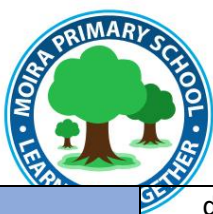




## Progression of (knowledge and) skills in PE

	EYFS	By the end of... KS1	By the end of... Lower KS2	By the end of... Upper KS2
REAL – Personal	<ul style="list-style-type: none"> <li>I can follow instructions, practise safely and work on simple tasks by myself</li> <li>I enjoy working on simple tasks with help</li> </ul>	<ul style="list-style-type: none"> <li>I try several times if at first I don't succeed and I ask for help when appropriate.</li> <li>I can follow instructions, practise safely and work on simple tasks by myself.</li> <li>I enjoy working on simple tasks with help.</li> </ul>	<ul style="list-style-type: none"> <li>I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.</li> <li>I know where I am with my learning and I have begun to challenge myself.</li> </ul>	<ul style="list-style-type: none"> <li>I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.</li> <li>I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.</li> </ul>
REAL – Social	<ul style="list-style-type: none"> <li>I can work sensibly with others, taking turns and sharing</li> <li>I can play with others and take turns and share with help</li> </ul>	<ul style="list-style-type: none"> <li>I can help, praise and encourage others in their learning.</li> <li>I can work sensibly with others, taking turns and sharing.</li> <li>I can play with others and take turns and share with help</li> </ul>	<ul style="list-style-type: none"> <li>I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.</li> <li>I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.</li> </ul>	<ul style="list-style-type: none"> <li>I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.</li> <li>I can involve others and motivate those around me to perform better.</li> </ul>
REAL – Applying Physical	<ul style="list-style-type: none"> <li>I can understand and follow simple rules and can name some things I am good at</li> <li>I can follow simple instructions</li> </ul>	<ul style="list-style-type: none"> <li>I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.</li> <li>I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.</li> <li>I can move confidently in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.</li> <li>I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.</li> </ul>	<ul style="list-style-type: none"> <li>I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.</li> <li>I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.</li> </ul>
REAL - Cognitive	<ul style="list-style-type: none"> <li>I can explore and describe</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to order instructions, movements and skills. With help, I can recognise similarities and</li> </ul>	<ul style="list-style-type: none"> <li>I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work</li> </ul>	<ul style="list-style-type: none"> <li>I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react</li> </ul>



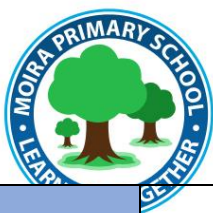
### Progression of (knowledge and) skills in PE

	<p>different movements</p> <ul style="list-style-type: none"> <li>I can observe and copy others</li> </ul>	<p>differences in performance and explain why someone is working or performing well.</p> <ul style="list-style-type: none"> <li>I can understand and follow simple rules. I can name some things I am good at.</li> <li>I can follow simple instructions.</li> </ul>	<p>upon. I can use my awareness of space and others to make good decisions</p> <ul style="list-style-type: none"> <li>I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.</li> </ul>	<p>to different game situations as they develop.</p> <ul style="list-style-type: none"> <li>I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.</li> </ul>
<p>REAL – Creative</p>	<ul style="list-style-type: none"> <li>I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together</li> <li>I can move confidently in different ways</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.</li> <li>I can explore and describe different movements.</li> <li>I can observe and copy others.</li> </ul>	<ul style="list-style-type: none"> <li>I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.</li> <li>I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.</li> </ul>	<ul style="list-style-type: none"> <li>I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others</li> <li>I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.</li> </ul>
<p>REAL – Health and Fitness</p>	<ul style="list-style-type: none"> <li>I am aware of why exercise is important for good health</li> <li>I am aware of the changes to the way I feel when I exercise</li> </ul>	<ul style="list-style-type: none"> <li>I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.</li> <li>I am aware of why exercise is important for good health.</li> <li>I am aware of the changes to the way I feel when I exercise.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.</li> <li>I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme</li> <li>I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.</li> </ul>



### Progression of (knowledge and) skills in PE

	EYFS	By the end of... KS1		By the end of... Lower KS2		By the end of... Upper KS2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<ul style="list-style-type: none"> <li>Copy basic body actions and rhythms.</li> <li>Choose and use travelling actions, shapes and balances.</li> <li>Travel in different pathways using the space around them.</li> <li>Begin to use dynamics and expression with guidance.</li> <li>Begin to count to music.</li> </ul>	<ul style="list-style-type: none"> <li>Copy, remember and repeat actions.</li> <li>Choose actions for an idea.</li> <li>Use changes of direction, speed and levels with guidance.</li> <li>Show some sense of dynamic and expressive qualities.</li> <li>Begin to use counts.</li> </ul>	<ul style="list-style-type: none"> <li>Copy, remember and repeat a series of actions.</li> <li>Select from a wider range of actions in relation to a stimulus.</li> <li>Use pathways, levels, shapes, directions, speeds and timing with guidance.</li> <li>Use mirroring and unison when completing actions with a partner.</li> <li>Show a character through actions, dynamics and expression.</li> <li>Use counts with help to stay in time with the music.</li> </ul>	<ul style="list-style-type: none"> <li>Copy remember and perform a dance phrase.</li> <li>Create short dance phrases that communicate an idea.</li> <li>Use canon, unison and formation to represent an idea.</li> <li>Match dynamic and expressive qualities to a range of ideas.</li> <li>Use counts to keep in time with a partner and group.</li> </ul>	<ul style="list-style-type: none"> <li>Copy, remember and adapt set choreography.</li> <li>Choreograph considering structure individually, with a partner and in a group.</li> <li>Use action and reaction to represent an idea.</li> <li>Change dynamics to express changes in character or narrative.</li> <li>Use counts when choreographing short phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.</li> <li>Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.</li> <li>Confidently perform choosing appropriate dynamics to represent an idea.</li> <li>Use counts accurately when choreographing to perform in time with</li> </ul>	<ul style="list-style-type: none"> <li>Perform dances confidently and fluently with accuracy and good timing.</li> <li>Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.</li> <li>Improvise and combine dynamics demonstrating an awareness of the impact on performance.</li> <li>Use counts when choreographing and performing</li> </ul>



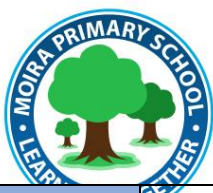
### Progression of (knowledge and) skills in PE

Gymnastics	<ul style="list-style-type: none"> <li>• Create a short sequence of movements.</li> <li>• Roll in different ways with control.</li> <li>• Travel in different ways.</li> <li>• Stretch in different ways.</li> <li>• Jump in a range of ways from one space to another with control.</li> <li>• Begin to balance with control.</li> <li>• Move around, under, over, and through different objects and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and perform a movement sequence.</li> <li>• Copy actions and movement sequences with a beginning, middle and end.</li> <li>• Link two actions to make a sequence.</li> <li>• Recognise and copy contrasting actions (small/tall, narrow/wide).</li> <li>• Travel in different ways, changing direction and speed.</li> <li>• Hold still shapes and simple balances.</li> <li>• Carry out simple stretches.</li> </ul>	<ul style="list-style-type: none"> <li>• Copy, explore and remember actions and movements to create their own sequence.</li> <li>• Link actions to make a sequence.</li> <li>• Travel in a variety of ways, including rolling.</li> <li>• Hold a still shape whilst balancing on different points of the body.</li> <li>• Jump in a variety of ways and land with increasing control and balance.</li> <li>• Climb onto and jump off the equipment safely.</li> <li>• Move with increasing control and care.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose ideas to compose a movement sequence independently and with others.</li> <li>• Link combinations of actions with increasing confidence, including changes of direction, speed or level.</li> <li>• Develop the quality of their actions, shapes and balances.</li> <li>• Move with coordination, control and care.</li> <li>• Use turns whilst travelling in a variety of ways.</li> <li>• Use a range of jumps in their sequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a sequence of actions that fit a theme.</li> <li>• Use an increasing range of actions, directions and levels in their sequences.</li> <li>• Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance.</li> <li>• Travel in different ways, including using flight.</li> <li>• Improve the placement and alignment of body parts in balances.</li> <li>• Use equipment to vault in a variety of ways.</li> <li>• Carry out balances, recognising the</li> </ul>	<p>others and the music.</p> <ul style="list-style-type: none"> <li>• Select ideas to compose specific sequences of movements, shapes and balances.</li> <li>• Adapt their sequences to fit new criteria or suggestions.</li> <li>• Perform jumps, shapes and balances fluently and with control.</li> <li>• Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</li> <li>• Confidently use equipment to vault in a variety of ways.</li> </ul>	<p>to improve the quality of work.</p> <ul style="list-style-type: none"> <li>• Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</li> <li>• Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</li> <li>• Confidently use equipment to vault and incorporate this into sequences.</li> <li>• Apply skills and techniques consistently, showing</li> </ul>
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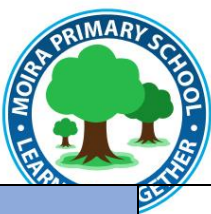
Progression of (knowledge and) skills in PE

		<ul style="list-style-type: none"> <li>• Carry out a range of simple jumps, landing safely.</li> <li>• Move around, under, over, and through different objects and equipment.</li> <li>• Begin to move with control and care.</li> </ul>		<ul style="list-style-type: none"> <li>• Begin to use equipment to vault.</li> <li>• Create interesting body shapes while holding balances with control and confidence.</li> <li>• Begin to show flexibility in movements</li> </ul>	<p>position of their centre of gravity and how this affects the balance.</p> <ul style="list-style-type: none"> <li>• Begin to develop good technique when travelling, balancing and using equipment.</li> <li>• Develop strength, technique and flexibility throughout performances</li> </ul>	<ul style="list-style-type: none"> <li>• Apply skills and techniques consistently.</li> <li>• Develop strength, technique and flexibility throughout performances.</li> <li>• Combine equipment with movement to create sequences.</li> </ul>	<p>precision and control.</p> <ul style="list-style-type: none"> <li>• Develop strength, technique and flexibility throughout performances.</li> </ul>
OAA	<ul style="list-style-type: none"> <li>• Explore activities making own decisions in response to a task.</li> <li>• Make decisions about where to move in space.</li> <li>• Follow a path.</li> <li>• Share their ideas with others.</li> <li>• Begin to identify personal success.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow instructions accurately.</li> <li>• Work co-operatively with a partner and a small group, taking turns and listening to each other.</li> <li>• Try different ideas to solve a task.</li> <li>• Follow and create a simple diagram/map.</li> <li>• Understand when a challenge is solved successfully and begin to suggest simple ways to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately follow instructions given by a peer and give clear and usable instructions to a peer.</li> <li>• Confidently communicate ideas and listen to others before deciding on the best approach.</li> <li>• Plan and apply strategies to solve problems.</li> <li>• Identify key symbols on a map and use a key to help navigate around a grid.</li> <li>• Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate with others clearly and effectively when under pressure.</li> <li>• Confident to lead others and show consideration of including all within a group.</li> <li>• Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.</li> <li>• Confidently and efficiently orientate a map, identifying key features to navigate around a course.</li> <li>• Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.</li> </ul>			



Progression of (knowledge and) skills in PE

	<ul style="list-style-type: none"> <li>Follow simple instructions.</li> </ul>						
Games		<ul style="list-style-type: none"> <li>Can travel in a variety of ways including running and jumping.</li> <li>Beginning to perform a range of throws.</li> <li>Receives a ball with basic control</li> <li>Beginning to develop hand-eye coordination</li> <li>Participates in simple games</li> </ul>	<ul style="list-style-type: none"> <li>Confident to send the ball to others in a range of ways.</li> <li>Beginning to apply and combine a variety of skills (to a game situation)</li> <li>Develop strong spatial awareness.</li> <li>Beginning to develop own games with peers.</li> <li>Understand the importance of rules in games.</li> <li>Develop simple tactics and use them appropriately.</li> <li>Beginning to develop an understanding of attacking/defending</li> </ul>	<ul style="list-style-type: none"> <li>Understands tactics and composition by starting to vary how they respond.</li> <li>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</li> <li>Beginning to communicate with others during game situations.</li> <li>Uses skills with coordination and control.</li> <li>Develops own rules for new games.</li> <li>Makes imaginative pathways using the equipment.</li> <li>Works well in a group to develop various games.</li> </ul>	<ul style="list-style-type: none"> <li>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</li> <li>Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking</li> <li>Uses skills with coordination, control and fluency.</li> <li>Takes part in competitive games with a strong understanding of tactics and composition.</li> <li>Can create their own games using knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</li> <li>Shows confidence in using ball skills in various ways, and can link these together.</li> <li>Uses skills with coordination, control and fluency.</li> <li>Takes part in competitive games with a strong understanding of tactics and composition.</li> <li>Can create their own games using knowledge and skills.</li> <li>Can make suggestions as to what</li> </ul>	<ul style="list-style-type: none"> <li>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</li> <li>Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking</li> <li>Keeps possession of balls during games situations.</li> <li>Consistently uses skills with coordination, control and fluency.</li> <li>Takes part in competitive games with a strong understanding</li> </ul>



Progression of (knowledge and) skills in PE

				<ul style="list-style-type: none"> <li>• Beginning to understand how to compete with each other in a controlled manner.</li> <li>• Beginning to select resources independently</li> </ul>	<ul style="list-style-type: none"> <li>• Works well in a group to develop various games.</li> <li>• Compares and comments on skills to support the creation of new games.</li> <li>• Can make suggestions as to what resources can be used to differentiate a game.</li> <li>• Apply basic skills for attacking and defending.</li> <li>• Uses running, jumping, throwing and catching in isolation and combination</li> </ul>	<ul style="list-style-type: none"> <li>resources can be used to differentiate a game.</li> <li>• Apply basic skills for attacking and defending.</li> <li>• Uses running, jumping, throwing and catching in isolation and combination.</li> </ul>	<ul style="list-style-type: none"> <li>of tactics and composition.</li> <li>• Can create their own games using knowledge and skills.</li> <li>• Modifies competitive games.</li> <li>• Compares and comments on skills to support the creation of new games.</li> <li>• Can make suggestions as to what resources can be used to differentiate a game.</li> <li>• Apply knowledge of skills for attacking and defending.</li> <li>• Uses running, jumping, throwing and catching in isolation and in combination.</li> </ul>
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### Progression of (knowledge and) skills in PE

Swimming		<ul style="list-style-type: none"> <li>• Float on front and back for short periods of time.</li> <li>• Glide on front and back over short distances.</li> <li>• Confidently roll from front to back and then regain a standing position.</li> <li>• Submerge and regain feet in the water</li> </ul>	<ul style="list-style-type: none"> <li>• Breathe in sync with an isolated kicking action from poolside.</li> <li>• Use arms and legs together to move effectively across a short distance in the water.</li> <li>• Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.</li> </ul>	<ul style="list-style-type: none"> <li>• Swims competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</li> <li>• Performs safe self-rescue in different water-based situations.</li> </ul>
Athletics	<ul style="list-style-type: none"> <li>• Can run at different speeds.</li> <li>• Can jump from a standing position</li> <li>• Performs a variety of throws with basic control.</li> </ul>	<ul style="list-style-type: none"> <li>• Can change speed and direction whilst running.</li> <li>• Can jump from a standing position with accuracy.</li> <li>• Performs a variety of throws with control and coordination.</li> <li>• Can use equipment safely</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country</li> <li>• Can perform a running jump with some accuracy</li> <li>• Performs a variety of throws using a selection of equipment.</li> <li>• Can use equipment safely and with good control.</li> <li>• Beginning to build a variety of running techniques and use with confidence.</li> <li>• Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</li> <li>• Demonstrates accuracy in throwing and catching activities.</li> <li>• Describes good athletic performance using correct vocabulary.</li> <li>• Can use equipment safely and with good control.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to build a variety of running techniques and use with confidence.</li> <li>• Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</li> <li>• Beginning to record peers' performances, and evaluate these.</li> <li>• Demonstrates accuracy and confidence in throwing and catching activities.</li> <li>• Describes good athletic performance using correct vocabulary.</li> <li>• Can use equipment safely and with good control.</li> </ul>