



PE Progression

Derby PE Scheme

Spirituality:

The children develop their spirituality through Physical Education by engaging in activities that promote self-awareness, empathy, and a sense of connection with others and the world around them. PE offers opportunities for children to reflect on their values, experience moments of awe and wonder in nature during outdoor activities, and develop a sense of inner peace through mindful movement such as gymnastics or stretching. Team games and cooperative challenges also nurture qualities like respect, fairness, and compassion, helping children to understand and appreciate different perspectives – learning how to concede and have empathy when they lose or celebrate with grace when they win. Through these experiences, PE becomes a space where children can explore their identity, build resilience, and develop a deeper sense of purpose and belonging.



Foundation

Personal	Social	Cognitive	Creative	Physical	Health & Fitness
Fundamental Movement:					
Coordination: Footwork	Dynamic Balance to Agility: Jumping and Landing	Dynamic Balance: On a Line	Coordination: Ball Skills	Coordination: Sending and Receiving	Agility: Ball Chasing Static
Static Balance: One Leg	Static Balance: Seated	Static Balance: Stance	Counterbalance: With a Partner	Agility: Reaction/Response	Balance: Floor Work
Skills:					
1. I can follow instructions, practise safely and work on simple tasks by myself 2. I enjoy working on simple tasks with help	1. I can work sensibly with others, taking turns and sharing 2. I can play with others and take turns and share with help	1. I can understand and follow simple rules and can name some things I am good at 2. I can follow simple instructions	1. I can explore and describe different movements 2. I can observe and copy others	1. I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together 2. I can move confidently in different ways	1. I am aware of why exercise is important for good health 2. I am aware of the changes to the way I feel when I exercise

Gymnastics & Dance	Invasion Games	Striking and fielding	Athletics	Swimming
- Moves freely and with pleasure and confidence in a range of ways. - Mounts stairs, steps or climbing equipment using alternate feet. - Can stand momentarily on one foot when shown. - Jumps off an object and lands appropriately. - Travels with confidence and skill around, under, over and through balancing and climbing equipment.	- Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.		Start to perform fundamental skills (FMS) at an emerging level - Travelling skills: - Running fast - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. - Sending skills : Roll a ball underarm, underarm throw, overarm throw - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	



Year 1

Personal	Social	Cognitive	Creative	Physical	Health & Fitness
Fundamental Movement:					
Coordination: Footwork	Dynamic Balance to Agility: Jumping and Landing	Dynamic Balance: On a Line	Coordination: Ball Skills	Coordination: Sending and Receiving	Agility: Ball Chasing Static
Static Balance: One Leg	Static Balance: Seated	Static Balance: Stance	Counterbalance: With a Partner	Agility: Reaction/Response	Balance: Floor Work
Skills:					
3 I try several times if at first I don't succeed and ask for help when appropriate 4. I can follow instructions, practice safely and work on simple tasks by myself 5. I enjoy working on simple tasks with help	I can help praise and encourage others in their learning 4. I can work sensibly with others, taking turns and sharing 5. I can play with others and take turns and share with help	3.I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance 4. I can understand and follow simple rules and can name some things I am good at 5. I can follow simple instructions	3.I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme 4. I can explore and describe different movements 5. I can observe and copy others	3. I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed 4. I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together 5. I can move confidently in different ways	3.I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely 4. I am aware of why exercise is important and good for health 5. I am aware of the changes to the way I feel when I exercise

Gymnastics & Dance	Invasion Games	Striking and fielding	Athletics	Swimming
Create and link simple combinations of 2 or 3 actions to create a sequence Shape Wide, thin Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards. Hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, monkey Balancing front support, balance on 4 & 3 point, tummy, back, bottom, shoulders. Rolling rock and roll, pencil, egg	To use simple tactics to outwit an opponent Pretend to throw one way then throw the other. Look one way and roll the ball the other. To throw away from the cones	Strike a ball off a tee. Look for space to throw, hit or run into help team score. Understand why they need to throw or hit into space. Use a feint to try and win a game	Perform FMS at a developing level: - Running - Hopping - Rolling a ball - Underarm throw - Jumping	

Year 2



Personal	Social	Cognitive	Creative	Physical	Health & Fitness
Fundamental Movement:					
Coordination: Footwork	Dynamic Balance to Agility: Jumping and Landing	Dynamic Balance: On a Line	Coordination: Ball Skills	Coordination: Sending and Receiving	Agility: Ball Chasing Static
Static Balance: One Leg	Static Balance: Seated	Static Balance: Stance	Counterbalance: With a Partner	Agility: Reaction/Response	Balance: Floor Work
Skills:					
1. I know where I am with my learning and I have begun to challenge myself 2. I try several times if at first I don't succeed and I ask for help when appropriate 3. I can follow instructions, practise safely and work on simple tasks by myself	1. I show patience and support others. I am happy to show and tell others about my ideas 2. I can help praise and encourage others in their learning 3. I can work sensibly with others, taking turns and sharing	1. I can explain what I am doing well and I have begun to identify areas for improvement 2. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well 3. I can understand and follow simple rules and can name some things I am good at	1. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music 2. I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme 3. I can explore and describe different movements	1. I can select and apply a range of skills with good control and consistency 2. I can perform a range of I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some change in level, direction or speed 3. I can perform a single skills or movement with some control. I can perform a small range of skills and link two movements together	1. I can describe how and why my body feels during and after exercise 2. I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely 3. I am aware of why exercise is important for good health

Gymnastics & Dance	Invasion Games	Striking and fielding	Athletics	Swimming
Create and link simple combinations of 3 or 4 actions to create a sequence. Shape Wide, thin, dish, arch, tuck. Travelling feet – jog, skip, gallop, hop, walk forwards, backwards. hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, monkey Balancing front support, balance on 4 & 3 points, tummy, back, bottom, shoulders. Rolling rock and roll, pencil, egg roll, dish roll, teddy roll, forward roll. Apparatus work	To move into space to receive a ball. To pass a ball to a player in the space. To throw the ball into space away from the opponent. To strike the ball away from cones/fielders.	Strike a ball off a tee Strike with a drop feed Look for space to throw, hit or run into help team score. Understand why they need to throw or hit into space. Understand the concept of aiming and the need for accuracy. Throw or hit an object into a space to make it more difficult for their opponents. Use a feint to try and win a game.	Perform FMS at a developing level and start to master some basic skills. - Running - Underarm throw - Overarm throw - Push throw - Jumping for distance	



Year 3

Personal	Social	Cognitive	Creative	Physical	Health & Fitness
Fundamental Movement:					
Coordination: Footwork	Dynamic Balance to Agility: Jumping and Landing	Dynamic Balance: On a Line	Coordination: Ball Skills	Coordination: Sending and Receiving	Agility: Ball Chasing Static
Static Balance: One Leg	Static Balance: Seated	Static Balance: Stance	Counterbalance: With a Partner	Agility: Reaction/Response	Balance: Floor Work
Skills:					
1. I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice 2. I know where I am with my learning and I have begun to challenge myself 3. I try several times if at first I don't succeed and I ask for help when appropriate	1. I cooperate well with others and give helpful feedback. I help organise roles and responsibilities 2. I show patience and support others, listening well to others about our work. I am happy to show and tell them about my ideas 3. I can help praise and encourage others in their learning	1. I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon 2. I can explain what I am doing well and I have begun to identify areas for improvement 3. I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance	1. I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging 2. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music 3. I can begin to compare my own movements and skills with those of others. I can select and link movements together to fit a theme	1. I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities 2. I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency 3. I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.	1. I can describe the basic fitness components and explain how often and how long I should exercise to be healthy 2. I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down 3. I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.

Gymnastics & Dance	Invasion Games	Striking and fielding	Athletics	Swimming
Create and perform sequences of actions (4-6) smoothly. Travelling: feet – jog, skip, gallop, hop, walk forwards, backwards. hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, monkey Balancing: one-foot balance, arabesque, square bridge, bridge, hands and feet. Jumps Straight, straddle, pike, tuck Rolling:	Develop sport specific skills Chest pass, bounce pass, swing pass, one handed pass, catching a ball. To know to move into a space to receive a ball. To pass to a ball to a player in space when playing an invasion game.	Bowl underarm. Strike a ball off a tee. Catch a ball. Field a ball and return it quickly. - Ready Position. - Underarm throw. - Overarm throw. - Hold a racket. - Strike a ball with a racket.	Master FMS skills and start to develop athletic specific skills performing them with consistency and accuracy. - Throwing – push, pull and sling - Hop, step and jump	Swimming: 25m confidence and safety: • To be able to swim 25 metres any style, unsupported. • To understand how to keep myself and others safe around water • To be able to swim in the deep end of the pool with confidence. • To dive down below the water surface to pick up an item.

Year 4

Personal	Social	Cognitive	Creative	Physical	Health & Fitness
Fundamental Movement:					
Coordination: Footwork	Dynamic Balance to Agility: Jumping and Landing	Dynamic Balance: On a Line	Coordination: Ball Skills	Coordination: Sending and Receiving	Agility: Ball Chasing Static
Static Balance: One Leg	Static Balance: Seated	Static Balance: Stance	Counterbalance: With a Partner	Agility: Reaction/Response	Balance: Floor Work
Skills:					
1. I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice 2. I know where I am with my learning and I have begun to challenge myself 3. I try several times if at first, I don't succeed and I ask for help when appropriate	1. I cooperate well with others and give helpful feedback. I can guide a small group through a task 2. I show patience and support others, listening well to others about our work. I am happy to show and tell them about my ideas 3. I can help praise and encourage others in their learning	1. I can understand ways (criteria) to judge performance. I can use my awareness of space and others to make good decisions 2. I can explain what I am doing well and I have begun to identify areas for improvement 3. I can begin to order instructions, movements and skills. I can explain why someone is working or performing well	1. I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging 2. I can make up my own rules and versions of activities. I can recognise similarities and differences in movements and expression 3. I can begin to compare my movements and skills with those of others. I can select and link movements together to fit within a theme	1. I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities 2. I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency 3. I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some change in level, direction or speed	1. I can describe the basic fitness components. I can record and monitor how hard I am working 2. I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down 3. I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.

Gymnastics & Dance	Invasion Games	Striking and fielding	Athletics	Swimming
Create and perform sequences of actions (6) with control and precision. Travelling feet – jog, skip, gallop, hop, walk forwards, backwards, side gallop, walk on tiptoes. hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, monkey Balancing one-foot balance, arabesque, square bridge, bridge, front support, back support, V sit, dish, arch, shoulder stand. Jumps Straight, straddle, pike, tuck, 1/2 turn, full turn Rolling rock and roll, pencil, egg roll, dish roll, teddy roll, forward roll.	Develop sport specific skills Chest pass, bounce pass, swing pass, one handed pass, dribbling a ball, catching a ball, shooting a ball. To know to move into a space to receive a ball. To feint or disguise a pass a ball to outwit a defender.	- Bowl underarm. - Perform a straight drive. - Catch a ball. - Field a ball and return it quickly. - Ready Position. - Underarm throw. - Overarm throw. - Hold a racket. - Strike a ball with a racket.	Master FMS skills and start to develop athletic specific skills performing them with consistency and accuracy. - Throwing – push, pull and sling - Hop, step and jump	



Year 5&6

Personal	Social	Cognitive	Creative	Physical	Health & Fitness
Fundamental Movement:					
Coordination: Footwork Static Balance: One Leg	Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated	Dynamic Balance: On a Line Static Balance: Stance	Coordination: Ball Skills Counterbalance: With a Partner	Coordination: Sending and Receiving Agility: Reaction/Response	Agility: Ball Chasing Static Balance: Floor Work
Skills:					
1. I recognise my strengths and weaknesses and can set myself appropriate targets. I see all new challenges as opportunities to learn and develop 2. I can cope well and react positively when things become difficult I can persevere with a task and improve my performance through regular practice 3. I know where I am with my learning and I have begun to challenge myself	1. I can negotiate and collaborate appropriately I can give and receive sensitive feedback to improve myself and others 2. I can help organise roles and responsibilities and can guide a small group through a task I cooperate well with others and give helpful feedback 3. I am happy to show and tell others about my ideas I show patience and support others	. I can develop methods to outwit an opponent I can suggest patterns of play which will increase changes of success 2. I can use awareness of space/others to make good decisions I can understand ways (criteria) to judge performance 3. I can understand the simple tactics of attacking and defending I can explain what I am doing well and I have begun to identify areas for improvement	1. I can adapt and adjust my skills, movements or tactics so they are different to others I can respond imaginatively to different situations 2. I can change tactics, rules or tasks to make activities more fun or more challenging I can link actions and develop sequences of movements that express my own ideas 3. I can recognise similarities and differences in movements and expression I can make up my own rules and versions of activities	1. I can perform a range of skills fluently and accurately I can use combinations of skills confidently in specific contexts 2. I can link actions together, so they flow I can perform a variety of movements and skills with good body tension 3. I can select and apply a range of skills with good control and consistency I can perform and repeat sequences with clear shapes and controlled movement	. I can self-select and perform appropriate warm-up and cool down activities I can identify possible dangers when planning an activity 2. I can record and monitor how hard I am working I can explain how often and how long I should exercise to be healthy I can describe the basic fitness components 3. I can explain why we need to warm-up and cool down I can describe how and why my body changes during and after exercise



Year 5

Gymnastics & Dance	Invasion Games	Striking and fielding	Athletics	Swimming
Create and Perform longer sequences of actions (6-8) with a partner. Travelling feet – jog, skip, gallop, hop, walk forwards, backwards, chasse hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, monkey Balancing one-foot balance, arabesque, square bridge, bridge, front support, back support, V sit, dish, arch, shoulder stand. Balance with a partner – counter balance, counter tension. Jumps Straight, straddle, pike, tuck, 1/2 turn, full turn	Develop sport specific skills Chest pass, bounce pass, swing pass, one handed pass, dribbling a ball, catching a ball, shooting a ball, catching a ball, kicking a ball, (hockey) push pass dribbling, receiving a pass, shooting. Attacking skills - To use a range of passes. To pass ahead of supporting players. To get away from a defender to receive a pass. Defending skills – to close down space.	- Bowl underarm. - Strike a ball off a tee. - Strike bowled bowl. - Field a ball and throw back overarm. - Throwing a ball. - Hold a racket correctly. - Forehand. - Backhand. - Volley.	Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed. - Throwing – push, pull, sling, heave - Jumping – standing long jump and triple jump. - Running short and long distance. - Passing a baton in a relay.	

Year 6

Gymnastics & Dance	Invasion Games	Striking and fielding	Athletics	Swimming
Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience. Travelling: feet – jog, skip, gallop, hop, walk forwards, backwards, chasse hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, monkey Balancing: one-foot balance, arabesque, square bridge, bridge, front support, back support, V sit, dish, arch, shoulder stand. Balance with a partner and small group – counter balance, counter tension. Jumps: Straight, straddle, pike, tuck, 1/2 turn, full turn Rolling: rock and roll, pencil, egg roll, dish roll, teddy roll, forward roll.	Develop sport specific skills Chest pass, bounce pass, swing pass, one handed pass, dribbling a ball, catching a ball, shooting a ball, catching a ball, kicking a ball, (hockey) push pass dribbling, receiving a pass, shooting. Attacking skills - To use a range of passes. To pass ahead of supporting players. To get away from a defender to receive a pass. To send the ball wide and/or deep to supporting players. Defending skills – to close down space. To intercept a pass.	- Bowl overarm. - Strike a bowled ball. - Field a ball and throw back overarm. - Throwing a ball. - Forehand. - Backhand. - Volley. - Underarm serve	Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed. - Throwing – push, pull, sling, heave - Jumping – standing long jump and triple jump. - Running short and long distances. - Passing a baton in a relay	Swimming: 25m confidence and safety: • To be able to swim 25 metres any style, unsupported. • To understand how to keep myself and others safe around water • To be able to swim in the deep end of the pool with confidence. • To dive down below the water surface to pick up an item.