

Progression of skills and knowledge in PE – KS1 Games

EYFS Activities leading to Games	Year 1 Activities leading to Games	Year 2 Activities leading to Games
I know how to travel therefore I can: - move freely and with pleasure and confidence in a range of ways, such as walking, running, jumping, hopping, skipping, galloping and sliding. - experiment in traveling in different directions such as backwards and sideways - experiment with different ways of moving - negotiate space successfully adjusting speed or changing direction to avoid obstacles I know how to use bean bags therefore I can: - balance bean bags on different body parts whilst walking in different directions - Jump, hop etc over bean bags on the floor - pass bean bags round different parts of the body - perform aim type activities using underarm throwing and looking at the target - throw into spaces, over lines and at targets - throw and catch a bean bag I know how to use a ball and therefore I can: - roll and receive a ball individually and with a partner - pass a ball around different body parts - pat and bounce a ball downwards - individually throw and catch a ball high and low - throw and catch a small ball and bounce it downwards - aim at a target, individually and with a partner - kick and dribble a ball I know how to use bats and balls and therefore I can:	I know how to travel in different ways therefore I can: - use different ways of travelling in different directions or pathways - run at different speeds and begin to use space in a game - combine travelling movements with simple defensive skills such as marking a player or defending a space - combine travelling movements with simple attacking skills such as dodging to get past a defender - combine travelling movements with travelling with equipment in different directions (side to side, forwards and backwards) with control and fluency I know how to use a ball and therefore I can: - demonstrate coordination when passing a ball around different parts of the body - bounce and pat bounce a ball with a degree of control - dribble a ball with control I know how to use a bat and ball and work with a partner and therefore I can: - steer a ball along the ground with a bat in a controlled way using different directions and weaving through slaloms - balance a ball on a bat when standing still or walking - hit a ball with a bat, upwards and downwards with some control	I know how to travel with control and fluency and therefore I can: - use different ways of traveling with increasing speed and agility - use different ways of travelling at different speeds and following different pathways, directions or courses. - change speed and direction whilst running - begin to choose and use the best space in a game I know how to bounce, throw, catch, dribble, kick and hit (strike) equipment with control and accuracy and therefore I can: - demonstrate consistency and accuracy in bouncing, throwing, catching, dribbling, kicking and striking skills, for example: • <i>show continuous and controlled bouncing with one hand and two hands, whilst static and on the move, changing speed and direction</i> • <i>show sending and receiving skills using throwing, catching and kicking with consistency, coordination and control, using a variety of apparatus, when in a stationary position and when on the move</i> - demonstrate passing and receiving skills when under pressure - understand and demonstrate striking, passing and receiving with a partner using a range of apparatus



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- push a ball along the ground, with a hand or bat, forwards and in different directions - balance a ball on a bat when standing still and then when walking around - bounce a ball downwards and upwards with the hand and then with a bat - hit a ball along the ground with a hand and then with a bat - hit a ball along the ground to a partner - move to get in line with a ball when receiving it - play aiming games in twos using bats and balls I know how to use ropes, hoops and quoits and therefore I can: - travel around and over skipping ropes when they are laid out in different shapes on the floor - use a hoop in imaginative and different ways, e.g. stepping in and out, jumping over, moving around the outside edge - hula hoop around different body parts - roll the hoop along the ground - use a quoit in imaginative and different ways, e.g. balancing, twirling, rolling and spinning, throwing and catching - pass the quoit around different parts of the body I know how to play small sided games and therefore I can - follow simple rules.	- send a ball along the ground and through the air for a partner to catch or receive I know how to send and receive, showing a degree of control, individually and in pairs using a variety of apparatus and therefore I can: - throw and catch individually and in pairs using a variety of apparatus including hoops - send a ball, beanbag or quoit, using under arm throw, roll or kick - receive a ball, beanbag or quoit with control, understanding how to get in line with the equipment to receive it - roll and retrieve a hoop I know how to skip and therefore I can: - show skipping with a rope I know how to play simple games and therefore I can: - follow simple rules to play games, including team games. - play safely with a partner in running games and when using equipment - send a ball in various ways to play individual target games or target games with a partner - aim consistently between, into, at or over a variety of targets using a range of small equipment - play aiming games cooperatively with a partner and 'keep the score' - practise and develop my sending and receiving skills in cooperative games with a partner - use steering, hitting along the ground and hitting through the air to play individual and cooperative target games - understand the concept of simple games and how to make my games harder	- understand and use 'beat your own record' activities to put skills under pressure and improve performance I know how to play group games and invent rules and therefore I can: - identify and use simple attacking and defending strategies e.g. vary the height and speed of the pass - understand and use simple tactics e.g. passing at different angles to outwit an opponent - understand and use simple tactics to work as a team e.g. when defending there must always be one person between the goal and the person with the ball - play co-operative and competitive striking, net, aiming and invasion type games with a partner using appropriate apparatus and skills - play with confidence in varying formations e.g. 2v2, 4v4, 3v1 - know how to score, invent rules and explain how to improve the game - understand and use a range of strategies for making games harder (e.g. high/low, different directions, over the head, over arm throwing, one hand, the other hand etc)
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KPIs - travel confidently in a range of ways and directions, such as walking, running, jumping, hopping, skipping, galloping and sliding showing an awareness of space - show good control and coordinate my movements when using small and large equipment in a range of ways, for example - steering a ball along the ground with hands, feet, body parts or a bat, sending equipment by sliding, rolling, throwing, kicking or hitting, receiving equipment with my hands, feet or with a bat, aiming at a target/receiver - play small-sided games following simple rules	KPIs - travel in different ways and directions, with or without equipment, with control - master basic movements and apply these in a range of activities - show good control and coordinate my movements when using small and large equipment in a range of ways, for example - track and receive a ball, bounce a ball with control, throw and catch a ball and hold a racket correctly and use it to control a beanbag or ball in a variety of ways. - apply my bat and ball skills to play a small-sided game - show some basic understanding of attacking and defending such as : • <i>think about using space in a team game</i> • <i>mark another player</i> • <i>defend the space between players</i> • <i>pass a ball to another player</i> • <i>get past a defender</i>	KPIs - choose and use the best space in a game, for example - use space when passing and receiving in a game - perform learnt skills with increasing control and coordination, for example - hold a bat with some support and show some control when hitting a ball, throw a ball underarm over a short distance, kick a ball whilst moving, catch a ball with two hands, stop a ball - choose the appropriate skill for the task – for example which throwing technique to use - combine my skills and apply them in a game situation such as begin to use throwing, catching and kicking skills in a game with some success - cooperate with others to play a team game, taking on different roles with support. - understand the importance of rules in games and be able to follow them - begin to use and understand the terms attacking and defending - use at least one technique to attack or defend to play a game successfully, for example – dodging, marking, creating space



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 Progression of skills and knowledge in PE – KS1 Gymnastics		
EYFS Activities leading to Gymnastics	Year 1 Activities leading to Gymnastics	Year 2 Activities leading to Gymnastics
I know the basic gymnastics shapes, therefore I can: - recognise and perform the basic shapes on the floor - straight, star, tuck, pike, straddle and dish and arch - perform the shapes on low apparatus and on high apparatus I know how to travel, therefore I can: - use space safely - both personal and general space - travel in different directions on the floor – forwards, backwards, sideways, up and down - recognise directions and travel on the floor with control using large / small steps, quietly / heavily, springy / flat, travel quickly and slowly - travel on feet on the floor in different ways – hopping, bouncing, striding, slithering, shuffling, rolling, crawling, walking, running, jumping, sliding - explore travelling in different ways on hands and feet - identify and use different body parts to travel on the floor I know how to jump, therefore I can: - travel along the floor and low apparatus using one foot to two feet jumping - know and understand how to jump, land and sink down safely	I know gymnastics shapes, therefore I can: - perform the basic shapes on different body parts on the floor, e.g. on my back, side, front, bottom and feet, exploring different levels - perform the shapes on low apparatus and on high apparatus I know different ways to travel in gymnastics, therefore I can: - demonstrate ways of traveling on the floor on small and large body parts including step, jump and hop, hopscotch, skipping and galloping - hop and bounce in different directions, forwards, sideways and backwards - travel showing long and narrow, wide and short shapes - know and use a variety of ways of travelling in a curled-up shape - make a simple shape for a partner to step over or travel underneath - perform these travelling movements on low and high apparatus I know different ways to jump in gymnastics therefore I can: - understand the safety implications and show a tucked jump, straight jump, half turn jump on the floor - bounce using feet in different combinations and repeat a pattern of movements on the floor	I know and understand how to perform different balance in gymnastics, therefore I can: - take weight confidently on my hands to lift my feet high (bunny hop) - take weight on hands and feet to perform a front support, back support or side support - understand and demonstrate various ways of travelling and balancing with different parts of the body being the highest point or the closest to the ground - travel underneath a partner who is holding a balanced position - understand how one movement can link with another smoothly and continuously and that movement can be performed at different speeds and on different levels I know and understand how to use hand, low and high apparatus and develop sequence work in gymnastics, therefore I can: - show various ways of travelling and balancing with the body close to, or far away from the ground or apparatus - plan and link together two or three movements showing control and coordination - understand and perform movements where different parts of the body lead into the next action e.g. hands and head can lead into a forward roll and knees and hips lead into a shoulder stand



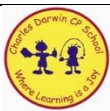
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I know how to balance, therefore I can: - recognise different body parts to balance on, both on the floor and low apparatus I can combine gymnastics skills in shape, travel and balance, therefore I can: - show curled up / stretched balances on different body parts on the floor and low apparatus - travel in different curled up / stretched positions – travelling stretched out high – away from the ground / low apparatus and stretched out low – as close to the ground / low apparatus as possible - travel along the floor and low apparatus taking weight on feet, hands and feet, sliding (on front, back, side, on different body parts) I know how to develop a sequence, when instructed, therefore I can: - copy and start to link movements together I know how to use apparatus, therefore I can: - work cooperatively to move simple apparatus - move off / under / in and out of simple apparatus	- jump from one foot to two feet and from one foot to the other foot and understand how to land safely on the floor - understand high and low level and link two jumps with a low level movement I know different ways to balance in gymnastics, therefore I can: - understand which small parts of the body can safely take weight and show high and low balanced positions using different combinations on the floor - balance upon large body parts and know how to make the shape of the balance on the floor - show a variety of wide and narrow balances on the floor - perform the balances on low apparatus I know how to roll in gymnastics, therefore I can: - understand and show which parts of the body can be used for spinning or rocking on the floor - rock on different parts of the body to stand up or turn over on the floor (progressions for forward roll) - understand the safety implications involved in various types of rolling (egg roll, log roll, teddy bear roll) and be able to show rolling sideways in curled and stretched shapes and move into and out of a sideways roll in different ways on the floor I know how to and can confidently combine gymnastics skills in shape, travel, jumps and balance, therefore I can: - show different combinations of shapes, linked by a travelling movement on the floor, on low apparatus and high apparatus	- compose a short sequence of three movements using different combinations of travel, balance and shape and show changes in direction - perform a simple sequence with a partner - understand and show different pathways on the floor or apparatus e.g. straight, zig zag and curving and travel along them using different directions - show an understand of different curves and levels - understand and identify appropriate movements to travel along different shaped pathways - select and link three different ways of travelling to create an interesting pathway (have a definite beginning, middle and end) - observe and copy a partner in follow my leader formation to show different pathways and link appropriate movements - understand and show a variety of controlled jumps e.g. $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$ or full turn using one foot to two feet or two feet to two feet - understand the safety implications and show a variety of rolls and spins on different parts of the body showing contrast in the speed - link together a turning movement in the air with a turning or spinning movement on the floor using a jump - understand that fixing one half of the body to the floor and turning the other half produces a twisted position and show various ways of moving out of it I know how to use apparatus, therefore I can: - carry and place small apparatus and follow instructions to set up large apparatus
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Charles Darwin Community Primary School – Progression of Skills and Knowledge in Physical Education 2025

	- link together a jump, safe landing and balance on low apparatus - understand high and low level and link two jumps with a low level movement on low apparatus - select two balances and link them together using travel on low apparatus, showing control and change of speed I know how to develop a sequence, therefore I can: - choose and link movements together - start to consider the beginning, middle and end of a sequence I know how to use apparatus, therefore I can: - follow instructions to carry and place apparatus	
KPIs: - recognise the basic shapes in gymnastics - experiment with different ways of moving - travel with confidence and skill around, under, over and through balancing and climbing equipment negotiating space successfully, adjusting speed or changing direction to avoid obstacles - jump and land with confidence in a range of ways, including jumping off an object and landing appropriately, jumping or hopping from one space to another - balance momentarily on one foot when shown - join a range of movements to create a short sequence of movements	KPIs: - recognise and copy contrasting shapes (small/tall, narrow/wide) - hold still shapes and simple balances - travel safely in different ways, changing direction and speed, recognising and using space appropriately - travel on apparatus with some control and care, moving around, under, over, and through different objects and equipment - perform a range of simple jumps, landing safely - control my body when rolling in different ways - create and perform a movement sequence, with some consideration given to the beginning, middle and end	KPIs: - hold a still shape whilst balancing on different points of the body - take my weight on my hands - travel in a variety of ways, including rolling (egg roll, log roll, teddy bear roll), moving with increasing control and care. - jump in a variety of ways (straight jump, tuck jump, pencil jump, pike and straddle jump) and land with increasing control and balance - climb onto and jump off the equipment safely - copy, explore and remember actions and movements to create my own sequence with coordination and varying speed and levels, with a beginning, middle and end



Progression of skills and knowledge in PE – KS1 Dance

EYFS Activities leading to Dance	Year 1 Activities leading to Dance	Year 2 Activities leading to Dance
I know about actions in dance related activities, therefore I can: - practise performing basic actions such as walking, jumping, landing, hooping, skipping, stretching, twisting and turning - change my actions by considering directions, for example - up, down and sideways, levels, for example - high and low - practise travel, turn, jump and balance with a degree of control and coordination - show movement control, for example going and stopping, move and freeze - show coordination, for example moving two body parts at the same time - show balance, for example standing on one leg - show tension, for example holding a shape or stretching to fullest range - copy the teacher and repeat short simple phases / actions on my own - remember and repeat short movement patterns I know about dynamics in dance related activities, therefore I can: - explore how actions can be changed and linked together - change the speed of my dance actions – fast / slow I know about space in dance related activities, therefore I can: - develop spatial awareness by making different shapes with my body, for example stretched, curled, wide and thin	I know about actions and dynamics in dance related activities, therefore I can: - Make shapes with my whole body showing how to make the shapes large and small - know and perform the basic dance actions with some understanding of mood and feeling in relation to the dance idea - demonstrate travelling actions, such as walking, stepping running skipping, galloping, creeping, rolling, sliding and hopping, at different speeds - demonstrate jumping actions such as springing, bounding, leaping and pouncing in different ways - demonstrate turning actions such as spinning, twirling, pivoting, rolling and spiralling - demonstrate gesturing actions such as punching, stamping, stretching, leaning and reaching - demonstrate stillness such as go and stop, freezing, holding, pausing - demonstrate the ability to hold clear body shapes both in movement and stillness - change and vary actions - demonstrate using contrasting levels, directions, speeds and weights (dynamic elements) - copy and perform simple actions/ movements and rhythmic patterns I know about space in dance related activities, therefore I can: - change and vary actions – demonstrate using contrasting sizes (spatial elements)	I know and understand actions and dynamics in dance related activities, therefore I can: - make shapes with my whole body and with isolated body parts, showing how to make the shapes round, spikey, twisty, flat - know and perform the basic dance actions with expressions to show mood and feelings - demonstrate travelling actions at different speeds (fast / slow) that fit to a purpose, for example in a hurry - demonstrate travelling actions at different levels (high / medium / low) that fit to a purpose, for example trying to hide - demonstrate jumping actions such as springing, bounding, leaping, pouncing in different ways (light and heavy) to fit a purpose, for example for joy - demonstrate turning actions that fit a purpose, for example away from source - demonstrate gesturing actions that fit a purpose, for example to a friend - demonstrate stillness to fit a purpose, for example waiting for something - begin to give consideration to the timing of their actions, considering rhythm I know and understand space in dance related activities, therefore I can: - travel using curved and zig zag pathways - move confidently in a wider space as well as in my own personal space I know and understand relationships in dance related activities, therefore I can: - dance using an awareness of different formations to communicate different ideas - work with a partner to show simple relationships and compositional



Charles Darwin Community Primary School – Progression of Skills and Knowledge in Physical Education 2025

- move about a space without bumping into others I know about performance in a dance related activity therefore I can: - move with confidence and perform to others - respond spontaneously, explore and move to a variety of stimuli and accompaniment - select actions and join them together, such as starting and finishing positions	- go and stop in control showing this in my personal and using general space I know about relationships in dance related activities, therefore I can: - copy and perform short dance phrases in different formations i.e. circle / line / pair - use simple choreographic devices such as unison, canon and mirroring I know about performance in dance related activity, therefore I can: - remember and repeat short dance phrases and simple routines - keep in time with a steady beat to perform a short dance phrase	ideas including follow my leader, copying movements, follow side by side, back to back, moving at the same time or one after another I know how to perform a dance activity, therefore I can - improvise, create and perform simple movements / rhythmic patterns in different formations in response to a variety of stimuli, including dancing with an object - perform short dances, linking actions fluently and with control
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KPIs - recognise and use a variety of body shapes - travel in different ways and in different directions, creating pathways - combine and join a range of dance actions showing different levels, remembering them to create a short dance, for example – travel, rise and fall using different speeds - show that I am aware of the space around me and can move safely about the room - respond to a range of stimuli	KPIs: - perform using a range of actions such as turning, jumping, travelling in different ways, shape, stillness and gesture with some coordination - make different shapes with my body and with others - vary speeds, levels, directions, and pathways - dance in different formations - copy and perform simple phrases and rhythm patterns	KPIs: - show some understanding of how dynamics can be used to express moods/feelings by changing the speed, weight and size of my movements - improvise and create a short motif inspired by a stimulus - remember and repeat short dance phrases and simple routines - move in time to music - dance in different formations to communicate different ideas - synchronise actions with a partner when dancing a duet
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 Progression of skills and knowledge in PE – KS1 Athletics		
EYFS Running, Throwing and Jumping	Year 1 Running, Throwing and Jumping	Year 2 Running, Throwing and Jumping
I know how to run, therefore I can: - run with control, showing good posture and balance - start, stop and change pace with control in response to instructions - run and change direction - show awareness of space and safety of others I know how to throw, therefore I can: - roll a ball accurately - practise throwing different equipment over lines, into space and at targets I know how to jump, therefore I can: - practise jumping from two feet to two feet and one foot to two feet and know and understand how to jump, land and sink down safely - demonstrate control in landing - explore how to jump high and how to jump far I know and understand how to take part in competition, therefore I can: - individually practise to improve compete against myself, to improve my personal best	I know how to run, therefore I can: - develop specific basic skills for running focusing on the technique needed for different speeds - run with a basic technique over different distances - change speeds - develop my spatial awareness when running and control my movement I know how to throw, therefore I can: - show control in picking up / putting down equipment - complete an underarm throw with accuracy - begin to show the difference between a push throw (underarm throwing) and a pull throw (overarm throwing) - explore how different body positions and pieces of equipment are suitable for different situations and tasks, showing that I can improve distance throwing I know how to jump, therefore I can: - show simple take offs and landings (1-1, 1-other 1, 2-2) - show a variety of jumping techniques – jumping for distance, jumping for height - perform a simple jumping sequence, e.g. hop and jump	I know how to run, therefore I can: - develop a technique to use in short distance running and when following a curved line - pace myself when running and travel at different speeds, starting to be aware of my different stride lengths - run over a series of hurdles without knocking them over I know how to throw, therefore I can: - push throw with two hands and with a bounce - underarm throwing (fling throw) for distance and accuracy - pull throw (overarm throwing) I know how to jump, therefore I can: - jump with different take offs and landings (2 – 1, 1 – other 1 starting with non-dominant foot) - jump for height with control, showing an understanding of how the arms can affect jumping for height - using different patterns of take offs and landings, increase my ability to jump far I know and understand how to take part in competition, therefore I can: - perform learnt skills with increasing control - compete against myself and others



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	I know and understand how to take part in competition, therefore I can: - compete against myself, to improve my personal best	
KPIs - run in different ways with confidence and control for a variety of purposes, for example slow and fast - jump in a range of ways, landing safely, for example using different foot patterns - throw underarm with some coordination and accuracy when aiming at a target	KPIs: - vary my pace and speed when running, showing good posture and balance - show the difference between sprinting and jogging - show a variety of throwing techniques e.g. throw underarm and overarm - throw a ball towards a target with increasing accuracy - perform different types of jumps, e.g. 1-1, 1 – other 1, 2 – 2 - jump and land safely and with confidence and control	KPIs: - run with confidence beginning to select the most suitable, technique, pace and speed for distance - be able to maintain and control a run over different distances - throw different types of equipment in different ways, for accuracy, height and distance. - combine different jumps together with some fluency and control, jumping for distance from a standing position with accuracy and control and using the arms to jump for height



Charles Darwin Community Primary School – Progression of Skills and Knowledge in Physical Education 2025



Progression of skills and knowledge in PE – KS1 Swimming

Swimming is non statutory in KS1, however children who have had a swimming unit during this key stage should be able to meet the following standards. Swimming take place in KS2 and the expectations outlined below would be assessed when children begin swimming.

End of KS1 Expectation Swimming –

by the end of KS1 most children will be able to:

Swim a short distance unaided in shallow water using their arms and legs to propel them and using one basic method to cover distance

- enter the water carefully
- move on and below the surface showing confidence and enjoyment in the water
- move across the pool, e.g. walking, running, hopping with or without swimming aids
- begin to swim short distances of between 5 and 20 metres using aids and later without them Join in all swimming activities confidently. Explore freely how to move in and under water
- talk about what their body feels like in water
- with support and swimming aids, use a range of arm and leg actions to propel themselves at first upright, then horizontally through the water
- gradually coordinate the actions so they control the balance and movement of their bodies
- keep afloat when stretched out on the surface of the water showing different body shapes