

### PE Progression of Skills

Please use this as a reference point when planning and teaching units of work, drawing on later or earlier skills to support and extend children. You should focus on multiple skills during each unit as each sport will incorporate multiple skills.

	<b>Running</b>	<b>Jumping</b>	<b>Throwing</b>	<b>Catching</b>	<b>Strength</b>	<b>Flexibility</b>	<b>Technique</b>	<b>Control</b>	<b>Balance</b>
<b>Nursery</b>	<p>Able to run safely on whole foot.</p> <p>Able to run skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p>	<p>Able to move freely and with pleasure and confidence in a range of ways, such as... jumping, skipping and hopping.</p>	<p>Able to grasp balls of various sizes.</p>	<p>Able to catch a large ball (e.g. size 6 football).</p>	<p>Mount stairs, steps or climbing equipment using alternate feet.</p>	<p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling and crawling.</p>	<p>Shows some control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p>Shows some control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p>Can stand momentarily on one foot when shown.</p> <p>Walk downstairs, two feet to each step while carrying a small object.</p>
<b>Reception</b>	<p>Able to experiment with different ways of moving.</p>	<p>Able to jump off an object and land appropriately.</p>	<p>Able to throw a ball in a particular direction.</p> <p>Shows favouring a dominant hand.</p>	<p>Able to catch a medium-sized ball (e.g. size 3 football).</p>	<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>Experiment with different ways of moving.</p>	<p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p>
	<b>Running</b>	<b>Jumping</b>	<b>Throwing</b>	<b>Catching</b>	<b>Strength</b>	<b>Flexibility</b>	<b>Technique</b>	<b>Control</b>	<b>Balance</b>
<b>Year 1</b>	<p>Able to run in a specified direction and change direction while running.</p>	<p>Able to jump repeatedly to precise locations (e.g. indicated by cones).</p>	<p>Able to throw balls of various sizes in a particular direction.</p>	<p>Able to catch a small ball (e.g. tennis ball)</p>	<p>To build confidence climbing and supporting their body-weight on play equipment.</p>	<p>Children begin understanding how to increase and maintain their flexibility.</p>	<p>To develop an awareness of space and positioning,</p>	<p>To develop control of objects in co-operation with other pupils.</p>	<p>To extend their ability to balance on one foot for an extended period of time and balance an object whilst moving.</p>
<b>Year 2</b>	<p>Able to run at varying speeds and pace self accordingly.</p>	<p>Able to throw and jump in coordination within a sport context.</p>	<p>Able to identify and demonstrate different ways balls can be thrown (e.g. overarm and underarm).</p>	<p>Able to identify and demonstrate different ways balls and objects can be caught (e.g. one-handed, two-handed etc.).</p>	<p>To begin understanding the relationship between strength of muscles and the power of an action.</p>	<p>Children begin linking flexibility to creating a variety of shapes with their body.</p>	<p>To be able to move physically within a set of rule constraints of a game/sport.</p>	<p>To develop control of objects in co-operation with other pupils to achieve more complex goals (e.g. scoring a try in tag rugby etc.)</p>	<p>To develop techniques to balancing in a variety of settings (e.g. focusing on a point, minimising movement etc.).</p>

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<b>Year 3</b>	Able to identify which situations require which running speeds and apply this skill within a sport context.	Able to catch and jump in coordination within a sport context.	Able to identify and demonstrate different ways balls can be thrown within a sport context (e.g. chest pass vs. bounce pass in netball/basketball).	Able to begin applying catching to sporting contexts (e.g. catching different sports balls, catching at varying distances).	To begin applying strength to sporting contexts (e.g. applying power to throwing/running/jumping etc.).	To begin applying flexibility to different sporting contexts.	To begin developing sport-specific techniques of body and equipment handling.	To begin successfully controlling equipment from a variety of sports.	To develop balancing on a variety of surfaces and equipment and in a variety of sport settings.
<b>Year 4</b>	Able to run and perform various jumping actions within a sport context.	Able to perform various jumping actions while running within a sport context.	To begin applying a variety of different throws and passes within sports and athletics contexts.	To begin applying a variety of different catches within sports and athletics contexts.	To develop understanding of exercises that can stretch muscles and increase muscle strength.	To apply flexibility increasingly in gymnastics and dance.	To effectively categorise and display various techniques across different sport and exercise contexts.	To begin successfully controlling equipment from a variety of sports within the context of the sport.	To develop balancing in a group, with pupils using each other's body-weights to balance.
	<b>Running</b>	<b>Jumping</b>	<b>Throwing</b>	<b>Catching</b>	<b>Strength</b>	<b>Flexibility</b>	<b>Technique</b>	<b>Control</b>	<b>Balance</b>
<b>Year 5</b>	Able to run and perform a throw of a variety of ball sizes in a given direction within a sport context.	Able to shape body to enable jumping an increased distance within a sports and athletics contexts.	Able to analyse what situations require different ways balls can be thrown within a sport context (e.g. when a spin pass is preferable to a pop pass in rugby).	Able to analyse what situations require different ways balls can be caught within a sport context (e.g. when a one-handed catch is preferable to a two-handed catch).	Able to analyse what situations require different levels of strength within a sport context (e.g. when to prioritise power in a rounders swing etc.).	To identify how flexibility can be combine with different methods of ball control to achieve complex passes and movements.	To identify when particular techniques are appropriate in different stages of a sport or exercise	To innovate creative ways to manipulate equipment in response to situations in a sporting context.	To be able to balance on a variety of surfaces and equipment and in a variety of sport settings.

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<p><b>Year 6</b></p>	<p>Able to run and catch a variety of ball sizes within a sport context.</p>	<p>Able to shape body to enable jumping an increased distance with a running start within sport and athletics contexts.</p>	<p>To confidently utilise a variety of different throws and passes within sports and athletics contexts.</p>	<p>Able to catch a variety of ball sizes whilst running within a sport context.</p>	<p>To be able to support their own weight in body-weight exercises.</p>	<p>To use knowledge of how flexibility can be combined with different methods of ball control to achieve complex passes and movements creatively in game settings in conjunction with use of space (e.g. accurately bounce passing in netball at an angle.</p>	<p>To innovate and improvise with a variety of techniques in a sport context (e.g. feinting a pass).</p>	<p>Can successfully control their bodies and sports equipment in a coordinated manner to enable successful participation in a variety of sporting contexts.</p>	<p>To be able to balance effectively in a group, with pupils using each other's body-weights to balance.</p>
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