

Lindridge C of E Primary School P.E Progression Grid

Throughout Physical Education, children will develop fundamental movement skills and become increasingly confident to access opportunities to develop their agility, balance and coordination. Children continue to build upon these skills and learn how to use them in different ways throughout their primary education. Children have the opportunity to develop their understanding of how their bodies change during exercise and how to live a healthy lifestyle.

Throughout the P.E learning, pupils will:

- develop competence to excel in a broad range of physical activities
- be physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

The following progression grids outline the skills and vocabulary to be taught across each phase. This grid identifies the skills that each year group/phase will be taught within Games, Gymnastics, Dance/Movement, Athletics and Swimming. Children should repeat these skills using a variety of different equipment.

Games							
	EYFS	Years 1/2		Years 3/4		Year 5/6	
K	To understand how to move confidently in a range of ways, safely negotiating space.	To understand the techniques of how to catch a ball. To understand the techniques of how to throw a ball	To be able to understand why we have rules during games.	To develop their understanding of rules to defend effectively in a game.	To understand the techniques needed when catching a ball in a variety of ways.	To understand how to play rounders. To understand how to play tennis.	To be able to use a variety of skills in different games.
S	EYFS: (Physical Development – Moving and Handling) Basic skills: I can throw and catch a ball. I can take part in team games.	Year One: Basic skills: I can throw underarm. I can throw over arm. Extension: I can throw & catch with both hands. I can throw in different ways.	Year Two: Basic skills: I can use basic movements such as coordination and agility in team games. Extension: I can develop simple tactics to attacking and defending.	Year Three: Basic skills: I can throw and catch with control. Extension: I can choose a tactic for attacking and defending.	Year Four: Basic skills: I can throw and catch with control in isolation and combination. Extension: I can choose a tactic for attacking and defending.	Year Five: Basics skills: I can use forehand & backhand with a bat/racket. I can field. Extension: I can vary tactics and adapt skills depending on what is happening in a game.	Year Six: Basic skills: I can play to agreed rules. I can play competitive games. Extension: I can transfer skills and movements across a range of activities and sports.
V	Ball Throw Catch Game Team	co-ordination defence tactics underarm overarm release agility attack		Opposition Control Possession		Forehand Backhand Defending Attacking Dribble Shoot Pass Co-ordination (hand eye)	

Gymnastics							
	EYFS	Years 1/2		Years 3/4		Year 5/6	
K	To understand that we can make our bodies change into different shapes.	To understand that we need to use our core strength to balance effectively.	To understand that we can link different movements together to create a sequence.	To understand how to safely use apparatus. To develop ways to mount and dismount apparatus.	To be able to comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance.	To understand how to transition between different movements.	To develop the skills to cooperate effectively in a team by listening and sharing different ideas.
S	EYFS (Physical Development – Moving and Handling) Basic skills: I can travel around, under, over and through balancing and climbing equipment. (40-60months) I can balance on different parts of my body. Extension: I can jump off apparatus and land appropriately.	Year One: Basic skills: I can control my body when balancing. I can copy sequences and repeat them Extension: I can balance in different ways.	Year Two: Basic skills: I can work on my own and with a partner. I can create simple repeating movements. Extension: I can plan and perform a sequence of movements.	Year Three: Basic skills: I can link actions together to create sequences of movement. Extension: I can develop my flexibility and strength.	Year Four: Basic skills: I can develop strength and balancing within a sequence. I can demonstrate that I can perform techniques with control. Extension: I can use a combination of techniques within a sequence.	Year Five: Basic skills: I can make complex extended sequences. I can combine action, balance and shape within a performance. Extension: I can compare performances.	Year Six: Basic skills: I can combine my work with that of others. Extension: I can link sequences to specific timings
V	Balance Equipment. Shapes	Sequence Repeat Patterns Control Perform		Criteria Evaluate Combination Control		Transitions Perform Balance Flexibility Timing	

Dance/Movement							
	EYFS	Years 1/2		Year 3/4		Year 5/6	
K	To understand that music can make our bodies move.	To be able to link movements to music.	To be able to change their bodies to respond to music i.e speed and direction.	To understand that a performance has a beginning, middle and end.	To understand that we can use movements to represent an idea.	To understand the different elements that need to be incorporated to create a dance.	To understand that you can incorporate different speeds and movements within a dance.
S	EYFS: (Being Imaginative) Basic skills: I can initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences (40-60months) Extension: I can represent my own ideas, thoughts and feelings through music and dance.	Year One: Basic skills: I can perform my own dance moves. Extension: I can make up a short dance.	Year Two: Basic skills: I can dance with control and co-ordination. I can use dance to show a mood or a feeling. Extension: I can make a sequence by linking sections together.	Year Three: Basic skills: I can share and create phases with a partner and small group Extension: I can repeat, remember and perform phrases	Year Four: Basic skills: I can use dance to communicate an idea. Extension: I can compose my own dances in a creative way.	Year Five: Basic skills: I can perform to an accompaniment. My dance shows clarity, fluency, accuracy and consistency.	Year Six: I can choose my own music and style. I can develop sequences in a specific style.

V	Dance Movement Music	Sequence. Repeat Perform Patterns	Choreograph Unison Repetition Partner Structure	Pace Timing Interpretation Improvisation Reaction Motifs
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Athletics							
	EYFS	Years 1/2		Year 3/4		Year 5/6	
K	I am learning to understand how and why it is important to stay safe with our bodies.	To understand that we can change the speed that our bodies move.	To understand the correct starting and finishing positions needed to jump accurately.	To understand the correct starting/finishing positions needed to run a relay.	To understand how to transition between different techniques when running, jumping and catching.	To combine a variety of skills to work within a team.	To understand the different techniques needed to perform different skills.
S	EYFS: (Physical Development – Moving and Handling) Basic skills: I can run skilfully, negotiating space (40-60 months)	Year One Basic skills: I can master running in a direction. Extension: I can master jumping.	Year Two: Basic skills: I can master running and jumping in isolation and combination. Extension: I can use these techniques in a range of activities.	Year Three: Basic skills: I can run at fast, medium and slow speeds; changing speed and direction. Extension: I can take part in a relay, remembering when to run and what to do	Year Four: Basic skills: I can run, jump and catch in isolation and in combination.	Year Five: Basic skills: I can use a variety of skills to take part in competitive games.	Year Six: I can demonstrate stamina. I can link together actions so that they flow in running, jumping and throwing activities
V	Run Space Safely	Speed Direction.		Team work Relay	Combination Transition	Pace Accuracy Communication Sprint	Technique

Swimming			
	Years 1/2	Year 3/4	Year 5/6
K		Year Three/Four: I can swim competently, confidently and proficiently over a distance of at least 25 meters. I can use a range of strokes, effectively (for example, front crawl, backstroke and breaststroke.) Freestyle Backstroke Front crawl Safety Distance	
S			Year Five/ Six: I can swim competently, confidently and proficiently over a distance of at least 25 meters. I can use a range of strokes, effectively (for example, front crawl, backstroke and breaststroke.) I can perform safe self-rescue in different water-based situations.
V			Freestyle Backstroke Front crawl Safety Distance