PE progression of skills

Movement and athletics

National curriculum links — KS1: Develop running, jumping, throwing and catching, alongside agility, balance and coordination; apply these movements in varied activities.

KS2: Combine running, jumping, throwing and catching; develop strength, flexibility, technique, control and balance; improve on previous performances.

Year	Physical skills	Knowledge and decisions	Example evidence
1	• Run and change speed or direction with control. • Jump, hop and skip with safe take-offs and landings.	• Recognise how speed and direction affect movement. • Know how to land safely and keep balance.	• Changes speed and demonstrates controlled jumps and landings.
2	• Run, dodge and change direction with greater control. • Link jumps, hops and skips in a sequence.	• Know when to change speed or direction. • Recognise how linking movements helps performance.	• Dodges purposefully and links jumps without losing balance.
3	• Sprint and take part in simple relay activities. • Throw for accuracy or distance and perform controlled jumps.	• Understand how to start quickly and work in a relay. • Choose a suitable throwing technique for the task.	• Uses a controlled sprint start and adjusts throwing for purpose.
4	• Run at speed and pace a longer run. • Develop throwing and jumping techniques for distance.	• Explain why sprinting and longer runs need different pacing. • Identify how technique can improve a jump or throw.	• Adjusts pace and demonstrates improved throwing or jumping.
5	• Sprint and exchange a baton with increasing accuracy. • Combine jumping, throwing and hurdling skills with control.	• Recognise how timing and technique affect performance. • Use feedback to improve a personal result.	• Completes a controlled relay changeover and improves an event skill.
6	• Apply running, jumping and throwing skills in different events. • Combine skills with control in individual and team challenges.	• Select suitable techniques and effort for each event. • Compare performances and identify improvements.	• Uses appropriate techniques and explains a personal improvement.

Ball skills and invasion games

National curriculum links — KS1: Develop basic throwing and catching; take part in team games using simple attacking and defending tactics.

KS2: Combine movement and ball skills in modified competitive games; apply attacking and defending principles and evaluate performance.

Year	Physical skills	Knowledge and decisions	Example evidence
1	• Dribble or move a ball using hands or feet. • Send, receive and stop a ball in simple games.	• Recognise space and the need to control a ball. • Know when to send a ball towards a partner or target.	• Controls and sends a ball towards a chosen target.
2	• Dribble, pass and receive with growing accuracy. • Combine ball skills in simple attacking and defending games.	• Decide when to pass or move with the ball. • Recognise how to find space or prevent scoring.	• Passes and receives with control during a simple team game.
3	• Pass, receive and move into space to support a teammate. • Use basic attacking and defending skills in modified games.	• Explain how space and possession help a team attack. • Recognise how marking helps defend.	• Moves to receive a pass and marks an opponent.
4	• Combine passing, dribbling and shooting with control. • Respond to changes between attack and defence.	• Choose when to pass, dribble or shoot. • Explain simple tactics for keeping possession and defending.	• Makes suitable decisions during a modified game.
5	• Pass, receive and shoot with increasing accuracy under pressure. • Use positioning and movement to attack and defend.	• Choose tactics to create or restrict space. • Adapt decisions as possession changes.	• Creates a scoring chance and responds effectively in defence.
6	• Combine ball and movement skills in competitive team games. • Work with others to apply attacking and defending tactics.	• Select and adapt tactics for different situations. • Evaluate team performance and suggest improvements.	• Uses skills and tactics effectively and explains a change made.

Net and wall games

National curriculum links — KS1 foundations: Develop coordination and basic movements, including throwing and catching, ready to apply them in games.

KS2: Play modified competitive games, applying attacking and defending principles; combine movement skills and improve personal performance. Badminton and tennis are curriculum examples.

Year	Physical skills	Knowledge and decisions	Example evidence
1	• Use a bat or racket to send a ball towards a target. • Move and position the body to receive a ball.	• Recognise safe ways to strike and receive. • Know that direction and control matter when sending.	• Sends a ball with control towards a target.
2	• Strike a ball with improving accuracy and control. • Aim towards spaces away from another player.	• Choose a direction for a shot. • Recognise how placement makes returning harder.	• Directs a controlled shot into a chosen space.
3	• Send a ball over a net or across a playing area. • Begin to use a racket and return a ball with control.	• Recognise where space is available. • Choose where to send the ball to challenge an opponent.	• Returns a ball towards space in a simple rally.
4	• Use forehand and developing backhand actions. • Maintain short rallies with controlled movement and returns.	• Recognise the importance of a ready position. • Choose shot direction to move an opponent.	• Maintains a short rally and places a shot purposefully.
5	• Serve and return with increasing accuracy. • Combine different shots in modified competitive games.	• Choose an appropriate shot for the situation. • Explain how placement can create an advantage.	• Uses a controlled serve and varies returns in a game.
6	• Use a range of shots and serves with greater consistency. • Sustain rallies and apply skills in competitive play.	• Select shots according to an opponent's position. • Evaluate shot choices and improve performance.	• Varies placement during rallies and explains an improvement.

Striking and fielding games

National curriculum links — KS1: Develop throwing, catching and coordination; participate in team games with simple attacking and defending tactics.

KS2: Combine running, throwing and catching in modified competitive games; apply attacking and defending principles. Cricket and rounders are curriculum examples.

Year	Physical skills	Knowledge and decisions	Example evidence
1	• Strike a ball safely towards a target. • Throw, catch and stop a ball in simple activities.	• Recognise safe striking and fielding spaces. • Know how direction and control affect a strike.	• Strikes towards a target and fields a ball with control.
2	• Strike into space with improving accuracy. • Use throwing and catching skills in simple team games.	• Recognise how hitting away from fielders helps scoring. • Choose where to send or return the ball.	• Hits into space and returns a fielded ball.
3	• Strike to score and field to limit runs. • Use underarm and overarm throws as appropriate.	• Understand basic batting and fielding roles. • Choose a throw to suit the distance or target.	• Selects a suitable throw and strikes away from fielders.
4	• Combine batting, throwing and catching in modified games. • Take on different fielding roles and work as a team.	• Recognise simple rules and scoring methods. • Choose basic batting and fielding tactics.	• Performs a fielding role and makes a purposeful batting choice.
5	• Strike, bowl and field with increasing accuracy. • Combine skills to score or prevent runs in team games.	• Apply key rules and fair-play decisions. • Adapt batting and fielding tactics to the situation.	• Uses controlled batting and fielding skills during a game.
6	• Apply batting, bowling and fielding skills consistently. • Coordinate with teammates in competitive games.	• Select tactics to increase or restrict scoring. • Evaluate performance and suggest improvements.	• Adapts team tactics and explains how performance improved.

Gymnastics and creative movement

National curriculum links — KS1: Develop balance, agility and coordination and apply basic movements in varied activities.

KS2: Develop strength, flexibility, technique, control and balance; link actions into sequences and improve previous performances.

Year	Physical skills	Knowledge and decisions	Example evidence
1	• Explore different shapes, balances and ways of travelling. • Link simple movements safely on the floor or apparatus.	• Recognise different body shapes and levels. • Know how to balance and use apparatus safely.	• Performs simple shapes, balances and linked movements with control.
2	• Combine jumps, rolls and balances into a short sequence. • Travel in different directions with improving control.	• Understand how movements can be linked smoothly. • Recognise how to improve a movement or balance.	• Performs a short sequence of linked actions with balance and coordination.
3	• Perform a range of balances, rolls and jumps with control. • Create a sequence using different levels and directions.	• Choose movements that link together effectively. • Identify improvements using feedback.	• Performs a controlled sequence and improves part of it after feedback.
4	• Combine movements and balances into longer, flowing sequences. • Work with a partner to perform coordinated actions.	• Understand how timing and body position affect performance. • Recognise how strength and flexibility support movements.	• Performs a coordinated sequence with a partner and improves its timing or control.
5	• Perform more challenging balances, jumps and rolls with control. • Create and refine sequences using apparatus and varied movements.	• Choose appropriate techniques for safe take-offs and landings. • Use feedback to improve the quality of a sequence.	• Performs a varied sequence with controlled landings and makes a clear improvement.
6	• Combine balances, rolls, jumps and transitions into fluent sequences. • Perform individually or with others using strength, flexibility and precision.	• Explain how technique, control and balance improve performance. • Evaluate a sequence and make purposeful improvements.	• Performs a fluent, controlled sequence and explains how it was improved.

Dance

National curriculum links — KS1: Perform dances with simple movement patterns.

KS2: Perform dances with varied movement patterns; link actions into sequences and evaluate performance to improve.

Year	Physical skills	Knowledge and decisions	Example evidence
1	• Perform simple movements and link them into a short dance. • Change direction, speed and level.	• Recognise how movements can show an idea. • Follow and remember a simple pattern.	• Performs a short sequence with a clear change of direction or speed.
2	• Combine actions such as travelling, turning and jumping. • Perform simple patterns with a partner or group.	• Move in time with music or a rhythm. • Choose movements to express an idea or mood.	• Performs a remembered dance pattern in time with others.
3	• Link movements into a longer sequence with control. • Vary levels, directions and speed.	• Choose movements to express a theme. • Identify one way to improve a performance.	• Performs a clear sequence and improves it after feedback.
4	• Perform and adapt movement sequences in time with music. • Coordinate actions with a partner or group.	• Recognise rhythm and timing. • Explain how changes in movement affect a dance.	• Keeps time and changes movements or formations with others.
5	• Create and perform dances using varied movements and transitions. • Use unison or canon in group work.	• Choose movements and formations for a purpose. • Use feedback to refine a sequence.	• Performs a coordinated group dance and makes a purposeful improvement.
6	• Combine varied movement patterns into a controlled group dance. • Perform with clear timing, expression and coordination.	• Explain how movement choices communicate an idea. • Evaluate and refine the quality of a performance.	• Performs a fluent group sequence and explains an improvement made.

Outdoor adventurous activities

National curriculum links — KS1 foundations: Develop movement skills through cooperative activities and increasingly challenging situations. Outdoor adventurous activities are not a separate KS1 requirement.

KS2: Undertake outdoor adventurous challenges individually and in teams; communicate, collaborate and evaluate performance.

Year	Physical skills	Knowledge and decisions	Example evidence
1	• Follow instructions and complete simple movement challenges. • Work with a partner to solve a problem.	• Understand the importance of listening and taking turns. • Recognise how working together helps.	• Completes a simple challenge by cooperating with a partner.
2	• Take part in team challenges and follow simple rules. • Try different ways to complete a task.	• Share ideas and listen to others. • Recognise when a different approach might help.	• Works with a group to complete a challenge and tries an improvement.
3	• Work with others to complete outdoor challenges. • Follow simple routes or instructions safely.	• Communicate ideas and agree a simple plan. • Identify what worked well and what could improve.	• Follows a route or completes a team challenge using an agreed plan.
4	• Use simple strategies to solve problems as a team. • Follow routes and respond to changing challenges.	• Explain how communication and cooperation help a team. • Review a strategy and suggest an improvement.	• Works with others to adapt a plan and complete a challenge.
5	• Use a map and symbols to follow a route or find checkpoints. • Cooperate with others to complete navigation challenges.	• Choose a sensible route and make decisions as a team. • Evaluate how successfully a challenge was completed.	• Uses a map to navigate checkpoints and explains a route choice.
6	• Plan and complete more demanding outdoor challenges. • Take different roles and support others in a team.	• Adapt plans and decisions when challenges change. • Evaluate individual and team performance to improve.	• Helps lead a team challenge, adapts the approach and explains improvements.

Health and wellbeing

National curriculum links — Across both key stages: Support the aims of sustained physical activity and healthy, active lives.

KS1: Develop agility, balance and coordination.

KS2: Develop strength, flexibility, technique, control and balance; compare performances to improve.

Year	Physical skills	Knowledge and decisions	Example evidence
1	• Move in different ways during exercise and active games. • Join in warm-ups and take part in activities with growing confidence.	• Recognise changes in breathing and heartbeat during exercise. • Know that being active helps keep us healthy.	• Joins in physical activities and describes how exercise makes the body feel.
2	• Move with improving agility, balance and coordination. • Take part in simple fitness challenges and keep trying to improve.	• Identify activities that develop balance, coordination and fitness. • Explain why regular exercise and practice are important.	• Demonstrates balance and coordination and shows perseverance in physical challenges.
3	• Perform simple stretches, balances and controlled movements. • Use breathing and relaxation activities to support calmness.	• Recognise how movement and breathing can affect feelings. • Identify ways to relax and prepare the body for activity.	• Uses controlled movement and a simple relaxation technique.
4	• Combine movements with increasing control and flexibility. • Take part in activities that develop physical fitness and wellbeing.	• Explain how physical activity can support health and wellbeing. • Recognise the importance of warming up and using safe technique.	• Performs movements with control and explains a benefit of being active.
5	• Complete activities that develop stamina, strength and flexibility. • Practise and improve technique in personal fitness challenges.	• Identify different components of fitness and how to develop them. • Recognise personal strengths and areas to improve.	• Uses appropriate technique and identifies a personal fitness improvement.
6	• Apply stamina, strength, flexibility and control in a range of activities. • Set personal challenges and work to improve performance.	• Explain how regular activity contributes to a healthy lifestyle. • Evaluate performance and identify realistic ways to improve.	• Demonstrates controlled technique and explains progress towards a personal goal.

Thinking confidence and teamwork

National curriculum links — KS1: Build competence and confidence through cooperative and competitive activities; use simple tactics in team games.

KS2: Communicate, collaborate and compete; evaluate success, compare performances and improve.

Year	Think	Feel	Connect
1	• Name actions and explain a simple rule. • Recognise a space, target or movement choice.	• Try unfamiliar movement with support. • Notice enjoyment and show growing willingness to participate.	• Take turns and communicate with a partner. • Follow rules and recognise fair play.
2	• Choose between simple actions and explain a choice. • Identify a feature to improve and try another strategy.	• Persist after a mistake and recognise improvement. • Express feelings about activity respectfully.	• Include others and take responsibility for a role. • Listen, encourage and share equipment fairly.
3	• Explain a basic tactic or compositional choice. • Use feedback to improve a specific feature.	• Show self-belief and resilience in a challenge. • Recognise personal success beyond winning.	• Communicate in different ways and contribute a tactic. • Support others and begin to demonstrate leadership.
4	• Compare approaches and explain their effects. • Adapt a strategy or sequence using observations.	• Manage frustration and remain motivated. • Use taught strategies to support calm focus.	• Build trust, listen to different ideas and motivate teammates. • Coordinate roles and recognise the value of dance traditions.
5	• Explain when and why to apply a skill or tactic. • Interpret others' work and use results to identify a next step.	• Take responsibility for practice and personal goals. • Recognise strengths and respond positively to feedback.	• Collaborate in navigation, games and composition. • Make fair scoring or umpiring decisions and support peers.
6	• Evaluate performance and justify an adjustment. • Adapt tactics to scenarios and explain activity choices.	• Recognise success, strive for personal bests and review next steps. • Identify activities that support continued participation.	• Lead inclusively and adapt activities through STEP. • Coordinate team decisions, respect opponents and encourage others.

Vocabulary

National curriculum links — Across both key stages: Vocabulary supports pupils in understanding and applying PE knowledge, skills and processes.

Stage	Examples
Years 1 and 2	• Movement: run, jump, hop, skip, dodge. • Ball skills: throw, catch, pass, dribble, target. • Gymnastics and dance: balance, roll, sequence, rhythm. • Health and teamwork: heartbeat, breathing, cooperate.
Years 3 and 4	• Games: attack, defend, space, mark, rally, serve. • Athletics: sprint, pace, relay, distance. • Gymnastics and dance: control, transition, timing, formation. • Outdoor activities and wellbeing: route, teamwork, flexibility.
Years 5 and 6	• Games: possession, tactic, positioning, fielding. • Athletics: technique, changeover, personal best. • Gymnastics and dance: coordination, unison, canon, refine. • Outdoor activities and fitness: map, checkpoint, stamina, strength.

Swimming and water safety

National curriculum links — KS1 or KS2: Provide swimming instruction so pupils can swim confidently and competently for at least 25 metres, use several strokes effectively and perform safe self-rescue in different water situations.

Unit focus	Suggested observable progression
1. Water confidence and basic skills	• Enter and exit the pool safely; float, glide and move on front and back. • Control breathing and change position safely in the water.
2. Stroke development and distance	• Swim with growing confidence using a range of strokes, working towards 25 metres. • Practise basic self-rescue skills, including floating, treading water and signalling for help.
3. Confident swimming and water safety	• Swim at least 25 metres competently and confidently, using a range of strokes effectively. • Demonstrate safe self-rescue in different simulated water situations.