

PE Subject Progression

Progression of the skills and knowledge framework

Sport	Aspect	Year 3	Year 4	Year 5	Year 6
Football	Ball Mastery (Dribble/Skill)	I can use a range of skills to keep possession and make progress towards a goal, on their own and with others	I can travel with a ball showing increasing control using both feet	I can travel with a ball showing changes of speed and directions using either foot	I can dribble effectively around obstacles
	Passing	I can push a ball to a receiver with my foot and follow through in the correct direction.	I can use the flat of my foot to pass the ball.	I can use the top of my foot to pass the ball.	I can use aerial passes accurately.
	Shooting	I can send a ball to a target with any part of my foot.	I can use any foot position to send a ball to a target consistently.	I can strike the ball with the top of my foot, generating different amounts of power.	I can control then shoot in a fluid action.
	Attacking vs Defending	I can explain what is attack and defence	I can identify differences in attack and defence	I can make things harder for an opponent by directing the ball into different spaces and at different heights	I can perform skills with accuracy, confidence and control, adapting them to meet the needs of the situation
	Match Play	I can work cooperatively with other members of my team.	I can position myself so that I make an impact in a game.	I can identify where to position myself to be most effective in a game.	I can direct team mates to a position to be most effective in a game.
	Tournament	I can demonstrate the correct etiquette for a sporting event	I can compete using sportsmanship and fair play	I can show that I am respectful and supportive of others	I can motivate others to maintain a positive performance
Rugby	Ball Mastery	I can use a range of skills to help me keep possession and control of the ball	I can travel with a ball showing increasing control using both hands	I can travel with a ball showing changes of speed and directions using either hand	I can consistently dodge and move around opponents while holding the ball in 1 hand.
	Passing	I can pass and receive a ball when standing still	I can pass and receive a ball while running.	I can consistently pass a ball backward	I can throw with precision and accuracy when sending and receiving
	Tagging	I can tag an opponent by tapping them on the back.	I can make a take by removing a band.	I can use a tag belt to make a tackle	I can effectively make tackles from all directions.
	5 v 5	I can run and move with the ball in 2 hands.	I can run in a range of directions while holding the ball in 2 hands.	I can carry the ball securely and change directions to move around a player.	I can set team mates into positions within a game.
	Match Play	I can explain specific differences in the rules of rugby.	I can begin to identify correct and incorrect procedures in matches.	I can explain identify when foul play has occurred.	I can officiate small sided games.
	Tournament	I can demonstrate the correct etiquette for a sporting event	I can compete using sportsmanship and fair play	I can show that I am respectful and supportive of others	I can motivate others to maintain a positive performance
Gymnastics	Rolls and Shapes	I can include new rolls in sequences	I can perform a range of rolls with control and accuracy	I can perform a range of rolls including consistently showing control and accuracy	I can perform a range of rolls showing different entrances and exits
	Leaps and Jumps	I can include new jumps in sequences	I can perform a range of jumps with control and accuracy	I can confidently use equipment to vault in a variety of ways.	I can use multiple pieces of equipment in succession to demonstrate different jumps.
	Individual and Group Balances	I can create interesting body shapes while holding balances with control and confidence.	I can improve the placement and alignment of body parts in balances recognising the position of their centre of gravity and how this affects the balance.	I can combine actions and maintain the quality of performance when performing balances at the same time as a partner	I can perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension

PE Subject Progression

Progression of the skills and knowledge framework

	Apparatus Balances	I can explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel	I can explore different combinations of apparatus to look at shape, balance and travel and know how to utilise this equipment to enhance their movements	I can make similar or contrasting shapes on the floor and apparatus, working with a partner	I can select and use different pieces of apparatus to aid me demonstrating different types of balance on different levels.
	Routine Preparations	I can devise and perform a gymnastic sequence, showing a clear beginning, middle and end	I can develop longer and more varied movement phrases with smooth, planned links between actions	I can work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement	I can plan a movement sequence and perform with precision, control and fluency, showing a wide range of actions including variations in speed, levels and directions
	Routine Performance	I can perform a short sequence of movements and improve the quality of the actions and transitions	I can perform a sequence where the children combine varieties of speed, level, direction and a variety of shapes	I can perform sequences with changes of speed, level, direction and clarity of shape	I can perform combinations of actions and abilities that show clear differences between levels, speeds and directions, with fluency and accuracy
Netball	Passing and Rules	I can send a ball in the direction of another player	I can catch a ball consistently after it bounces.	I can use a range of techniques when passing, e.g. high, low, bounced, fast, slow	I can pass and receive a ball in space to move into.
	Pivoting and Interception	I can find and move into space	I can stop, keeping one foot placed, after catching a ball.	I can pivot in different directions whilst holding the ball	I can stop still after jumping to receive a ball.
	Shooting	I can throw a ball into a simple net/goal	I can throw a ball to a net/goal with accuracy	I can shoot the ball using one hand above my head.	I can consistently score using overhead shots from ever increasing distances.
	Keep ball	I can stop or catch a ball after a bounce	I can use movement skills to help my team keep possession of a ball.	I can catch/intercept a ball consistently in a variety of ways	I can use a full range of skills, passes and movement to maintain possession.
	Match Play	I can explain some of the different positions in netball	I can choose where I should position myself to be a defender or an attacker	I can identify which position is my strongest	I can play confidently in a range of positions
	Tournament	I can demonstrate the correct etiquette for a sporting event	I can compete using sportsmanship and fair play	I can show that I am respectful and supportive of others	I can motivate others to maintain a positive performance
Basketball	Ball Control and Dribbling	I can travel with control whilst bouncing a ball	I can dribble the ball in any manner with a least three bounces in a row.	I can dribble the ball in my weaker hand.	I can dribble the ball with either hand while moving in any direction.
	Passing and Moving	I can choose good locations to stand when receiving, and give reasons for my choice	I can use a range of skills that allow me to keep hold of the ball, before passing to a member of my team	I can use chest and bounce passes accurately.	I can pass the ball into space using lob passes.
	Pivot and Interception	I can turn on the spot and pass the ball to an open player	I can move to intercept a ball from an opponent	I can pivot on a fixed foot in different directions	I can intercept and immediately pass the ball in a fluid movement.
	Shooting and Layups	I can attempt to shoot a ball in any manner or style	I can make a basket with any style of shot.	I can make a basket using lay ups.	I can score baskets by using a jump shot.
	Match Play	I can explain simple rules of basketball	I can use a range of learnt techniques to ensure fair play and I know how to score goals to win a game	I can keep a game going using a range of different types of throw	I can use techniques to deceive and move past opponents
	Tournament	I can demonstrate the correct etiquette for a sporting event	I can compete using sportsmanship and fair play	I can show that I am respectful and supportive of others	I can motivate others to maintain a positive performance

PE Subject Progression

Progression of the skills and knowledge framework

Health Related Fitness	Circuit Training	I can identify how an activity can raise my heart rate	I can explain how different activities exercise different parts of the body	I can identify how different activities have different intensities	I can evaluate the effectiveness of a range of circuit activities
	Strength Training	I can explain the roles of muscles in the body	I can identify the muscles being used within different activities	I can name key muscles in the body	I can identify what activities would benefit different sports
	Skill Sets	I can develop and improve my abilities within key motor skills	I can use similar skills in different situations	I can refine an activity to develop skills further	I can evaluate how well I have developed skills and give suggestions of further improvements
	Cardio Tests	I can identify that my heart rate has increased during activities	I can measure my resting and working heart rate	I can identify how heart rate can be affected with different activities	I can explain how lifestyle choices can affect cardio capacity
	Plyometrics	I can use simple jumping techniques to develop strength	I can use greater coordination and apply this with more complex plyometrics	I can evaluate the effectiveness of exercises and identify which have greater effect on my body.	I can devise additional exercises that can be used to develop strength
	Circuit Training	I can vary the level of intensity that I work at within a circuit	I can identify key activities that are part of a circuit.	I can design my own circuit for others to use	I can create a circuit that helps develop a specific skill
Hockey	Dribble and Control	I can dribble the ball in front to the right of my body.	I can keep contact between the stick and ball when moving around obstacles.	I can dribble with the ball using the reverse of my stick	I can stop and control the ball with my reverse stick.
	Passing and Stopping	I can use a push pass to send a ball to a partner.	I can pass the ball by hitting it towards a partner.	I can pass the ball by scooping it off the ground	I can pass to another player using a range of passes over differing distances.
	Euro Hoc Games	I can move toward an opponent to apply pressure.	I can move forwards changing direction from left to right.	I can move forwards and backwards using all directions	I can use different skills and movements to deceive opponents
	Attacking and Defending	I can score by hitting a ball toward a goal or target.	I can perform an advancing range of skills with accuracy and control, repeatedly in a range of situations	I can run towards a target with a ball and make a shot at it.	I can choose when to pass or dribble, so that I keep possession and make progress towards the goal
	Match Play	I can perform the basic skills needed for the games with control and consistency	I can apply pressure to an opponent so they lose possession.	Use a range of skills proficiently with game situations.	I can play matches, choosing and using skills which meet the needs of the situation
	Match Play and Officiate	I can understand the rules of a game and how to engage effectively.	I can explain the rules of a game and identify what makes a foul.	I can identify simple tactics to advance a game.	I can officiate games between my peers.
Athletics	Sprints	I can demonstrate a difference between sprinting and running	I can demonstrate a sprint into 4 parts, start, pick up, drive and finish.	I can sustain and maintain running speed.	I can show consistent speed when running.
	Distance	I can run at different speeds for different periods of time.	I can run at different speeds over consistent distances	I can choose the most appropriate pace for running	I can maintain a suitable pace of running and know when to vary this in different races.
	Throwing	I can choose and throw with accuracy and power into a target	I can choose which throwing and retrieving technique to use	I can measure the distances I have thrown and can identify how to improve these.	I can adapt skills and techniques for different challenges and equipment.
	Jumping	I can demonstrate different style of jump	I can jump with accuracy and use a small range of techniques	I can reflect upon how effectively I have jumped and can alter my technique where required.	I can use the correct techniques to jump with strength and power.
	Archery	I can hold and draw a bow	I can fire an arrow towards a target	I am beginning to hit a target consistently.	I can consistently hit a target over varying distances.

PE Subject Progression

Progression of the skills and knowledge framework

	Sports Day Assessment Drills	I can identify the rules of different events	I can ensure that peers participate correctly	I can maintain sportsmanship in different events	I can explain the rules of events and officiate them correctly.
Striking and Fielding	Throwing, Catching and Fielding	I can throw and catch a ball with relative success	I can consistently throw, catch and stop a ball.	I can use field techniques, such as long barrier, to stop a ball.	I can use a variety of fielding techniques which increase the opportunities for run outs.
	Batting	I can hold a bat correctly	I can the appropriate stance for batting and can make an effort to strike ball.	I can strike a ball with intent and throw it more accurately when bowling and/or fielding	I can hit the ball with purpose, varying the speed, height and direction
	Bowling	I can grip the ball and release it consistently	I can use the correct technique to bowl ball.	I can use the correct technique to bowl consistently at a target.	I can use different ways of bowling
	Match Play	I can choose and use batting or throwing skills to make the game hard for my opponents	I can choose the best skills to use when playing on different sides within a game	I can judge how far I can run to score points	I can position myself in the field to ensure I make impact on the game.
	Tournament	I can demonstrate the correct etiquette for a sporting event	I can compete using sportsmanship and fair play	I can show that I am respectful and supportive of others	I can motivate others to maintain a positive performance
	Golf	I can grip a club successfully.	I can consistently hit a ball using correct stroke.	I can hit a ball to a given target.	I am able to hit a ball to a regulation sized target.
Net wall	Hand Tennis	I can move around a playing area comfortably to attack a ball	I can change my body position to play different shots.	I can move around a court and identify the correct location to play my shots.	I can read game situations and predict where my opponent is likely to play a shot.
	Tennis Racquet Control	I can hold a racquet correctly and use it to bounce a ball	I can bounce a ball on my forehand and backhand.	I can travel in a set area while bouncing the ball with my racquet	I can catch and stop a ball on my racquet on my fore and back hand.
	Returning a ball	I can return a ball to a partner after multiple bounces	I can return a ball on a half volley using my forehand	I can return a ball on a half volley using my backhand	I can play shots on both sides of my body and above my head in practices and when the opportunity arises in a game
	Badminton Skills	I can hit a shuttle successfully	I can hit a target with a shuttle	I can sustain a rally of at least 5 shots in a game of badminton.	I can vary my shots from the back of the court to drop shots.
	Rally Play	I can sustain a rally of at least 5 shots	I can maintain a rally playing half volleys for at least 5 shots	I can develop and maintain a rally using forehand and some backhand strokes.	I can maintain a rally of good duration using a range of shots on my back and fore hand.
	Match Play	I can target my shots within a playing area to score points.	I can place my shots in a specific area to increase my chance of scoring points.	I can effectively play a competitive net/wall game, keep and use rules I am are given	I can play a recognised version of a net game showing tactical awareness and knowledge of rules and scoring
Dance	Acquiring and developing skills	I can improvise freely on my own or with a partner, taking ideas from a stimulus and creating movement.	I can explore and create characters and narratives in response to stimuli.	I can explore and use improvisation on my own and with others.	I can explore, improvise and combine movement ideas fluently.
	Selecting and applying skills and compositional ideas	I can create and link simple dance actions or motifs.	I can use simple dance principles to create actions and motifs.	I can compose dances by adapting and developing actions from different dances.	I can create motifs, phrases and whole dances.
		I can perform dances with awareness of rhythm, dynamics and expression on own or in groups.	I can perform more complex dance routines that communicate a narrative.	I can use expression to perform dance emotively	I can use compositional principles when creating dances

PE Subject Progression

Progression of the skills and knowledge framework

	Evaluating and improving performance	I can describe and evaluate compositional features of dances.	I can describe and evaluate others' dances based upon narrative.	I can describe and analyse dances in relation to the context or style.	I can identify what makes an effective dance performance
		I can explain how I could improve my dances			I can refine and critique mine and others' work.
Swimming	Water Safety	I can safely enter the pool by jumping.	I can jump in, swim 5m and turn back to my point of entry.	I can attempt to jump in without submerging my face	I can enter the pool using a straddle jump
		I can lift myself out of the water with support.	I can lift myself out of the pool independently.	I can jump in, swim 5m, tread water for 20 seconds then return	I can jump in, tread water for 45 seconds and return to point of entry
	Acquiring and developing skills	I can demonstrate effective arm actions using floatation aids.	I can perform a dolphin (double) leg action.	I can push and glide from the side with my face in the water	I can swim underwater for at least 5m
		I can use an aid to kick my legs and blow bubbles over 10m	I can submerge and collect a toy from the floor.	I can perform a head or feet first surface dive	I can perform a forward or backward roll in the water.
	Selecting and applying skills	I can swim 5m on my front and back.	I can swim 10m on my front and back.	I can swim 25m with stroke of my choice	I can swim 25m front crawl
		I can perform a star float on my back for 5 seconds	I can perform a mushroom float for 3 seconds	I can swim 10m of breaststroke	I can swim 25m of back crawl
	Evaluating and improving	I can identify what is my preferred action in the water.	I can explain why I am able to stay under water longer.	I can identify where others could improve their swimming	I can coach others to improve their swimming
	Water Rescue	I can perform a reach rescue	I can tread water for 10 seconds	I can assist others out of the pool.	I can perform the HELP position
Outdoor and adventurous	Acquiring and developing skills	I can work with others to solve challenges.	I can develop my skills consistently so I can explain outcomes to others.	I can use orienteering skills as part of a group.	I can use a range of orienteering and problem-solving skills with others and on my own.
	Selecting and applying skills	I can choose the most effective approach to solve a task.	I can use different strategies to complete tasks efficiently.	I can decide which task is the most appropriate to complete a task well.	I can adapt the skills I have learnt for different and unfamiliar environments
	Evaluating and improving performance	I can describe and evaluate my performance at a task.	I can evaluate the effectiveness of myself and others and give suggestions of how to make improvements.	I can identify the importance of teamwork when developing and sharing ideas.	I can improve the outcome by devising alternative methods or approaches.