

PE Progression at Ashfield Infant and Nursery School 2025-2026



	Nursery	Reception	Year 1	Year 2	Year 3 (what will come next)
Fundamental movement skills.	<ul style="list-style-type: none"> → Match their developing physical skills to tasks and activities in the setting. → Go up steps and stairs, or climb up apparatus, using alternate feet. → Skip, hop and stand on one leg → Run and stop with some control. → Explore skipping as a travelling action. → Jump and hop with bent knees. 	<ul style="list-style-type: none"> → Revise and refine the fundamental movement skills already acquired → Develop overall body-strength, balance, co-ordination and agility. → Throwing larger balls and beanbags into space. → Balance while stationary and on the move. → Change direction at a slow pace. → Explore moving different body parts together. 	<ul style="list-style-type: none"> → 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 and choosing which allows them to jump the furthest. → Throw towards a target. → Show some control and balance when travelling at different speeds. → Begin to show balance and co-ordination when changing direction. → Use co-ordination with and without equipment. 	<ul style="list-style-type: none"> → Show balance and coordination when running at different speeds. → Link running and jumping movements with some control and balance. → Show hopping and jumping movements with some balance and control. → Change technique to throw for distance. → Show control and balance when travelling at different speeds → Demonstrates balance and co-ordination when changing direction. → Perform actions with increased control when co-ordinating their body with and without equipment. 	<ul style="list-style-type: none"> → Show balance, co-ordination and technique when running at different speeds, stopping with control. → Link running, hopping and jumping actions using different take offs and landing. → Jump for distance and height with an awareness of technique. → Throw a variety of objects, changing action for accuracy and distance. → Demonstrate balance when performing fundamental skills. → Show balance when changing direction in combination with other skills.
Games + Ball Skills (including invasion games).	<ul style="list-style-type: none"> → Develop movement and ball skills → Drop and catch with two hands. → Move a ball with feet. 	<ul style="list-style-type: none"> → Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. → Develop confidence, competence, precision 	<ul style="list-style-type: none"> → Drop and catch a ball after one bounce on the move. → Move a ball using different parts of the foot. 	<ul style="list-style-type: none"> → Dribble a ball with two hands on the move. → Dribble a ball with some success, stopping it when required. → Throw and roll towards a target using varying 	<ul style="list-style-type: none"> → Dribble ball with one hand with some control in games. → Dribble a ball with feet with some control in games.

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		<p>and accuracy when engaging in activities that involve a ball.</p> <ul style="list-style-type: none"> → Throw and roll a variety of beanbags and larger balls to space. → Kick larger balls to space. → Stop a beanbag or large ball sent to them using hands. → Attempt to stop a large ball sent to them using feet → Hit a ball with hands. → Run and stop when instructed. → Move around showing limited awareness of others. → Make simple decisions in response to a situation. 	<ul style="list-style-type: none"> → Throw and roll towards a target with some varying techniques. → Kick towards a stationary target. → Catch a beanbag and a medium sized ball. → Attempt to track balls and other equipment sent to them. → 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. 	<p>techniques with some success.</p> <ul style="list-style-type: none"> → Show balance when kicking towards a target. → Catch an object passed to them, with and without a bounce. → Move to track a ball and stop it using feet with limited success. → Strike a ball using a racket. → Run, stop and change direction with balance and control. → Move to space to help score goals or limit others scoring. → Use simple tactics. 	<ul style="list-style-type: none"> → Use a variety of throwing techniques in games. → Kick towards a partner in games. → Catch a ball passed to them using one and two hands with some success. → Retrieve a ball sent to them using different parts of the foot. → Strike a ball with varying techniques. → Change direction with increasing speed in games. → Use space with some success in games. → Use simple tactics individually and within a team.
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Dance	<ul style="list-style-type: none"> → Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. → Copy basic body actions and rhythms. → Travel in different pathways using the space around them. 	<ul style="list-style-type: none"> → Progress towards a more fluent style of moving, with developing control and grace. → Combine different movements with ease and fluency. → Choose and use travelling actions, shapes and balances. → Begin to use dynamics and expression with guidance. → Begin to count in time to music. 	<ul style="list-style-type: none"> → Copy, remember and repeat actions. → Choose actions for an idea. → Use changes of direction, speed and levels with guidance. → Show some sense of dynamic and expressive qualities. → Begin to use counts. 	<ul style="list-style-type: none"> → 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 completing actions with a partner. → Show a character through actions, dynamics and expression. → Use counts with help to stay in time. 	<ul style="list-style-type: none"> → Copy, remember and perform a dance phrase. → Create short dance phrases that communicate an idea. → 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.
Gymnastics	<ul style="list-style-type: none"> → Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm → Create shapes showing a basic level of stillness using different parts of their bodies. 	<ul style="list-style-type: none"> → Progress towards a more fluent style of moving, with developing control and grace. → Combine different movements with ease and fluency. → Begin to take weight on different body parts. → Show shapes and actions that stretch their bodies. → Copy and link simple actions together. 	<ul style="list-style-type: none"> → Perform balances making their body tense, stretched and curled. → Take body weight on hands for short periods of time. → Demonstrate poses and movements that challenge their flexibility. → Remember, repeat and link simple actions together. 	<ul style="list-style-type: none"> → Perform balances on different body parts with some control and balance. → 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. 	<ul style="list-style-type: none"> → Complete balances with increasing stability, control and technique. → Demonstrate some strength and control when taking weight on different body parts for longer periods of time. → Demonstrate increased flexibility and extension in their actions. → Choose actions that flow well into one another both on and off apparatus.

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<p>Swimming (Year 2 only).</p>				<p><u>Beginners</u></p> <ul style="list-style-type: none"> → 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 in the water. → Glide on front and back over short distances. → Float on front and back for short periods of time. <p>Confidently roll from front to back and then regain a standing position.</p>	<p><u>Developers</u></p> <ul style="list-style-type: none"> → Confidently and consistently retrieve an object from the floor with the same breath. → Begin to co-ordinate breath in time with basic strokes showing some consistency in timing. → Demonstrate a fair level of technique consistently co-ordinating the correct body parts in a range of strokes. → Combine gliding and floating on front and back over an increased distance. <p>Float on front and back using different shapes with increased control.</p>
<p>Social</p>	<ul style="list-style-type: none"> → Take turns. → Learn to share equipment with others. → Increasingly follow rules, understanding why they are important. 	<ul style="list-style-type: none"> → Share their ideas with others. → 	<ul style="list-style-type: none"> → Encourage others to keep on trying. → Talk to a partner about their ideas and take turns to listen to each other. → Work with a partner and small group to play games and solve challenges. 		<ul style="list-style-type: none"> → Encourage and motivate others to work to their personal best. → Work with others to achieve a shared goal. → Work with others to manage games.
<p>Emotional</p>	<ul style="list-style-type: none"> → Try again if they do not succeed. → Practice skills independently. 	<ul style="list-style-type: none"> → Confidence to try new tasks and challenges. 	<ul style="list-style-type: none"> → Show determination to continue working over a longer period of time. → Determination to complete challenges and tasks set. → Explore skills independently before asking for help. 		<ul style="list-style-type: none"> → Persevere when finding a challenge difficult.

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		<ul style="list-style-type: none"> → Show resilience and perseverance in the face of challenge. 	<ul style="list-style-type: none"> → Confident to share ideas, contribute to class discussions and perform in front of others. 	<ul style="list-style-type: none"> → Understand what their best looks like and they work hard to achieve it. → Begin to use rules showing awareness of fairness and honesty.
Thinking	<ul style="list-style-type: none"> → Choose own movements and actions in response to simple tasks. → 	<ul style="list-style-type: none"> → Begin to identify personal success. → Begin to provide simple feedback, saying what they liked or thought was good about someone else's performance. → Know and talk about the different factors that support their overall health and wellbeing. 	<ul style="list-style-type: none"> → Make decisions when presented with a simple challenge. → Begin to select and apply skills to use in a variety of differing situations. → Provide feedback beginning to use key words from the lesson. 	<ul style="list-style-type: none"> → Pupils make quicker decisions when selecting and applying skills to a situation. → Select and apply from a wider range of skills and actions in response to a task. → Provide feedback using key terminology.