



PE

Progression Grid

Games Dance Gymnastics Athletics Outdoor & Adventurous Activity Swimming Evaluate Healthy Living



EARLY YEARS	KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

FROG

Move using different pathways, stopping safely.
 Move fluently, changing direction and speed, avoiding collisions
 Begin to develop simple tactics e.g., best position to be in during a game

Play competitive games, modified where appropriate [for example, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
 Use throwing and catching in isolation and in combination.

Games

Negotiate space and obstacles safely, with consideration for themselves and others.	Can travel in a variety of ways including running and jumping.	Confident to send the ball to others in a range of ways.	Understands tactics and composition by starting to vary how they respond.	Vary skills, actions and ideas and link these in ways that suit the games activity.	Vary skills, actions and ideas and link these in ways that suit the games activity.	Vary skills, actions and ideas and link these in ways that suit the games activity.
Demonstrate strength, balance and coordination when playing.	Beginning to perform a range of throws. Receives a ball with basic control	Beginning to apply and combine a variety of skills (to a game situation)	Vary skills, actions and ideas and link these in ways that suit the games activity.	Shows confidence in using ball skills in various ways, and can link these together. e.g., dribbling, bouncing, kicking Uses skills with coordination, control and fluency.	Shows confidence in using ball skills in various ways, and can link these together. Uses skills with coordination, control and fluency.	Shows confidence in using ball skills in various ways, and can link these together effectively. e.g., dribbling, bouncing, kicking Keeps possession of balls during games situations.
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	Beginning to develop hand-eye coordination Participates in simple games	Develop strong spatial awareness.	Beginning to communicate with others during game situations.	Takes part in competitive games with a strong understanding of tactics and composition.	Takes part in competitive games with a strong understanding of tactics and composition.	Consistently uses skills with co-ordination, control and fluency.
		Beginning to develop own games with peers. Understand the importance of rules in games.	Uses skills with coordination and control.	Can create their own games using knowledge and skills.	Can create their own games using knowledge and skills.	Takes part in competitive games with a strong understanding of tactics and composition.
		Develop simple tactics and use them appropriately.	Develops own rules for new games.	Works well in a group to develop various games.	Can make suggestions as to what resources can be used to differentiate a game.	Can create their own games using knowledge and skills.
		Beginning to develop an understanding of attacking/defending	Makes imaginative pathways using equipment.	Compares and comments on skills to	Apply basic skills for attacking and defending.	Modifies competitive games. Compares and comments on skills to

			support creation of new games.	support creation of new games.	
	Works well in a group to develop various games.		Can make suggestions as to what resources can be used to differentiate a game.	Uses running, jumping, throwing and catching in isolation and combination.	Can make suggestions as to what resources can be used to differentiate a game.
	Beginning to understand how to compete with each other in a controlled manner.		Apply basic skills for attacking and defending.		Apply knowledge of skills for attacking and defending.
	Beginning to select resources independently to carry out different skills		Uses running, jumping, throwing and catching in isolation and combination.		Uses running, jumping, throwing and catching in isolation and in combination

FROG	Copy basic dance actions demonstrated by the teacher			Perform dances with control and co-ordination.			
	Make a dance sequence by linking contrasting moves together			Perform dances using a range of clear and fluent movement patterns.			
	Change rhythm, speed, level and direction use space safely, moving with control and coordination.			Dance movements communicate an idea, emotion or feeling.			
				Perform dances using a range of creative and imaginative movement patterns			
Dance	Negotiate space and obstacles safely, with consideration for themselves and others	Copies and explores basic movements and body patterns	Copies and explores basic movements with clear control.	Beginning to improvise independently to create a simple dance.	Confidently improvises with a partner or on their own.	Beginning to exaggerate dance movements and motifs (using expression when moving)	Exaggerate dance movements and motifs (using expression when moving)
	Demonstrate strength, balance and coordination when playing.	Remembers simple movements and dance steps	Varies levels and speed in sequence	Beginning to improvise with a partner to create a simple dance.	Beginning to create longer dance sequences in a larger group.	Demonstrates strong movements throughout a dance sequence.	Performs with confidence, using a range of movement patterns.
	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Links movements to sounds and music. Responds to range of stimuli.	Can vary the size of their body shapes	Translates ideas from stimuli into movement with support.	Demonstrating precision and some control in response to stimuli.	Combines flexibility, techniques and movements to create a fluent sequence.	Demonstrates a strong imagination when creating own dance sequences and motifs.

	Add change of direction to a sequence	Beginning to compare and adapt movements and motifs to create a larger sequence.	Beginning to vary dynamics and develop actions and motifs.	Moves appropriately and with the required style in relation to the stimulus. e.g., using various levels, ways of travelling and motifs.	Demonstrates strong movements throughout a dance sequence.
	Uses space well and negotiates space clearly.	Uses simple dance vocabulary to compare and improve work	Demonstrates rhythm and spatial awareness.	Beginning to show a change of pace and timing in their movements.	Combines flexibility, techniques and movements to create a fluent sequence.
	Can describe a short dance using appropriate vocabulary.		Modifies parts of a sequence as a result of self-evaluation.	Uses the space provided to maximum potential.	Moves appropriately and with the required style in relation to the stimulus. e.g., using various levels, ways of travelling and motifs.
	Responds imaginatively to stimuli.		Uses simple dance vocabulary to compare and improve work.	Improvises with confidence, still demonstrating fluency across their sequence.	Beginning to show a change of pace and timing in their movements.
				Modifies parts of a sequence as a result of self and peer evaluation.	Is able to move to the beat accurately in dance sequences. Improvises with confidence, still demonstrating fluency across their sequence.
				Uses more complex dance vocabulary to compare and improve work.	Dances with fluency, linking all movements and ensuring they flow.
					Demonstrates consistent precision when performing dance sequences.
					Modifies parts of a sequence as a result of self and peer evaluation.
					Uses more complex dance vocabulary to compare and improve work

Begin to show control when travelling and balancing
Use different combinations of floor, mat and apparatus, showing control, accuracy and fluency
Learn to perform balances and movements and combine them into a routine

Develop flexibility, strength, technique, control and balance through gymnastics.
Can combine actions, shapes and balances in a gymnastic sequence.
Can make complex sequences that include changes in speed, direction and level.
Movements are clear, accurate and consistent.

Negotiate space and obstacles safely, with consideration for themselves and others.

Copies and explores basic movements with some control and coordination.

Explores and creates different pathways and patterns.

Applies compositional ideas independently and with others to create a sequence.

Links skills with control, technique, co-ordination and fluency.

Select and combine their skills, techniques and ideas.

Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.

Demonstrate strength, balance and coordination when playing.

Can perform different body shapes Performs at different levels

Uses equipment in a variety of ways to create a sequence

Copies, explores and remembers a variety of movements and uses these to create their own sequence.

Understands composition by performing more complex sequences.

Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.

Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Can perform 2 footed jumps

Link movements together to create a sequence

Describes their own work using simple gym vocabulary.

Beginning to use gym vocabulary to describe how to improve and refine performances.

Draw on what they know about movement and composition when performing and evaluating.

Adapts sequences to include a partner or a small group.

Can use equipment safely

Beginning to notice similarities and differences between sequences.

Develops strength, technique and flexibility throughout performances.

Analyse and comment on skills and techniques and how these are applied in their own and others' work.

Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.

Balances with some control

Uses turns whilst travelling in a variety of ways.

Creates sequences using various body shapes and equipment.

Uses more complex gym vocabulary to describe how to improve and refine performances.

Draw on what they know about movement and composition when performing and evaluating.

Can link 2-3 simple movements	Beginning to show flexibility in movements	Combines equipment with movement to create sequences.	Develops strength, technique and flexibility throughout performances.	Analyse and comment on skills and techniques and how these are applied in their own and others' work.
	Beginning to develop good technique when travelling, balancing, using equipment etc		Links skills with control, technique, co-ordination and fluency.	Uses more complex gym vocabulary to describe how to improve and refine performances.
			Understands composition by performing more complex sequences.	Develops strength, technique and flexibility throughout performances.

<p>Be able to change from fast to slow Throw in a variety of ways Jump with balance and fluency Differentiate between running for speed and distance</p>		<p>Use running and jumping in isolation and in combination. Use throwing and catching in isolation and in combination. Shows accurate control, speed, strength and stamina in athletics. Accurate and uses the correct technique for throwing depending on the activity (howler, tennis ball, putt etc.) Can jump effectively and with control for height and distance.</p>				
<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p>Can run at different speeds. Can jump from a standing position</p>	<p>Can change speed and direction whilst running.</p>	<p>Beginning to run at speeds appropriate for the distance. e.g., sprinting and cross country</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p>
<p>Demonstrate strength, balance and coordination when playing.</p>	<p>Performs a variety of throws with basic control.</p>	<p>Can jump from a standing position with accuracy.</p>	<p>Can perform a running jump with some accuracy</p>	<p>Can perform a running jump with more than one component. e.g., hop skip jump (triple jump)</p>	<p>Can perform a running jump with more than one component. e.g., hop skip jump (triple jump)</p>	<p>Can perform a running jump with more than one component. e.g., hop skip jump (triple jump)</p>
<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>		<p>Performs a variety of throws with control and co-ordination. Preparation for shot put and javelin</p>	<p>Performs a variety of throws using a selection of equipment.</p>	<p>Demonstrates accuracy in throwing and catching activities.</p>	<p>Beginning to record peer's performances, and evaluate these.</p>	<p>Record peer's performances, and evaluate these.</p>
		<p>Can use equipment safely</p>	<p>Can use equipment safely and with good control.</p>	<p>Describes good athletic performance using correct vocabulary.</p>	<p>Demonstrates accuracy and confidence in throwing and catching activities.</p>	<p>Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary.</p>
				<p>Can use equipment safely and with</p>	<p>Describes good athletic performance using correct vocabulary.</p>	<p>Can use equipment safely and with good control.</p>
					<p>Can use equipment safely and with good control.</p>	

<p>Take part in outdoor and adventurous activity challenges both individually and within a team Uses maps and diagrams to orientate themselves. Works collaboratively to problem solve.</p>						
Negotiate space and obstacles safely, with consideration for themselves and others.	Can describe the effect exercise has on the body	Can describe the effect exercise has on the body	Develops listening skills. Creates simple body shapes.	Develops strong listening skills.	Develops strong listening skills.	Develops strong listening skills.
Demonstrate strength, balance and coordination when playing.	Can explain the importance of exercise and a healthy lifestyle.	Can explain the importance of exercise and a healthy lifestyle.	Listens to instructions from a partner/ adult.	Uses simple maps.	Uses and interprets simple maps.	Uses and interprets simple maps.
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Begin to identify different forms of printing e.g., books, newspapers, fabric, wallpaper	Understands the need to warm up and cool down.	Beginning to think activities through and problem solve.	Beginning to think activities through and problem solve.	Think activities through and problem solve using general knowledge.	Think activities through and problem solve using general knowledge.
		Identify a wider range of printed forms in everyday life and consider how the processes have changed over time	Discuss and work with others in a group.	Choose and apply strategies to solve problems with support.	Choose and apply strategies to solve problems with support.	Choose and apply strategies to solve problems with support.
			Demonstrates an understanding of how to stay safe	Discuss and work with others in a group.	Discuss and work with others in a group.	Discuss and work with others in a group.
				Demonstrates an understanding of how to stay safe.	Demonstrates an understanding of how to stay safe.	Demonstrates an understanding of how to stay safe.
				Demonstrate an awareness of printing onto fabric and consider the difference to printing onto paper	Explore, experiment, plan and collect source material for future work	

Swim competently, confidently and proficiently over a distance of at least 25 metres (if not achieved in year 4)				
	Submerge and regain feet in the water.	Confidently and consistently retrieve an object from the floor with the same breath.	Swims competently, confidently and proficiently over a distance of at least 25 metres	Swims competently, confidently and proficiently over a distance of at least 25 metres
	Breathe in sync with an isolated kicking action from poolside.	Begin to co-ordinate breath in time with basic strokes showing some consistency in timing	Uses a range of strokes effectively e.g., front crawl, backstroke and breaststroke.	Uses a range of strokes effectively e.g., front crawl, backstroke and breaststroke.
	Use arms and legs together to move effectively across a short distance in the water.	Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.	Performs safe self-rescue in different water-based situations.	Performs safe self-rescue in different water-based situations.
	Float on front and back for short periods of time.	Combine gliding and floating on front and back over an increased distance.		Select and apply the appropriate survival technique to the situation.
	Glide on front and back over short distances.	Float on front and back using different shapes with increased control.		Confidently combine skills to retrieve an object from greater depth.
	Confidently roll from front to back and then regain a standing position.	Comfortably demonstrate sculling head first, feet first and treading water.		

FROG

To improve on scores by observing and commenting on their own and others performance		Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Warm up and cool down in a way that suits the exercise.			
Can comment on own and other's performance	Can comment on own and other's performance	Watches and describes performances accurately.	Watches and describes performances accurately.	Watches and describes performances accurately.	Watches and describes performances accurately.
	Can give comments on how to improve performance.	Beginning to think about how they can improve their own work.	Beginning to think about how they can improve their own work.	Learn from others how they can improve their skills.	Learn from others how they can improve their skills.
	Use appropriate vocabulary when giving feedback.	Work with a partner or small group to improve their skills.	Work with a partner or small group to improve their skills.	Comment on tactics and techniques to help improve performances.	Comment on tactics and techniques to help improve performances.
		Make suggestions on how to improve their work, commenting on similarities and differences.	Make suggestions on how to improve their work, commenting on similarities and differences.	Make suggestions on how to improve their work, commenting on similarities and differences.	Make suggestions on how to improve their work, commenting on similarities and differences.

Evaluate

FROG

Can describe how my body feels during exercise and understand why my heart beats faster.		Understands why physical activity is good for our health. Can describe the positive effects physical exercise has on our bodies. Understands the importance to humans of a healthy, balanced diet.			
Can describe some simple effects of exercise on the body	Can describe some simple effects of exercise on the body	Can describe the effect exercise has on the body	Can describe the effect exercise has on the body	Can describe the effect exercise has on the body linked to science knowledge	Can describe the effect exercise has on the body linked to science knowledge
Can describe some ways exercise helps the body.	Can describe some ways exercise helps the body.	Can explain the importance of exercise and a healthy lifestyle.	Can explain the importance of exercise and a healthy lifestyle.	Can explain the importance of exercise and a healthy lifestyle using science knowledge	Can explain the importance of exercise and a healthy lifestyle using science knowledge
		Understands the need to warm up and cool down.	Understands the need to warm up and cool down.	Understands the need to warm up and cool down.	Understands the need to warm up and cool down.

Healthy Living