



KS1 and KS2 Skills Progression Map – Physical Education

Our curriculum for children in KS1 and KS2 builds on the skills acquired in EYFS.

Physical development is one of the three prime areas within the Early Years Foundation Stage (EYFS). Each prime area is divided into Early Learning Goals, for physical development these are Gross Motor Skills and Fine Motor Skills.

Children at the expected level of development for Gross Motor Skills at the end of EYFS 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.

Children at the expected level of development for Fine Motor Skills at the end of EYFS will:

- Hold a pencil effectively in preparation for fluent writing
- using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical education skills progression	Games	<ul style="list-style-type: none"> - Throw underarm - Roll a piece of equipment - Hit a ball with a bat - Move and stop safely - Catch with both hands - Throw in different ways - Kick in different ways 	<ul style="list-style-type: none"> - Use hitting, kicking and/or rolling in a game - Stay in a 'zone' during a game - Decide where the best place to be is during a game - Use one tactic in a game - Follow rules 	<ul style="list-style-type: none"> - Throw and catch with control when under limited pressure - Be aware of space and use it to support team-mates and cause problems for the opposition - Know and use rules fairly to keep games going - Keep possession with some success when using equipment that is not used for throwing and catching skills 	<ul style="list-style-type: none"> - Catch with one hand - Throw and catch accurately - Hit a ball accurately and with control - Keep possession of the ball - Move to find a space when they are not in possession during a game - Vary tactics and adopt skills according to what is happening 	<ul style="list-style-type: none"> - Gain possession by working as a team - Pass in different ways - Use forehand and backhand with a racquet - Field - Choose the best tactics for attacking and defending - Use a number of techniques to pass, dribble and shoot 	<ul style="list-style-type: none"> - Explain complicated Rules - Make a team plan and communicate it to others - Lead others in a game situation
	Dance	<ul style="list-style-type: none"> - Explore and perform basic body actions - Use different parts of the 	<ul style="list-style-type: none"> - Perform body actions with control and coordination 	<ul style="list-style-type: none"> - Improvise freely, translating ideas from a stimulus into movement 	<ul style="list-style-type: none"> - Respond imaginatively to a range of stimuli related to 	<ul style="list-style-type: none"> - Plan and perform dances confidently - Compose motifs and plan dances 	<ul style="list-style-type: none"> - Work creatively and imaginatively on their own and/or with a partner to

		body singly and in combination - Choose appropriate movements for different dance ideas - Remember and repeat short dance phrases and simple dances - Move with control - Vary the way they use space - Describe basic body actions and simple expressive and dynamic qualities of movement	- Change rhythm, speed, level and direction - Dance imaginatively - Remember and repeat dance phrases / sequences - Perform and describe the mood, feelings and expressive qualities of dance - Suggest ways they could improve their work	- Create phrases that communicate ideas with a partner and in small groups - Repeat, remember and perform these phrases in a dance - Use dynamic, rhythmic and expressive qualities clearly and with control - Suggest improvements to their own and other people's dances	character and narrative - Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group - Refine, repeat and remember dance phrases and dances - Perform dances clearly and fluently - Describe, interpret and evaluate dance, using appropriate language	creatively and collaboratively in groups - Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use - Perform different styles of dance clearly and fluently with accuracy and consistency - Produce controlled movements - Recognise and comment on dances, showing an understanding of style	compose motifs and structure simple dances in their own or a specific style - Choose their own music, style and dance - Perform dances fluently and with control - Discuss dance with understanding, using appropriate language and terminology
	Gymnastics	- Make their body tense, relaxed, curled and stretched - Control their body when travelling - Control their body when balancing - Copy sequences and repeat them - Roll in different ways - Travel in different ways - Balance in different ways - Climb safely - Stretch in different ways - Curl in different ways	- Plan and show a sequence of movements - Use contrast in their sequences - Produce controlled movements - Think of more than one way to create a sequence which follows a set of 'rules' - Work on their own and with a partner to create a sequence	- Use a greater number of their own ideas for movement in response to a task - Adopt sequences to suit different types of apparatus and their partner's ability - Explain how strength and suppleness affect performances - Compare and contrast gymnastic sequences, commenting on similarities and differences	- Work in a controlled way - Include change of speed - Include change of direction - Include range of shapes - Follow a set of 'rules' to produce a sequence - Work with a partner to create, repeat and improve a sequence with at least three phases	- Make complex or extended sequences - Combine action, balance and shape - Perform consistently to different audiences - Produce accurate, clear and consistent movements	- Combine their own work with that of others - Link their sequences to specific timings
	Evaluating, improving, health and fitness	- Talk about what they have done. - Describe what	- Talk about what is different between what they did and	- Explain how their work is similar and	- Explain how their work is similar and	- Compare and comment on skills, techniques and	- Analyse and explain why they have used

		<ul style="list-style-type: none"> - other people did Describe how their body feels before, during and after an activity 	<ul style="list-style-type: none"> - what someone else did so they can improve - Show how to exercise safely - They describe how their body feels during different activities - Explain what their body needs to keep healthy 	<ul style="list-style-type: none"> - different from that of others - With help recognise how performances could be improved - Explain why it is important to warm up - Identify some muscle groups used in gymnastic activities 	<ul style="list-style-type: none"> - different from that of others - Use their comparison to improve their work - Explain why warming up and cooling down is important - Explain why keeping fit is good for their health 	<ul style="list-style-type: none"> - ideas that they and others have used - Use their observations to improve their work - Explain some important safety principles when preparing for exercise - Explain what effect exercise has on their body - Explain why exercise is important 	<ul style="list-style-type: none"> - specific skills or techniques - Modify use of skills or techniques to improve their work - Create their own success criteria for evaluating - Explain how the body reacts to different kinds of exercise - Choose appropriate warm ups and cool downs - Explain why we need regular and safe exercise
	Athletics (Key Stage 2 only)			<ul style="list-style-type: none"> - Run at fast, medium and slow speeds, changing speed and direction - Link running and jumping activities with some fluency, control and consistency - Make up and repeat a short sequence of linked jumps - Take part in a relay activity, remembering when to run and what to do - Throw a variety of objects, changing their action for accuracy and distance 	<ul style="list-style-type: none"> - Run over a long distance - Sprint over a short distance - Throw in different ways - Hit a target - Jump in different ways 	<ul style="list-style-type: none"> - Be controlled when taking off and landing in a jump - Throw with accuracy - Combine running and jumping - Follow specific rules 	<ul style="list-style-type: none"> - Combine controlled jumps with other movements - Throw with relative accuracy and distance - Demonstrate stamina - Use their skills in different situations
	Outdoor Adventurous Activities (Key Stage 2 only)			<ul style="list-style-type: none"> - Follow a map in a familiar context - Move from one location to another following a map - Use clues to follow a route 	<ul style="list-style-type: none"> - Follow a map in a more demanding familiar context - Move from one location to another following a map 	<ul style="list-style-type: none"> - Follow a map in an unknown location - Use clues and compass directions to navigate a route 	<ul style="list-style-type: none"> - Plan a route and series of clues for someone else - Plan with others, taking account of safety and danger

				<ul style="list-style-type: none">- Follow a route Safely	<ul style="list-style-type: none">- Use clues to follow a route- Follow a route accurately, safely and within a time limit	<ul style="list-style-type: none">- Change their route if there is a problem- Change their plan if they get new information	
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