

**PE Progression Grid**

	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Health and Self-Care / Equipment safety</b>	Takes practical action to reduce risk, showing that equipment can be used safely	Can <b>begin</b> to transport and store equipment safely, practicing some appropriate safety measures without direct supervision	Uses and transports balls, bats/ racquets and gymnastics equipment safely with some adult support	Uses and transport balls, bats/ racquets and gymnastics equipment safely with little adult support				
<b>Dance</b>	<i>(Expressive Arts &amp; Design)</i> Joins in with dancing and ring games  Begins to move rhythmically	<i>(Expressive Arts &amp; Design)</i> Creates a simple dance in response to a stimulus	Develops and performs a short dance (approx. 5 steps) with a beginning and end in response to a stimulus	Develops and performs a short dance (5-8 steps) with a clear beginning and end in response to a stimulus	Develops and performs a short dance (8-12 steps) with a clear beginning, middle and end in response to a stimulus	Develops and performs a dance (10-15 steps) with a clear beginning, middle and end in response to a stimulus	Develops and performs a dance (15-20 steps) with a clear beginning, middle and end in response to a stimulus	Develops and performs a dance (20+ steps) with a clear beginning, middle and end in response to a stimulus
	Imitates and creates movement in response to music	Safely explores and dances to different songs	Links approx. 5 simple movements	Links 5-8 simple movements and explores how to change actions and movements	Links 8-12 simple movements, beginning to use a range of movement patterns with a partner or small groups	Links 10-15 movements using a range of movement patterns, begins to vary dynamics, relationships and space	Varies dynamics, relationships and space within a complex dance with increasing competence	Varies dynamics, relationships and space within a complex dance with competence

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			Begins to select appropriate movements and actions that match the stimulus	Selects appropriate movements and actions that match the stimulus	Explores actions which express their ideas for dance	Explores and experiments imaginatively with actions that suit the stimulus	Explores and experiments imaginatively with actions that suit the stimulus and have some effect on the audience	Explores and experiments imaginatively with actions which suit the stimulus and have an effect on the audience
<b>Movement Skills / Invasion Games</b>	<i>(Moving &amp; Handling)</i> Negotiates space: Speeds up, slows down or changes direction to avoid bumping into equipment or other children	<i>(Moving &amp; Handling)</i> Negotiates space: Plays racing and chasing games without bumping into equipment and other children	<i>(Movement Skills)</i> Negotiates space: Begins to use open space in activities and/or games	<i>(Movement Skills)</i> Negotiates space: Uses open space more frequently and begins to change direction to get away from an opponent	<i>(Invasion Games)</i> Modified competitive games: Plays with others and begins to use basic tactics for attacking and defending	<i>(Invasion Games)</i> Modified competitive games: Plays with others and uses basic tactics for attacking and defending most of the time	<i>(Invasion Games)</i> Modified competitive games: Plays with others and uses basic tactics for attacking and defending competently	<i>(Invasion Games)</i> Modified competitive games: Plays with others and uses basic team tactics for attacking and defending
	Moving: Can balance on one foot or in a squat momentarily when shown  Mounts and climbs steps and stairs carrying a small object	Moving: experiments with different ways of moving  Develops overall body strength, balance, co-ordination and agility  Jumps off low objects and lands	Moving: experiments with balance, running, hopping, jumping on the spot and forwards with increasing control	Moving: balance, run, hop, jump, leap and create body shapes with control	Moving from 5m+ away: Runs, dodges, throws, catches, passes, dribbles and kicks to a static partner in isolation and begins to use them in combination	Moving from 8m+ away: Runs, dodges, throws, catches, passes, dribbles and kicks to a static partner in isolation and uses them in combination with increasing competence	Moving from 10m+ away: Runs, dodges, throws, catches, passes, dribbles and kicks to a moving partner in isolation and uses them in combination competently	Moving from 10m+ away: Runs, dodges, throws, catches, passes, dribbles and kicks to a moving partner in isolation and uses them in combination competently in a game situation

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		appropriately	<i>(See Ball Skills)</i>	<i>(See Ball Skills)</i>	Dribbling: Jogs straight with ball with control	Dribbling: Changes direction with ball with control	Dribbling: Avoids obstacles and changes direction with control	Dribbling: Dribbles effectively and with control in a game situation
Gymnastics		<i>(Moving &amp; Handling)</i> Experiments with moving: log roll, balance and simple body shapes	<i>Floor movement:</i> Balance, hop, skip, leap, jump, teddy roll and log roll with control (begins to perform side roll to knee)	Balance, hop, skip, leap, jump, forward roll, side roll to knee with control	Performs all previous rolls with control and begins to perform diving forward roll	Performs forward roll, diving forward roll with control and begins to perform a backward roll	Performs a forward roll, diving forward roll, backward roll with control and begins to perform a cartwheel with control	Performs all previous rolls with control, including a cartwheel
		Jumps off low objects and lands appropriately.	<i>Floor shapes:</i> Creates simple body shapes and one-foot balances with some control	Creates simple body shapes with control. Holds crab & bridge with control	Begins to create body shapes: v-sit, shoulder stand, planche and frog balance with some control	Controls all previous body shapes. Begins to perform a headstand & handstand	Controls all previous body shapes. Performs a headstand & handstand with increasing control	Controls all previous body shapes. Performs a headstand & handstand with control
			Performs a star and tuck jump off a bench and vault, mounting and landing safely	Performs a straight, star and tuck jump off a bench and vault, mounting and landing safely	Performs a star, tuck, straddle, pike jump and straight jump off a bench and vault, mounting and landing safely	Performs a straddle, pike and ½ turn straight jump off a bench and vault, mounting and landing safely	Performs a ½ turn straight jump and begins to perform a full turn straight jump off a bench, vault and apparatus and lands safely	Performs a ½ turn straight jump and a full turn straight jump off a bench, vault and apparatus and lands safely

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			Travelling climbing equipment: Climbs up and down wall bars, ladders and other climbing equipment with some confidence	Travelling climbing equipment: Climbs up and down wall bars, ladders and other climbing equipment with increasing confidence	Travelling climbing equipment: Climbs up and down and traverse wall bars, ladders and other climbing equipment with confidence	Travelling climbing equipment: Climbs up and down and traverse wall bars, ladders and other climbing equipment with confidence	Travelling climbing equipment: Climbs up and down and traverse wall bars, ladders and other climbing equipment with confidence	Travelling climbing equipment: Climbs up and down and traverse wall bars, ladders and other climbing equipment with confidence
					Begins to use a 3-point hold on climbing equipment	Uses a 3-point hold on climbing equipment	Uses a 2- and 3-point hold on climbing equipment	Uses a 2- and 3-point hold on climbing equipment confidently
<b>Ball &amp; Bat/ Racquet Skills  and  Strike &amp; Field/ Net &amp; Wall Skills</b>	<i>(Moving &amp; Handling)</i> Can grasp and release with two hands to catch and throw a large ball, beanbag or object  Walks downstairs, two feet to each step while carrying a small object	<i>(Moving &amp; Handling)</i> Further develop and refine a range of ball skills in pushing, patting, throwing, catching or kicking	<i>(Ball &amp; Bat/ Racquet Skills)</i> Catch, throw, kick, pass and strike different sized balls in a general direction in a range of activities, including competitive games	<i>(Ball &amp; Bat/ Racquet Skills)</i> Catch, throw, kick, pass and strike different sized balls to a large target or static partner 3-5 metres away in a range of activities, including competitive games	<i>(Strike &amp; Field/ Net &amp; Wall Skills)</i> Catch, throw and strike different sized balls to a large target or static partner 5+ metres away in a range of activities, including competitive games	<i>(Strike &amp; Field/ Net &amp; Wall Skills)</i> Catch, throw and strike different sized balls from different directions and heights to a target or static partner 8+ metres away in a range of activities, including competitive games	<i>(Strike &amp; Field/ Net &amp; Wall Skills)</i> Catch, throw and strike different sized balls to a moving partner 10+ metres away in a range of activities, including competitive games	<i>(Strike &amp; Field/ Net &amp; Wall Skills)</i> Catch, throw and strike different sized balls in a competitive game situation from 10+ metres away

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			Catches, throws and strikes a ball with some competence	Catches, throws and strikes a ball competently	Catches, throws and strikes in isolation and begins to use them in combination	Catches, throws and strikes in isolation and uses them in combination with increasing competence	Catches, throws and strikes in isolation and uses them in combination competently	Catches, throws and strikes in isolation and uses them in combination competently in a game situation
			Dribbling: Walks straight with ball with control	Dribbling: Jogs straight with ball with some control	<i>(See Invasion Games)</i>	<i>(See Invasion Games)</i>	<i>(See Invasion Games)</i>	<i>(See Invasion Games)</i>
<b>Athletics</b>	<i>(Moving &amp; Handling)</i> Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  Can balance on one foot or in a squat momentarily when shown	<i>(Moving &amp; Handling)</i> Develops overall body strength, balance, co-ordination and agility  Throws a large object with some control in a general direction	Sprints 30m within 6-9 seconds	Sprints 30m in under 6 seconds	Sprints 50m within 13-17 seconds	Sprints 50m in under 13 seconds	Sprints 75m within 16-20 seconds	Sprints 75m within 12-15 seconds
			Runs 200m within 1:31 - 1:45	Runs 200m in 1:30 or under	Runs 400m within 2:31 – 3:30	Runs 400m in 2:30 or under	Runs 600m within 3:31 – 5:00	Runs 600m within 2:30 – 3:30
			Jumps 10-14cm for height	Jumps 15-19cm for height	Jumps 20-24cm for height	Jumps 25-29cm for height	Jumps 30-34cm for height	Jumps 35-39cm for height
			Jumps 30-59cm for distance	Jumps 60-89 cm for distance	Jumps 90-119cm for distance	Jumps 120-149cm for distance	Jumps 150-179cm for distance	Jumps 180cm+ for distance
			Hurdles for 30m within 8-11 seconds (20cm height)	Hurdles 30m in under 8 seconds (20cm height)	Hurdles 60m within 18-25 seconds (40cm height)	Hurdles 60m within 14-17 seconds (40cm height)	Hurdles 60m within 25-18 seconds (60cm height)	Hurdles 60m within 14-17 seconds (60cm height)

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			Throws for power: 5m overarm and 1m chest push	Throws for power: 5-9m overarm and 1-3m chest push	Throws for power: 10-19m overarm and 3-5m chest push	Throws for power: 20-29m overarm and 5-7m chest push	Throws for power: 30-34m overarm and 7-9m chest push	Throws for power: 35m+ overarm and 9m+ chest push
			Runs, jumps and throws with some competence	Runs, jumps and throws competently	Runs, jumps and throws in isolation and begins to use them in combination	Runs, jumps and throws in isolation and uses them in combination with increasing competence	Runs, jumps and throws in isolation and uses them in combination competently	Runs, jumps and throws in isolation and uses them in combination competently in a competitive situation
<b>Outdoor and Adventurous Activities</b>					Begins to use effective communication and co-operation to work as a team	Use effective communication and co-operation to work as a team, and with other teams.  Experience a range of roles within a team	Use clear communication to effectively and co-operatively complete a particular role in a team	Use clear communication to effectively and co-operatively complete a particular role in a team-confidently
					Use a simple map with increasing confidence and accuracy to complete a challenge	Use a simple map with confidence and accuracy to complete a challenge	Use an orienteering map with confidence and accuracy to complete a challenge	Use a range of maps styles and make an informed decision on the most effective

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					Orientate themselves with increasing confidence and accuracy around a short trail	Orientate themselves with confidence and accuracy around a short trail	Design an orienteering course that can be followed and offers some challenge to others	Design an orienteering course that is clear to follow and offers challenge to others
<b>Character Development</b>			Begin to show self-belief, honesty, fairness and imagination in a range of activities	Show self-belief, honesty, fairness and imagination in a range of activities	Begin to compare their performances with previous ones to achieve their personal best	Compare their performances with previous ones to achieve their personal best	Compare their performances with previous ones to achieve their personal best	Compare their performances with previous ones to achieve their personal best
					Begin to show resilience through regular practice to improve	Show resilience through regular practice to improve	Show resilience, evaluation, co-operation, communication and respect to improve their performance	Confidently show resilience, evaluation, co-operation, communication and respect to improve their performance
					Begin to show integrity, co-operation, respect and reflection	Show integrity, co-operation, respect and reflection		
<b>Evaluation</b>			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

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							Begin to positively react to critical feedback from others	Positively react to critical feedback from others
Swimming					Submerge their head in water and hold their breath	Submerge their head in water and hold their breath confidently		
					Begin to float on their backs	Float on their backs competently		
					Begin to front crawl and backstroke for 25 meters	Front crawl and backstroke for 25 meters		
					More proficient children can begin to breaststroke	More proficient children can breaststroke		
					Begin to keep themselves above water when in need of rescue	Keep themselves above water when in need of rescue		