competitive orienteering events, following instructions of the game	To make a map with symbols and be able to recognise where you are on a map, using basic techniques	Evaluate your performance and recognise what went well and what could be improved.
Year 4	Develop a basic understanding of map reading/making and apply these skills and techniques in games.	Work cooperatively and successfully as part of a team, improving communication skills.	Recognise where you are on a map.	Demonstrate all the physical skills needed for orienteering: agility, balance, and co-ordination	Have knowledge of safety rules and procedures for taking part in orienteering event.	Work as a team to plan and decide what approach to use to meet the challenge set.	Explain how you could improve your performance.
Year 5	To orientate themselves and map correctly keeping track of their position with increasing accuracy.	Work within a team trusting and valuing each other.	Develop communication skills and use these skills to achieve success.	Make a map with symbols and legend and begin to understand scale.	Use relevant techniques to navigate to and from control points.	Compete in orienteering events, problem solving with team members.	Identify what they have done well and adapt plans for future challenges.
Year 6	Use a map to confidently orientate yourself around - Use previous knowledge to navigate and design a route to the controls.	Takes part in orienteering events, such as picture orienteering and control orienteering, with success.	Plan strategies to complete tasks. Choose sensible skills and approaches for the challenge.	Build confidence during team activities.	Develop map reading and map building skills – Understanding elements and scaling confidently.	Identify what they have done well and adapt plans for future challenges.	Develop physical fitness and be able to describe its importance in orienteering

Progression of Skills – Swimming

Year 4	Swim up to 25 metres unaided.	Use more than one stroke and coordinate breathing as appropriate for the stroke being used.	Coordinate leg and arm movements.	Swim at the surface and below the water.
Year 5	Swim over 25 metres unaided.	Use a range of strokes effectively such as breaststroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming	Perform safe self-rescue in different situations	Swim fluently with controlled strokes.

