

P.E. Progression EYFS and KS1

	EYFS	YEAR 1	YEAR 2
Fit to Perform	Children can show good control/co-ordination in gross and fine movements.	Children can hold a position with control and stability.	Children can hold a balance using different contact points.
	Children can negotiate space safely and move confidently in a range of ways.	Children can travel with coordination and control.	Children can perform simple movement patterns with agility, control and rhythm.
	Children are aware of their own space and able to perform simple movements (skip, hop, jump)	Children can successfully throw and kick with some accuracy.	Children can successfully throw and catch in small games.
Fit to Lead	Children are confident about trying new activities. Children can express which activities they like.	Children can follow simple instructions accurately.	Children can work independently and follow instructions.
	Children develop social skills and can manage their feelings e.g. understanding appropriate behaviour in groups.	Children have the confidence to perform in front of a small group.	Children can work with others, cooperating fairly and effectively.
	Children have confidence and believe in their own abilities.	Children show resilience and try their best.	Children can take part in competition and remain positive regardless of outcome.
Fit For Life	Children know the importance of good health, diet and exercise.	Prepared to be safe by having the correct kit and listening to instructions.	Children work safely with others during activity and when moving equipment.
	Children can manage their personal needs e.g. changing for P.E.	Children can describe changes to their bodies when exercising.	Children know the function of the heart and understand the link between exercise and heart rate.
	Children can ask for help when needed.	Children can sustain focus and effort throughout a P.E. lesson with encouragement.	Children can independently sustain focus and effort required for a P.E. lesson.

P.E. Progression KS2

	Year 3	Year 4	Year5	Year 6
Fit to Perform	Children can perform dance/gymnastics with timing and rhythm using space through different levels, directions and pathways.	Children can develop a sequence using a range of body shapes e.g. star, pin, twisty, tuck, pike and dynamic movements e.g. flight, rotation, travel.	Children can create and perform sequences/routines in a pair or group using aesthetic devices such as: symmetry/asymmetry; changes in levels, speed and direction.	Children can successfully combine relevant techniques and components of fitness in a gymnastics/dance routine
	Children use travelling, jumping, throwing and catching skills to good effect.	Children can successfully dribble (feet or hands), pass (chest/bounce or with feet) strike and field a ball with accuracy in games	Children can successfully apply skills to effectively fulfil a specific position/role in a small-sided game.	Children can successfully apply relevant skills and components of fitness to a personal challenge or a game situation
	Children can manipulate objects with control using hands or feet.	Children can demonstrate how to create and deny space in small-sided games, choosing and applying simple tactics.	Children can execute effective attacking tactics in a small-sided game situation	Children can execute effective attacking and defending tactics in a game situation.
Fit to Lead	Children can improve a performance with others by working together, listening to and contributing ideas.	Children confidently communicate the information on a task card in order to organise a pair or small group activity	Creates a safe Health-Related Fitness (HRF) circuit (independently or with others) and confidently demonstrates and explains at least one of the stations	Children can swim a minimum of 25m; use a range of strokes effectively; and perform safe self-rescue as per national expectations.
	Children lead by example by working with enthusiasm and offering encouragement.	Children cooperate well in larger groups helping their group to function effectively.	Children can effectively undertake a role that helps other performs such as referee; coach/manager; official	Children can work effectively in a team to plan and organise a safe sport session.

	When given criteria children can describe the performance of another offering a strength and weakness.	Children can, when given clear criteria they accurately describe the performance of a peer, offering at least one strength and one aspect that could be even better.	Children can accurately compare their own performance with previous ones and set ambitious targets to improve.	Children can compete enthusiastically and fairly within the rules, respecting the officials and the opposition.
Fit For Life	Children work safely in a group showing consideration and respect for all.	Children can manage their behaviours and emotions well so that they are modest when successful, gracious when less so, and respectful of others at all times	Children know the basic energy balance model and can explain how healthy eating contributes to fuelling for physical activity	Children can, with guidance, accurately describe the performance of their team/group and their contribution to it.
	Children know the function of the heart and can demonstrate how to raise and lower their heart rate when preparing for and recovering from physical activity.	Children know the names and locations of the following muscles: biceps; triceps; quadriceps; hamstrings; abdominals; and calf muscles.	Children know the '5 S's' of fitness: strength; stamina; suppleness; speed; skill; and can describe each.	Children can apply their safety knowledge to new and unfamiliar environments including water
	Shows determination to succeed when learning new skills and shows sustained effort throughout.	Children can apply their knowledge of the importance of a strong heart and lungs by sustaining effort in PE lessons.	Children can sustain effort in a HRF circuit demonstrating the '5 Ss' and determination.	Children can undertake a minimum of an hour of physical activity per day as per the chief medical officer's recommendation