

East-the-Water Primary School

Physical Education - Curriculum Skills Progression Map (Early Years to Year 6)

Fundamental Movement Skills (FMS)		
End of KS1 expectations:		
<ul style="list-style-type: none"> ● Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities ● Develop balance, agility and co-ordination, and begin to apply these in a range of activities ● Participate in team games, developing simple tactics for attacking and defending 		
	Skills progression	Assessment Statements 2025/26
Early Years	<ul style="list-style-type: none"> ● Describe how the body feels when it is moving ● Control the body when performing a sequence of movements ● Run in different ways for a variety of purposes ● Practice a variety of jumps to develop understanding of landing safely <p>Vary skills in transportation of equipment e.g. rolling, underarm throwing and throwing to a target.</p>	<p>Refer to the skills progression in order to check assessment of PE skills</p> <p style="text-align: center;">←</p>
Year 1	<ul style="list-style-type: none"> ● Practice a variety of jump types (e.g. two feet to two feet, etc.) ● Practice varying the height and length of jumps. ● Jump to land safely with control. ● Perform increasingly accurate underarm throws towards a target. ● Practice techniques for overarm throwing ● Vary distance in throwing by developing an understanding of power ● Perform all learnt skills with some control ● Vary pace, direction and distance in running ● Understand the differences between jogging and sprinting and maintain control when changing direction in either example 	
<p>Year 2</p> <p><i>This can be used as an extension for Year 1 in the 2024-25 FMS Unit</i></p>	<ul style="list-style-type: none"> ● Perform and compare a variety of jump types (e.g. two feet to one foot, etc.) including investigating the part of the body that can be utilised to perform required jumping movement ● Combine a sequence of jump types with fluency and control ● Explore a range of jumps for distance while stationary with accuracy and control, compare and contrast 	

July 2025; Revise July 2026

	<ul style="list-style-type: none">● Explore the different techniques for throwing a range of equipment accurately and over a distance● Develop accuracy in throwing for height● Perform all learnt skills with increasing control● Use a different pace and speed of running when required and explain the difference between each● Practice varying stride lengths● Run for distance including in varying directions (e.g. following a curved line, etc.)● Use learnt skills to complete an obstacle course with control and some agility	
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Gymnastics		
End of KS1 expectations		
<ul style="list-style-type: none"> ● Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities ● Develop balance, agility and co-ordination, and begin to apply these in a range of activities 		
	Skills progression	Assessment Statements 2025/26
Early Years	<p><u>Floor skills</u></p> <ul style="list-style-type: none"> ● Make large and small body shapes ● Perform basic travelling actions on various body parts <p><u>Jumping and landing skills</u></p> <ul style="list-style-type: none"> ● Begin practicing the correct landing shape ● Simple jump sequences from varied levels <p><u>Balance work</u></p> <ul style="list-style-type: none"> ● Balance on small and large body parts and understand stillness ● Climb and hang on apparatus 	<p>Refer to the skills progression in order to check assessment of PE skills ←</p>
Year 1	<p><u>Floor skills</u></p> <ul style="list-style-type: none"> ● Rolls (e.g. log roll, egg roll, teddy bear roll, etc.) <p><u>Jumping and landing skills</u></p> <ul style="list-style-type: none"> ● Develop the correct landing shape ● Perform straight jumps ● Perform held shapes on the floor (e.g. tuck, straddle, pike, straight, star, etc.) <p><u>Balance work</u></p> <ul style="list-style-type: none"> ● Walking along bench ● Balance on one leg (hold onto partner for support if needed) 	
Year 2	<p><u>Floor skills</u></p> <ul style="list-style-type: none"> ● Rolls (log roll, egg roll, teddy bear roll) ● Handstand preparation not full handstands 	

	<p><u>Jumping and landing skills</u></p> <ul style="list-style-type: none"> ● Straight jumps from low level (eg bench) ● Star jumps <p><u>Balance work</u></p> <ul style="list-style-type: none"> ● Walking on tip toes on bench ● Balance on one leg 	
<p>End of KS2 expectations</p>		
<ul style="list-style-type: none"> ● Use running and jumping in isolation and in combination ● Develop flexibility, strength, technique, control and balance ● Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
<p>Year 3</p>	<p><u>Floor skills</u></p> <ul style="list-style-type: none"> ● Forward rolls or preparation (ability dependent) ● Handstand preparation- kicking up and shape <p><u>Jumping and landing skills</u></p> <ul style="list-style-type: none"> ● Straight jump and star jumps from low level ● Tuck jumps <p><u>Balance work</u></p> <ul style="list-style-type: none"> ● Balance on one leg on bench ● Walking in different directions on bench (flat feet and toes) 	<p>Refer to the skills progression in order to check assessment of PE skills ←</p>
<p>Year 4</p>	<p><u>Floor skills</u></p> <ul style="list-style-type: none"> ● Forward roll to pike, straddle or tuck sit ● Handstand strength and kick up ● Cartwheel preparation <p><u>Jumping and landing skills</u></p> <ul style="list-style-type: none"> ● Landings from medium level (straight, tuck and star) ● Half turn jumps <p><u>Balance work</u></p> <ul style="list-style-type: none"> ● One leg balance with leg in different positions. 	

<p>Year 5</p>	<p><u>Floor skills</u></p> <ul style="list-style-type: none">● Cartwheels● Forward roll to stand● Handstand preparation <p><u>Jumping and landing skills</u></p> <ul style="list-style-type: none">● Half turn jumps from low level● Recap of previously learnt jumps <p><u>Balance work</u></p> <ul style="list-style-type: none">● One leg balance with leg in different positions.	
<p>Year 6</p> <p>Celebration of skills</p>	<p><u>Floor skills</u></p> <ul style="list-style-type: none">● Cartwheels (could do round off preparation but only if secure with cartwheels)● Forward roll to straddle stand● Held handstands <p><u>Jumping and landing skills</u></p> <ul style="list-style-type: none">● Half turn jumps from low level● Full turn jumps <p><u>Balance work</u></p> <ul style="list-style-type: none">● Long front support● Cartwheel on a line or floor beam.	

Dance		
End of KS1 expectations		
<ul style="list-style-type: none"> ● Master basic movements including running and jumping and begin to apply these in a range of activities ● Develop balance, agility and co-ordination, and begin to apply these in a range of activities ● Perform dances using simple movement patterns. 		
	Skills progression	Assessment Statements 2025/2026
Early Years	<p><u>Dance skills</u></p> <ul style="list-style-type: none"> ● Begin to move safely within an area. ● Copy and repeat actions. ● Join a range of different movements together. ● Change the speed of actions. <p><u>Compete/Perform</u></p> <ul style="list-style-type: none"> ● Begin to control the body when performing movements. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> ● Talk about their performance. ● Talk about others performances. 	<p>Refer to the skills progression in order to check assessment of PE skills ←</p>
Year 1	<p><u>Dance skills</u></p> <ul style="list-style-type: none"> ● Be aware of space and demonstrate basic spatial awareness. ● Put a short sequence of actions together to create a simple motif. ● Vary the speed of their actions. ● Use simple choreographic devices such as unison, canon and mirroring. ● Begin to improvise independently to create a simple dance. <p><u>Compete/Perform</u></p> <ul style="list-style-type: none"> ● Perform using a range of actions and body parts, with some coordination. ● Begin to perform learnt skills with some control. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> ● Watch, observe and describe others performances/movements. ● Begin to say how they could improve. 	

<p>Year 2</p>	<p><u>Dance skills</u></p> <ul style="list-style-type: none"> ● Create a short motif inspired by a stimulus, including different transitions. ● Vary the speed and level of their actions. ● Use simple choreographic devices such as unison, canon and mirroring. ● Move in time to the music. ● Improve the timing of their actions. <p><u>Compete/Perform</u></p> <ul style="list-style-type: none"> ● Perform sequences of their own composition with coordination. ● Perform learnt skills with increasing control. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> ● Watch, observe and describe performances and use what they see to improve their own dance. ● Talk about the differences between their movements and those of others. 	
<p>End of KS 2 expectations</p>		
<ul style="list-style-type: none"> ● Use running and jumping in isolation and in combination ● Develop flexibility, strength, technique, control and balance ● Perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team ● Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
<p>Year 3</p>	<p><u>Dance skills</u></p> <ul style="list-style-type: none"> ● Begin to improvise with a partner to create a simple dance. ● Create motifs from different stimuli. ● Begin to compare and adapt movements and motifs to create a larger sequence. ● Perform movements with some awareness of rhythm and expression. <p><u>Compete/Perform</u></p> <ul style="list-style-type: none"> ● Develop the quality of the actions in their performances. ● Perform learnt skills and techniques with control and confidence. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> ● Watch, observe and describe the effectiveness of a performance. ● Describe how and why they moved their body in certain ways at certain times in their dance. ● Use simple dance vocabulary when comparing and improving work. 	<p>Refer to the skills progression in order to check assessment of PE skills</p> <p style="text-align: center;">←</p>

<p>Year 4</p>	<p><u>Dance skills</u></p> <ul style="list-style-type: none"> ● Identify and repeat the movement patterns and actions of a chosen dance style. ● Compose a dance that reflects the chosen dance style. ● Confidently improvise with a partner or on their own. ● Compose longer dance sequences in a small group. ● Demonstrate precision and some control in response to stimuli. ● Begin to vary dynamics and develop actions and motifs in response to stimuli. ● Demonstrate rhythm. <p><u>Compete/Perform</u></p> <ul style="list-style-type: none"> ● Perform and create sequences with fluency and expression. ● Perform and apply skills and techniques with control and accuracy. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> ● Watch, observe, describe and evaluate the effectiveness of performances giving ideas for improvements. ● Use simple dance vocabulary and when comparing and improving work. ● Modify their use of skills or techniques to achieve a better result. 	
<p>Year 5</p>	<p><u>Dance skills</u></p> <ul style="list-style-type: none"> ● Identify and repeat the movement patterns and actions of a chosen dance style. ● Compose individual, partner and group dances that reflect the chosen dance style. ● Show a change of pace and timing in their movements. ● Demonstrate imagination and creativity in movements they devise in response to stimuli. ● Use transitions to link motifs smoothly together. ● Improvise with confidence, still demonstrating fluency across the sequence. ● Ensure their actions fit the rhythm of the music. <p><u>Compete/Perform</u></p> <ul style="list-style-type: none"> ● Perform own longer, more complex sequences in time to the music. ● Consistently perform and apply skills and techniques with accuracy and control 	

	<p><u>Evaluate</u></p> <ul style="list-style-type: none"> ● Choose and use criteria to evaluate own and others’ performances. ● Explain why they have used particular skills or techniques, and the effect they have had on their performance. ● Use more complex dance vocabulary to compare and improve work. ● Modify parts of a sequence as a result of self and peer evaluation. 	
<p>Year 6</p> <p>Celebration of skills</p>	<p><u>Dance skills</u></p> <ul style="list-style-type: none"> ● Identify and repeat the movement patterns and actions of a chosen dance style. ● Compose individual, partner and group dances that reflect the chosen dance style. ● Show a change of pace and timing in their movements. ● Demonstrate imagination and creativity in movements they devise in response to stimuli. ● Use transitions to link motifs smoothly together. ● Improvise with confidence, still demonstrating fluency across the sequence. ● Ensure their actions fit the rhythm of the music. <p><u>Compete/Perform</u></p> <ul style="list-style-type: none"> ● Perform own longer, more complex sequences in time to the music. ● Consistently perform and apply skills and techniques with accuracy and control. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> ● Choose and use criteria to evaluate own and others’ performances. ● Explain why they have used particular skills or techniques, and the effect they have had on their performance. ● Use more complex dance vocabulary to compare and improve work. ● Modify parts of a sequence as a result of self and peer evaluation. 	

Athletics		
End of KS1 expectations		
<ul style="list-style-type: none"> ● Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities ● Develop balance, agility and co-ordination, and begin to apply these in a range of activities 		
	Skills progression	Assessment Statements 2025/26
Year 1	<ul style="list-style-type: none"> ● Describe how the body feels when it is moving ● Control the body when performing a sequence of movements ● Run in different ways for a variety of purposes ● Practice a variety of jumps to develop understanding of landing safely ● Vary skills in transportation of equipment e.g. rolling, underarm throwing and throwing to a target. 	Refer to the skills progression in order to check assessment of PE skills ←
Year 2	<ul style="list-style-type: none"> ● Practice a variety of jump types (e.g. two feet to two feet, etc.) ● Practice varying the height and length of jumps. ● Jump to land safely with control. ● Perform increasingly accurate underarm throws towards a target. ● Practice techniques for overarm throwing ● Vary distance in throwing by developing an understanding of power ● Perform all learnt skills with some control ● Vary pace, direction and distance in running ● Understand the differences between jogging and sprinting and maintain control when changing direction in either example 	
End of KS2 expectations		
<ul style="list-style-type: none"> ● Use running, jumping, throwing and catching in isolation and in combination ● Develop flexibility, strength, technique, control and balance ● Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
Year 3	<ul style="list-style-type: none"> ● Vary take offs and landings by using one and two feet ● Apply effective take-off and landing techniques for different types of athletic jumps (e.g. standing long jump, etc.) ● Enhance jumping technique by developing an effective flight phrase for different types of athletic jumps (e.g. standing long jump, etc.) ● Increase control and safety in landing by manipulating the body ● Develop techniques learnt in KS2 to throw for increased distance, including throwing with greater control and accuracy 	Refer to the skills progression in order to check assessment of PE skills ←

	<ul style="list-style-type: none"> ● Show increasing control in overarm throwing ● Develop new techniques for athletic-specific throws (e.g. push throw, etc.) ● Perform learnt skills in competitive situations and demonstrate confidence ● Develop an understanding of the importance of adjusting running pace to suit distance, identifying techniques that will affect or enhance running performance ● Concentrate of arm and leg actions to improve sprinting ● Begin to combine running with hurdles, focusing on developing technique for successful hurdle clearance (e.g. trail leg and lead leg action) 	
<p>Year 4</p>	<ul style="list-style-type: none"> ● Build on control and safety in a variety of landing sequences as taught in previous year ● Enhance power techniques when jumping for distance in athletics-specific jumps, including measuring the distance for evaluation of own performance ● Learn how to combine the ‘hop, step, jump’ sequence to perform specific athletic jumps (e.g. standing triple jump) ● Perform, measure and record a variety of learnt throws with complete accuracy ● Continue to develop techniques for throwing over increased distances, increasing the adjustment of power ● Utilise skills learned into competitive situations, including beginning to demonstrate leadership qualities ● Demonstrate improved techniques in running across different distances with confidence ● Develop and perform effective sprint finishes ● Develop skills in coordination and team-cooperation when performing in a relay with focus on baton changeover technique ● Select appropriate times to speed up or slow down and make these transitions fluid 	
<p>Year 5</p>	<ul style="list-style-type: none"> ● Perform effective athletics jumps (e.g. standing long jump, triple jump etc) with increased confidence and improved technique ● Begin to develop techniques for the standing vertical jump including development of take-off and flight ● Consistently jump with accuracy and power, explaining how to alter techniques when performing different jumps to achieve this 	

	<ul style="list-style-type: none"> ● Measure and record jumps with accuracy ● Build on knowledge of learnt throws and apply skills set to perform a fling throw ● Vary throwing techniques to a variety of implements ● Measure and record throws with accuracy ● Consistently demonstrate good performance of learnt skills including during participation in combative games ● Continue to practice and refine technique for sprinting, focusing on an effective sprint start ● Select the most suitable pace for distance when considering personal fitness level to maintain a sustained run; identify stamina and its importance ● Apply good acceleration and reaction when performing a range of starting positions; select preferred techniques 	
<p>Year 6</p>	<ul style="list-style-type: none"> ● Develop techniques for standing vertical jump, including refining techniques when jumping for height and distance; support others to improve their own performance ● Maintain control when working through each of the stages of triple jump; evaluate and refine each stage in isolation and combination until satisfied with level of technique ● Set up and lead jumping activities including measuring jumps with accuracy and for intended purpose ● Develop a heave throw alongside performance over all other learnt throws; measure and record to evaluate power, accuracy and technique for personal and collaborative development ● Perform and apply a variety of skills and techniques consistently and with precision; take part in competitive games, demonstrating a strong understanding of tactic and composition ● Continue to develop reaction time on sprint starts when running for speed, including building up speed quickly for a sprint finish ● Run over hurdles with fluency, focusing on developing a consistent stride pattern and 'lead leg' technique ● Work as a team to perform complete running races; accelerate to pass competitors and independent select the most appropriate pace for different distances and different parts of a run when in competitive situations ● Demonstrate endurance and stamina over longer distances in order to maintain a sustained run 	

Fundamental Fitness		
End of KS2 expectations		
<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Develop flexibility, strength, technique, control and balance 		
	Skills progression	Assessment Statements 2025/26
Year 3	<ul style="list-style-type: none"> • Perform 10 bodyweight squats with proper form, ensuring knees stay behind toes. • Complete 5 modified push-ups on knees, maintaining a straight back. • Hold a plank position for 20 seconds, keeping the body straight. • Skip continuously for 1 minute, focusing on rhythm and technique. • Run between cones in a shuttle run for 3-5 repetitions, touching the ground at each cone. • Weave in and out of cones for 5-10 passes, practicing quick directional changes. • Walk heel-to-toe along a balance beam or line for 5 passes to develop stability. • Throw and catch a soft ball with a partner for 10 tosses, focusing on coordination. • Identify which activity feels easiest and hardest and discuss how they can improve. • Set a personal goal for increasing reps or time in an activity for the next session. 	<p>Refer to the skills progression in order to check assessment of PE skills</p> <p>←</p>
Year 4	<ul style="list-style-type: none"> • Execute 8 jump squats, landing softly with knees bent. • Perform 10 standard push-ups with full range and control. • Complete 10 shoulder taps while holding a plank, keeping hips stable. • Skip with high knees for 1 minute. • Hop laterally over cones for 10 hops, focusing on balance and control. 	

	<ul style="list-style-type: none">• Step quickly through an agility ladder for 1 minute, maintaining speed.• Perform 8-10 slams using a light medicine ball, utilizing legs and core power.• Hold a wall sit for 30-45 seconds, ensuring proper posture.• Reflect on their performance in one activity and share with a partner what they found challenging.• Adjust the number of reps in a specific activity based on their comfort level and strength.	
Year 5	<ul style="list-style-type: none">• Perform 10 jump squats with a tuck at the top.• Complete 12-15 standard push-ups with proper technique.• Alternate between plank and push-up positions for 5 transitions.• Skip for 2 minutes, alternating between regular skipping and high knees.• Sprint between cones for 5 repetitions, focusing on quick starts and stops.• Jump onto a sturdy box for 8-10 box jumps, landing softly and with control.• Hop laterally over cones for 10 hops, improving agility.• Hold a wall sit while raising arms for 30 seconds, maintaining core engagement.• Reflect on which exercises they enjoy most and why.• Begin planning a simple circuit by choosing 3 favourite exercises to include.	

<p>Year 6</p> <p>Celebration of skills</p>	<ul style="list-style-type: none">• Complete 15 squats followed by 10 jump squats in a circuit.• Perform as many push-ups as possible in 1 minute, maintaining proper form.• Hold a plank and alternate lifting arms/legs for 1 minute, engaging the core.• Skip continuously for 4 minutes, incorporating variations like high knees.• Sprint between cones for 5 repetitions, emphasizing speed and technique.• Jump onto a sturdy box for 10 jumps, focusing on explosive strength and soft landings.• Partner passes a soft ball back and forth for 10 tosses, enhancing coordination and teamwork.• Lead a partner circuit focusing on reps and encouragement, completing 3 rounds together.• Reflect on their performance in each exercise and discuss what adjustments to make for improvement.• Plan and design their own circuit, choosing exercises, repetitions, and rest times, and explain their choices to the class.	
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