

**LADY BANKES PRIMARY SCHOOL**  
**PHYSICAL EDUCATION CURRICULUM SKILLS PROGRESSION**



	EYFS		Key Stage 1		Key Stage Two			
Pupils should be taught to:	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Develop flexibility, strength, technique, control and balance</b>								
<b>Athletics</b>		<p>Can learn skills of running, jumping and throwing with a range of equipment.</p> <p>Can use comparative language eg. faster, longer, and be able to physically demonstrate this.</p> <p>Can show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p>Can remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and co-ordination.</p> <p>Can develop the following skills with increasing accuracy and velocity:</p> <p>-Explore and throw a variety of objects.</p> <p>-Jump from one foot to the other.</p>	<p>Can perform learnt skills with increasing control.</p> <p>Can compete against self and others.</p> <p>Can develop the following skills with increasing accuracy and velocity:</p> <p>-Throw different types of equipment in different ways, for accuracy and distance.</p> <p>-Perform and compare different types of jumps.</p>	<p>Can change speed whilst running.</p> <p>Can throw a medium sized ball at least 5m.</p> <p>Can jump from a standing position.</p> <p>Can recognise changes in the body during exercise.</p>	<p>Can change speed and direction whilst running.</p> <p>Can throw a variety of objects with one hand.</p> <p>Can jump accurately from a standing position.</p> <p>Can recognise a change in temperature, heart rate and breathing rate during exercise.</p>	<p>Can choose the best pace for a running event according to the distance.</p> <p>Can use a range of throwing actions using a variety of objects.</p> <p>Can show control in take-off and landing.</p> <p>Can recognise how the body reacts both during and after exercise.</p>	<p>Can vary my running technique according to the outcome desired.</p> <p>Can combine running with throwing to improve the outcome.</p> <p>Can combine running and jumping to improve the distance.</p> <p>Can identify factors that affect how the body reacts to exercise.</p>

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Develop flexibility, strength, technique, control and balance

<p><b>Gymnastics</b></p>		<p>Can move confidently and safely in their own and general space.</p> <p>Can move and stop, recognising both commands and acting upon them immediately.</p> <p>Can show contrast with their bodies including tall/short, wide/thin, straight/curved)</p> <p>Can copy simple movements.</p> <p>Can make shapes with their bodies, according to commands.</p>	<p>Can explore and perform gymnastic actions (pencil/straight, tuck, star, pike, dish and arch) and still shapes.</p> <p>Can move confidently and safely in their own and general space, using change of speed and direction.</p> <p>Can perform movement phrases using a range of body actions and body parts.</p> <p>Can explore making their body tense, relaxed, stretched and curled.</p> <p>Can explore different ways of</p>	<p>Can remember, repeat and link combinations of gymnastic actions, body shapes and balances.</p> <p>Can create routines which have a clear beginning and ending.</p> <p>Can work with a partner sharing ideas and creating a simple sequence.</p> <p>Can explore different ways of stretching, balancing, rolling, and travelling with increased accuracy and confidence.</p>	<p>Can copy and explore basic actions with some control and co-ordination.</p> <p>Can link basic actions together.</p> <p>Can watch and discuss own work and that of peers.</p> <p>Can safely perform teacher led warm-up.</p>	<p>Can copy, remember, explore and repeat simple actions varying speeds and levels.</p> <p>Can select simple actions to construct basic sequences.</p> <p>Can identify the difference between own performance and that of others.</p> <p>Can understand the need for warm up and cool down.</p>	<p>Can copy, remember, explore and repeat simple actions and link ideas together.</p> <p>Can apply compositional ideas to sequences.</p> <p>Can identify improvements for performance.</p> <p>Can work safely and understand why PE is good for health.</p>	<p>Can link ideas, skills and techniques with control, precision and fluency.</p> <p>Can improve composition by performing more complex sequences.</p> <p>Can describe how to refine, improve and modify performance.</p> <p>Can demonstrate specific aspects of warm up.</p>
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		Can jump off an object and land appropriately.	stretching, balancing, rolling, and travelling.					
<b>Play competitive game modified where appropriate</b>								
<b>Invasion Games</b>		Can move and stop confidently, negotiating the space around them effectively.	Can keep themselves safe in the space in which an activity/game is being played.	Can improve the way they coordinate and control their bodies in various activities.	Can play games that involve rolling, kicking and throwing a ball.	Can send and receive a ball in different ways while travelling.	Can adapt my skills according to what is happening in a game.	Can use a number of techniques to shoot, pass and dribble during small sided games.
		Can show good control over their bodies when exploring different skills.	Can explore and use skills, actions and ideas individually and in combination to suit the game that is being played.	Can remember, repeat and link combinations of skills where necessary.	Can stop a ball with basic control.	Can take part in sending and receiving during a small game.	Can identify and use tactics to help my team keep a ball.	Can apply skills of team play to keep possession of the ball.
		Can start showing an ability to use their dominate hand to work with a partner in different activities.	Can show ability to work with a partner in throwing and catching games.	Can develop basic tactics in simple team games and use them appropriately.	Can send a ball in the direction of another person with increasing control.	Can take part in adapted games with an opposition.	Can decide quickly where and when to pass a ball showing awareness of the game.	Can mark opponents during small sided games showing awareness of defending.
		Can explore and use skills effectively for particular games.	Can explore throwing, catching and kicking in different ways.	Can choose, use and vary simple tactics.	Can begin to take part in games where there is an opposition.			

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Play competitive game modified where appropriate								
<b>Striking and fielding</b>			<p>Can roll a ball towards a target.</p> <p>Can throw and catch a ball using two hands.</p> <p>Can stop a ball rolling past them with their hands.</p>	<p>Can throw and catch ball of a distance of under 1m.</p> <p>Can accurately roll a ball towards a target.</p> <p>Can use their bodies to help them aim at a target.</p>	<p>Can hit or strike a ball using different equipment.</p> <p>Can throw and catch a bean bag that has travelled at least 1m.</p> <p>Can begin to combine throwing and catching skills in small games.</p>	<p>Can hit/strike and catch a ball in different ways.</p> <p>Can throw and catch a medium sized ball that has travelled at least 1m.</p> <p>Can play simple versions of over the net games.</p>	<p>Can collect, stop and intercept a ball with increased accuracy.</p> <p>Can change the pace, length and direction of throws and shots to outwit opponents.</p> <p>Can vary tactics according to what is happening in the game.</p>	<p>Can strike a bowled ball accurately.</p> <p>Can use a range of techniques for attacking and defending when bowling, batting and fielding.</p> <p>Can bowl, bat and field with control.</p>
Perform dances using a range of movement patterns								
<b>Dance</b>		<p>Can explore and copy basic body actions and rhythms.</p>	<p>Can explore movement ideas and respond imaginatively</p>	<p>Can explore, remember, repeat and link a range of actions with</p>	<p>Copy and remember simple dance steps.</p>	<p>Perform simple dance steps with control and co-ordination.</p>	<p>Can improvise my own dance steps with a partner.</p>	<p>Can demonstrate prevision, control and fluency in</p>

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		<p>Can negotiate space confidently, using appropriate strategies.</p> <p>Can use their bodies to imitate stories and topics such as animals, trees, etc...</p> <p>Can begin to respond with their bodies to different types of music.</p>	<p>to a range of stimuli.</p> <p>Can move confidently and safely in their own general space using changes of speed level and direction.</p> <p>Can perform movement phrases using a range of body actions and body parts.</p>	<p>coordination, control and awareness of the expressive qualities of dance.</p> <p>Can explore the change of rhythm, speed, level and direction.</p> <p>Can compose and perform short dances that express and communicate moods, ideas and feelings.</p>	<p>Choose actions and link them with sounds and music.</p> <p>Can vary levels within dance.</p> <p>Can discuss own performance with simple vocabulary.</p>	<p>Can respond imaginatively to a variety of stimuli.</p> <p>Can vary levels and speed within dance.</p> <p>Can compare dances and use dance vocabulary to compare work.</p>	<p>Can translate ideas from a variety of stimuli into movement.</p> <p>Can vary levels, speed and direction within dance.</p> <p>Can adapt movements and motifs to create longer dances.</p>	<p>response to stimuli.</p> <p>Can vary dynamics and develop actions based upon a variety of stimuli.</p> <p>Can vary levels, speed, directions and dynamics within dance.</p> <p>Can modify performance as a result of observation.</p>
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