

Progression grid for PHYSICAL EDUCATION

PHYSICAL EDUCATION – Learning Progression								
Key Area		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Dance	Acquiring and developing skills		<p>Copy and repeat simple skills:</p> <p>Follow the leader – jumps, hops, skips</p> <p>Respond to different stimuli with a range of actions</p> <p>Copy and explore basic body actions demonstrated by the teacher</p> <p>Copy simple movement patterns from each other</p>	<p>Copy, remember and repeat simple skills with control and co-ordination:</p> <p>Link several movements together</p> <p>Talk about different stimuli as the starting point for creating dance phrases</p> <p>Explore ideas, moods and feelings by improvising, and by experimenting with directions, levels and a growing range of possible movements</p>	<p>Select and use skills and ideas with co-ordination and control:</p> <p>Improvise freely with a partner translating ideas from stimuli to movement.</p> <p>show an imaginative response to different stimuli through language and actions</p> <p>Incorporate different qualities and dynamics into their movements</p>	<p>Select, use and perform with co-ordination and fluency:</p> <p>Respond and perform with a partner, demonstrating actions that link with fluency and accuracy</p> <p>Respond to the stimuli through the appropriate language, creating and combining their own ideas and movement phrases/patterns</p> <p>Begin to respond, within a small group, to speed and level</p>	<p>Performance shows precision, control and fluency:</p> <p>Respond to a variety of stimuli showing a range of actions performed with control and fluency</p> <p>Think about character and narrative ideas created by the stimulus, and respond through movement</p> <p>Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own or with a partner/group</p>	<p>Consistent performance showing precision, control and fluency:</p> <p>Perform a variety of dance styles with accuracy and consistency</p> <p>Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns</p> <p>Create new motifs in a chosen dance style (to include or combine travelling, jumping, turns, gestures and stillness)</p>
	Selecting and applying skills, tactics and compositional ideas		<p>Pupils link simple actions and skills:</p> <p>Compose and link movement phrases to make simple dances with clean beginning, middle and end.</p> <p>practise and repeat their movement phrases and perform them in a controlled way</p>	<p>Pupils vary skills, actions and ideas:</p> <p>Compose and perform dance phrases and short dances that express communicate moods and feelings</p> <p>Remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness</p>	<p>Pupils show an understanding of composition:</p> <p>Perform dances with expression, showing an awareness of others when moving</p> <p>With a partner/small group, link actions to make dance phrases</p> <p>Describe what makes a good dance phrase</p>	<p>Pupils can link movement phrases together with increased precision:</p> <p>Begin to design their own movement phrases that respond to the stimuli or emotion</p> <p>In group work, use a range of movement (unison, canon)</p> <p>Remember, perform and evaluate short dance phrase</p>	<p>Pupils link skills, techniques and ideas accurately and appropriately:</p> <p>Create and perform dances using a range of movement patterns. Incorporate unison, canon, action and reaction, question and answer</p> <p>Remember, practise and combine longer, more complex dance phrases</p>	<p>Pupils select and combine skills, techniques and ideas demonstrating their knowledge of composition:</p> <p>Extend compositional skills incorporating a wider range of dance styles and forms.</p> <p>Compose, develop and adapt motifs to make dance phrases and use these in longer dances</p>

Games	Acquiring and developing skills		<p>Copy and repeat simple skills:</p> <p>Throw and catch a ball with a partner</p> <p>Move fluently, changing direction and speed easily and avoiding collisions</p> <p>Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking</p>	<p>Copy, remember and repeat simple skills with control and co-ordination</p> <p>Pass a ball accurately to a partner over a variety of distances</p> <p>Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control</p> <p>Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run</p>	<p>Select and use skills and ideas with coordination and control:</p> <p>Travel whilst bouncing a ball showing control use a range of skills to help them keep possession and control of the ball</p> <p>Perform the basic skills needed for the games with control and consistency</p> <p>Use a range of skills with increasing control</p>	<p>Pupils can link movement phrases together with increased precision:</p> <p>Travel with a ball showing increasing control using both hands and feet.</p> <p>Know and use a range of skills that allow them to keep hold of the ball, before passing to a member of their team.</p> <p>Perform an advancing range of skills with accuracy and control, repeatedly in a range of situations.</p>	<p>Performance shows precision, control and fluency:</p> <p>Travel with a ball showing changes of speed and directions using either foot or hand.</p> <p>Use a range of techniques when passing, e.g. high, low, bounced, fast, slow</p> <p>Keep a game going using a range of different ways of throwing</p> <p>Strike a ball with intent and throw it more accurately when bowling and/or fielding</p>	<p>Consistent performance showing precision, control and fluency:</p> <p>Dribble effectively around obstacles. Show precision and accuracy when sending and receiving</p> <p>Combine and perform skills with accuracy and control, adapting them to meet the needs of the situation</p> <p>Play shots on both sides of the body and above their heads in practices, and when the opportunity arises in a game. Use different ways of bowling</p>
	Selecting and applying skills, tactics and compositional ideas		<p>Pupils link simple actions and skills:</p> <p>Understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming</p> <p>Use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions</p>	<p>Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics:</p> <p>Choose and use tactics to suit different situations</p> <p>react to situations in a way that helps their partners and makes it difficult for their opponents</p>	<p>Pupils show that they understand tactics and by starting to vary how they respond:</p> <p>In pairs, make up a game and play a simple rallying game. Use a range of skills to keep possession and make progress towards a goal, on their own and with others.</p> <p>Choose good places to stand when receiving, and give reasons for their choice</p> <p>Use batting or throwing skills to make the game hard for their opponents</p>	<p>Pupils can link tactics and skills together with increased precision:</p> <p>Make up a group game with simple rules. Use a range of learnt techniques to ensure fair play. Know how to score goals and win the game.</p> <p>Choose where they should position themselves to be a defender and an attacker.</p> <p>Choose and know the best skills to use to successfully play the different sides within a game</p>	<p>Pupils link skills, techniques and ideas accurately and appropriately:</p> <p>Effectively play a competitive net/wall game. Keep and use rules they are given</p> <p>Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights</p> <p>Judge how far they can run to score points</p>	<p>Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition:</p> <p>Play recognised version of net game showing tactical awareness and knowledge of rules and scoring.</p> <p>Choose when to pass or dribble, so that they keep possession and make progress towards the goal</p> <p>Hit the ball from both sides of body with purpose, varying the speed, height and direction</p>

Gymnastics	Acquiring and developing skills		<p>Copy and repeat simple skills: Perform basic gymnastic actions like travelling, rolling and jumping</p> <p>Manage the space safely, showing good awareness of each other, mats and apparatus</p>	<p>Copy, remember and repeat simple skills with control and coordination: Perform a variety of actions with increasing control</p> <p>Repeat accurately sequences of gymnastic actions</p> <p>Move smoothly from a position of stillness to a travelling movement Move smoothly and in a controlled way from one position of stillness to another</p>	<p>Select and use skills and ideas with co-ordination and control: Find different ways of using a shape, balance or travel and explore combinations of mats and apparatus</p> <p>Practise an action or short sequence of movements, and improve the quality of the actions and transitions</p> <p>Show control, accuracy and fluency of movement when performing actions on their own and with a partner</p>	<p>Select, use and perform with co-ordination and fluency: Perform a range of rolls (pencil roll, tucked roll, shoulder roll) with control and accuracy Explore different combinations of apparatus to look at shape, balance and travel. Know how to utilize this equipment to enhance their movements, Practise and refine an action or short sequence showing quality movement phrases, combining different actions for effect. Begin to perform with a partner or group.</p>	<p>Performance shows precision, control and fluency: Perform a range of rolls including forwards roll consistently.</p> <p>Perform a range of actions and abilities with consistency, fluency and clarity of movement</p> <p>Make similar or contrasting shapes on the floor and apparatus, working with a partner</p> <p>Combine actions and maintain the quality of performance when performing at the same time as a partner.</p>	<p>Consistent performance showing precision, control and fluency: Perform a range of rolls showing different entrances and exits.</p> <p>Perform combinations of actions and abilities that show clear differences between levels, speeds and directions, with fluency and accuracy</p> <p>Perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension</p>
	Selecting and applying skills, tactics and compositional ideas		<p>Pupils link simple actions and skills: Make up simple movement phrases in response to simple tasks.</p> <p>Link & repeat basic gymnastic actions</p> <p>Perform simple movement phrases with control and accuracy</p>	<p>Pupils vary skills, actions and ideas: Choose, use and vary simple compositional ideas to create and perform a sequence</p> <p>Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end Adapt the sequence to include apparatus or a partner</p> <p>Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency</p>	<p>Pupils show that they understand composition by starting to vary how they respond: Plan and perform a movement sequence showing contrasts in speed, level and direction. Devise and perform a gymnastic sequence, showing a clear beginning, middle and end Adapt a sequence to include different levels, speeds or directions</p> <p>Work well on their own and contribute to pair sequences</p>	<p>Pupils can link movement phrases together with increased precision: Begin to develop a longer and more varied movement phrase with smooth, planned links between actions.</p> <p>Perform a sequence where the children combine speed, level, direction and a variety of shapes.</p> <p>Work within different groups to contribute to a variety of different sequences.</p>	<p>Pupils link skills, techniques and ideas accurately and appropriately: Link actions appropriately and demonstrate smooth transitions between them Combine actions to make longer sequences with changes of speed, level and direction, and clarity of shape</p> <p>Work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement</p>	<p>Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition: Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions</p> <p>Repeat longer sequences accurately with more difficult actions Adapt sequences to include a partner/group with an emphasis on extension and clear body shape</p>

Athletics	Acquiring and developing skills		Run at different speeds, jump with accuracy, use a small range of techniques	Change speed and direction, link running and jumping, throw accurately	Throw with accuracy and power, into a target, difference between sprinting and running, different roles in groups	Increase the distance when they are running, organizing and preparing themselves, take different roles within a running sequence.	Sustain and maintain running speed, improve on personal target, organize and manage an athletic event well	Strength, stamina and speed when running, jumping and throwing, know rules, judge events
	Selecting and applying skills, tactics and compositional ideas		Choose which throwing and retrieving technique to use	Choose when to run and when to jump. Select which throwing technique to use for accuracy and distance	Choose and use a throw to reach target, choose which role to play within group situation	Choose which throw, running pace or action to complete to allow them to reduce their times/ increase distance within areas of athletics.	Choose pace for running, plan and carry through an event	Adapt skills and techniques to different challenges and equipment
OAA	Acquiring and developing skills		Follow marked tracks in familiar environment.	Use simple plans and diagrams of familiar environments	Use maps and diagrams to orientate themselves around a course.	Use a map with confidence to navigate around a route.	Move confidently through familiar and less familiar environments, prepare self	Work confidently in changing environments, adapt quickly.
	Selecting and applying skills		Choose which way to follow route, by self or in group	Use skills to solve a basic challenge or problem	Respond appropriately when task/environment changes, plan responses	Adapt and respond to changes in the environment to allow them to complete a task	Adapt skills and strategies as situation demands.	Devise and put into practice a range of solutions and challenges.
Swimming	Acquiring and developing skills		Year 3: Swim 25-30m in water, unaided Co-ordination with arms and legs Use different strokes Describe how to move arms and legs together Understanding of general water safety.					
	Selecting and applying skills		Year 3: Select appropriate arm and leg action to move across pool. Choose their most confident stroke to swim across the pool. Use their arms and legs in the correct manner for the chosen stroke. Link arms and legs correctly to allow effective propulsion across the pool. Link the correct arm and leg movement for front and back stroke. Show which breathing techniques to use for the particular strokes.					

Key Area	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Evaluating and improving performance		Describe and comment on their own and others actions Can describe what they have done Can watch others and say what they are doing	They can talk about differences between their own and others' performance and suggest improvements	Describe and comment on their own performance and that of others and make simple suggestions to improve quality.	Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see. Be confident to analyse and comment on what they see.	From observation of others, begin to describe constructively how to refine improve and modify performance. Refine own performance in response to comments of others' and self-analysis.	Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding.
Knowledge and understanding of fitness and health		Can describe how their bodies feel when still and when exercising. Can talk about how to exercise safely.	They can understand how to exercise and describe how their bodies feel during different activities.	Children suggest appropriate warm up ideas. Children dress appropriately for PE. Children work in a responsible and safe manner. Children recognise changes in body temperature, heart rate and breathing.	Children begin to think about warm up activities that prepare them for exercise. They can talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy.	Demonstrate activities for specific aspects of warm up- stretching, joint mobility, raising heart and breathing rates. Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.	Can show responsibility for personal warm up routine specific to the activity. Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within accepted rules and conventions.