

Whole School PE Progression Grid

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This document aims to give guidance on the progression of PE knowledge and skills across the year groups. It can also be used to differentiate work, and expectations, appropriately for pupils working above and below age-related expectations (particularly SEND pupils and GD pupils). In PE, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Curiosity Fairness Honesty	Gratitude Imagination Courage	Concentration Empathy Self Belief	Problem Solving Encouragement Resilience Cooperation	Decision making Trust Responsibility Communication	Reflection Integrity Resourcefulness Self Discipline	Reflection Integrity Resourcefulness Self Discipline

Dance

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	Physical Development: Early Learning Goal: Moving and handling • Children show good control and	• Explore movement ideas and respond imaginatively to a range of stimuli.	explore, remember, repeat and link a range of actions with coordination, control and an awareness of	• improvise freely on their own and with a partner, translating ideas from a stimulus into movement	• explore and create characters and narratives in response to a range of stimuli	explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group	explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group

	<p>coordination in large and small movements.</p> <ul style="list-style-type: none"> • They move confidently in a range of ways, safely negotiating space. • They handle equipment effectively. 	<ul style="list-style-type: none"> • move confidently and safely in their own and general space, using changes of speed, level and direction 	<p>the expressive qualities of dance</p>				
<p>Selecting and applying skills, tactics and compositional ideas</p>	<p>Physical Development: Early Learning Goal: Moving and handling</p> <ul style="list-style-type: none"> • Children show good control and coordination in large and small movements. • They move confidently in a range of ways, safely negotiating space. • They handle equipment effectively 	<ul style="list-style-type: none"> • compose and link movement to make simple dances with clear beginnings, middles and ends • perform movement phrases using a range of body actions and body parts 	<p>compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas</p>	<ul style="list-style-type: none"> • create and link dance phrases using a simple dance structure or motif • perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups 	<ul style="list-style-type: none"> • use simple choreographic principles to create motifs and narrative • perform complex dance phrases and dances that communicate character and narrative 	<ul style="list-style-type: none"> • compose dances by using adapting and developing steps, formations and patterning from different dance styles • perform dances expressively, using a range of performance skills 	<ul style="list-style-type: none"> • create and structure motifs, phrases, sections and whole dances • begin to use basic compositional principles when creating their dances

<p>Knowledge and understanding of fitness and health</p>	<p>Development: Early Learning Goal: Health and self-care Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>recognise how their body feels when still and exercising</p>	<p>recognise and describe how different dance activities make them feel</p> <ul style="list-style-type: none"> • understand the importance of warming up and cooling down 	<ul style="list-style-type: none"> • keep up activity over a period of time and know they need to warm up and cool down for dance 	<ul style="list-style-type: none"> • know and describe what you need to do to warm up and cool down for dance 	<ul style="list-style-type: none"> • organise their own warm-up and cooldown activities to suit the dance • show an understanding of why it is important to warm up and cool down 	<ul style="list-style-type: none"> • understand why dance is good for their fitness, health and wellbeing • prepare effectively for dancing
<p>Evaluating and improving performance</p>	<p>Physical Development: Early Learning Goal: Moving and handling</p> <ul style="list-style-type: none"> • Children show good control and coordination in large and small movements. • They move confidently in a range of ways, safely negotiating space. 	<ul style="list-style-type: none"> • talk about dance ideas inspired by different stimuli • copy, watch and describe dance movement 	<ul style="list-style-type: none"> • watch and describe dance phrases and dances and use what they learn to improve their own work 	<ul style="list-style-type: none"> • describe and evaluate some of the compositional features of dances performed with a partner and in a group • talk about how they might improve their dances 	<ul style="list-style-type: none"> • describe, interpret and evaluate their own and others' dances, taking account of character and narrative 	<ul style="list-style-type: none"> • describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context 	<ul style="list-style-type: none"> • understand how a dance is formed and performed • evaluate, refine and develop their own and others work

	• They handle equipment effectively,						
Vocabulary	Warm up Cool down Performance Health Exercise Equipment Space Music	Compose Describe Timing Choreography Routine Gesture Evaluate	Rhythm Beats Pattern Team work	Gesture Flow	Choreograph Improvise	Same as previous year groups.	Same as previous year groups.

Games

Acquiring and developing skills	Physical Development: Early Learning Goal: Moving and handling • Children show good control and coordination in large and small movements. • They move confidently in a range of ways, safely negotiating space.	• be confident and safe in the spaces used to play games • explore and use skills, actions and ideas individually and in combination to suit the game they are playing	• improve the way they coordinate and control their bodies and a range of equipment • remember, repeat and link combinations of skills	• consolidate and improve the quality of their techniques and their ability to link movements	develop the range and consistency of their skills in all games	• develop a broader range of techniques and skills for attacking and defending, develop consistency in their skills	choose, combine and perform skills more fluently and effectively in invasion, striking and net games
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	<ul style="list-style-type: none"> • They handle equipment effectively, 						
Selecting and applying skills, tactics and compositional ideas	<p>Physical Development: Early Learning Goal: Moving and handling</p> <ul style="list-style-type: none"> • Children show good control and coordination in large and small movements. • They move confidently in a range of ways, safely negotiating space. • They handle equipment effectively, 	<ul style="list-style-type: none"> • choose and use skills effectively for particular games 	choose, use and vary simple tactics	<ul style="list-style-type: none"> • improve their ability to choose and use simple tactics and strategies • keep, adapt and make rules for striking and fielding and net games 	<ul style="list-style-type: none"> • devise and use rules • keep, adapt and make rules for striking and fielding and net games • use and adapt tactics in different situations 	<ul style="list-style-type: none"> • know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations • choose and apply skills more consistently in all activities 	<ul style="list-style-type: none"> • understand, choose and apply a range of tactics and strategies for defence and attack • use these tactics and strategies more consistently in similar games
Knowledge and understanding of fitness and health	<p>Physical Development: Early Learning Goal: Health and self-care</p> <p>Children know the importance for</p>	<ul style="list-style-type: none"> • know that being active is good for them and fun 	<ul style="list-style-type: none"> • recognise and describe what their bodies feel like during different types of activity 	<ul style="list-style-type: none"> • know and describe the short-term effects of different exercise activities on the body 	<ul style="list-style-type: none"> • recognise which activities help their speed, strength and stamina and know when they are 	<ul style="list-style-type: none"> • know and understand the basic principles of warming up, and understand why it is important for a good-quality 	<ul style="list-style-type: none"> • understand why exercise is good for their fitness, health and wellbeing • understand the need to prepare

	good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.			<ul style="list-style-type: none"> • know how to improve stamina • begin to understand the importance of warming up 	important in games <ul style="list-style-type: none"> • recognise how specific activities affect their bodies 	performance <ul style="list-style-type: none"> • understand why exercise is good for their fitness, health and wellbeing 	properly for games
Evaluating and improving performance	Physical Development: Early Learning Goal: Moving and handling <ul style="list-style-type: none"> • Children show good control and coordination in large and small movements. • They move confidently in a range of ways, safely negotiating space. • They handle equipment effectively. 	<ul style="list-style-type: none"> • watch, copy and describe what others are doing • describe what they are doing 	<ul style="list-style-type: none"> • recognise good quality in performance • use information to improve their work 	<ul style="list-style-type: none"> • recognise good performance and identify the parts of a performance that need improving • use what they have learned to improve their work 	<ul style="list-style-type: none"> • explain their ideas and plans • recognise aspects of their work that need improving • suggest practices to improve their play 	<ul style="list-style-type: none"> • choose and use information to evaluate their own and others' work • suggest improvements in own and others' performances 	<ul style="list-style-type: none"> • develop their ability to evaluate their own and others' work, and to suggest ways to improve it • know why warming up and cooling down are important
Vocabulary	Warm up Cool down Health	Explore Rules	Evaluate Team work Calling Signalling	Net games Tactics Send	Chasing Tackle Strength Balance	Strategy Technique Bowling	

	Exercise Safety Space Move Equipment Throw Catch Pass Roll Bounce Stop Look Control Large movements Small movements	Actions Receive Dribble Hit target aiming	defender attackers chasing	scoring Opponent feed striking Overarm under arm fielding barriers			
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Gymnastics

Acquiring and developing skills	Physical Development: Early Learning Goal: Moving and handling • Children show good control and coordination in large and small movements. • They move confidently in a range of	• explore gymnastics actions and still shapes • move confidently and safely in their own and general space, using change of speed and direction	remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision	• consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements	• develop the range of actions, body shapes and balances they include in a performance • perform skills and actions more accurately and consistently	• perform actions, shapes and balances consistently and fluently in specific activities	combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas
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	ways, safely negotiating space. <ul style="list-style-type: none"> • They handle equipment effectively 						
Selecting and applying skills, tactics and compositional ideas	Physical Development: Early Learning Goal: Moving and handling <ul style="list-style-type: none"> • Children show good control and coordination in large and small movements. • They move confidently in a range of ways, safely negotiating space. • They handle equipment effectively, 	<ul style="list-style-type: none"> • copy or create and link movement phrases with beginnings, middles and ends • perform movement phrases using a range of body actions and body part 	<ul style="list-style-type: none"> • Choose, use and vary simple compositional ideas in the sequences they create and perform 	<ul style="list-style-type: none"> • Improve their ability to select appropriate actions and use simple compositional ideas 	<ul style="list-style-type: none"> • create gymnastic sequences that meet a theme or set of conditions • use compositional devices when creating their sequences, such as changes in speed, level and direction 	<ul style="list-style-type: none"> • choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations 	<ul style="list-style-type: none"> • develop their own gymnastic sequences by understanding, choosing and applying a range of compositional/ principles
Knowledge and understanding of fitness and health	Physical Development: Early Learning Goal: Health and self-care Children know	<ul style="list-style-type: none"> • know how to carry and place apparatus • recognise how their body 	<ul style="list-style-type: none"> • recognise and describe what their bodies feel like during 	<ul style="list-style-type: none"> • recognise and describe the short term effects of exercise on the body during 	describe how the body reacts during different types of activity and how this	<ul style="list-style-type: none"> • know and understand the basic principles of warming up and why it is important for 	understand why warming-up and cooling-down are important

	<p>the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>feels when still and when exercising</p>	<p>different types of activity</p> <ul style="list-style-type: none"> • lift, move and place equipment safely 	<p>different activities</p> <ul style="list-style-type: none"> • know the importance of suppleness and strength 	<p>affects the way they perform</p>	<p>good quality performance</p> <ul style="list-style-type: none"> • understand why physical activity is good for their health 	<ul style="list-style-type: none"> • understand why exercise is good for health, fitness and wellbeing, and how to become healthier themselves
<p>Evaluating and improving performance</p>	<p>Physical Development: Early Learning Goal: Moving and handling</p> <ul style="list-style-type: none"> • Children show good control and coordination in large and small movements. • They move confidently in a range of ways, safely negotiating space. • They handle equipment effectively, 	<p>watch copy and describe what they and others have done</p>	<ul style="list-style-type: none"> • improve their work using information they have gained by watching, listening and investigating 	<ul style="list-style-type: none"> • describe and evaluate the effectiveness and quality of a performance • recognise how their own performance has improved 	<p>describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved</p>	<p>choose and use information and basic criteria to evaluate their own and others' work</p>	<ul style="list-style-type: none"> • evaluate their own and others' work • suggest ways of making improvements

Vocabulary	Warm up Cool down Exercise Healthy Safety Space Equipment Control Balance Move Jump Land High Low Shape travel Explore Stretch Copy Watch	Flexibility Points Patches strong (tension) stretch (extension) Flight Bounce Wide Narrow Curled	Technique Direction Sequence Slide Rolling Linking Leap	Levels Speed Pathway Co-ordination Direct Wide Thin Long Short Curled Contrasting Acceleration forwards backwards sideways co-ordination deceleration even uneven symmetrical asymmetrical	Communication Co-operation Contrasting receiving weight cart-wheel twisting turning bunny hop	Leadership Bridges Rotate Axis Flight Wheel Spring clock wise anti clock wise take-off	Synchronisation Canon Counter- balance Counter-tension Matching Mirroring
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Outdoor Adventurous Activity

Acquiring and developing skills				<ul style="list-style-type: none"> • develop the range and consistency of their skills and work with others to solve challenges 	<ul style="list-style-type: none"> • develop the range and consistency of their skills and work with others to solve challenges 	<ul style="list-style-type: none"> • develop and refine orienteering and problem-solving skills when working in groups and on their own 	<ul style="list-style-type: none"> • develop and refine orienteering and problem-solving skills when working in groups and on their own
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<p>Selecting and applying skills, tactics and compositional ideas</p>				<ul style="list-style-type: none"> • choose and apply strategies and skills to meet the requirements of a task or challenge 	<ul style="list-style-type: none"> • choose and apply strategies and skills to meet the requirements of a task or challenge 	<ul style="list-style-type: none"> • decide what approach to use to meet the challenge set • adapt their skills and understanding as they move from familiar to unfamiliar environments 	<ul style="list-style-type: none"> • decide what approach to use to meet the challenge set • adapt their skills and understanding as they move from familiar to unfamiliar environments
<p>Knowledge and understanding of fitness and health</p>				<ul style="list-style-type: none"> • recognise the effect of different activities on the body and to prepare for them physically • work safely 	<ul style="list-style-type: none"> • recognise the effect of different activities on the body and to prepare for them physically • work safely 	<ul style="list-style-type: none"> • understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing 	<p>understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing</p>
<p>Evaluating and improving performance</p>				<p>describe and evaluate their own and others' performances, and identify areas that need improving</p>	<ul style="list-style-type: none"> • describe and evaluate their own and others' performances, and identify areas that need improving 	<ul style="list-style-type: none"> • see the importance of a group or team plan, and the value of pooling ideas • improve their performance by changing or adapting their approaches as needed 	<ul style="list-style-type: none"> • see the importance of a group or team plan, and the value of pooling ideas • improve their performance by changing or adapting their approaches as needed

Vocabulary				warming up cooling down heart rate Team Work co- operation rules travel space navigation map reading symbols diagram sharing lifting carrying obstacles Key control copy Skills Solve Challenge	Spatial awareness Analyse Describe Evaluate	Review Orienteering Problem solving Quickest route	Estimate Adapt Compass Map styles
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Athletics

Acquiring and developing skills	Physical Development: Early Learning Goal: Moving and handling • Children show good control and coordination in large and	<ul style="list-style-type: none"> • remember, repeat and link combinations of actions • use their bodies and a variety of equipment with greater control and coordination 	<ul style="list-style-type: none"> • remember, repeat and link combinations of actions • use their bodies and a variety of equipment with greater control and coordination 	<ul style="list-style-type: none"> • consolidate and improve the quality, range and consistency of the techniques they use for particular activities 	<ul style="list-style-type: none"> • consolidate and improve the quality, range and consistency of the techniques they use for particular activities 	<ul style="list-style-type: none"> • develop the consistency of their actions in a number of events • increase the number of techniques they use 	<ul style="list-style-type: none"> • develop the consistency of their actions in a number of events • increase the number of techniques they use
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	<p>small movements.</p> <ul style="list-style-type: none"> • They move confidently in a range of ways, safely negotiating space. • They handle equipment effectively, 						
<p>Selecting and applying skills, tactics and compositional ideas</p>	<p>Physical Development: Early Learning Goal: Moving and handling</p> <ul style="list-style-type: none"> • Children show good control and coordination in large and small movements. • They move confidently in a range of ways, safely negotiating space. • They handle equipment effectively, 	<ul style="list-style-type: none"> • use their bodies and a variety of equipment with greater control and coordination 	<ul style="list-style-type: none"> • use their bodies and a variety of equipment with greater control and coordination 	<ul style="list-style-type: none"> • develop their ability to choose and use simple tactics and strategies in different situations 	<ul style="list-style-type: none"> • develop their ability to choose and use simple tactics and strategies in different situations 	<ul style="list-style-type: none"> • choose appropriate techniques for specific events 	<ul style="list-style-type: none"> • choose appropriate techniques for specific events

<p>Knowledge and understanding of fitness and health</p>	<p>Physical Development: Early Learning Goal: Health and self-care Physical Development: Early Learning Goal: Health and self-care Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe</p>	<ul style="list-style-type: none"> • recognise and describe what their bodies feel like during different types of activity 	<ul style="list-style-type: none"> • recognise and describe what their bodies feel like during different types of activity 	<ul style="list-style-type: none"> • know, measure and describe the short-term effects of exercise on the body • describe how the body reacts to different types of activity 	<ul style="list-style-type: none"> • know, measure and describe the short term effects of exercise on the body • describe how the body reacts to different types of activity 	<ul style="list-style-type: none"> • understand the basic principles of warming up • understand why exercise is good for fitness, health and wellbeing 	<ul style="list-style-type: none"> • understand the basic principles of warming up • understand why exercise is good for fitness, health and wellbeing
<p>Evaluating and improving performance</p>	<p>Physical Development: Early Learning Goal: Moving and handling</p> <ul style="list-style-type: none"> • Children show good control and coordination in large and small movements. 	<ul style="list-style-type: none"> • watch, copy and describe what they and others have done 	<ul style="list-style-type: none"> • watch, copy and describe what they and others have done 	<ul style="list-style-type: none"> • describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving 	<ul style="list-style-type: none"> • describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving 	<p>evaluate their own and others' work and suggest ways to improve it</p>	<ul style="list-style-type: none"> • evaluate their own and others' work and suggest ways to improve it

	<ul style="list-style-type: none"> • They move confidently in a range of ways, safely negotiating space. • They handle equipment effectively, 						
Vocabulary	Warm up Cool down Health Control Safety Equipment Space Exercise Jumping Running Throwing Stretch Speed Copy Watch	Co-ordination Strength take-off distance direction pick up put down relays	Agility Aim Landing Force target	Technique Heart rate Measure Pathways estimating	Fitness Spatial awareness Actions	Down sweep acceleration take-over upsweep	Circuit covert Angles acceleration apply
Swimming taught at local pool class by class							