



St Mary's Catholic Primary School – PE Curriculum Progression Skills 2025-26

	PE Progression of Skills						
	DANCE						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills Evaluating and Improving Performance	Physical Development: Early Learning Goal: Moving and handling Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively,	Copies and explores basic movements and body patterns Remembers simple movements and dance steps Links movements to sounds and music. Responds to range of stimuli Move safely	Copies and explores basic movements with clear control. Varies levels and speed in sequence Can vary the size of their body shapes Add change of direction to a sequence Uses space well and negotiates space clearly. Can describe a short dance using appropriate vocabulary.	Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance. Translates ideas from stimuli into movement with support. Beginning to compare and adapt movements and motifs to create a larger sequence.	Confidently improvises with a partner or on their own. Beginning to create longer dance sequences in a larger group. Demonstrating precision and some control in response to stimuli. Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness. Modifies parts of a sequence as a result of self evaluation. Uses simple dance vocabulary to compare and improve work	Beginning to exaggerate dance movements and motifs (using expression when moving) Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. · e.g using various levels, ways of travelling and motifs. Beginning to show a change of pace and timing in their movements Uses the space provided to his maximum potential. Improvises with confidence, still demonstrating fluency across their sequence. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.	Exaggerate dance movements and motifs (using expression when moving) Performs with confidence, using a range of movement patterns. Demonstrates a strong imagination when creating own dance sequences and motifs. Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs. Beginning to show a change of pace and timing in their movements. Is able to move to the beat accurately in dance sequences. Improvises with confidence, still demonstrating fluency across their sequence.



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							Dances with fluency, linking all movements and ensuring they flow. Demonstrates consistent precision when performing dance sequences. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work
GYMNASTICS							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills Evaluating and Improving Performance	Physical Development: Early Learning Goal: Moving and handling Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively,	Copies and explores basic movements with some control and coordination. Can perform different body shapes (curled, tense, stretched and relaxed) Performs at different levels Can perform 2 footed jump Can use equipment safely Balances with some control Roll, curl, travel and balance in different ways	Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence Link movements together to create a sequence Improve sequence based on feedback	Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements Beginning to develop good technique	Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequence	Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about strategy, tactics and composition when performing and evaluating. Uses increasingly complex gym vocabulary to describe how to improve and refine performances. Links skills with control, technique, co-ordination and fluency.	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group. Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and



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				when travelling, balancing, using equipment etc		Understands composition by performing more complex sequences. Able to create and perform a routine independently.	apparatus, showing consistency, fluency and clarity of movement. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses a range of complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Able to create and perform a routine independently.
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ATHLETICS							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills Evaluating and Improving Performance	Physical Development: Early Learning Goal: Moving and handling Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively,	Can run at different speeds. Can jump from a standing position Performs a variety of throws with basic control. Practise short distance running	Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and co-ordination. preparation for shot put and javelin Can use equipment safely Hurdle an obstacle To run a distance · Can complete an obstacle course	Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control. Take part in a relay	Beginning to build a variety of running techniques and use with confidence. (sprint- short distance/show stamina on long distance. Can perform a running jump with more than one component. · e.g. hop skip jump (triple jump) Demonstrates accuracy in throwing and catching activities and hit a target. Describes good athletic performance using correct vocabulary.	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. · e.g. hop skip jump (triple jump) Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities.	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. · e.g. hop skip jump (triple jump) Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in



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					Can use equipment safely and with good control.	Combine running and jumping. Can use equipment safely and with good control. Show control when taking off and landing	throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control. Demonstrate stamina and increased strength
OUTDOOR AND ADVENTUROUS ACTIVITY							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills				Develop the range and consistency of their skills and work with others to solve challenges	Develop the range and consistency of their skills and work with others to solve challenges	Develop and refine orienteering and problem solving skills when working in groups and on their own	Develop and refine orienteering and problem solving skills when working in groups and on their own
Selecting and Applying Skills				Choose and apply strategies and skills to meet the requirements of a task or challenge	Choose and apply strategies and skills to meet the requirements of a task or challenge	Decide what approach to use to meet the challenge set Adapt their skills and understanding as they move from familiar to unfamiliar environments	Decide what approach to use to meet the challenge set Adapt their skills and understanding as they move from familiar to unfamiliar environments
Knowledge of Health and Fitness				Recognise the effect of different activities on the body and to prepare for them physically Work safely	Recognise the effect of different activities on the body and to prepare for them physically Work safely	Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing	Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing
Evaluating and Improving Performance				Describe and evaluate their own and others' performances, and identify areas that need improving	Describe and evaluate their own and others' performances, and identify areas that need improving	See the importance of a group or team plan, and the value of pooling ideas Improve their performance by changing or adapting their approaches as needed	See the importance of a group or team plan, and the value of pooling ideas Improve their performance by changing or adapting their approaches as needed



SWIMMING			
	Year 3/4	Year 5	Year 6
Acquiring and developing skills	- Swim between 25 and 50 metres unaided. - Use more than one stroke and coordinate breathing as appropriate for the stroke being used. - Coordinate leg and arm movements. - Swim at the surface and below the water.	Repeat Year 4 if not able to swim 25m	Repeat Year 4 if not able to swim 25m

GAMES KS1			
	EYFS	Year 1	Year 2
Acquiring and developing skills	Physical Development: Early Learning Goal: Moving and handling Children show good control and coordination in large and small movements.	Multi-Skills - To explore static balancing and understand the concept of bases. - To combine a number of co-ordination drills, using upper and lower body movements. - To aim a variety of balls and equipment accurately. - To time running to stop or intercept the path of a ball. - To travel in different ways, showing clear transitions between movements. - To travel in different directions (side to side, up and down) with control and fluency. - To practise ABC (agility, balance and coordination) at circuit stations	Multi-Skills - Confident to send the ball to others in a range of ways. - Beginning to apply and combine a variety of skills (to a game situation) - Develop strong spatial awareness. - Beginning to develop own games with peers. - Understand the importance of rules in games. - Develop simple tactics and use them appropriately.
Evaluating and Improving Performance	They move confidently in a range of ways, safely negotiating space. They handle equipment effectively,	Field Games - To practise basic striking, sending and receiving - To use throwing underarm and catching skills in a game. - To practise accuracy of throwing and consistent catching. - To strike with a racket or bat. - To play a game fairly and in a sporting manner	Field Games - To position the body to strike a ball. - To develop catching skills. - To throw a ball for distance. - To practise throwing skills in a circuit. - To play a game fairly and in a sporting manner.
		Ball Skills - To master basic sending and receiving techniques. - To develop balance, agility and co-ordination. - To master basic sending and receiving skills. - To develop balance, agility and co-ordination. - To master basic sending and receiving techniques - To develop balance, agility and co-ordination. - To master basic sending and receiving. - To make use of coordination, accuracy and weight transfer. - To use ball skills in game based activities	Ball Skills - To use hand-eye coordination to control a ball. - To catch a variety of objects. - To vary types of throw. - To kick and move with a ball. - To develop catching and dribbling skills. - To use ball skills in a mini tournament.



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GAMES KS2				
	Year 3	Year 4	Year 5	Year 6
<u>Football</u> Acquiring and developing skills Evaluating and Improving Performance	I can understand the difference between attack and defence. I can pass with the instep of my foot. I can use the laces of my feet to hit (shoot) a ball with power. I can tackle in a safe manor. I can dribble the ball with the laces of my feet. I can use skills within small sided games.	I can pass the ball with the instep of my foot over a varied distance. I can use tactics within defence and attack. I can begin to shoot from a variety of distances. I can tackle in a safe manor. I can begin to dribble in a range of directions. I can use skills with 7 a side games.	I can pass using different surfaces of the foot. I can begin to understand different positions. I can shoot with accuracy using varied techniques. I can use jockeying as a defensive technique. I can dribble in a range of directions with different surfaces of the foot. I can use skills in 7 a side games. I can use different tech	I can pass the ball accurately using different surfaces of the foot over different distances. I can use positions within a game situation. I can shoot accurately. I can use the Cruyff turn and drag back to change direction and stop the ball. I can dribble at varied speeds. I can use skills within 9 aside games.
<u>RUGBY</u> Acquiring and developing skills Evaluating and Improving Performance	I can manipulate the rugby ball in both hands I can throw and catch a rugby ball in the air I can pass a rugby ball over and under to a partner I can practise scoring a try by running and placing the ball on the ground. I can pass the ball backwards. I can use body position to help with tackling.	I can pass a rugby ball to others with increasing speed I can understand the basic rules of tag rugby. I can work as a team, using ball-handling skills. I can pass and carry a ball using balance and coordination. I can consistently pass the ball accurately. I can use defensive techniques to 'tag partner'. I can use skills within a game situation.	I can pass and receive the ball with some control under pressure I understand the rules of the game I can move into space to help my team To be able to pass the ball using a range of techniques backwards. To be able to consistently catch the ball. I can use a range of skills in a game situation. I can referee a game implementing the correct rules	I can pass and receive the ball with increasing control under pressure. I can select the appropriate action for the situation. I can use the rules of the game Consistently I can create and use space to help my team I can select and apply different movement skills to lose a defender I can use tackling and/or interception to improve my defence.



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				I can begin to tackle using the correct technique on a tackle bag. I can referee a game. I can play a range of positions within a game situation
<u>BADMINTON/</u> <u>TENNIS</u> Acquiring and developing skills Evaluating and Improving Performance	To become familiar with balls and short tennis rackets. To accurately serve underarm To get the ball into play. To build up a rally.	To build a rally, focusing on accuracy of strokes. To play a variety of shots in a game situation and to explore when different shots should be played. To demonstrate and use the correct grip of the racket and understand how to get into the ready position.	To identify and apply techniques for hitting a tennis ball. To develop the techniques for ground strokes and volleys. To develop a backhand technique and use it in a game. To practise techniques for all strokes. To use the scoring system and court for singles tennis To play a tennis game using an overhead serve and the correct selections of shots. To understand and use doubles scoring in a tennis game.	To use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket. Understand how to serve the shuttle in order to start the game. Recognise the difference between the low serve and the high serve. To develop children's ability to perform and understand the 'overhead clear' shot and the impact that playing the overhead clear can have on winning points during game play. To understand that the drop shot is an attacking shot, and why. To know where the drop should be aimed for, for it to be most productive, and why. To understand how to use different shots to outwit an opponent in a game.
<u>NETBALL/</u> <u>BASKETBALL</u> Acquiring and developing skills	To develop skills in the range of passes – chest pass, overhead pass, bounce pass. To pivot whilst passing a ball. To play sided game situations based on possession.	To develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel. To be able to pivot on the ball. To understand how to make space by moving away and coming.	To demonstrate basic passing and receiving skills using a netball/basketball. To use good hand/eye co-ordination to pass and receive a ball successfully. To understand the importance of 'getting free' in order to receive a pass. To be able to shoot with more accuracy.	To understand the different positions in a netball team/basketball (five-a-side). To be able to demonstrate a range of defending skills and understand how to mark an opponent. To understand how to intercept a pass.



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Evaluating and Improving Performance	To understand the basic concept of movement off the ball. To play a small sided game with an end product.	To be able to shoot using the correct technique. To understand the rules of High 5 Netball. To be able to play High 5 Netball games	To have a deeper understanding of the position within high 5 netball and to be able to play one specific position well. To play within a game situation	To be able to shoot with accuracy from a range of positions. To be able to play a range of positions within a game situation. To be able to referee a game of Netball/basketball and implement the correct rules. To begin to play 7 a side netball.
<u>CRICKET/ROUNDERS</u> Acquiring and developing skills Evaluating and Improving Performance	To consolidate and develop a range of skills in striking and fielding. To develop and investigate different ways of throwing and to know when it is appropriate to use them. To consolidate and develop a range of skills in striking and fielding. To practise the correct technique for catching a ball and use it in a game. To consolidate and develop a range of skills in striking and fielding. To practise the correct batting technique and use it in a game situation. To consolidate and develop a range of skills in striking and fielding. To practise the correct technique for fielding and use it in a game situation. To consolidate the throwing, catching and batting skills already learned.	To develop and investigate different ways of throwing, and to know when each is appropriate. To use ABC (agility, balance, coordination) to field a ball well. To use ABC (agility, balance, coordination) to move into good positions for catching and apply it in a game situation. To use hand-eye coordination to strike a moving and a stationary ball. To consistently catch a range of different shape balls. To be able to use striking, throwing and catching skills within a game situation.	To develop skills in batting and fielding. To choose fielding techniques. To run between the wickets. To run, throw and catch. To develop a safe and effective overarm throw. To learn batting control. To use all the skills learned by playing in a mini tournament. To be able to bowl using the overhead legal action. To be able to use skills within a game kwik cricket	To throw and catch under pressure. To use fielding skills to stop the ball effectively. To learn batting control. To learn the role of backstop. To be able to bowl accurately using the overhead technique. To understand the rules of cricket and use this to umpire. To be able to play pairs cricket using a range of different skills.



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	To strike the ball for distance			
<u>HOCKEY</u> Acquiring and developing skills Evaluating and Improving Performance	I can hold the Hockey stick correctly. I can dribble with the ball, using the push technique. I can strike the ball to a specific area	I can dribble with the ball, using the push technique. I can use the push pass. I can tackle safely. I understand some rules of the sport. I can use skills within small sided game situations.	I can dribble, being able to rotate the stick when using the back hand. I can use the push pass over different distances. I can control the ball with a hockey stick effectively. I can shoot using the push and slap shot. I can understand all the rules of Hockey. I can play and referee a game situation.	I can dribble, being able to rotate the stick when using the back hand. I can use the push pass over different distances. I can control the ball with a hockey stick effectively. I can shoot using the push and slap shot. I can understand all the rules of Hockey. I can move the ball into space. I can tackle the ball from a player with my stick