Dallam Community Primary School – Subject Progression – PE

	Dance Progression						
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	Nursery – Dance Unit 2 • Copy basic body actions and rhythms. • Show attention to sounds and music; move and dance to music. • Choose and use travelling actions, shapes and balances. • Begin to count to music. ***Reception – Dance Unit 2*** • Travel in different pathways using the space around them. • Begin to use dynamics and expression with guidance. • Anticipate phrases and actions in rhymes and songs; try to move in time with music. • Explore and perform dance, solo or in groups, and talk about dance they have watched.	***Dance (two units)*** • Copy, remember and repeat actions; copy simple movement patterns from each other. • Choose actions for an idea. • Use changes of direction, speed and levels with guidance. • Show some sense of dynamic and expressive qualities. • Compose and link simple movement patterns to make a simple dance with a clear beginning, middle and end. • Begin to use counts.	***Dance (two units)*** • Copy, remember and repeat a series of actions. • Select from a wider range of actions in relation to a stimulus. • Use pathways, levels, shapes, directions, speeds and timing with guidance. • Use mirroring and unison when working with a partner. • Show a character through actions, dynamics and expression; explore ideas, moods and feelings. • Use counts with help to stay in time with the music.	***Dance*** • Copy, remember and perform a dance phrase. • Create short dance phrases that communicate an idea; improvise freely with a partner. • Use canon, unison and formation to represent an idea. • Match dynamic and expressive qualities to a range of ideas. • Use counts to keep in time with a partner and group.	***Dance*** • Copy, remember and adapt set choreography. • Choreograph considering structure, individually, with a partner and in a group. • Use action and reaction to represent an idea. • Change dynamics to express changes in character or narrative. • Use counts when choreographing short phrases; remember, perform and evaluate a short phrase showing awareness of others.	***Dance*** • Accurately copy and repeat set choreography in different styles of dance, showing a good sense of timing. • Choreograph phrases individually and with others, considering actions, dynamics, space and relationships in response to a stimulus. • Confidently perform, choosing appropriate dynamics to represent an idea. • Use counts accurately to perform in time with others and the music. • Experiment with varying and combining spatial patterns, speed, tension and continuity.	***Dance*** • Perform dances confidently and fluently with accuracy and good timing. • Work creatively and imaginatively, individually, with a partner and in a group, to choreograph longer phrases and structure a dance in relation to a theme. • Improvise and combine dynamics, showing awareness of the impact on performance. • Create dances using movement patterns from different styles of dance. • Use counts when choreographing and performing to improve the quality of work.

Dallam Community Primary School – Subject Progression – PE

	Gymnastics and Yoga Progression						
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	Nursery – Gymnastics Unit 1 • Create shapes showing a basic level of stillness using different parts of the body. • Begin to take weight on different body parts. • Show shapes and actions that stretch the body. • Copy and link simple actions together; travel over, under, around and through equipment with confidence. ***Reception – Gymnastics Unit 2*** • Balance with confidence, including on one foot. • Take weight on different body parts and show a range of stretched, curled and tucked shapes. • Copy and link simple actions into a short sequence. • Move around the space and equipment safely, with awareness of others.	***Gymnastics (two units)*** • Perform balances making the body tense, stretched and curled. • Take body weight on hands for short periods of time. • Demonstrate poses and movements that challenge flexibility. • Perform basic gymnastic actions: travelling, rolling and jumping. • Remember, repeat and link simple actions together; make up simple movement phrases. • Manage the space safely, with awareness of others, mats and apparatus.	***Gymnastics (two units)*** • Perform balances on different body parts with some control. • Take body weight on different body parts, with and without apparatus. • Show increased awareness of extension and flexibility in actions. • Copy, remember, repeat and plan linking simple actions with some control and technique. • Move smoothly from one position of stillness to another, or into a travelling movement. • Choose, use and vary simple ideas to create and perform a sequence.	***Gymnastics*** • Complete balances with increasing stability, control and technique. • Take weight on different body parts for longer periods of time with some strength and control. • Demonstrate increased flexibility and extension in actions. • Perform a forward roll, rug roll and shoulder roll. • Choose actions that flow into one another, on and off apparatus. • Plan and perform a sequence showing contrasts in speed, level and direction; work with a partner to create and improve it.	***Gymnastics*** • Use body tension to perform balances individually and with a partner. • Demonstrate increasing strength, control and technique when taking own and others' weight. • Demonstrate increased flexibility and extension in more challenging actions. • Perform a range of rolls with control and accuracy. • Plan and perform longer, more varied sequences with smooth, planned links, with and without a partner. • Work with a partner and in groups to create sequences.	***Gymnastics and Yoga*** • Show increasing control and balance when moving from one balance to another. • Use strength to improve the quality of an action and the range of actions available. • Use flexibility to improve the quality of actions and the way they are linked. • Perform a range of rolls including a backwards roll consistently. • Create and perform more complex sequences with good quality, control and technique, with and without a partner, using the floor, mats and apparatus. • **Yoga:** hold balances and postures with control and body tension, and link postures with smooth transitions, using controlled breathing.	***Gymnastics and Yoga*** • Combine and perform more complex balances with control, technique and fluency. • Demonstrate more complex actions with a good level of strength and technique. • Confidently transition from one action to another, showing control and extension appropriate to the complexity of the action. • Perform a range of rolls showing different entrances and exits. • Plan and perform with precision, control and fluency a sequence including a wide range of skills and variations in speed, level and direction; adapt sequences for a partner or small group. • **Yoga:** plan and perform a flowing sequence of postures with fluency, extension and balance.

Dallam Community Primary School – Subject Progression – PE

	Fundamental Movement Skills (Fundamentals, Fitness and Athletics) Progression						
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	Nursery – Introduction to PE Unit 1, Fundamentals Unit 1 • Run and stop with some control. • Jump and hop with bent knees. • Throw larger balls and beanbags into space. • Balance whilst stationary and on the move. • Explore moving different body parts together; move around the environment with awareness and control. ***Reception – Introduction to PE Unit 2, Fundamentals Unit 2*** • Run with spatial awareness, adjusting speed or direction to avoid obstacles. • Explore skipping as a travelling action. • Change direction at a slow pace. • Climb, run and jump with confidence; confidently complete an obstacle course. • Get ready for PE independently and move safely.	***Fundamentals, Fitness, Athletics*** • Attempt to run at different speeds, showing an awareness of technique. • Begin to link running and jumping movements with some control; jump, leap and hop, choosing which allows them to jump the furthest. • Throw towards a target. • Show some control and balance when travelling at different speeds; use co-ordination with and without equipment. • **Fitness:** talk about why it is important to be active; recognise that the body changes during exercise; use equipment appropriately and safely.	***Fundamentals, Fitness, Athletics*** • Show balance and co-ordination when running at different speeds and changing direction. • Link running and jumping movements with some control and balance; jump accurately from a standing position. • Change technique to throw for distance; throw a variety of objects with one hand. • Perform actions with increased control when co-ordinating the body with and without equipment. • **Fitness:** understand why it is important to be active to be healthy; describe how the body feels during different activities; move and land safely.	***Fundamentals Y3/4, Fitness, Athletics*** • Show balance, co-ordination and technique when running at different speeds, stopping with control. • Link running, hopping and jumping using different take-offs and landings; take a running jump. • Jump for distance and height with an awareness of technique. • Throw a variety of objects, changing action for accuracy and distance. • **Fitness:** know that I should warm up before an activity; explain why physical activity is good for health; describe how the body feels with reference to breathing and heart rate.	***Fundamentals Y3/4, Fitness, Athletics*** • Demonstrate how and when to speed up and slow down when running; change speed and direction in a range of events. • Link hopping and jumping actions with some control; take a running jump and land accurately. • Jump for distance and height showing balance and control. • Throw with some accuracy and power towards a target area. • Begin to co-ordinate the body at speed in response to a task. • **Fitness:** give reasons why warming up is important; explain a number of benefits of activity (healthy heart, strong bones); record and monitor how hard I am working.	***Fitness, Athletics*** • Run at the appropriate speed over longer distances or for longer periods of time. • Show control at take-off and landing in more complex jumping activities; perform a range of more complex jumps showing some technique. • Show accuracy and power when throwing for distance. • Demonstrate improved body posture and speed when changing direction; co-ordinate a range of body parts at increased speed. • **Fitness:** explain and apply basic safety principles in preparing for exercise; describe the effects of exercise on the body and how it is valuable to fitness and health; suggest warm-ups and cool-downs that suit the activity.	***Fitness, Athletics*** • Demonstrate a controlled running technique using the appropriate speed over longer distances; improve and sustain running across a range of events. • Link running, jumping and hopping actions with greater control and co-ordination; perform jumps for height and distance using good technique. • Show accuracy and good technique when throwing for distance; apply jumping and throwing across a range of events and sports. • Show fluency and control when travelling, landing, stopping and changing direction. • **Fitness:** explain the effects of exercise on the body, being specific about the benefits to particular systems and organs; plan warm-ups and cool-downs.

Dallam Community Primary School – Subject Progression – PE

	Team Building and Outdoor and Adventurous Activities (OAA) Progression						
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	There are no Team Building or OAA units in Nursery or Reception on the 2026/27 plan. Teamwork in those years is covered by the SET ladder (see end of document).	***Team Building*** • Follow instructions. • Begin to work with a partner and a small group. • Understand the rules of the game and suggest ideas to solve simple tasks. • Copy a simple diagram or map. • Identify own and others' success.	***Team Building*** • Follow instructions accurately. • Work co-operatively with a partner and small group, taking turns and listening to each other. • Try different ideas to solve a task. • Follow and create a simple diagram or map. • Understand when a challenge is solved successfully and begin to suggest simple ways to improve.	***OAA*** • Follow instructions from a peer and give simple instructions. • Work collaboratively with a partner and small group, listening to and accepting others' ideas. • Plan and attempt to apply strategies to solve problems. • Orientate and follow a diagram or map. • Reflect on when and why challenges are solved successfully and use others' success to help improve.	***OAA*** • Accurately follow instructions given by a peer and give clear, usable instructions to a peer. • Confidently communicate ideas and listen to others before deciding on the best approach. • Plan and apply strategies to solve problems. • Identify key symbols on a map and use a key to help navigate around a grid. • Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvement.	***OAA*** • Use clear communication when working in a group and taking on different roles; begin to lead others, providing clear instructions. • Plan and apply strategies with others to more complex challenges. • Orientate a map confidently, using it to navigate around a course. • Explain why a particular strategy worked and alter methods to improve.	***OAA*** • Communicate with others clearly and effectively when under pressure. • Be confident to lead others and show consideration of including everyone in a group. • Use critical thinking skills to form ideas and strategies, selecting and applying the best method to solve a problem. • Confidently and efficiently orientate a map, identifying key features to navigate around a course. • Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.

Dallam Community Primary School – Subject Progression – PE

	Swimming and Water Safety Progression						
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	Not taught on the 2026/27 plan.	*Not taught on the 2026/27 plan.*	*Not taught on the 2026/27 plan.*	*Not taught on the 2026/27 plan.*	***Swimming (Beginners moving into Developers)*** • Submerge and regain feet in the water; breathe in sync with an isolated kicking action from poolside. • Use arms and legs together to move effectively across a short distance. • Glide and float on front and back; confidently roll from front to back and regain a standing position. • **Developers:** retrieve an object from the floor with the same breath; begin to co-ordinate breathing with basic strokes. • **Water safety:** recognise water hazards and make safe choices; know how to call for help; demonstrate a calm floating position as a simple self-rescue skill.	***Swimming (Developers moving into Intermediate)*** • Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes. • Combine gliding and floating over an increased distance; float using different shapes with control. • Comfortably demonstrate sculling and treading water. • **Intermediate:** co-ordinate smooth, consistent breathing with a range of strokes; demonstrate good technique in a wider range of strokes over increased distances (at least 25 metres). • **Water safety:** respond appropriately to hazards; communicate clearly to get help; demonstrate the H.E.L.P. and Huddle positions.	***Land Based Water Safety*** • Assess risks in different water environments and justify safe decisions. • Select appropriate rescue responses in emergency situations. • Select and apply the appropriate survival technique to the situation. • Demonstrate effective self-rescue and rescue techniques (land based).

Dallam Community Primary School – Subject Progression – PE

	Games Progression						
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	Nursery – Games Unit 1, Ball Skills Unit 1 • Drop and catch with two hands; stop a beanbag or large ball sent to them using hands. • Move a ball with feet; kick larger balls to space. • Throw and roll a variety of beanbags and larger balls to space. • Hit a ball with hands; hold a bat to hit a ball. • Make simple decisions in response to a situation. ***Reception – Games Unit 2, Ball Skills Unit 2*** • Bounce and catch a large ball using both hands; throw at a target and catch. • Pass a ball and kick a ball at a target. • Attempt to stop a large ball sent to them using feet. • Run and stop when instructed; move around showing growing awareness of others. • Make simple decisions in response to a situation.	***Ball Skills, Target Games, Invasion Games, Sending and Receiving*** • Drop and catch a ball after one bounce on the move; catch a beanbag and a medium-sized ball. • Move a ball using different parts of the foot; kick towards a stationary target. • Throw and roll towards a target with some varying techniques. • Strike a stationary ball using a racket. • Run, stop and change direction with some balance and control; recognise space in relation to others. • Begin to use simple tactics with guidance.	***Ball Skills, Target Games, Invasion Games, Sending and Receiving*** • Dribble a ball with two hands on the move; dribble with feet with some success, stopping it when required. • Throw and roll towards a target using varying techniques with some success. • Catch an object passed to them, with and without a bounce; move to track a ball and stop it using feet. • Show balance when kicking towards a target; strike a ball using a racket. • Move to space to help score goals or limit others scoring. • Use simple tactics for attacking and defending.	***Ball Skills Y3/4, Hockey, Rugby, Dodgeball, Tennis, Cricket*** • Dribble the ball with one hand and with feet with some control in game situations; travel with a ball. • Use a variety of throwing techniques in game situations; kick towards a partner. • Catch a ball passed to them using one and two hands, including whilst moving. • Receive a ball using different parts of the foot; strike a ball with varying techniques. • Change direction with increasing speed in game situations; use space with some success. • Understand and use simple tactics individually and within a team; choose batting or throwing skills to make the game hard for opponents.	***Ball Skills Y3/4, Hockey, Rugby, Dodgeball*** • Link dribbling the ball with other actions with increasing control; change direction when dribbling with some control. • Use a variety of throwing techniques and kick with increasing success; accurately pass a ball. • Catch a ball using one and two hands with increasing success; receive a ball under pressure. • Strike a ball using varying techniques with increasing accuracy. • Change direction to lose an opponent; create and use space with some success. • Use simple tactics to help the team score or gain possession; explain how tactics differ for attacking and defending; make up a game with simple rules.	***Hockey, Dodgeball, Cricket, Rounders*** • Use dribbling to change the direction of play with some control under pressure. • Use a variety of throwing, passing and kicking techniques with some control under increasing pressure. • Catch and intercept a ball with some success in game situations; receive a ball with increasing control under pressure. • Strike a ball using a wider range of skills with some success under pressure; strike with intent and bowl or field more accurately. • Use a variety of techniques to change direction to lose an opponent; create and use space for self and others. • Understand the need for tactics and identify when to use them; apply tactics and rules to a range of games.	***Hockey, Cricket, Badminton, Dodgeball, Rounders*** • Use dribbling to change the direction of play with control under pressure; use a variety of dribbling techniques to maintain possession. • Use a variety of throwing techniques, including fake passes, to outwit an opponent; select and apply the appropriate kicking technique. • Catch and intercept with increasing success; receive a ball with consideration to the next move. • Strike a ball using a wider range of skills to outwit an opponent; use different ways of bowling; play a recognised version of a net game showing tactical awareness and knowledge of rules and scoring. • Confidently change direction to outwit an opponent; effectively create and use space. • Work collaboratively to create tactics within their team and evaluate their effectiveness; understand how to change tactics to improve performance.

Dallam Community Primary School – Subject Progression – PE

	Personal Skills across all areas (SET) Progression			
	EYFS	**Years 1 and 2**	**Years 3 and 4**	**Years 5 and 6**
	Social • take turns, share equipment and ideas. ***Emotional*** • try again, practise independently, try new challenges. ***Thinking*** • begin to identify personal success, choose own movements, give simple feedback.	***Social*** • encourage others, talk to a partner and take turns, work with a partner and small group. ***Emotional*** • show determination, explore skills independently, share ideas in front of others. ***Thinking*** • make decisions in a simple challenge, begin to select and apply skills, use key words in feedback.	***Social*** • motivate others to reach their personal best, work towards a shared goal, self-manage games. ***Emotional*** • persevere, understand what my best looks like, show fairness and honesty, show awareness of how others feel. ***Thinking*** • make quicker decisions, select from a wider range of skills, give feedback using key terminology.	***Social*** • share ideas and decide on the best approach, lead and include everyone, communicate clearly. ***Emotional*** • understand and show maximum effort, use strategies to reach personal best, compete with fair play, attempt tasks outside my comfort zone. ***Thinking*** • reflect and evaluate as a group and individual, explain my thought process, give sensitive feedback, select skills under pressure.

The Get Set 4 SET ladder (Social, Emotional, Thinking) runs through every unit, in bands rather than single years.