



The Sultan's School
Primary PE Progression of Skills 2022-23



Strand	Early Years
Multi-skills	<ul style="list-style-type: none"> • To walk and run using small and large steps • To travel in a range of different ways / directions and stop on a given signal • To use different body parts to move and balance a range of apparatus • To jump forwards & sideways using small apparatus • To use ropes to practise jumping & hopping • To learn / develop / practice throwing different size balls in several different ways
Swimming	<ul style="list-style-type: none"> • Develop core aquatic skills through structured play and develop independence necessary for next level • Demonstrate independent movement and a range of core aquatic skills • Develop confident breathing and submersion • Interaction with other adults and children • Listen to instruction and have less reliance on adult support
Invasion games	<ul style="list-style-type: none"> • To move in different directions and at different speeds • To bounce & catch a large / medium sized ball – introducing movement and peers • To introduce movement and peers into catching activities • To use different body parts to push / move a medium / large ball
Striking & fielding	<ul style="list-style-type: none"> • To roll, run & field a medium / large sized ball • To roll / bowl a ball to a partner varying distance & speed • To introduce / develop / perform / evaluate a basic throw using small / large apparatus • To try to strike a ball from stationary, walking and running position – develop skills
Fun sports	<ul style="list-style-type: none"> • To listen to instructions & be aware of the safety issues related to the activities they are doing • Explore and discover ways of interacting in movement with different situations and contexts, including a range of apparatus and equipment. • Practise and refine basic movement • Perform movement skills with increasing proficiency • Move with control and coordination, using space in different ways and moving with different speeds and dynamics.
Gymnastics	<ul style="list-style-type: none"> • To land using the correct technique (spring knees) • To work as part of a small group • To show awareness of shape and safety • To use different travelling methods – varying direction and level • To explore a variety of travelling actions on different body parts • To demonstrate different body shapes – show clarity & contrast • To explore pathways individually or with a partner • To link skills and actions in a short phrase



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Strand	Y1	Y2	Y3	Y4	Y5	Y6
<p>Multiskills</p>	<ul style="list-style-type: none"> • Practise and refine basic movement skills. • Perform movement skills with increasing proficiency and use them sequentially. • Describe own and others' movements using simple activity-specific vocabulary. • Explore and discover ways of interacting in movement with different situations and contexts, including a range of apparatus and equipment. • Show involvement when working alone, when sharing space, in whole group physical activity and when playing with others. • Show increasing ability to share space and equipment, to take turns and to cooperate with others. • 123HB.01 Demonstrate understanding of bodily changes during physical 	<ul style="list-style-type: none"> • Perform movement skills with increasing proficiency and use them sequentially. • Refine and extend movement competence and confidence through responding and adapting to the demands of a range of contexts, apparatus and equipment, showing coordination and control. • Describe actions, dynamics, space and relationships when observing and engaging in movement • Explore and discover ways of interacting in movement with different situations and contexts, including a range of apparatus and equipment. • Show involvement when working alone, when sharing space, in whole group physical activity and when playing with others. 	<ul style="list-style-type: none"> • Move with control and coordination, using space in different ways and moving with different speeds and dynamics. • Refine and extend movement competence and confidence through responding and adapting to the demands of a range of contexts, apparatus and equipment, showing coordination and control. • Use simple criteria to evaluate success and identify the need for improvement in basic movement tasks and challenges. • Respond to given and selected tasks and challenges in a range of movement contexts. • Know their roles and start to recognise others' roles in a range of simple individual and small team/group context. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •



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Invasion Games	<p>activity and the positive benefits of physical activity for health and wellbeing.</p>	<ul style="list-style-type: none"> • Identify and name which body parts are being used during physical activity and why these are important. • Understand individual responsibility for moving and using equipment and space safely, following associated rules and regulations. • Identify and name which body parts are being used during physical activity and why these are important. 	<ul style="list-style-type: none"> • Understand individual responsibility for moving and using equipment and space safely, following associated rules and regulations. • Understand the importance of warming up and cooling down the body when participating in physical activity. 			
	<ul style="list-style-type: none"> • Perform movement skills with increasing proficiency and use them sequentially • Use simple criteria to evaluate success and identify the need for improvement in basic movement tasks and challenges. • Explore and discover ways of interacting in movement with different situations and contexts, including a range of 	<ul style="list-style-type: none"> • 03 Move with control and coordination, using space in different ways and moving with different speeds and dynamics. • Understand and follow simple rules and understand and use tactics and compositional ideas. • Explore and discover ways of interacting in movement with different situations 	<ul style="list-style-type: none"> • Refine and extend movement competence and confidence through responding and adapting to the demands of a range of contexts, apparatus and equipment, showing coordination and control. • Understand and follow simple rules and understand and use tactics and compositional ideas. • Respond to given and selected tasks and 	<ul style="list-style-type: none"> • Practise, refine and consolidate a broad range of movement skills. • Demonstrate (through movement) and discuss understanding of language and concepts related to actions, dynamics, space and relationships. • Show personal responsibility in physical activities, negotiating 	<ul style="list-style-type: none"> • Display movement skills that demonstrate increasing control, fluency and variety. • Apply success criteria to own and others' movement performances and discuss ideas and plans for improvement with others. • Understand and appreciate the need for rules and regulations to foster 	<ul style="list-style-type: none"> • Apply movement competence with confidence in a variety of self-selected and more structured physical activities, showing the ability to respond and adapt to changing contexts and to others' movements, responses, and roles. • Follow and understand the need for rules, apply



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	<p>apparatus and equipment.</p> <ul style="list-style-type: none"> • Know their roles and start to recognise others' roles in a range of simple individual and small team/group context. • Understand individual responsibility for moving and using equipment and space safely, following associated rules and regulations. • Demonstrate understanding of bodily changes during physical activity and the positive benefits of physical activity for health and wellbeing. 	<p>and contexts, including a range of apparatus and equipment.</p> <ul style="list-style-type: none"> • Know how to work independently towards the achievement of agreed movements goals. • Demonstrate collaboration and begin to understand what fair play is in team/group physical activities. • Demonstrate understanding of bodily changes during physical activity and the positive benefits of physical activity for health and wellbeing. 	<p>challenges in a range of movement contexts.</p> <ul style="list-style-type: none"> • Begin to take and share the lead in team/group work. • Understand when and how to engage the help of others during group movement tasks. • Understand the importance of warming up and cooling down the body when participating in physical activity. 	<p>successfully and appropriately with other learners in respect of shared equipment, space, and movement ideas</p> <ul style="list-style-type: none"> • Show involvement in individual work, sharing space, playing together, working in pairs, and working in small groups across a range of physical activities. • Show patience and care when working with others. Listen to others and plan together to find solutions to movement challenges. • Demonstrate understanding of the importance of physical activity in relation to health, fitness and wellbeing. 	<p>fair play, following these in a variety of collaborative and competitive physical activities in small teams/groups.</p> <ul style="list-style-type: none"> • Demonstrate independence and collaboration in evaluating own and others' work, setting short-term personal goals and areas for development. • Show patience and care when working with others. Listen to others and plan together to find solutions to movement challenges. • Undertake physical activities responsibly and safely through assessing and managing risk and appropriate preparation and learning. 	<p>tactics/strategies and develop variety in compositional ideas.</p> <ul style="list-style-type: none"> • Offer constructive and specific feedback to others on strengths and goals. Demonstrate respect for others when they are working to improve individual/group performances. • Take responsibility in leading and following the lead of others, contributing positively to the group's tasks and activities. • Understand own and others' movement strengths, areas for improvement and potential, applying this knowledge to improve movement proficiency and refine movement patterns and sequences. • Identify the key components of
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Gymnastics	<ul style="list-style-type: none"> • Practise and refine basic movement skills. • Perform movement skills with increasing proficiency and use them sequentially • Move with control and coordination, using space in different ways and moving with different speeds and dynamics. • Refine and extend movement competence and confidence through responding and adapting to the demands of a range of contexts, apparatus and equipment, showing coordination and control. • Explore a variety of movements and movement patterns that begin to demonstrate creativity. 	<ul style="list-style-type: none"> • Refine and extend movement competence and confidence through responding and adapting to the demands of a range of contexts, apparatus and equipment, showing coordination and control. • Explore a variety of movements and movement patterns that begin to demonstrate creativity. • Explore and discover ways of interacting in movement with different situations and contexts, including a range of apparatus and equipment. • Respond to given and selected tasks and challenges in a range of movement contexts. 	<ul style="list-style-type: none"> • Discover and use a range of compositional ideas to express themes, moods and emotions. • Describe own and others' movements using simple activity-specific vocabulary. • Describe actions, dynamics, space and relationships when observing and engaging in movement • Use simple criteria to evaluate success and identify the need for improvement in basic movement tasks and challenges. • Recognise movement qualities in self and others and be able to describe own movement strengths and areas for improvement. • Recognise the current limits of own capacities, and 	<ul style="list-style-type: none"> • Perform and be able to link together a wider variety of movement skills in short sequences. • Describe own and others' movements using some activity-specific vocabulary and be able to identify more and less effective movement. • Show creativity and innovation in a range of individual, group, expressive, competitive and cooperative contexts • Demonstrate independence and collaboration in evaluating own and others' work, setting short-term personal goals and areas for development. • Show patience and care when working with others. Listen to others and plan together to find 	<ul style="list-style-type: none"> • Display movement skills that demonstrate increasing control, fluency and variety. • Demonstrate (through movement) and discuss understanding of language and concepts related to actions, dynamics, space and relationships. • Address given and self-directed tasks and challenges, finding solutions through innovative use of movement in individual and group tasks. • Undertake physical activities responsibly and safely through assessing and managing risk and appropriate preparation and learning. • Show ability to share space and equipment 	<p>warm-up and cool-down routines in preparation for physical activity, understanding their importance.</p> <ul style="list-style-type: none"> • Apply movement competence with confidence in a variety of self-selected and more structured physical activities, showing the ability to respond and adapt to changing contexts and to others' movements, responses and roles. • Apply success criteria to own and others' movement performances, and discuss ideas and plans for improvement with others. • Address given and self-directed tasks and challenges, finding solutions through innovative use of movement in individual and group tasks. • Undertake physical activities responsibly and safely through
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	<ul style="list-style-type: none"> • Show increasing ability to share space and equipment, to take turns and to cooperate with others. • Identify and name which body parts are being used during physical activity and why these are important 	<ul style="list-style-type: none"> • Understand individual responsibility for moving and using equipment and space safely, following associated rules and regulations. 	<p>understand the risks associated with different contexts and physical activities.</p>	<p>solutions to movement challenges.</p> <ul style="list-style-type: none"> • Undertake physical activities responsibly and safely through assessing and managing risk and appropriate preparation and learning. 	<p>skillfully and safely, communicating and collaborating with others during this process.</p> <ul style="list-style-type: none"> • Offer constructive and specific feedback to others on strengths and goals. Demonstrate respect for others when they are working to improve individual/group performances. 	<p>assessing and managing risk and appropriate preparation and learning.</p> <ul style="list-style-type: none"> • Understand own and others' movement strengths, areas for improvement and potential, applying this knowledge to improve movement proficiency and refine movement patterns and sequences. • Offer constructive and specific feedback to others on strengths and goals. Demonstrate respect for others when they are working to improve individual/group performances.
Net & wall Games	<ul style="list-style-type: none"> • Perform movement skills with increasing proficiency and use them sequentially • Use simple criteria to evaluate success and identify the need for improvement in basic movement tasks and challenges. • Explore and discover ways of interacting in movement with different situations 	<ul style="list-style-type: none"> • Move with control and coordination, using space in different ways and moving with different speeds and dynamics. • Use simple criteria to evaluate success and identify the need for improvement in basic movement tasks and challenges. 	<ul style="list-style-type: none"> • Refine and extend movement competence and confidence through responding and adapting to the demands of a range of contexts, apparatus and equipment, showing coordination and control. • Understand and follow simple rules 	<ul style="list-style-type: none"> • Practise, refine and consolidate a broad range of movement skills. • Describe own and others' movements using some activity-specific vocabulary and be able to identify more and less effective movement. 	<ul style="list-style-type: none"> • Display movement skills that demonstrate increasing control, fluency and variety. • Apply success criteria to own and others' movement performances, and discuss ideas and plans for 	<ul style="list-style-type: none"> • Apply movement competence with confidence in a variety of self-selected and more structured physical activities, showing the ability to respond and adapt to changing contexts and to others'



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	<p>and contexts, including a range of apparatus and equipment.</p> <ul style="list-style-type: none">• Know their roles and start to recognise others' roles in a range of simple individual and small team/group context.• Understand individual responsibility for moving and using equipment and space safely, following associated rules and regulations.• Demonstrate understanding of bodily changes during physical activity and the positive benefits of physical activity for health and wellbeing.	<ul style="list-style-type: none">• Explore and discover ways of interacting in movement with different situations and contexts, including a range of apparatus and equipment.• Know how to work independently towards the achievement of agreed movements goals.• Demonstrate collaboration and begin to understand what fair play is in team/group physical activities.• Demonstrate understanding of bodily changes during physical activity and the positive benefits of physical activity for health and wellbeing.	<p>and understand and use tactics and compositional ideas.</p> <ul style="list-style-type: none">• Respond to given and selected tasks and challenges in a range of movement contexts.• Recognise movement qualities in self and others and be able to describe own movement strengths and areas for improvement.• Understand when and how to engage the help of others during group movement tasks.• Understand the importance of warming up and cooling down the body when participating in physical activity.	<ul style="list-style-type: none">• Take responsibility in leading and following the lead of others, contributing positively to the group's tasks and activities.• Understand and appreciate the need for rules and regulations to foster fair play, following these in a variety of collaborative and competitive physical activities in small teams/groups.• Demonstrate understanding of the importance of physical activity in relation to health, fitness and wellbeing.	<p>improvement with others.</p> <ul style="list-style-type: none">• Follow and understand the need for rules, apply tactics/strategies and develop variety in compositional ideas.• Understand own and others' movement strengths, areas for improvement and potential, applying this knowledge to improve movement proficiency and refine movement patterns• Offer constructive and specific feedback to others on strengths and goals. Demonstrate respect for others when they are working to improve individual/group performances.• Undertake physical activities responsibly and safely through assessing and managing risk and appropriate	<p>movements, responses and roles.</p> <ul style="list-style-type: none">• Follow and understand the need for rules, apply tactics/strategies and develop variety in compositional ideas.• Understand own and others' movement strengths, areas for improvement and potential, applying this knowledge to improve movement proficiency and refine movement patterns• Offer constructive and specific feedback to others on strengths and goals. Demonstrate respect for others when they are working to improve individual/group performances.• Identify the key components of warm-up and cool-down routines in preparation for
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					preparation and learning.	physical activity, understanding their importance.
Striking & Fielding Games	<ul style="list-style-type: none"> • Practise and refine basic movement skills. • Use simple criteria to evaluate success and identify the need for improvement in basic movement tasks and challenges. • Explore and discover ways of interacting in movement with different situations and contexts, including a range of apparatus and equipment. • Know their roles and start to recognise others' roles in a range of simple individual and small team/group context. • Understand individual responsibility for moving and using equipment and space safely, following associated rules and regulations. • Understand the importance of warming up and 	<ul style="list-style-type: none"> • Move with control and coordination, using space in • Use simple criteria to evaluate success and identify the need for improvement in basic movement tasks and challenges. • Explore and discover ways of interacting in movement with different situations and contexts, including a range of apparatus and equipment. • Know how to work independently towards the achievement of agreed movements goals. • Demonstrate collaboration and begin to understand what fair play is in team/group physical activities. • Understand the importance of warming up and cooling down the body when 	<ul style="list-style-type: none"> • Refine and extend movement competence and confidence through responding and adapting to the demands of a range of contexts, apparatus and equipment, showing coordination and control. • Understand and follow simple rules and understand and use tactics and compositional ideas. • Respond to given and selected tasks and challenges in a range of movement contexts. • Recognise movement qualities in self and others and be able to describe own movement strengths and areas for improvement. • Understand when and how to engage the help of others during group movement tasks. 	<ul style="list-style-type: none"> • Practise, refine and consolidate a broad range of movement skills. • Describe own and others' movements using some activity-specific vocabulary and be able to identify more and less effective movement. • Show involvement in individual work, sharing space, playing together, working in pairs, and working in small groups across a range of physical activities. • Show patience and care when working with others. Listen to others and plan together to find solutions to movement challenges. • Demonstrate understanding of the importance of physical activity in relation to health, fitness and wellbeing. 	<ul style="list-style-type: none"> • Display movement skills that demonstrate increasing control, fluency and variety. • Demonstrate (through movement) and discuss understanding of language and concepts related to actions, dynamics, space and relationships. • Understand the concepts of team/group work and expectations and roles of individual team/group members. • Understand and appreciate the need for rules and regulations to foster fair play, following these in a variety of collaborative and competitive physical activities in small teams/groups • Undertake physical activities responsibly and safely through assessing and managing risk and 	<ul style="list-style-type: none"> • Apply movement competence with confidence in a variety of self-selected and more structured physical activities, showing the ability to respond and adapt to changing contexts and to others' movements, responses and roles. • Apply success criteria to own and others' movement performances, and discuss ideas and plans for improvement with others. • Take responsibility in leading and following the lead of others, contributing positively to the group's tasks and activities. • Offer constructive and specific feedback to others on strengths and goals. Demonstrate respect for others when they are working to improve



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	cooling down the body when participating in physical activity.	participating in physical activity.	<ul style="list-style-type: none"> • Demonstrate understanding of bodily changes during physical activity and the positive benefits of physical activity for health and wellbeing. 		appropriate preparation and learning.	<p>individual/group performances.</p> <ul style="list-style-type: none"> • Identify the key components of warm-up and cool-down routines in preparation for physical activity, understanding their importance.
Swimming	<ul style="list-style-type: none"> • Become water confident and develop core aquatic skills • Introduce non-swimmers to water and establish an understanding of safety • Establish an understanding of basic core aquatic skills • Encourage independent movement • Develop skills through enjoyment, fun and self-discovery 	<ul style="list-style-type: none"> • Further develop water confidence and develop core aquatic skills without aids • Develop confidence and ability to perform a wide range of core skills without buoyancy aids • Develop the basic technique of strokes • Introduce the basic technique of sculling • Develop balance and buoyancy 	<ul style="list-style-type: none"> • Increase competency of core aquatic skills and develop basic stroke technique. • Introduce and progress new core aquatic skills • Develop stroke technique to include all four strokes • Introduction to diving • Develop awareness through a variety of core aquatic skills 	<ul style="list-style-type: none"> • Introduce stroke technique. • Further develop competency in all four strokes • Development of diving • Further develop strokes aiming to achieve legal technique 	<ul style="list-style-type: none"> • Improve quality of stroke technique, introduce multi-aquatic skills/disciplines and basic lifesaving skills. • Demonstrate competent technique in all four strokes • Introduce lifesaving skills and basic aquatic discipline skills • Provide basic skills to enable progression into all aquatic disciplines including life saving 	<ul style="list-style-type: none"> • Improve and maintain stroke technique over distance, and develop basic training and race skills producing a swimmer who is 'Race ready'. • Improve efficiency in all four strokes • Develop turn technique for all four strokes • Improve Knowledge and understanding of rules in competitive swimming
Athletics & Cross-Country	<ul style="list-style-type: none"> • Practise and refine basic movement skills. • Refine and extend movement competence and confidence through responding and adapting to the 	<ul style="list-style-type: none"> • Perform movement skills with increasing proficiency • Refine and extend movement competence and confidence through responding and adapting to the 	<ul style="list-style-type: none"> • Move with control and coordination, using space in different ways and moving with different speeds and dynamics. • Refine and extend movement 	<ul style="list-style-type: none"> • Practise, refine and consolidate a broad range of movement skills. • Apply success criteria to own and others' movement performances and discuss ideas and 	<ul style="list-style-type: none"> • Display movement skills that demonstrate increasing control, fluency and variety. • Apply success criteria to own and others' movement performances and 	<ul style="list-style-type: none"> • Apply movement competence with confidence in a variety of self-selected and more structured physical activities, showing the ability to respond and adapt



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	<p>demands of a range of contexts, apparatus and equipment, showing coordination and control.</p> <ul style="list-style-type: none"> • Describe own and others' movements using simple activity-specific vocabulary. • Explore and discover ways of interacting in movement with different situations and contexts, including a range of apparatus and equipment. • Understand individual responsibility for moving and using equipment and space safely, following associated rules and regulations. • Demonstrate understanding of bodily changes during physical activity and the positive benefits of physical activity for 	<p>demands of a range of contexts, apparatus and equipment, showing coordination and control.</p> <ul style="list-style-type: none"> • Use simple criteria to evaluate success and identify the need for improvement in basic movement tasks and challenges. • Explore and discover ways of interacting in movement with different situations and contexts, including a range of apparatus and equipment. • Understand individual responsibility for moving and using equipment and space safely, following associated rules and regulations. • Identify and name which body parts are being used during physical activity and why these are important. 	<p>competence and confidence through responding and adapting to the demands of a range of contexts, apparatus and equipment, showing coordination and control.</p> <ul style="list-style-type: none"> • Use simple criteria to evaluate success and identify the need for improvement in basic movement tasks and challenges. • Explore and discover ways of interacting in movement with different situations and contexts, including a range of apparatus and equipment. • Understand individual responsibility for moving and using equipment and space safely, following associated rules and regulations. • Identify the required level of intensity during a range of 	<p>plans for improvement with others.</p> <ul style="list-style-type: none"> • Demonstrate independence and collaboration in evaluating own and others' work, setting short-term personal goals and areas for development. • Offer constructive and specific feedback to others on strengths and goals. • Demonstrate understanding of the importance of physical activity in relation to health, fitness and wellbeing. • Undertake physical activities responsibly and safely through assessing and managing risk and appropriate preparation and learning. 	<p>discuss ideas and plans for improvement with others.</p> <ul style="list-style-type: none"> • Understand own and others' movement strengths, areas for improvement and potential, applying this knowledge to improve movement proficiency and refine movement • Offer constructive and specific feedback to others on strengths and goals. • Identify which body parts, including joints and muscles, are being used during a physical activity and discuss how working these can contribute to physical fitness. Describe the different components of fitness. • Undertake physical activities responsibly and safely through assessing and managing risk and appropriate 	<p>to changing contexts and to others' movements, responses, and roles.</p> <ul style="list-style-type: none"> • Apply success criteria to own and others' movement performances and discuss ideas and plans for improvement with others. • Understand own and others' movement strengths, areas for improvement and potential, applying this knowledge to improve movement proficiency and refine movement • Offer constructive and specific feedback to others on strengths and goals. • Engage in and plan for a range of physical activities, evaluating and comparing the required level of intensity within each of these. • Undertake physical activities responsibly and safely through
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	health and wellbeing.		simple physical activities and begin to work towards achieving this.		preparation and learning.	assessing and managing risk and appropriate preparation and learning.
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