



Physical Education Essential Skills

Essential skills for Early Years Physical Development Assessing pupil progress by the end of reception

Skills can be covered through a variety of activities sand and water play, role play, outdoor learning, movement to song & rhyme, manipulation of pencils, paint brushes, scissors, as well as more traditional activity areas such as playground games, gymnastics, dance and multi skills.

- Can look, listen and follow simple verbal and body signals and instructions
- Can dress and undress independently
- Can show wide, narrow, tall, small and thin shapes when still
- Can hold a tuck shape on feet with a firm base, strong core and clear shape for between 10 and 30 seconds
- Can learn whilst moving for 10 minutes through vigorous physical activity without a break
- Can crawl in opposition with flat hand base with fingers and thumbs together, extended feet with pointed toes
- Can travel on feet showing arms and legs in opposition
- Can move from sitting to standing showing firm base, strong core and clear shape
- Can move from standing to sitting showing firm base, strong core and clear shape
- Can hop on one leg
- Can jump two feet to two feet
- Can jump with quarter turn from standing
- Can jump with half turn from standing
- Can stop with firm base, strong core and clear shape on a signal whilst travelling
- Know when to stop
- Know when to move
- Know how to travel in different spaces and environments
- Can move to music showing basic rhythm and timing



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- Can copy and repeat a simple set of movements
- Can move around class room, playground, cloakroom and other familiar environments around school safely and with purpose
- Can travel on feet with changes of speed
- Can travel on feet with changes of level
- Can travel on different body parts
- Can travel on different body parts over, under, through and across a variety of equipment
- Can travel with a variety of equipment including bean bag, hoop, ball, skipping rope etc. by using different parts of the body
- Can travel to share, swap or pass equipment with another
- Can direct an object to a target by slide, roll, push or throw
- Can look after and sort basic equipment
- Understands how to show what good movement looks like



Physical Education Essential Skills

Key Stage 1

Assessing pupil progress by the end of Year 2

Skills can be covered through a variety of activities and curriculum areas not just formal physical education lessons. Skills may also be developed at play, through outdoor learning, music, art, movement to music and song & rhyme as well as through extracurricular activities.

At Key Stage 1 there should be an experience of gymnastic and dance type activities as well as learning fundamental movement skills through multi skills but also ensuring fundamental movement skills relating to agility, balance and coordination, creative games play and basic choreography of linking basic movement together on the floor and under, over, through and across equipment and apparatus in different indoor and outdoor environments, including in water through swimming to build water confidence and safety early. Engaging in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations are key elements to provision. Therefore, competitive elements of beat your own and challenge are required to be an integral part of this provision.

This can be achieved through outdoor learning, playground games, gymnastics, dance, basic games making and multi skills. This will be linked to an extra-curricular provision to promote healthy active lifestyles, more formal opportunities for those more able, gifted and talented and intervention for those children with additional needs who need to develop core strength and spatial awareness.

Learning movement skills:

- Can travel in different directions and pathways using different body parts 1
- Can travel with equipment in a given direction 1
- Can hop on one leg 1
- Can hop one either leg 1
- Can stop then half turn to change direction 1
- Can travel with equipment in a purposeful pathway 2
- Can travel with equipment and then direct it on a purposeful pathway to a target 2
- Can stop and pivot to change direction 2
- Can perform a combination of hop, skips and jumps such as hop scotch 2
- Can skip without a rope 1
- Can skip with a rope 2
- Can direct an implement with appropriate body part to push, glide, dribble or throw 1
- Can throw and catch as an individual 1
- Can throw and catch as a pair 2
- Can control a ball with a stick or bat to bounce or strike 2
- Can copy and repeat a sequence of 3 actions which has a separate clear start and finish position 1
- Can devise and repeat a sequence of 3 actions which has a separate clear start and finish position 2
- Can use dominant and non-dominant hand, foot and direction of turn 2
- Can follow simple rules 1
- Can design a simple target and passing game 1
- Creative games making of a target and passing games with defined rules coached to others 2
- Can perform basic shapes (straight, tuck, straddle and pike) 1, movement types (turn, jump & balance) 1 to travel to make a pattern of movement 2:

To music

On the floor in a variety of different sized spaces



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With equipment
With apparatus

Understanding principles of movement:

- Can show when to change level and speed when moving 2
- Know when to start, when to stop and when to pause 1
- Know when to send an object to target with the correct body part (hand, foot, head or chest) or equipment (bat, racket, stick) 2
- Know when to pass 2
- Know how to move into a space when travelling to perform an action or to receive a pass 1
- Know how to change shape, level and speed to suit the space they are in 1
- Know how to choose the correct pathway for the space they are in 2
- Know how to add a jump, turn or balance to link movements 2
- Can change and adapt what they do according to how it 'feels' to make improvements 2
- Can 'look' and 'listen' to performance and suggest changes to improve performance 1
- Can tell you what they are showing and explain why they made that choice in simple age appropriate language 2

Personal Fitness & Healthy, Active lifestyles:

- Can learn whilst moving for 20 minutes through vigorous physical activity without a break 2
- Can hold a tuck shape on feet with a firm base, strong core and clear shape for between 30 seconds to a minute 2
- Know what to do to get ready to move in a certain environment (indoor / outdoor) 1
- Know what is expected of me (indoor / outdoor) 1
- Know how to keep myself safe and others safe in different environments 1

Life skills and personal challenge:

- Can change for physical education lessons within 10 minutes 2
- Listening to and follow instructions 1
- Reading basic body language 2
- Make the right choice at the right time 1
- Thinking and feeling before, during and after you move 1
- Can share the use of space 1
- Can share the use of apparatus and equipment 1
- Know how to keep themselves and others safe in different environments 1
- Can challenge themselves to make things more physically difficult 2
- Can challenge themselves to keep going 2
- Can work cooperatively with a partner 1 and in a small group 2



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Key Stage 2

Assessing pupil progress by the end of Year 6

Skills can be covered through a variety of activities and curriculum areas not just formal physical education lessons. Skills may also be developed during informal activities at lunch and break time, through outdoor learning, music, art, as well as through extracurricular activities, intra & inter school sport such as competitive gymnastics; as well as specialist programmes such as bikeability, play and sport leadership and first aid training.

At Key Stage 2 there should be an experience of dance, gymnastics, swimming, athletic type activities, outdoor and adventurous activities (problem solving and orienteering) and competitive modified traditional and non-traditional games selected to suit the cohort and individual children.

The use of other adults to support learning alongside the class teacher, who are qualified level 2 coaches in the specific sport that physical education lesson is being taught through. Plus, have professional educational competency, to work with groups of children who require stretch and challenge maybe required particularly in activities such as tag rugby, educational gymnastics, and swimming.

Competitive elements of beat your own and challenge are built on from Key Stage 1 into a variety of competitive, personal and group challenge & problem solving opportunities.

They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

This can be achieved through an appropriate range of activities to suit your class of children (the class teacher will record the actual activity areas taught through using the suggested provision guide to plan from, assessments of children and their own knowledge of the children) but the minimum requirement must cover the principles of:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate in order to develop children abilities in applying basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control (movement having purpose; showing firm base, strong core and clear shape; using the correct muscle effort in the right parts of the body) and understanding of the principles of movement (space, weight, time and flow)
- perform dances using a range of movement patterns
- perform sequences using all the fundamental movement categories
- take part in outdoor and adventurous activity challenges both individually and within a team
- show determination, perseverance, resilience, fair play, respect, creativity and flare, but most of all the willingness to challenge oneself physically & mentally through physical activity
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

This will be linked to an extra-curricular provision to promote healthy active lifestyles, more formal opportunities for those more able, gifted and talented and intervention for those children with additional needs who need to develop core strength, spatial awareness and need support to reach expected standards.

Developing and using movement skills across different activities and scenarios:

- Can throw using the 3 different types of throw in athletic performance 6



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- Can show different speeds & rhythm of running 3
- Can sprint to show speed 4
- Can pace to run distance 6
- Can take off and land with different jump combinations 3
- Can jump to increase distance 4
- Can jump to increase height 4
- Can jump to receive a ball 5
- Can throw underarm and overarm 3
- Can pass and move to retain possession 3
- Can dodge, mark, feint, turn 5
- Can demonstrate a range of purposeful and accurate passing, receiving, striking, dribbling and shooting skills when kicking, directing with hands or using an implement 5
- Play in a range of small sided games and make effective choices about when, how, where to move, pass and receive 6
- Can field from a hit ball – from directly in front to either side, chasing after the ball 4
- Can 'rally' and pass in sequence to maintain possession or advantage 4
- Can field from a rolling ball – from directly in front 3, to either side 4, chasing after the ball 5
- Show specific attacking skills to create space 5
- Show specific defending skills to mark a player or reduce space 5
- Combine movement types into a movement pattern to music 3
- Combine movement type into a sequence using both floor and apparatus 3
- Choreograph & Combine movement types into a movement pattern to music 4
- Choreograph & Combine movement type into a sequence using both floor and apparatus 4
- Can plan, perform and evaluate a sequence of movements to music, on the floor and/or apparatus 5
- Complete an orienteering course 3
- Complete a basic outdoor problem solving challenge 3
- Devise and complete your own orienteering course 5
- Use ICT to improve your own and others performance 3
- Use ICT to analyse and improve your own performance 4
- Use ICT to analyse and improve your own and others performance 5
- Use basic performance data to improve your own and others performance 6

Understanding and applying principles of movement and understanding of the body to different activities and scenarios:

- Knows and makes the right decisions about choice of speed, level, shape, space, use of body part and equipment for a given 'best your own' situation through a core task or scenario problem to solve in:
 - Gymnastics activity scenario or challenge 3
 - Dance activity scenario or challenge 3
 - OAA activity scenario or challenge 4
 - Swimming scenario or challenge 6
 - Target game scenario or challenge 3
 - Net / wall game scenario or challenge 4
 - Striking / fielding scenario or challenge 5
 - Invasion game scenario or challenge 6
 - Athletics activity scenario or challenge 4



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- know how to change speed, level, pathway, curve and spin of your body and in manipulating an object and the science related to these principles 6
- know how to jump for height and when it is required different activities 4
- know how to jump for distance and when it is required in different activities 4
- understanding the principles of pacing to run a distance 5
- understand principles of take-off and landing in jumps in a variety of activity areas 4
- know the right action to choose at the right time related to a specific scenario 6
- know how a particular movement or action can be adapted to suit different activities 6
- know and understand the positions they play in 5
- understand specific attacking skills to create space 4
- understand specific defending skills to mark a player or reduce space 4
- know and understand the principles of net/wall, striking & fielding and invasion games
- apply rule and regulations 6
- know how to adapt movements, pass, travel of object etc. 4
- perform dances using a range of movement patterns and dynamics 5
- perform sequences using all the fundamental movement categories and using all principles of movement 5
- understand basic water dynamics for buoyancy and efficient movement through water 6
- know and understand basic survival techniques in water 6
- know and understand basic survival techniques for the outdoors 6
- know and understand how to plan problem solving, tactics & strategies, game play/plan, performance 6

Personal Fitness & Healthy, Active lifestyles:

- Can learn whilst moving for 40 minutes through vigorous physical activity without a break 5
- Can continuously run for over 8 minutes 3
- Can run continuously for over 12 minutes 4
- Can run continuously for over 20 mins 6
- Can take weight on hands 4
- Can take weight on hands and travel 6
- Take part in vigorous physical activity for 30 mins or more 3 times a week 6
- Can hold a tuck shape on feet with a firm base, strong core and clear shape for over 1 minute 4
- Can hold a tuck shape on feet with a firm base, strong core and clear shape for over 2 minutes 6
- Know what to do to prepare for physical activity and a range of activities 6
- Know how to keep myself safe and others safe in different environments and using a variety of equipment 4
- Know lifting, handling and carrying techniques 6
- Know how to ensure safety from sun burn and dehydration 4
- Know major muscle groups and how to ensure they are prepared effectively for different activities 6
- Understand how to prepare and recover from physical activity 5

Life skills and personal challenge:

- swim competently, confidently and proficiently over a distance of at least 10 meters in a recognised stroke on front 3
- swim competently, confidently and proficiently over a distance of at least 25 meters in a recognised stroke on front 6
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke 6



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- perform safe self-rescue in different water-based situations 6
- can ride a bike over a distance of 100m 3
- can cross a road safely 3
- can organise, set out and put away basic small equipment 3
- can move from changing to a starter activity independantly 3
- know when to 'move on' in an activity and know what to change to challenege themselves but make sure the activity is still inclusive 4
- can prepare the space, equipment, move into the starter activity independantly as an individual, pair and small group 5
- can plan, perform and evaluate their own, pair and small group activity, challenge and progress for a lesson 6
- Can lead a small group in a coaching type scenario 6
- Can support younger children in purposeful active playtime activities 6
- can ride a bike showing road proficiency and safety 6
- know how to build basic shelter and ensure basic needs in outdoor environments 6
- know how to read a compass and use basic compass bearings 5
- Know what is expected of me in relation to conduct and etiquette in various scenarios of contexts 6
- Can physically challenge myself to improve 5
- Can mentally challenge myself to improve 5
- Know how to support others in improving their own performance 6
- Know basic first aid and CPR 6
- Can officiate in Can work independently to set up the lesson and transition between activities whilst challenging themselves and others in a supportive cooperative manner various activities 6



Physical Education Essential Skills

Key Stage 3

Assessing pupil progress by the end of Year 9

Skills can be covered through a variety of activities and curriculum areas not just formal physical education lessons. Skills may also be developed during informal activities at before school, lunch and after school, through outdoor learning, music, art, as well as through extracurricular activities, intra & inter school sport such as competitive gymnastics; as well as specialist programmes such as bikability, sport leadership qualifications as well as National Governing Body of Sport Young Leadership Qualifications and first aid training.

At Key Stage 3 there should be an experiences building towards the recognised activities related to dance, gymnastics, swimming, athletic type activities, outdoor and adventurous activities (problem solving and orienteering) and competitive modified and unmodified traditional and non-traditional games selected to suit the cohort and individual children.

The use of other adults to support learning alongside the class teacher, who are qualified level 2 coaches in the specific sport that physical education lesson is being taught through. Plus, have professional educational competency, to work with groups of children who require stretch and challenge maybe required particularly in activities such as tag rugby, rugby, athletic throwing events, trampolining, educational gymnastics, and swimming.

Competitive elements through a variety of personal and group challenge & problem solving opportunities are built on from Key Stage 2 into a variety of opportunities to outwit opponents and achieve personal & team best. They must also be able to 'keep going' for sustained periods of time showing appropriate fitness levels for the scenario or context they are performing in.

They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success and how to improve their own and others performance.

They must show a clear knowledge and understanding of how to move; appropriate selection of technique, action and strategy in different scenarios and contexts;

This can be achieved through an appropriate range of activities to suit your class of children (the class teacher will record the actual activity areas taught through using the suggested provision guide to plan from, assessments of children and their own knowledge of the children) but the minimum requirement must cover the principles of:

- use running, jumping, throwing and catching in isolation, in combination to compete for height, distance, time and speed
- playing competitive games, modified where appropriate in order to develop children abilities in applying tactical concept related to attack and defense
- be able to and know how to maintain and improve flexibility, strength, stamina, technique, control (movement having purpose; showing firm base, strong core and clear shape; using the correct muscle effort in the right parts of the body) and understanding of the principles of movement (space, weight, time and flow)
- performing dances using a range of movement patterns into themed or specific genre motifs;
- performing sequences and actions showing accurate movement replication
- take part in outdoor and adventurous activity challenges both individually and within a team;
- transfer skills, knowledge and understanding of actions, movements, principles, tactics, strategies and composition between contexts, activities and scenarios



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- show determination, perseverance, resilience, fair play, respect, creativity and flare, but most of all the willingness to challenge oneself physically & mentally through physical activity
- compare their own and others performances with previous ones and demonstrate improvement to achieve their personal best

This will be linked to an extra-curricular provision to promote healthy active lifestyles, more formal opportunities for those more able, gifted and talented and intervention for those children with additional needs who need to develop core strength, spatial awareness and need support to reach expected standards.

Year 7 (Focus – Introduction and development of basic skills in their context)

- Developing transferable skills through different games contexts
- Introduction of physical challenge through different contexts
- Developing teambuilding through managing risk in different scenarios and environments
- Technical development through run, throw and jump and understand how they transfer to other contexts
- Developing the basic principles of movement through the use of the main movement groups (travel, turn, jump, balance)

Year 8 (Focus – Applying developing skills across different contexts and scenarios)

- Selecting and Applying the appropriate skills for the scenario (right choice at right time)
- Understanding and developing components of Fitness and how they apply to different contexts
- Applying Gymnastic principles and movements to flight
- Understanding the principles of adapting technique to change speed, distance and height
- Problem Solving to develop critical thinking in competitive situations

Year 9 (Focus – Application of knowledge & understanding across different contexts & scenarios building to GCSE)

- Skill Application, Concepts and Tactical Awareness
- Principles of Training, personal exercise programme
- Run, Jump, Throw Personal Bests

These essential skills are for each Key Stage. In the additional tracker there are suggestions to what should be achieved at each year. You may wish to alter this according to the scheme of work that you plan from.

There are fewer statements from KS2 as you may wish to 'roll-over' some that have not been achieved in year 2 into year 3 to ensure secure attainment of the essential skills.

A number of the essential skills will need to be developed by transferring those skills across activity areas e.g. take-off and landing through athletics, gymnastics and to receive a ball in games.

The teacher will know the cohort / class and can select the appropriate context, specific activity to teach the essential skill through.

Essential skills of physical education can also be developed through outdoor learning, in the classroom through a variety of subject areas.