

PE Progression Grid



Concept	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Movement – How can I control my body and how does this impact my performance?</p>	<p>* Move energetically (run, hop, skip, dance) * Explore and develop fundamental movements including balance, riding and controlling equipment. * Negotiate space and obstacles safely * Understand space</p>	<p>* Develop and use basic movements including running, jumping, throwing and catching. * Develop balance, agility and coordination in a range of gymnastic activities *Begin to explore simple team games *Begin to explore dance using simple movement patterns</p>	<p>* Master basic movements including running, jumping, throwing and catching. * Develop balance, agility and coordination and apply these in a range of gymnastic activities, using basic equipment where appropriate * Participate in simple team games and develop use of simple tactics * Perform dances using simple patterns</p>	<p>* Move and balance with increased agility and control. * Create increasingly complex gymnastic and dance sequences. * Develop travelling movements, rotation, flight and balance * Play modified version of competitive games * Explore simple choreography in own dances * Take part in outdoor and adventurous activities</p>	<p>* Move and balance with increased agility and control. * Create increasingly complex gymnastic and dance sequences. *Further develop travelling movements, rotation, flight and balance * Play modified version of competitive games, as well as more traditional games (Basketball, Hockey) * Explore own choreography dance linked to topics *Take part on outdoor and adventurous activities * Gain confidence in water and be able to swim 25 metres.</p>	<p>* Select appropriate types of movement (inc. running, jumping, throwing and catching), performing these attributes with increasing control * Use previous learning in gymnastics to develop sequences with apparatus, equipment and peers * Play a wide variety of games, modified where appropriate, using previously learned movements to further their impact on games * Explore choreographed dances, and identify elements of dance that would be effective for an audience</p>	<p>* Select appropriate types of movement (inc. running, jumping, throwing and catching) and perform these skills with increasing flexibility, strength, technique, control and balance *Use previous learning in gymnastics to choreograph and develop sequences with apparatus, equipment and peers * Play a wide variety of games, modified where appropriate, using previously learned movements to further the impact of their own and of peers on games * Explore choreographed dances, and identify elements of dance that would be effective for an audience, which are subsequently revised and improved</p>

<p>Skills & Knowledge – What do we need to practice and develop to master an activity?</p>	<p>* Acquire and refine skills such as rolling, running, crawling, hopping, walking, skipping, jumping and climbing * Climb up apparatus using alternative feet * Develop overall body strength, balance, coordination and agility</p>	<p>*Revise and refine previous core fundamental skills already learnt: more fluent gymnastic movements with increasing control, beginning to describe different movements</p>	<p>*Revise and refine previous core fundamental skills already learnt (Green/Red) * Refine gymnastic movements with control, balance and poise. * Understand how previously learned gymnastic skills can be applied into themed sessions *Participate in small group team games</p>	<p>*Revise and refine previous core fundamental skills already learnt (Green/Red/Blue) * Refine gymnastic movements with control, balance and poise * Describe how different gymnastic movements can be executed *Participate in group team games, with increased competition</p>	<p>*Revise and refine previous core fundamental skills already learnt: (Red/Blue/Pink) * Refine gymnastic movements with control, balance and poise * Begin to describe the gymnastic movements of peers *Participate in more complex group team games, with increased competition and accuracy in performance</p>	<p>*Revise and refine previous core fundamental skills already learnt: (Blue/Pink/Black) * Refine gymnastic movements with control, balance and poise * Begin to analyse the different gymnastic movements of peers *Participate in more complex group team games, with increased competition. Players should identify skills from other game formats that can be used in different games * When in game play, develop an ability to develop tactics that will impact the outcome of games</p>	<p>*Revise and refine previous core fundamental skills already learnt: * Refine gymnastic movements with control, balance and poise * Continue to analyse the different gymnastic movements of peers, offering advice on improvements where appropriate *Participate in group team games, with increased competition Players should identify skills from other game formats that can be used in different games, and use these to positively impact performance * When in game play, develop and ability to develop tactics that will impact the outcome of games, with an ability to distinguish between attacking and defending tactics</p>
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<p>Challenge – Why and how do we challenge ourselves?</p>	<p>* Combine different movements with ease and fluency * Confidently and safely use a range of large and small apparatus *Work cooperatively indoors, outdoors, alone and in a small group</p>	<p>*Begin to join movements together to create simple sequences *Explore more challenging moves/games *Play simple team games fairly</p>	<p>*Perform and repeat longer sequences with controlled movements *Persevere when faced with more challenging moves/games *Develop simple tactic for attacking and defending *Make own rules and play fairly in small teams</p>	<p>* Perform, repeat and refine sequences of movements *Develop flexibility, strength, technique, control and balance (Gymnastics and athletics) *Apply basic principles suitable for attacking and defending * Improve on own personal bests in individual skills, and in game formats</p>	<p>* Perform, repeat and refine sequences of movements with greater balance, agility and control * Isolate individual skills or movements, and understand how these can be improved *Apply principles suitable for attacking and defending * Continue to improve on own personal bests in individual skills, and in game formats</p>	<p>* Perform, repeat and refine increasingly complex sequences of movements, beginning to understand how different movements can be interchanged to improve the aesthetics and impact of performance *Apply principles suitable for attacking and defending, beginning to understand how opponents will also react * Continue to improve on own personal bests in individual skills, and in game formats, being mindful of the ways that improvements can be made</p>	<p>* Perform, repeat and refine increasingly complex sequences of movements, deepening understanding of how different movements can be interchanged to improve the aesthetics and impact of performance *Apply principles suitable for attacking and defending, beginning to understand how opponents will also react and countering this where possible * Continue to improve on own personal bests in individual skills, and in game formats, being mindful of the ways that improvements can be made with independence</p>
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<p>Evaluation - How can reflecting on what we do lead to further improvements?</p>	<p>* Return to and build on previous learning in order to practise and refine skills. * Demonstrate increased strength, balance and coordination *Watch and talk about others movements</p>	<p>*Begin to observe others and use this to improve own confidence in movements *Talk about what they observe</p>	<p>*Observe and reflect on own and others performances. *Identify good practise in others *Discuss/suggest where improvements may enhance performances further</p>	<p>*Compare own performances with previous ones. *Begin to critique to improve own and others moves /performances *Improve on own personal bests</p>	<p>* Compare performances with previous ones, explicitly identifying strengths and areas of improvement within performances * Improve on own personal bests, beginning to understand the link between practise and performance</p>	<p>* Compare performances with previous ones, explicitly identifying strengths and areas of improvement within performances and subsequently adapting performance * Improve on own personal bests, understanding the link between practise and performance</p>	<p>* Compare performances with previous ones, continually analysing the performance of themselves and peers, using this analysis to improve performance and outcomes * Improve on own personal bests, beginning to understand the link between practise and performance and independently doing so</p>
<p>Fairness – How do we use or adapt rules to make sure that everyone can compete and be challenged in physical activity?</p>	<p>*Listen to each other and take turns *Share space and appreciate personal space of others * Share and use equipment appropriately and fairly</p>	<p>*Work cooperatively individually, in pairs or small groups *Use space and equipment appropriately and safely *Follow and apply the 'rules' of a simple game</p>	<p>*Work with increasing cooperation *Adapt and change the 'rules' of a game to find an appropriate level of change for all involved *Begin to take responsibility for the organisation of any equipment required</p>	<p>* Work with cooperation *Understand the importance of being a 'good sportsperson' *Develop resilience * Take increasing responsibility for the organisation of any equipment required</p>	<p>* Work effectively with cooperation * Identify the traits of a 'good sportsperson' * Further develop resilience * Take further responsibility for the organisation of any equipment required</p>	<p>* Work effectively with cooperation, identifying how different team members can bring their own strengths to performance * Identify and describe the traits of a 'good sportsperson' * With increasing independence, pupils should be responsible for the use and organisation of equipment</p>	<p>* Work effectively with cooperation, using teammates effectively to improve performance and ensure that all teammates are included * Explain why being a 'good sportsperson' is important and demonstrate these behaviours in activity * Pupils should take the lead in selecting, organising and adapting equipment and activities, particularly those pupils who volunteer as Sports Leaders</p>

<p>Health – What can people do to be healthy and how do these choices affect their performance?</p>	<p>* Manage their own needs – (un)dressing and personal hygiene * Know and can talk about the different factors that support overall health and well being – regular physical activity</p>	<p>*Develop their own independence to be ready for physical activity *Begin to recognise how their bodies change during physical activity *Begin to understand why we need to warm up, participate and cool down to exercise safely</p>	<p>*Further develop their own independence to be ready for physical activity *Can begin to explain why certain changes take place during physical activity *Begin to understand the importance of regular physical exercise and links with a healthy diet</p>	<p>*Know how and why we need to be ready for physical activity (including the importance of warming up, develop skills, applying new skills, reflecting on what has been learnt and cooling down). *Explain how and why our bodies change during physical activity (e.g. why the heart beats faster) *Begin to use correct terms for the body (e.g. abdominals when working our core in a plank or stretching the quadriceps) *Begin to understand the importance of a balanced diet, regular physical activity and mental well-being.</p>	<p>* Explain the benefits and reasons for warming up prior to sporting activity * Identify and explain changes to the body during exercise, using age-appropriate terminology * Use scientific knowledge to describe the benefits of a balanced diet * Understand how to safely behave in water, in order to maintain health</p>	<p>* Explain the benefits and reasons for warming up prior to sporting activity, and begin to lead these warm ups independently * Identify and explain changes to the body during exercise, using age-appropriate terminology * Use scientific knowledge to describe the benefits of a balanced diet and exercise</p>	<p>* Explain the benefits and reasons for warming up prior to sporting activity, and begin to lead these warm ups independently * Identify and explain changes to the body during exercise, using age-appropriate terminology * Use scientific knowledge to describe the benefits of a balanced diet and exercise</p>
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