

The British School PE Progression of Skills September 2026

PE Skill	Topic area	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Y1	Y2	Y3	Y4	Y5	Y6
	Games	<ul style="list-style-type: none"> I am beginning to understand and use simple tactics. I can describe how my body feels during exercise. I can dribble a ball with my hands and feet with some control. I can roll a ball to hit a target. I can send and receive a ball using both kicking and throwing and catching skills. I can track a ball and collect it. I communicate with others to complete tasks and ensure that everyone in my group is included. I use the rules of games and show fair play. 		<ul style="list-style-type: none"> I can use a bat, racquet or stick (hockey) to hit a ball accuracy and control. I can accurately serve underarm. I can build a rally with a partner. I can Use hand-eye coordination to strike a moving and a stationary ball. I can catch with increasing control and accuracy. I can develop different ways of throwing and catching. I can move with the ball using a range of techniques showing control and fluency. I can pass the ball with increasing speed, accuracy and success in a game situation. I can make the best use of space to pass and receive the ball. I can occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. I can use a range of attacking and defending skills and techniques in a game. 		<ul style="list-style-type: none"> I can hit a bowled ball over longer distances. I can use good hand-eye coordination to be able to direct a ball when striking or hitting. I can understand how to serve in order to start a game. I can consolidate different ways of throwing and catching, and know when each is appropriate in a game. I can throw and catch accurately and successfully under pressure in a game. I can use a variety of ways to dribble in a game with success. I can pass a ball with speed and accuracy using appropriate techniques in a game situation. I can choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. I can keep and win back possession of the ball effectively and in a variety of ways in a team game. I can demonstrate a good awareness of space. I can choose the best tactics for attacking and defending. I can know when to pass and when to dribble in a game 	
	Athletics	<ul style="list-style-type: none"> I can jump and land with control. I can link running and jumping movements with some control and balance. I can use an overarm throw to help me to throw for distance. I can work with others, taking turns and sharing ideas. 		Running	<ul style="list-style-type: none"> I can focus on their arm and leg action to improve their sprinting technique. I can begin to combine running with jumping over hurdles. I can understand the importance of adjusting running pace to suit the distance being run. 	Running	<ul style="list-style-type: none"> I can sustain pace over longer distances. I can perform relay changeovers smoothly. I can run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.

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		<ul style="list-style-type: none"> I show balance and co-ordination when running at different speeds and in different directions. 	<ul style="list-style-type: none"> I can perform a relay, focusing on the baton changeover technique. I can Speed up and slow down smoothly <p><u>Jumping</u></p> <ul style="list-style-type: none"> I can use one and two feet to take off and to land with. I can develop an effective take-off for the standing long jump. I can land safely and with control. <p><u>Throwing</u></p> <ul style="list-style-type: none"> I can throw with greater control and accuracy. I can show increasing control in their overarm throw. I can perform a push, pull and slinging throw. I can continue to develop techniques to throw for increased distance. 	<ul style="list-style-type: none"> I can accelerate to pass other competitors. I can work as a team to competitively perform a relay. <p><u>Jumping</u></p> <ul style="list-style-type: none"> I can develop the technique for the standing vertical jump. I can maintain control at each of the different stages of the triple jump. I can land safely and with control. I can develop and improve their techniques for jumping for height and distance and support others in improving their performance. I can perform and apply different types of jumps in other contexts. <p><u>Throwing</u></p> <ul style="list-style-type: none"> I can throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus. I can develop and refine techniques to throw for accuracy.
	Dance	<ul style="list-style-type: none"> I am beginning to provide feedback using key words. I can copy, remember, repeat and create dance phrases. I can describe how my body feels during exercise. I can show a character and idea through the actions and dynamics I choose. I can count to stay in time with the music. I can work with a partner using mirroring and unison in our actions. I show confidence to perform. 	<ul style="list-style-type: none"> I can identify and repeat the movement patterns and actions of a chosen dance style. I can compose a dance that reflects the chosen dance style. I can confidently improvise with a partner or on their own. I can compose longer dance sequences in a small group. I can demonstrate precision and some control in response to stimuli. I can begin to vary dynamics and develop actions and motifs in response to stimuli. I can demonstrate rhythm and spatial awareness. I can change parts of a dance as a result of self-evaluation. 	<ul style="list-style-type: none"> I can identify and repeat the movement patterns and actions of a chosen dance style. I can compose individual, partner and group dances that reflect the chosen dance style. I can use dramatic expression in dance movements and motifs. I can perform with confidence, using a range of movement patterns. I can demonstrate strong and controlled movements throughout a dance sequence. I can combine flexibility, techniques and movements to create a fluent sequence. I can move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.

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			<ul style="list-style-type: none"> I can use simple dance vocabulary when comparing and improving work. 	<ul style="list-style-type: none"> I can show a change of pace and timing in their movements. I can improvise with confidence, still demonstrating fluency across their sequence. I can modify some elements of a sequence as a result of self and peer evaluation. I can use complex dance vocabulary to compare and improve work.
	Gymnastics	<ul style="list-style-type: none"> I am beginning to provide feedback using key words. I am proud of my work and confident to perform in front of others. I can perform the basic gymnastic actions (Tuck, Star, pike, straddle) with some control and balance. I can plan and repeat simple sequences of actions. I can use directions and levels to make my work look interesting. I can use shapes when performing other skills, such as jumping. I can work safely with others and apparatus. 	<ul style="list-style-type: none"> I can create a sequence of actions that fit a theme. I can use an increasing range of actions, directions and levels in their sequences. I can move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. I can travel in different ways, including using flight. I can improve the placement and alignment of body parts in balances. I can use equipment to vault in a variety of ways. I can carry out balances, recognising the position of their centre of gravity and how this affects the balance. I can begin to develop good technique when travelling, balancing and using equipment. I can develop strength, technique and flexibility throughout performances. I can performing a variety of different rolls with great control. I can performing a variety of different jumps with great control. 	<ul style="list-style-type: none"> I can create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. I can demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. I can apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances. I can performing a variety of different rolls with great control. I can performing a variety of different jumps with great control.
	Swimming	<ul style="list-style-type: none"> I can begin to use arms and legs together to move effectively across the water. I can demonstrate what to do if I fall into water. I can float on my front and back. I can glide on both front and back. 	<ul style="list-style-type: none"> I can perform safe self-rescue in different water based situations. I can swim competently, confidently and proficiently over a distance of at least 25 metres. 	<ul style="list-style-type: none"> I can perform safe self-rescue in different water based situations. I can swim competently, confidently and proficiently over a distance of at least 25 metres.

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		<ul style="list-style-type: none"> I can swim over a distance of 10m unaided. 	<ul style="list-style-type: none"> I can use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. 	<ul style="list-style-type: none"> I can use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.
	Outdoor and adventurous	<ul style="list-style-type: none"> I can begin to work co-operatively with others. I can plan and share ideas. 	<ul style="list-style-type: none"> I can orientate simple maps and plans. I can mark control points in correct position on a map or plan. I can find way back to a base point. 	<ul style="list-style-type: none"> I can draw maps and plans and set trails for others to follow. I can use the eight points of the compass to orientate. I can plan an orienteering challenge.