



PE skills progression

	EYFS	Year One	Year Two
Healthy body and mind.	<ul style="list-style-type: none">• To observe changes on the body during exercise.• To get changed for PE independently.• To show an awareness that PE is important for a healthy lifestyle and mind.• Hold a pencil effectively• Use a range of small tools e.g. scissors.•	<ul style="list-style-type: none">• To discuss changes on the body during exercise• To understand the need for a PE uniform.• To explain how PE is important for a healthy lifestyle and mind.	<ul style="list-style-type: none">• To explain changes on the body during exercise.• To be able to explain the importance and safety of needing a PE uniform.• To compare both healthy and unhealthy choices for a healthy lifestyle, mind and diet.

Games

- Able to follow a simple set of instructions to work both individually and with others.
- Participate in team games following clear and simple instructions.
- Understand how to use equipment safely.
- Vary speeds of running following simple commands.

- To follow the rules of a team game and work both individually and within a team.
- Begin to apply basic movements in a range of activities.
- Participate in team games and show sportsman ship during competitive aspects.
- Understand how and why we need to use equipment safely.
- Learn the skills of jumping and throwing.
- To change speed and direction when running.
- To work with a partner during throwing and catching games.
- Explore different ways in which we can use a range of equipment.

- Developing simple tactics for attacking and defending.
- Able to reflect on and develop skills to improve.
- Engage in competitive physical activities.
- To help get out equipment needed in a safe manner and understand the importance of how to use it safely.
- To jump and throw with accuracy and precision.
- To vary tactics during team work games.
- Understand the role of defender and attacker in games.
- To hit a ball accurately using a piece of equipment.
- Begin to lead others in a team game.
- To reflect upon their own role within a team game and how to improve.

Dance	<ul style="list-style-type: none"> • To be able to move and stop with confidence and negotiate the space around them. • Copy basic body actions. • Follow a simple rhythm. • To respond to different types of music using their bodies. • To imitate objects such as different animals or objects using their bodies. 	<ul style="list-style-type: none"> • Move confidently and safely in their own general space using changes of speed level and direction. • Create movement ideas and respond imaginatively to a range of music. • To copy a simple repeated dance routine with a partner. 	<ul style="list-style-type: none"> • Explore the change of rhythm, speed, level and direction and move according to this. • To perform a short routine either individually or with a partner. • To reflect and change previous routines to think of ways in which it could improve.
Gymnastics	<ul style="list-style-type: none"> • Move confidently and safely in their own and general space. • Move, stop and balance recognising both commands and acting upon them immediately. • Show contrast with their bodies including tall/short, wide/thin, straight/curved). • Jump off an object and land appropriately. 	<ul style="list-style-type: none"> • Explore and perform gymnastic actions and hold still shapes. • Move confidently and safely in their own space, changing speed and direction. • Explore making their body tensed, relaxed, stretched and curled in different movements. • Practice and hold different balances and stretches. • Explore different ways of traveling and rolling in a space. 	<ul style="list-style-type: none"> • Working with a partner to create and perform their routine. • To hold balances with control and precision. • To remember and repeat a sequence of actions to create a routine. • To evaluate their own and other routines to find things in which they like as well as things in which can be improved.