

PE Progression Grid

| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Health and Self-Care / Equipment safety | Takes practical action to reduce risk, showing that equipment can be used safely | <p>Knows and talks about the different factors that support their overall health and wellbeing</p> <p>Can begin to transport and store equipment safely, practicing some appropriate safety measures without direct supervision.</p> | <p>To recognise the effects of exercise on their body</p> <p>Knows and can describe how the body feels before, during and after exercise.</p> <p>The importance of stretching and staying hydrated</p> <p>Uses and transports balls, bats/ racquets and gymnastics equipment safely with some adult support</p> | <p>Knows and can describe how the body feels during and after different physical activities.</p> <p>Knows how to correct stretch muscles in the warm up</p> <p>Knows that physical activity is important to stay healthy.</p> <p>Developing an increasing awareness of how to use equipment safely</p> <p>Uses and transport balls, bats/ racquets and gymnastics equipment safely with little adult support</p> | | <p>Knows the importance of warming up specific muscle groups</p> <p>Can explain why exercise is good for your health</p> | <p>Knows the importance of warming up specific muscle groups in preparation for exercise and sport, as well as cooling down</p> <p>To know how to safely move equipment.</p> | |
| Sportsmanship | | <p>Takes turns with an adult supporting.</p> <p>Beginning manage their feelings and tolerate situations in which their wishes cannot be</p> | <p>To know that they are showing self-belief when they keep trying</p> <p>To begin to understand that fair play shows honesty</p> | <p>Show self-belief, honesty, fairness and imagination in a range of activities</p> <p>Identify a strength and improvement of a skill or</p> | <p>Begin to work in collaboration, managing feelings and acting appropriately and respectfully during and games.</p> <p>Develop resilience in the context of sport.</p> | <p>Work in collaboration, managing feelings and acting appropriately and respectfully during and after the games.</p> <p>Develop resilience in</p> | <p>Compare their performances with previous ones to achieve their personal best</p> | <p>Master the ability to work in collaboration, managing feelings and acting appropriately and respectfully during and after the games.</p> |

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| | | met Takes steps to resolve conflicts with other children by negotiating and finding a compromise | | performance using success criteria and adult prompting | | the context of sport and demonstrate being a good competitor | Show resilience, evaluation, co-operation, communication and respect to improve their performance Choose and use success criteria to identify strengths and improvements and make changes to improve Begin to positively react to critical feedback from others | Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements |
| Movement & Invasion Games | Negotiates space: changes direction to avoid bumping into equipment or other children Can balance on one foot or in a squat momentarily when shown Mounts and climbs steps and stairs carrying a small object | Negotiates space: Speeds up, slows down or changes direction to avoid bumping into equipment or other children Travels with a developing confidence and skill around, under, over and through balancing and climbing equipment | To begin to play team games with simple rules, competitive and non-competitive To engage in competitive activities against themselves and others To develop an understanding of when to slow down, speed up or change direction to negotiate space successfully | Move a ball using hands and feet Target the receiver's hands when throwing. Watch the ball or object when trying to catch it. To vary types of throw To kick and move with a ball Pass and dribble with accuracy. Dribble with control Catch the ball at different heights | Dribble a ball with greater control. Roll or throw a ball at a target with accuracy Perform a range of actions, maintaining control of the ball. Perform a range of catching and gathering skills with control. Anticipate the ball and have the hands ready to catch. Stop the ball in the hands without fumbling. Be ready to react quickly once the ball has been caught. To know the basic rules | | To know the basic rules of different ball games, through experiencing them as mini games/invasion games Understand the different positions in a (5 a side) netball team Moving : runs, dodges, throws, catches, passes, to a moving partner in isolation and uses them in combination with increasing competence Know a range of passes (Chest, Overhead& bounce) and understand which pass to use and when Know how to | To apply the basic rules of tag rugby, through experiencing them as a games. Know when to choose a specific tactic for defending and attacking. Know how to carry a ball with balance and co-ordination. Know when to pass and when to run in a game. |

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| | | | | | <p>of different ball games, through experiencing them as mini games/invasion games</p> <p>Know how to gain possession by working a team</p> <p>Know when to choose a specific tactic for defending and attacking</p> <p>Know how to vary tactics and adapt skills depending on what is happening in a game</p> | | <p>intercept a pass and gain possession by working a team</p> <p>Begin to select a specific tactic for defending and attacking</p> <p>Know a number of techniques to pass and shoot in netball.</p> | |
| <i>Vocabulary</i> | | | <i>Send, receive, underarm, overarm.</i> | <i>Dribble, trap, kick, bounce pass.</i> | <i>tactics, defend, attack, position, movement, ball control, , clockwise, anti-clockwise</i> | | <i>Footwork, land, step, pivot, pass, receive, chest pass, overhead pass, shoulder pass, bounce pass.</i> | <i>Tag, hop, skip, forfeit, try, dodging, Handover</i> |
| <p>Bat & Racquet / Net & Wall Skills</p> <p>Competitive Games</p> | <p>Can grasp and release with two hands to catch and throw a large ball, beanbag or object</p> <p>Walks downstairs, two feet to each step while carrying a small object</p> | <p>Develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming</p> | <p>To control a small ball by striking, catching and throwing it in a general direction in a range of activities</p> <p>Use hitting skills in a simple game. Practise basic striking, sending and receiving.</p> <p>Learn the correct technique to throw underarm and overarm (including throwing to a target).</p> <p>Begin to catch and</p> | <p>Use the correct body position to strike a ball.</p> <p>Accurately throw underarm and overarm and to a target</p> <p>Develop their ability to catch and bounce a ball.</p> <p>Practise accurate throwing and consistent catching.</p> | <p>Know the batting technique for cricket</p> <p>To consolidate and develop a range of skills in striking and fielding – under and overarm</p> <p>Develop different ways of throwing, and to know when it is appropriate to use</p> <p>Use agility, balance, co-ordination to field a ball well</p> <p>To practise the correct technique for fielding and use it in a game situation</p> | <p>Learn how the racket feels and the best method for holding it.</p> <p>Be aware of the correct body position and contact point for an accurate shot.</p> <p>Know how to drop and strike a ball</p> <p>Practice using the backhand and volley technique.</p> <p>To build up a rally focusing on accurate shots.</p> <p>Play competitive game with point scoring.</p> | <p>Know and apply the correct technique for a forehand, backhand and volley in tennis</p> <p>Accurately play shots on the move in tennis.</p> <p>Know and use the scoring system for a game of tennis</p> <p>Play a game of singles tennis.</p> <p>Explore a tactics for beating an opponent in tennis</p> | <p>Know how to catch, throws and strike a ball in isolation and uses them in combination competently in a game situation</p> <p>To choose a correct fielding technique</p> <p>To apply the basic rules of different Bat & Racquet / Net & Wall Skills / games, through experiencing them as mini games</p> <p>Apply fielding skills to stop the ball effectively</p> <p>Know the different</p> |

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| | | | <p>bounce a ball.</p> <p>Use rolling skills in a game. Practise accurate throwing and consistent catching.</p> | | <p>To be able to hit the ball for distance with a bat.</p> | <p>To develop and investigate different ways of throwing, and to know when each is appropriate</p> <p>To develop fielding skills and understand their importance when playing a game</p> | | <p>roles in a team and understand their roles and responsibilities, applying them to a games situation</p> <p>Know when to choose a specific tactic for defending and attacking</p> <p>To hit a shuttle with reasonable consistency and demonstrate a correct technique.</p> |
| <i>Vocabulary</i> | | | <i>Throw, catch, receive, react.</i> | <i>Sideways, cushion, kwik cricket.</i> | <i>Wickets, stumps, Soft hands, Stumped, underarm bowling, run, long barrier, Accuracy</i> | <i>Trap, Drop serve, Forehand, backhand, rally, volley.</i> | <i>Forehand and backhand, rally building, drop serve, overhead serve, scoring</i> | <i>Shuttle, racket, court, net, shot, rally, overhead clear, outwit, target</i> |
| Gymnastics | | <p>Moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</p> <p>Jumps off low object and lands appropriately using hands, arms and body to stabilise and balance</p> | <p>Explore travelling to move along, over, around onto and off a bench</p> <p>Link three moves together while travelling, aiming to change level, speed and direction</p> <p>Use a variety of small equipment to perform a travelling sequence, using all of the skills learned so far.</p> <p>To use gymnastics equipment safely with adult guidance</p> | <p>Link balances with other travelling moves, moving smoothly into and out of the balance</p> <p>Work with a partner to create a sequence of gymnastic actions</p> <p>Use benches and mats to explore balances on different levels.</p> <p>Explore ways of travelling around on large apparatus</p> <p>Perform using simple movement patterns.</p> | <p>Perform using simple movement patterns, travelling, jumps, rolling, creating shapes, balance with increased accuracy.</p> <p>Explore jumping techniques and link them with other gymnastic actions</p> <p>Use the skills learned to work as a group to create complex shapes at different levels</p> <p>Be able to jump with a stable, safe landing</p> <p>To work with a partner or a small group to create a sequence that</p> | <p>Use and refine the following skills: flexibility, strength, balance, power and mental focus</p> <p>To identify and practise symmetrical and asymmetrical body shapes</p> <p>Use linking moves to maintain the fluency of a sequence.</p> <p>Perform gymnastic moves using a piece of equipment</p> <p>Use own and others' body weight to balance.</p> <p>Add interest to a sequence by varying</p> | | <p>Knows how to create their own complex sequences involving the full range of actions and movements</p> <p>Knows how to demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Knows how to confidently use equipment to vault and incorporate this into sequences.</p> <p>Knows how to apply skills and techniques consistently, showing precision and control.</p> |

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| | | | <p>Know how to safely forward roll</p> <p>Can choose and use simple compositional ideas by creating and performing sequences</p> <p>To understand how to apply good posture for all body shapes.</p> <p>To understand how to safely land with bent knees and out-stretched arms</p> | <p>Perform a range of gymnastic skills with increased accuracy</p> <p>To know that we only jump once on a springboard</p> <p>To be able to identify when their pulse has been raised and their body is ready for stretches.</p> | <p>develops jumping skills</p> <p>Explore jumping techniques and link them with other gymnastic actions</p> <p>Master basic movements, as well as developing balance, agility and co-ordination</p> <p>Perform a range of gymnastic skills with increased accuracy</p> | <p>movement or balance</p> | | <p>Knows how to develop strength, technique and flexibility throughout performances.</p> |
| <i>Vocabulary</i> | | | <i>Travel, link, sequence, level, tension, posture, tuck, pike, straight, straddle</i> | <i>Points, patches, shapes, travelling, balance, apparatus.</i> | <i>Landing shapes, jumps, balance, roll, teamwork, co-operation.</i> | <i>balance, tuck, straddle, pike, tension, symmetry, asymmetry, posture, body tension, counterbalance</i> | | <i>Front and back support, symmetrical, asymmetrical, balance, shape, sequence, level, direction, rotation, dynamic movement, rolling, bridging</i> |
| Dance | <p>Joins in with dancing and ring games</p> <p>Begins to move rhythmically</p> <p>Imitates and creates movement in response to music</p> | <p>Move in response to music, such as moving from side to side, wiggling, shaking, bouncing, jumping etc.</p> <p>Begins to build a collection of dances, performing solo or in groups</p> | <p>To change direction during travelling moves.</p> <p>To link travelling moves that change direction and level.</p> <p>use a variety of moves that change speed and direction</p> <p>To link moves together.</p> | <p>Performing actions in response to stimuli</p> <p>Explore different levels and speeds of movement</p> <p>Explore patterns of movement with a partner</p> <p>Link contrasting movements together to make a short dance</p> | <p>Perform a dance with rhythm and expression</p> <p>To develop precision of movement</p> <p>Dance to the beat and keep time</p> <p>Learn how to work co-operatively with others to create a new dance</p> <p>Keep count and tempo while dancing</p> | <p>To understand the importance of a warm-up.</p> <p>Learn basic step moves, practise and perfect them</p> <p>Practise and apply a sequence of step moves to a beat</p> <p>Create and perform a sequence of step moves</p> <p>Demonstrate an</p> | <p>Produce and perform a sequence of steps in time with the music independently and with a partner</p> <p>To develop co-ordination, balance and timing</p> <p>Learn new strength-based moves and develop understanding of the value of this type of</p> | <p>Know how to measure heart rate and note any changes.</p> <p>Improve stamina, demonstrating correct technique</p> <p>Select and use a wide range of compositional ideas and skills to create a routine.</p> <p>Analyse and evaluate others' performance</p> |

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| | | | <p>To use a variety of moves Move in time to the music</p> <p>Move in time to the music, travelling, gesturing and jumping</p> <p>Dance to beats of four or eight.</p> <p>Perform dance moves that flow smoothly from one to the next</p> | <p>sequence.</p> <p>Perform a complete dance with clarity and flow, showing changes in levels and speed</p> | <p>Maintain a consistent tempo throughout the dance, using counting</p> <p>Count beats and change direction while dancing</p> | <p>awareness of the music's rhythm and phrasing when improvising</p> | <p>exercise.</p> <p>Improve timing and stepping to the beat.</p> <p>Count moves and perform in repetitions of eight, four, two and singles Perform step moves in time with the music.</p> <p>Work with a partner to produce a sequence of moves</p> <p>Perform a sequence of steps in time with the music</p> <p>Create some new moves based on those taught and devise a routine.</p> <p>Identify the key components of successful dancing and understand how to apply them to own sequences.</p> | <p>and suggest areas of improvement.</p> <p>Suggest ways to improve performance showing sound knowledge and understanding</p> |
| <i>Vocabulary</i> | | | <i>Rap, beat, gesture, level, speed.</i> | <i>Travel, movements, methods, greetings, partner, flow</i> | <i>tempo, timing, rhythm, expression, pivot, formation, canon, unison</i> | <i>Line dancing, Charleston step, chassé, strut, rhythm, improvise, space, dynamics.</i> | <i>Bollywood dancing, lotus, prayer, posture, balance, control, fluency, flexibility, balance, co-ordination, stamina, muscular strength and endurance</i> | <i>Street dance, canon, unison, mirror, match, pose, routine, choreograph</i> |
| Athletics | Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid | Develops overall body strength, balance, co-ordination and agility | Knows how to run at fast, medium and slow speeds; changing speed and direction | Change direction when running, while maintaining balance | Knows how to run at fast, medium and slow speeds; changing speed and direction | Knows how modify stride length and arm action to maintain different paces for a variety of distances. | Know the correct technique for running at speed. Knows how to show | Learn the pull technique for throwing Knows how to use a |

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| | <p>obstacles.</p> <p>Can balance on one foot or in a squat momentarily when shown</p> | <p>Throws a large object with some control in a general direction</p> | <p>To begin to understand that long distance running is slow running and sprinting is fast</p> <p>To understand how to run, jump, hurdle and throw</p> | <p>Know how to throw safely and for distance</p> <p>Use arms to jump with balance and fluency</p> <p>Understand what fitness means</p> | <p>Can take part in a relay, remembering/knowing when to run and what to do</p> <p>knows how to increase the distance that a thrown object travels through effective technique</p> <p>Children know to drive knees forward to run, swing and spring to jump for distance, legs forcefully extend to jump for height, jump up and over to hurdle and follow through over the head to overarm throw</p> | <p>Know how to perform a standing broad jump and which technique is most effective for jumping for distance</p> <p>Can take part in a relay, remembering/knowing when to run and what to do</p> <p>Children understand the difference in pace between sprinting and long distance running and can maintain it</p> <p>Knows how to increase the distance that a thrown object travels through effective technique</p> | <p>control when taking off and landing</p> <p>Knows how to throw with accuracy and power.</p> <p>Knows how to combine running and jumping</p> <p>Demonstrate good technique in competitive situations.</p> <p>Sustain running at a continuous pace.</p> | <p>range of throwing techniques with increasing accuracy</p> <p>Demonstrate a good running technique in a competitive situation exploring different footwork patterns</p> <p>Demonstrate stamina and increase strength</p> <p>Demonstrate good running technique when jumping over obstacles.</p> |
| <i>Vocabulary</i> | | | <i>Take-off and landing, hopping, balance, speed.</i> | <i>Direction, Swing , power, hurdle</i> | <i>relay, changeover, technique, improve, competition</i> | <i>Pace, distance, stride length, arm action, knee lift, relax, effort, technique.</i> | <i>Continuous, baton, take off, landing, long jump, extend, bend.</i> | <i>Sprint start, standing start, javelin, position, direction, target, technique, distance , handover</i> |
| Outdoor and Adventurous Activities | | | | <p>Knows how to follow a map in a familiar context</p> <p>Knows how to use clues to follow a route</p> <p>Knows how to follow a route safely</p> | <p>Knows how to follow a map in a familiar context</p> <p>Knows how to use clues to follow a route</p> <p>Knows how to follow a route safely</p> <p>Orientate themselves with increasing confidence and accuracy around a short trail.</p> | | <p>Begins to use effective communication and co-operation to work as a team</p> <p>Experience a range of roles within a team</p> <p>Knows how to design a simple map for others to follow</p> <p>Use a simple map with increasing confidence and</p> | <p>Use clear communication to effectively and co-operatively complete a particular role in a team</p> <p>Knows how to design a map for others to follow in a (more demanding) familiar context</p> <p>Knows the approximate amount of time that their own</p> |

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| | | | | | Begin to complete activities in a set period of time | | accuracy to complete a challenge Orientate themselves with increasing confidence and accuracy around a short trail | devised route will take and is able to follow a set route within an allocated time limit Use an orienteering map with confidence and accuracy to complete a challenge Use clear and effective communication to complete a role in a team |
| Swimming | | | | | Submerge their head in water and hold their breath Begin to float on their backs Begin to front crawl and backstroke for 10 meters More proficient children can begin to breaststroke Begin to keep themselves above water when in need of rescue | Submerge their head in water and hold their breath confidently Float on their backs competently Front crawl and backstroke for 15 meters More proficient children can breaststroke Keep themselves above water when in need of rescue | Submerge their head in water and hold their breath confidently Front crawl and backstroke for 25 meters More proficient children can competently breaststroke 25 metres Keep themselves above water when in need of rescue | |

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| Evaluation | | | Say what they liked and did not like using success criteria | Identify a strength and improvement of a skill or performance using success criteria and adult prompting | Identify a strength and improvement of a skill/ performance using success criteria in their own performance and others' | Use success criteria to recognise strengths and improvements and begin to make changes to improve | Choose and use success criteria to identify strengths and improvements and make changes to improve | Thoroughly evaluate a performance/ skill, suggesting thoughtful and appropriate strengths and improvement |
| | | | | | | | Begin to positively react to critical feedback from others | Positively react to critical feedback from others |