

PE Progression Grid

Early Years

<u>Early Years</u>		
	<u>Nursery</u>	<u>Reception</u>
PE in the Early Years Framework 2021	<ul style="list-style-type: none"> ❖ Continue to develop their movement, balancing, riding and ball skills. ❖ Go up steps and stairs, or climb apparatus, using alternate feet. ❖ Skip, hop, stand on one leg and hold a pose for a game like musical statues. ❖ Use large-muscle movements to wave flags and streamers, paint and make marks. ❖ Start taking part in some group activities which they make up for themselves, or in teams. ❖ Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. ❖ Match their developing physical skills to tasks and activities in the setting. E.g. they decide whether to crawl, walk or run across a plank depending on its ❖ Choose the right equipment to carry out their own plan. 	<ul style="list-style-type: none"> ❖ Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. ❖ Progress towards a more fluent style of moving, with developing control and grace. ❖ Develop the overall body strength co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. ❖ Use their core muscle strength to achieve a good posture. ❖ Combine different movements with ease and fluency. ❖ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. ❖ Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. ❖ Develop competence, precision and accuracy when engaging in activities that involve a ball. ❖ Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', have a good sleep routine, being a safe pedestrian.

GAMES - RED IS DEVELOPING SKILLS AND BLUE USING AND APPLYING

	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Knowledge & Skills I AM LEARNING TO...	throw underarm hit a ball with a bat start to develop my ABCs to move fluently, changing direction and speed easily without collision to roll, throw, strike, stop and kick with some control to get in line with the ball to receive to hit or throw into a good space to use space to my advantage to use and change skills to win games	to show good awareness of others when running and throwing to describe the best space to be in to send, receive block and strike confidently to be competent with ABCs and fundamental movements to roll, kick, hit and catch in combination to be able to often track the ball with eyes to choose tactics to suit different situations to follow the rules to use speed and change of direction to achieve success	to throw and catch with control to get in line with the ball and keep a short rally going to pass, receive and dribble a ball to keep possession to run consistently and smoothly at different speeds to vary the speed and direction of a ball to take part in a relay and know when to run to be aware of space and use it to support team meets and cause opponents problems to know the rules and follow them to make good decisions about where to pass and why to keep possession and progress to score points	to throw and catch consistently with control and accuracy to hit a ball accurately to pass, receive and dribble a ball to keep possession with increased control to run over a long distance and sprint over a short distance to throw in different ways to hit a target to be aware of principles of attack and defence to suggest rules and rule changes to help the game to make good decisions about how to play to cause problems for the opposition	to pass in different ways to hit a ball accurately forehand and backhand to show fielding to run over a long distance and sprint over a short distance to use a number of techniques to pass, dribble and shoot to use tactics to gain advantage to gain possession from a team to choose a tactic for defending and attacking to make good decisions about how to play to cause problems for the opposition	to can umpire to can explain rules to make a team and communicate a plan to lead others in a group situation to use a number of techniques to pass, dribble and shoot to be controlled on take off and landing to perform skills at greater speed to transfer skills to choose a tactic for defending and attacking to make good decisions about how to play

<u>Vocabulary</u>	Agility Balance Co-ordination Receive Direction Speed Underarm Space Control	Awareness Send Block Aim Combination Track Success Accuracy Decision making	Rally Baton Exchange Relay Dribble Pass Strike Score Transfer Acceleration Deceleration Consistent Progress Attack Defend Circuit	Sprint Receive Overarm Shoulder pass Chest pass Bounce pass Long distance Technique Tactic Opposition	Forehand Backhand Stamina Speed Strength Transferable Possession	Umpire Officiate Leadership All previous
<u>Expectation of skills progression</u>						

DANCE - RED IS DEVELOPING SKILLS AND BLUE USING AND APPLYING

	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Knowledge & Skills I AM LEARNING TO...	to move to music using different parts of the body in isolation to copy simple moves and actions accurately to be aware of space and move with control and co-ordination to make up a short dance to link movements to moods and feelings	to be aware of space and move with control and co-ordination to dance with control and co-ordination to repeat a short dance phrase with increased control to change rhythm, speed, level and direction in my dance to link movements to moods and feelings	to improvise freely and translate ideas from a stimuli into movement to incorporate different dynamics and qualities to recognise unison and cannon to repeat, remember and perform phrases to link several actions to create dance phrases to work as part of a small group	to experiment with a wide range of actions to show suppleness and fitness to move in a clear, fluent and expressive manner to use dance to communicate an idea to take the lead in a performance to use different motifs to work in unison and cannon	to experiment with a wide range of actions to perform actions, movements clearly and accurately to move in a clear, fluent and expressive manner to compose my own creative dances to perform to an accompaniment to use different motifs to work in unison and cannon	to experiment with a wide range of actions and choose my own music to perform actions, movements clearly and accurately for an audience to move in a clear, fluent and expressive manner consistently to compose my own creative dances with own music to use different motifs to work in unison and cannon
<u>Vocabulary</u>	Moves Actions Coordination Control Mood Feelings	Repetition Phrase Rhythm Level Link	Improvise Stimuli Dynamics Isolation Unison Cannon	Suppleness Expressive Motifs Unison Cannon	Compose Accompaniment Motifs Unison Cannon	Expressive manner Motifs Unison Cannon
<u>Expectation of skills progression</u>						

GYM - RED IS DEVELOPING SKILLS AND BLUE USING AND APPLYING

	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Knowledge & Skills I AM LEARNING TO...	to make my body curled, tense, stretched and relaxed to demonstrate straight, arch, pike, straddle, tuck to hold positions whilst balancing on different body parts to jump, roll, travel, climb and be still to link two or more actions to perform a sequence on floor and apparatus to link two or more <u>gymnastic</u> actions to perform a sequence on floor and apparatus	to show contrast between tall, small, narrow, wide, straight and curved to demonstrate straight, arch, pike, straddle, tuck with increased control to hold positions whilst balancing on different body parts to jump, roll, travel, climb and be still to work on my own and with a partner to plan and perform a series of movements to think of more than one way to create a <u>gymnastic sequence</u> on floor and apparatus	To show control, fluency and accuracy to demonstrate straight, arch, pike, straddle, tuck with control to perform dynamic balances at different levels on equipment and floor to jump, roll, travel, climb and be still consistently to perform a 3 move sequences, balance, shape roll on and off apparatus to explain how strength and suppleness affect performance to create various gymnastic sequences on floor and apparatus at varied level and speed to plan, perform and repeat sequences	to consistently show control, fluency and accuracy to include a range of shapes to confidently jump and roll with control to perform a sequence of length to create complex and well structure sequences to create various gymnastic sequences on floor and apparatus at varied level and speed to perform complex moves that require strength and stamina- headstand, cartwheel or handstand	to combine actions, balances and shapes to hold shapes that are strong, fluent and expressive to show placement and alignment of body parts to create complex and well structure sequences to create various gymnastic sequences on floor and apparatus at varied level with appropriate links and speed to perform complex moves that require strength and stamina- headstand, cartwheel or handstand	to perform a vault to hold shapes that are strong, fluent and expressive to show placement and alignment of body parts when bending, twisting and stretching to work with a partner to create complex and well structure sequences to create various gymnastic sequences on floor and apparatus at varied level with appropriate links and speed to perform balances with partner to perform complex moves that require strength and stamina- headstand, cartwheel or handstand

<u>Vocabulary</u>	Apparatus Curled Stretched Roll Travel Jump	Straight Arch Tuck Pike Straddle Tense	Perform Sequence Contrast Wide Narrow Straight Curved	Fluency Accuracy Dynamic Consistently Strength Suppleness Varied level	Expressive Alignment Bend Twist	Vault
<u>Expectation of skills progression</u>						

HEALTH, SOCIAL AND EVALUATION- RUN THROUGH ALL ASPECTS

	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Knowledge & Skills I AM LEARNING TO...	<p>to explain what it feels when breathing faster during exercise</p> <p>to carry apparatus safely with guidance</p> <p>to know where my heart is and can tell you why it is beating faster</p> <p>to copy things I see and say why they are good</p> <p>to explain why running and playing games is good for me</p> <p>to use my voice to communicate appropriately</p>	<p>to explain how I feel after exercise</p> <p>to recognise and avoid risk when carrying equipment</p> <p>to anticipate how I will feel after a certain activity</p> <p>to tell you why I need to warm up and cool down</p> <p>to watch and describe a performance accurately</p> <p>to use the terms opponent and team mate</p> <p>to choose one aspect of my performance and say how I am going to improve it</p>	<p>to use simple language to explain why I warm up and cool down</p> <p>to sustain a level of performance- effort</p> <p>to identify activities they could use to warm up</p> <p>to identify which activities require the most stamina</p> <p>to identify and record when my body is cold, warm and hot</p> <p>to watch and describe specific aspects of running, jumping and throwing</p> <p>to describe qualities of my own and others play</p>	<p>to devise own warm up including stretches</p> <p>to identify the importance of warm up</p> <p>to identify tactics and skills I am confident with and explain why</p> <p>to implement simple targets to improve own and others performance</p> <p>to describe the help I need to improve my performance</p>	<p>to use various technical terms to describe performance</p> <p>to lead warm up and cool down</p> <p>to suggest which activities needs speed, stamina and strength</p> <p>to say WWW AND EBI</p> <p>to watch a performance and confidently give feedback</p> <p>to implement simple targets to improve my own and others performance</p> <p>to describe the help I need to improve performance</p> <p>to lead at events</p>	<p>to demonstrate stamina- complete 12min run</p> <p>to understand health benefits of PE</p> <p>to lead warm up and cool down</p> <p>to suggest which activities needs speed, stamina and strength</p> <p>to say WWW AND EBI</p> <p>to watch a performance and confidently give feedback</p> <p>to implement simple targets to improve own and others performance</p> <p>to devise a simple fitness plan</p> <p>to lead at events</p>
<u>Expectation of skills progression</u>						

OAA & SWIMMING

	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Knowledge & Skills I AM LEARNING TO...	to follow a map in a familiar context to use clues to follow a route	to follow a map in a familiar context (more demanding) to follow a route when timed	to follow a map in an unknown location to change route to overcome a problem	To plan a route To swim competently, confidently and proficiently over a distance of at least 25 metres To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To perform safe self-rescue in different water-based situations
<u>Vocabulary</u>	Orienteer Orienteering a map Checkpoint card Symbol	Control Course Location Strategy	Scale Compass Boundary	Linear Stroke Self-rescue
<u>Expectation of skills progression</u>				

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Year 1</u>	Games	Games	Dance	Games	Games	Gym (Zoe) Dance (summer performance)
<u>Year 2</u>	Games	Games	Dance	Gym (Zoe)	Games	Dance (summer performance)
<u>Year 3</u>	Games/Athletics (Hockey)	Orienteering Circuits	Games/Athletics (Athletics)	Gym (Zoe) Dance	Games/Athletics (Tennis)	Dance (summer performance)
<u>Year 4</u>	Games/Athletics (Basketball)	Gym (Zoe) Circuits	Dance Gym	Orienteering Athletics	Games/Athletics (Cricket)	Dance (summer performance)
<u>Year 5</u>	Games/Athletics (Football)	Games/Athletics (Athletics) Circuits	Dance Orienteering	Games/Athletics (Tennis/Rounders) Gym (Zoe)	Games/Athletics (Netball)	Dance (summer performance)
<u>Year 6</u>	Games/Athletics (Cricket) Gym (Zoe) Swimming	Swimming Circuits Games/Athletics (Dodgeball)	Swimming Dance	Swimming Games/Athletics (Mix)	Swimming Orienteering Lead events	Swimming Dance (summer performance)