



*We all love, learn and grow together.  
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## **Year A and Year B overview - Skills progression - Physical Education (2026)**

Pupils are taught the knowledge, understanding and skills needed to engage in the process of physical, cognitive and social and emotional activities.

Below are the skills and end points for each phase.

### **EYFS**

Children at the expected level of development will:

- Experiment with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Shows some understanding that good practices about exercise, eating, sleeping and hygiene can contribute to good health.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.
- Shows a preference for a dominant hand.
- Children show good control and co-ordination in large and small movements.
- They move confidently in a range of ways, safely negotiating space.
- Children know the importance of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.

|                        | <b>Year1/2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Year 3/4</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Year 5/6</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Physical Domain</b> | <p>By the end of Year 1, pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Copy single movements and skills with a reasonable degree of accuracy and developing control</li> <li>• Perform simple dances using simple movement patterns, with prompts</li> <li>• Send and receive a variety of objects with developing control</li> <li>• Demonstrate good static balance across a range of different body shapes and positions and using bases of varying sizes</li> </ul> | <p>By the end of year 3, pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Use a broad range of movement skills with control and consistency and relevant to the learning context.</li> <li>• Begin to use fundamental movement skills in combination in sequences and in small game situations</li> <li>• Begin to use skills effectively to execute simple attack and defence strategies in a range of modified game situations</li> </ul> <p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• <b>Use fundamental movement skills in combination and with increasing confidence</b></li> </ul> | <p>By the end of year 5, pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Use a wide range of different movements in combination, maintaining good control, in a range of small sided game situations.</li> <li>• Begin to adapt the performance of different movements to meet the outcomes required</li> <li>• Develop increasingly complex sequences of movements</li> </ul> <p><b>By the end of year 6, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• <b>Combine complex sequences of actions with quality and fluency</b></li> </ul> |



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|                  | <ul style="list-style-type: none"> <li>• Begin to develop simple dynamic balance</li> <li>• Move in a range of different ways with increasing control</li> </ul> <p><b>By the end of year 2, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• <b>Move confidently in a range of different ways, linking together simple actions with control.</b></li> <li>• <b>Perform a short series of actions/movements with some changes in level, speed and direction</b></li> <li>• <b>Show good dynamic balance in a range of different contexts</b></li> <li>• <b>Show good co-ordination skills to throw, catch, strike, bounce, trap and kick a variety of objects in different contexts</b></li> <li>• <b>Begin to apply simple physical skills in team games</b></li> <li>• <b>Create and perform simple dances using simple movement patterns</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Combine movements in different ways to produce different outcomes</b></li> <li>• <b>Apply their skills in a range of modified game situations</b></li> <li>• <b>Use skills effectively to execute simple attack and defence strategies in a range of modified game situations</b></li> </ul>                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• <b>Show confidence in adapting movements and skills to meet a specific outcome</b></li> <li>• <b>Apply their skills confidently in a range of sport-specific contexts</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                |
| Cognitive Domain | <p>By the end of Year 1 pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Understand and follow simple rules</li> <li>• Use appropriate vocabulary to talk about what they are doing</li> <li>• Provide simple feedback to a partner on a specific focus</li> <li>• Observe and copy others</li> <li>• Identify appropriate movements to link to a given theme</li> <li>• Follow simple instructions to achieve a task</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>By the end of year 3, pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Apply physical skills with increasing confidence in a range of different activity areas</li> <li>• Show an understanding of simple attacking and defending strategies</li> <li>• Identify similarities in their own and others' work</li> <li>• Identify which actions are harder / easier</li> <li>• Use given success criteria to identify what they can do well and begin to suggest areas for improvement</li> <li>• Develop sequences of movement that express their own ideas</li> </ul> | <p>By the end of year 5, pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain clearly how to develop their own and others' work</li> <li>• Formulate strategies to outwit opponents</li> <li>• Identify aspects of their own performance that need to be improved and explain how</li> <li>• Use a variety of skills and techniques creatively to engage an audience</li> <li>• Plan and organise how to use skills and techniques to produce increasingly successful responses to a task</li> </ul> <p><b>By the end of Year 6, pupils should be able to:</b></p> |



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|                             | <p><b>By the end of year 2, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Describe what he/ she or a partner is doing using key words</li> <li>Remember and repeat simple movements and short patterns</li> <li>Begin to use simple strategies for attacking and defending, e.g., dodging, moving or sending into space</li> <li>Begin to apply skills in a range of different activity areas</li> <li>Create simple games and activities and identify the rules needed to make them successful</li> <li>Describe different movements using key words</li> <li>Select and link simple, appropriate movements to a given theme</li> <li>Create and perform simple dances using simple movement patterns</li> </ul> | <p><b>By the end of year 4, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Use an awareness of space and others to make good decisions</li> <li>Describe what they can do well and suggest areas for improvement</li> <li>Identify why one action/series of actions is more effective than another using given criteria for success</li> <li>Respond creatively in different situations by adjusting skills or tactics to achieve a successful outcome</li> </ul>                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Make effective judgements about the quality of a performance against a number of set criteria</li> <li>Identify key strengths and weaknesses of their own and others' performances and know how to improve</li> <li>Compare the complexities of different compositional elements, skills or tactics and how they affect performance</li> <li>Choreograph simple sequences/dances for themselves and others</li> </ul> <p>Change their tactics in response to the actions of their opposition.</p>                                                                                                                                                   |
| Social and Emotional Domain | <p><b>By the end of year 1 pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Understand key safety principles eg: using equipment safely, moving and landing safely</li> <li>Work independently on simple tasks, for short periods, asking for help when needed</li> <li>Work with a partner, sharing and taking turns</li> <li>Listen to feedback from a partner</li> <li>Watch while someone shows them an action</li> <li>Show an awareness of why exercise is good for health</li> </ul>                                                                                                                                                                                                                          | <p><b>By the end of year 3, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Recognise where they are with their learning and challenge themselves</li> <li>Persevere with challenging tasks and react positively when things are difficult</li> <li>Co-operate with others on simple tasks and give and receive feedback</li> <li>Work effectively in small groups where roles are clearly defined</li> <li>Recognise when others are finding tasks challenging and provide support and encouragement</li> <li>Describe the basic fitness components</li> <li>Explain how often and how long they should exercise to be healthy</li> </ul> <p>Record and monitor how hard they are working</p> | <p><b>By the end of year 5, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Receive constructive feedback and use it to improve their performance</li> <li>Challenge feedback appropriately and express a different perspective</li> <li>Give feedback in a constructive and sensitive manner to improve their own performance and that of others</li> <li>Negotiate and collaborate effectively with others, in a range of contexts</li> <li>Plan simple activities for themselves and others that will enable them to improve their fitness or specific aspects of their performance</li> </ul> <p>Identify the possible dangers when planning an activity.</p> |

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| Vocabulary | Say how their bodies feel before, during and after exercise.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                           | By the end of year 2, pupils should be able to:                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                   | By the end of year 4, pupils should be able to:                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                        | By the end of year 6, pupils should be able to:                     |                                                                                                                                                                                            |
|            | <ul style="list-style-type: none"><li>With encouragement, persist when learning is challenging and understand the importance of practice</li><li>Work independently and have a range of strategies for accessing help when needed</li><li>Support and encourage others with their work</li><li>Have the confidence to share their work and ideas and listen to others do the same.</li><li>Work with a partner to plan and review work</li><li>Describe how their bodies change before, during and after exercise</li></ul> <p>Explain why it is important to warm up and cool down.</p> |                                                                                                                                           | <ul style="list-style-type: none"><li>Identify and describe their own strengths and weaknesses</li><li>Set appropriate and challenging targets for themselves</li><li>Contribute to organising roles and responsibilities within a small group</li><li>Guide a small group through a simple task</li><li>Select and perform their own warm-up and cool-down activities, appropriate to the activity</li></ul> <p>Explain how different activities help develop the different components of fitness</p> |                                                                                   | <ul style="list-style-type: none"><li>Create their own learning plan and revise it when necessary</li><li>Make appropriate decisions about how to further their own learning and that of others</li><li>Lead a group to achieve a successful outcome in a range of different activities</li><li>Involve and motivate others to perform better</li></ul> <p>Explain how different individuals need different types and levels of fitness to be more effective in their activity/role/event.</p> |                                                                                                                        |                                                                     |                                                                                                                                                                                            |
|            | <b>Dance</b><br>Travel<br>Stillness<br>Direction<br>Space<br>Body parts<br>Levels                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Games</b><br>Speed<br>Striking<br>Catching<br>Own space<br>Team<br>Speed<br>Direction<br>Passing<br>Controlling<br>Shooting<br>Scoring | <b>Dance</b><br>+ Space<br>Repetition<br>Action and reaction<br>Pattern                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Gymnastics:</b><br>stretch<br>push<br>pull<br>step<br>spring<br>crawl<br>still | <b>Games:</b><br>Keep possession<br>Scoring goals<br>Keeping score<br>Making space<br>Pass/send/receive<br>Travel with a ball<br>Make use of space<br>Points/goals<br>Rules<br>Tactics<br>Batting<br>Fielding<br>Defending<br>Hitting                                                                                                                                                                                                                                                          | <b>Dance:</b><br>+ Dance style<br>Technique<br>Pattern<br>Rhythm<br>Variation<br>Unison<br>Canon<br>Action<br>Reaction | <b>Gymnastics:</b><br>Muscles<br>Joints<br>Symmetrical/asymmetrical | <b>Games:</b><br>Keeping possession<br>Passing<br>Dribbling<br>Shooting<br>Support<br>Marking<br>Attackers/defenders<br>Marking<br>Team play<br>Batting<br>Fielding<br>Bowler<br>Defending |



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|  | Body parts<br>Shape<br>Jump<br>Travel<br>Stretch<br>Wide<br>Narrow |  | slowly<br>tall<br>long<br>forwards<br>high<br>low<br>roll<br>copy<br>jump<br>land<br>balance |  | Rotation<br>Turn<br>Shape<br>Landing<br>Take-off<br>Flight<br>Performance/evaluation | Hitting<br>Offside<br>Pitch<br>Forehand/backhand |
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### SKILLS PROGRESSION.

### THE KEY SKILLS IN PHYSICAL EDUCATION THAT WE WOULD EXPECT OUR CHILDREN TO BE ACHIEVING IN EACH YEAR GROUP.

#### Year 1:

In Year 1 Physical Education, children typically focus on developing three main skills:

1. **Locomotor Skills:** This includes running, jumping, hopping, and skipping. These fundamental movements help children improve their coordination and balance.
2. **Manipulative Skills:** This involves skills like throwing, catching, kicking, and striking. These skills help children develop hand-eye coordination and control over different objects.
3. **Body Awareness and Spatial Awareness:** Children learn to understand their body movements in relation to others and their environment. This includes navigating space safely and understanding personal boundaries.

#### Year 2:

In Year 2, children typically focus on developing several key skills in Physical Education. Three main skills include:

1. **Fundamental Movement Skills:** This includes running, jumping, throwing, and catching. Children work on refining these skills to improve their coordination and confidence in physical activities.



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2. **Teamwork and Cooperation:** At this age, children need to learn how to work together in team activities, understanding roles, sharing, and supporting their peers during games and exercises.
3. **Basic Game Concepts:** Children start to understand the rules of simple games and sports, learning about fair play, turn-taking, and the importance of following instructions in both structured activities and informal play.

These skills help set a foundation for a lifelong appreciation of physical activity and teamwork.

### **Year 3:**

In Year 3, children typically focus on developing a range of physical skills in their physical education (PE) classes. Here are five main skills they should aim to achieve:

1. **Basic Movement Skills:** This includes running, jumping, throwing, and catching. Mastery of these fundamental movements is crucial for participation in various sports and physical activities.
2. **Balance and Coordination:** Children should develop their ability to maintain balance and control their movements through activities like hopping, skipping, and using balance beams or cones.
3. **Teamwork and Cooperation:** Learning to work with others in team activities and games helps develop social skills and an understanding of teamwork.
4. **Understanding Rules and Strategies:** Children should begin to grasp the basic rules of different games and sports, as well as strategies for playing them effectively.
5. **Fitness Awareness:** Introducing concepts of health and fitness, including the importance of physical activity, can help children develop a positive attitude towards being active.

### **Year 4:**

In Year 4 Physical Education, children typically focus on developing a range of skills that contribute to their overall physical literacy and ability to participate in various sports and activities. Here are five main skills they should achieve:

1. **Fundamental Movement Skills:** Mastery of basic movements such as running, jumping, throwing, and catching. These foundational skills are essential for participation in many sports.
2. **Coordination and Balance:** Improving hand-eye and foot-eye coordination, as well as overall body balance, helps children perform better in activities like gymnastics, dance, and team sports.
3. **Teamwork and Communication:** Learning to work effectively with others, understanding roles in team games, and communicating strategies and support during activities.
4. **Spatial Awareness:** Developing an understanding of personal space and the space around them, which is crucial for avoiding collisions and effectively navigating the playing area.



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5. **Fitness and Health Awareness:** Understanding the importance of physical activity for health, including basic concepts of fitness, such as strength, endurance, and flexibility, as well as the benefits of staying active.

These skills not only enhance physical capabilities but also promote confidence, social interaction, and a positive attitude towards a healthy lifestyle

### **Year 5:**

In Year 5 Physical Education, children typically focus on developing a range of skills that promote physical literacy and overall fitness. Here are seven main skills that are important for this age group:

1. **Movement Skills:** Mastery of fundamental movement skills such as running, jumping, throwing, and catching, which are essential for various sports and activities.
2. **Coordination:** Developing hand-eye and foot-eye coordination through activities like dribbling a ball or catching.
3. **Teamwork:** Learning to work collaboratively with peers in team sports, understanding roles, and communicating effectively.
4. **Game Rules and Strategies:** Understanding the basic rules and strategies of different sports, promoting fair play and sportsmanship.
5. **Fitness Awareness:** Developing an understanding of the importance of physical fitness and engaging in activities that promote cardiovascular health, strength, and flexibility.
6. **Safety Awareness:** Recognising safety rules and practices during physical activities to prevent injuries.
7. **Self-Assessment and Goal Setting:** Encouraging children to set personal fitness goals, reflect on their progress, and understand their strengths and areas for improvement.

These skills not only contribute to physical development but also foster social and emotional growth in children.

### **Year 6:**

In Year 6 Physical Education, children typically focus on developing a range of essential skills. Here are seven main skills they often work on:

1. **Teamwork and Collaboration:** Learning to work effectively with peers in team sports and group activities.
2. **Fundamental Movement Skills:** Mastering basic skills like running, jumping, throwing, and catching, which are foundational for various sports.
3. **Tactical Awareness:** Understanding strategies and tactics in games, such as positioning and decision-making during play.
4. **Fitness and Health Awareness:** Recognising the importance of physical fitness and understanding basic concepts of health and nutrition.
5. **Coordination and Balance:** Developing physical coordination and balance through various activities, including dance and gymnastics.
6. **Sportsmanship and Fair Play:** Understanding the importance of respect, honesty, and fairness in all physical activities and sports.



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7. **Self-Confidence and Motivation:** Building self-esteem through participation and improvement in physical activities, encouraging a lifelong love for movement.

These skills not only enhance physical capabilities but also contribute to social and emotional development.

### **SPECIFIC SKILLS FOR EACH AREA OF PHYSICAL EDUCATION**

Year 1/2 gymnastics:

1. **Forward Roll:** This basic skill helps develop body coordination and control. It involves tucking the chin and rolling forward on the mat.
2. **Balance Beam Skills:** Practising walking, turning, and simple poses on the beam builds balance and confidence. Start with basic movements before progressing to more complex skills.
3. **Jumping and Landing:** Skills like the tuck jump or star jump help with agility and coordination. Emphasis is placed on taking off and landing safely.

Year 3/4 gymnastics:

1. **Forward Roll:** This foundational skill helps with balance and coordination, teaching students how to roll safely and control their body.
2. **Balance Beam Walks:** Practicing walking on a balance beam enhances stability and balance, encouraging confidence in performing on narrow surfaces.
3. **Handstands:** Learning handstands develops strength in the arms and shoulders, as well as body awareness and control.
4. **Jumping and Landing:** Skills like tuck jumps and straight jumps focus on takeoff, airtime, and safe landing techniques, which are crucial for overall gymnastics performance.
5. **Cartwheels:** This dynamic movement helps improve lateral coordination, strength, and balance, and is a fun way for students to express themselves in gymnastics.

Year 5/6 gymnastics:

1. **Balance:** Practising various poses and positions on equipment like beams and mats to improve stability and control.
2. **Flexibility:** Engaging in stretches and movements that enhance range of motion, crucial for executing gymnastic elements effectively.
3. **Strength:** Building upper and lower body strength through exercises like push-ups, handstands, and leg lifts, essential for supporting body weight during routines.
4. **Coordination:** Developing the ability to synchronise movements smoothly, which is vital for performing sequences and transitions.
5. **Agility:** Working on quick and controlled movements to improve performance on different apparatus and during routines.



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6. **Body Awareness:** Understanding how to control and position the body in space, helping athletes execute tricks and land safely.
7. **Teamwork and Communication:** Collaborating with peers during group activities or routines, fostering a supportive environment for learning and performance.

Year 1/2 dance:

1. **Body Awareness:** Developing a sense of how their body moves and how to control different parts while dancing. This includes understanding balance and coordination.
2. **Rhythm and Timing:** Learning to move in time with music. This involves clapping, stepping, or moving to different beats and patterns.
3. **Creative Expression:** Encouraging students to express their feelings and ideas through movement, fostering imagination and creativity in their dance

Year 3/4 dance:

1. **Coordination:** Developing the ability to move different parts of the body together smoothly.
2. **Rhythm:** Understanding and keeping time with music, allowing movements to match the beat.
3. **Balance:** Practising techniques to maintain stability while performing various dance moves.
4. **Expression:** Using facial expressions and body language to convey emotions and tell a story through dance.
5. **Teamwork:** Collaborating with classmates to create group routines, emphasizing communication and cooperation.

Year 5/6:

1. **Coordination:** Ability to control body movements in relation to music and rhythm.
2. **Balance:** Maintaining stability during movements and poses, which is crucial for executing choreography effectively.
3. **Rhythm:** Understanding and interpreting musical beats and patterns to enhance timing and expression in dance.
4. **Flexibility:** Developing the range of motion in joints and muscles, which helps in performing various dance styles.
5. **Strength:** Building physical strength to support movements, lifts, and endurance throughout performances.
6. **Expression:** Using facial expressions and body language to convey emotions and tell a story through dance.
7. **Teamwork:** Collaborating with peers to create group routines, enhancing social skills and communication



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Year 1/2 games:

1. **Coordination and Motor Skills:** This includes basic movements like running, jumping, throwing, and catching. Activities should promote hand-eye coordination and balance, helping children develop confidence in their physical abilities.
2. **Teamwork and Communication:** Games often involve working with others. Teaching children to share, take turns, and communicate effectively is crucial. Encouraging collaborative play helps them understand the importance of teamwork.
3. **Following Rules and Fair Play:** Understanding and respecting rules is fundamental in any game. This skill promotes fairness, patience, and the ability to handle winning and losing gracefully, fostering good sportsmanship.

Year 3/4 games:

1. **Teamwork:** Collaborating with peers to achieve common goals, enhancing communication and cooperation.
2. **Problem-Solving:** Analysing game situations and making strategic decisions to overcome challenges.
3. **Coordination:** Improving physical coordination and motor skills through active participation in sports and games.
4. **Resilience:** Learning to handle setbacks and persist through challenges, fostering a growth mindset.
5. **Sportsmanship:** Understanding and practising fair play, respect for others, and graciousness in both winning and losing.

Year 5/6 games:

1. **Teamwork:** Learning to work collaboratively with teammates to achieve a common goal.
2. **Communication:** Effectively sharing ideas and strategies with others during games.
3. **Fair Play:** Understanding and practicing sportsmanship, including respect for opponents and rules.
4. **Strategy:** Developing tactical thinking to plan and execute plays or game plans.
5. **Physical Fitness:** Building endurance, strength, and coordination through regular physical activity.
6. **Skill Development:** Mastering fundamental skills specific to different sports, such as dribbling, passing, or shooting.
7. **Problem Solving:** Learning to make quick decisions and adapt strategies based on the game's flow and challenges.