



Forever Learning: Limitless potential for every child

PE Progression of Skills (Taken from the REAL PE Scheme and Ballers BSC units of work)

Subject: PE			Leader: Natalie Johnston	
Foundation Stage			Key Stage 1	
Scheme	Nursery (Not covered by REAL PE/Ballers BSC)	Reception	Year 1	Year 2
Ballers BSC Aut term	In Nursery PE is taught in the hall by class teachers (if appropriate from October half term). All physical development/fine and gross motor skills are taught in nursery outdoor areas.	Can pupils show how fast their hearts are beating? Can pupils move into spaces avoiding other pupils? Are pupils able to work hard and keep moving their bodies? Can pupils experiment moving in different ways? Can pupils encourage each other? Can pupils travel with confidence? Can pupils listen to each others ideas?	Are pupils running on the balls of their feet? Do pupils keep their heads up when they are moving? Can pupils move showing good agility? Do pupils understand what agility means? Do pupils play fairly? Can pupils jump and land safely? Can pupils adjust their speed?	Can pupils move the ball with control? Can pupils keep the ball close to them? Can pupils move the ball using the insides and outsides of their feet? Can pupils move the ball around the space keeping the ball away from the defenders? Do pupils understand the consequence of moving the ball too close to defenders? Do pupils understand the meaning of control?

REAL PE Unit 1 Personal		In Reception physical development/fine and gross motor skills are taught in reception outdoor areas. I can explore footwork and one leg balance movements. I can follow instructions and practice safely.	Develop and apply footwork with control and fluency. I enjoy working on simple tasks with help. I can follow instructions and practice safely. I try several times if at first I don't succeed and I ask for help when appropriate.	Develop and apply footwork with control and fluency. I can follow instructions, practice safely and work on simple tasks by myself. I try several times if at first I don't succeed and I ask for help when appropriate. I know where I am with my learning.
REAL PE Unit 2 Social		I can explore jumping and landing and seated balance movements. I can play with others and take turns and share with help. I can work sensibly with others.	Develop and apply jumping and landing with control and fluency. I can play with others and take turns and share with help. I can work sensibly with others, taking turns and sharing. I can help, praise and encourage others.	I can work sensibly with others, taking turns and sharing. I can help, praise and encourage others in their learning. I show patience and support for others.
REAL PE Unit 3 Cognitive		I can explore dynamic balance on a line and stance movements. I can understand and follow simple rules.	I can understand and follow simple rules. I can begin to order instructions, movements and skills.	I can understand and follow simple rules. I can explain why someone is working or performing well

				I can explain what I am doing well and begin to identify areas for improvement.
REAL PE Unit 4 Creative		I can explore ball and counter balance with a partner's movements. I can observe and copy others. I can explore different movements.	I can observe and copy others. I can explore different movements. I can select and link movements together to fit a theme.	I can explore and describe different movements. I can begin to compare my movements and skills with those of others. I can respond differently to a variety of tasks or music.
REAL PE Unit 5 Physical		I can explore sending and receiving and reaction and response movements. I can move confidently in different ways. I can perform a single skill or movement with some control.	I can move confidently in different ways. I can perform a single skill or movement with some control. I can perform a range of skills with some control and consistency	I can perform a single skill or movement with some control. I can perform a range of skills with some control and consistency. I can select and apply a range of skills with good control and consistency.
REAL PE Unit 6 Fitness		I can explore ball chasing and floor work balance movements. I am aware of the changes to the way I feel when I exercise. I am aware of why exercise is important for good health.	I am aware of the changes to the way I feel when I exercise. I am aware of why exercise is important for good health. I can say how my body feels before, during and after exercise.	I am aware of why exercise is important for good health. I can say how my body feels before, during and after exercise. I can describe how and why my body changes during and after exercise.

REAL GYM		In Reception physical development/fine and gross motor skills are taught in reception outdoor areas. Develop and apply star and tuck shapes on the floor. I enjoy working on simple tasks with help. I can follow instructions and practice safely. I can work on simple tasks by myself. Develop and apply flight (jumping and landing) using low apparatus. I can follow simple instructions. I can understand and follow simple rules. I can name some things I am good at.	Develop and apply different shapes on the floor I can play with others with help. I can work sensibly with others, taking turns and sharing. I can help others in their learning. Develop and apply different types of jumps (flight) using low apparatus. I can observe and copy others. I can explore and describe different movements. I can begin to compare my movements and skills with those of others.	Develop and apply different balances on the floor. I can work sensibly with others, taking turns and sharing. I can help, praise and encourage others in their learning. I am happy to show and tell others about my ideas. Develop and apply different types of jumps and leaps on the floor. I use equipment appropriately and move and land safely. I can say how my body feels before, during and after exercise. I can describe how and why my body changes during and after exercise.
REAL Dance		In Reception physical development/fine and gross motor skills are taught in reception outdoor areas.	Develop standing and floor shapes and find ways to move between them to create a repeatable sequence. Respond to different music to create a repeatable sequence using a variety of shapes and transitions.	Develop standing and floor shapes with a partner and find ways to move between them to create a repeatable sequence. Develop standing and floor shapes and find ways to move between them to create a repeatable sequence.

			Develop circle movements and use them to create different ways of travelling between shapes. Explore and link silk moves with shapes and circles and create a repeatable sequence including all skills learnt so far. Work with a partner to create a final dance sequence using the dance skills learnt, ready for performance.	Develop circle movements and use them to create different ways of travelling between shapes. Further develop shapes and circle moves with a partner and find ways to move between them to create a repeatable sequence. Explore and link silk moves with shapes and circles and create a repeatable sequence including all skills learnt so far. Work with a partner to create a final dance sequence using the dance skills learnt, ready for performance.
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