

Whaley Thorns Primary School and Nursery PE Progression Grid

	Foundation Year One	Year One Year Two	Year Three Year Four	Year Four Year Five	Year Five Year Six
General PE skills	-Get changed with a little support or adult reminders -Develop large-muscle movements -Manage own personal hygiene -Understand the importance of good dental health -Move with an awareness of other people (spatial awareness) -Move with confidence when running, climbing, balancing and riding a scooter or tricycle -Identify that they get hot, out of breath and their heart beats faster after exercise -Know about and discuss factors for a healthy lifestyle -Get changed for PE independently -Find and use space safely and appropriately -Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running -Change speed and direction whilst avoiding obstacles -Recognise the bodily changes that occur during exercise	-Get changed for PE independently -Find and use space safely and appropriately -Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running -Change speed and direction whilst avoiding obstacles -Recognise the bodily changes that occur during exercise	-Find and use space safely and appropriately -Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running with increasing control -Change speed and direction whilst avoiding obstacles with increasing control -Provide reasons for why we warm up	-Find and use space safely and appropriately -Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running with increasing control -Change speed and direction whilst avoiding obstacles with increasing control -Provide reasons for why we warm up -Find and use space safely and appropriately -Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running with significant control -Change speed and direction whilst avoiding obstacles with significant control -Provide scientific reasons for why we warm up and how this links scientifically to the respiratory and circulatory system	-Find and use space safely and appropriately -Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running with significant control -Change speed and direction whilst avoiding obstacles with significant control -Provide scientific reasons for why we warm up and how this links scientifically to the respiratory and circulatory system
Dance	-Copy simple adult movements to music (e.g. keep fit videos) -Move freely in response to music .Begin to identify different types of music and change their movements accordingly -Perform dances using simple movement patterns -Respond to contrasting pieces of music (speed, mood)	-Perform dances using simple movement patterns -Respond to contrasting pieces of music (speed, mood)	-Work both individually and with others to sequence different movements in response to music	-Work both individually and with others to sequence different movements in response to music -Create and perform more complex dance routines in a range of dance styles and forms both individually and as part of a group	-Create and perform more complex dance routines in a range of dance styles and forms both individually and as part of a group
Gymnastics	-Follow simple instructions to move/stop -Balance confidently, using arms to the side, on a range of equipment	-Demonstrate good body balance -Demonstrate and recognise gymnastic shapes	Develop flexibility, strength, control, balance and technique Travel different ways on a bench beam showing balance and control	Develop flexibility, strength, control, balance and technique Travel different ways on a bench beam showing balance and control	Develop flexibility, strength, control, balance and technique Create and perform gymnastics routines using both the floor and apparatus demonstrating a

	-Identify and use different body parts	-Perform a gymnastic jump from	- Perform a simple gymnastics sequence	- Perform a simple gymnastics sequence	good technique using a range of shapes, jumps,
	-Jump with two feet together	equipment to the floor	(with a clear start and finish point) on the	(with a clear start and finish point) on the	travels and rolls
	-Balance and hop on one leg	-Demonstrate knowledge of how to be	floor	floor	-Demonstrate knowledge of how to be safe
	-Follow the rules of a simple obstacle	safe when using gymnastic apparatus	-Observe and provide feedback on other	-Observe and provide feedback on other	when using gymnastic apparatus
	course		people's performances	people's performances	-Utilise command tasks to allow self-led
	-Demonstrate good body balance		-Demonstrate knowledge of how to be	-Demonstrate knowledge of how to be safe	problem solving showing understanding of
	-Demonstrate and recognise gymnastic		safe when using gymnastic apparatus	when using gymnastic apparatus - Develop	how to utilise apparatus to complete simple
	shapes			flexibility, strength, control, balance and	challenges.
	-Perform a gymnastic jump from			technique	-Use clear communications skills to develop a
	equipment to the floor			- Create and perform gymnastics routines	plan to problem solve and self-evaluate when
				using both the floor and apparatus	using the apparatus
	-Demonstrate knowledge of how to be			demonstrating a good technique using a	
	safe when using gymnastic apparatus			range of shapes, jumps, travels and rolls	
				-Demonstrate knowledge of how to be safe	
				when using gymnastic apparatus	
				-Utilise command tasks to allow self-led	
				problem solving showing understanding of	
				how to utilise apparatus to complete simple	
				challenges.	
				-Use clear communications skills to develop	
				a plan to problem solve and self-evaluate	
				when using the apparatus	
C	See below for all Foundation Games	-Throw, catch, roll, bounce and dribble	-Show increasing body control and more	-Show increasing body control and more	-Show good body control and a consistent
Games	skills	with control and accuracy using a range of	consistency when throwing, catching,	consistency when throwing, catching, rolling,	technique when throwing, catching, rolling,
	-Throw and catch a large ball	equipment (bean bags, quoits and balls)	rolling, bouncing and dribbling.	bouncing and dribbling.	bouncing and dribbling
a	-Roll a ball towards a target		-Show increasing control and accuracy	-Show increasing control and accuracy when	-Show increasing control and accuracy when
<u>Striking,</u>	-Kick a ball towards a target		when using a range of equipment (bean	using a range of equipment (bean bags,	using a range of equipment (bean bags, quoits
Fielding/	-Balance a beanbag on different body		bags, quoits and balls)	quoits and balls)	and balls)
Sending and	parts while moving		augo, quotto una auto,	-Show good body control and a consistent	and samp,
Receiving-	-Understand and follow simple			technique when throwing, catching, rolling,	
	instructions			bouncing and dribbling	
OUTDOOR	-Take turns with equipment			-Show increasing control and accuracy when	
	-Use equipment effectively			using a range of equipment (bean bags,	
	-Throw, catch, roll, bounce and dribble			quoits and balls)	
	with control and accuracy using a range			quoits and bans)	
	of equipment (bean bags, quoits and				
	balls)				
	Dalis)				
AAlaialeilla	-See above- 'Games'	-Develop fundamental movements which	-Continue to develop fundamental	-Continue to develop fundamental	-Continue to develop fundamental movements
Multiskills-	-Develop fundamental movements	support confidence and competence	movements showing more confidence and	movements showing more confidence and	showing more confidence and competence
INDOOR	which support confidence and	-Access opportunities to develop agility,	competence	competence	-Continue to develop agility, balance and
	competence	balance and coordination, both	-Continue to develop agility, balance and	-Continue to develop agility, balance and	coordination, both individually and with
	•				others.
	-Access opportunities to develop agility, balance and coordination, both	individually and with others.	coordination, both individually and with	coordination, both individually and with	
	*	-Understand the different ways we can	others.	others.	-Know what equipment can help to develop
	individually and with others.	move around (animals, speed, height)	-Know what equipment can help to	-Know what equipment can help to develop	agility, balance and coordination
	-Understand the different ways we can		develop agility, balance and coordination	agility, balance and coordination	-Understand the different ways we can move
	move around (animals, speed, height)		-Understand the different ways we can	-Understand the different ways we can	around (animals, speed, height)
			move around (animals, speed, height)	move around (animals, speed, height)-	
				Continue to develop fundamental	
				movements showing more confidence and	
				competence	
					-

				-Continue to develop agility, balance and	
				coordination, both individually and with	
				others.	
				-Know what equipment can help to develop	
				agility, balance and coordination	
				-Understand the different ways we can	
				move around (animals, speed, height)	
Net Games-	-See above- 'Games'	-Know how to hold a racket and show	-Know how to hold a racket and show	-Know how to hold a racket and show basic	-Know how to hold a racket and show basic
INDOOR AND	-Know how to hold a racket and show	basic racket control	basic racket control	racket control	racket control
	basic racket control	-Hit a small or large ball with a bat or	-Hit a small or large ball with a bat or	-Hit a small or large ball with a bat or racket	-Hit a small or large ball with a bat or racket
OUTDOOR	-Hit a small or large ball with a bat or	racket	racket	-Can create a small rally with a partner	-Can create a small rally with a partner
	racket		-Can create a small rally with a partner	-Know how to hold a racket and show basic	
				racket control	
				-Hit a small or large ball with a bat or racket	
				-Can create a small rally with a partner	
	See shows (Comer)	Understand and fall	Understand and fall having arms	Understand and fallers have a series	Understand and follow have a sure with
Invasion and	-See above- 'Games' - Understand and follow basic game	 Understand and follow basic game rules Work with others as part of a team 	Understand and follow basic game rules Work with others as part of a team	- Understand and follow basic game rules - Work with others as part of a team -	- Understand and follow basic game rules -Work with others as part of a team
<u>Team Games-</u>	rules	- Work with others as part of a team	- Work with others as part of a team	Understand and follow basic game rules	-Think tactically about ways to improve
OUTDOOR	- Work with others as part of a team			-Work with others as part of a team	attacking and defending
	- Work with others as part of a team			-Think tactically about ways to improve	-Use own ideas on how to create, develop and
				attacking and defending	evaluate games
				-Use own ideas on how to create, develop	evaluate games
				and evaluate games	
Outdoor	-See above- 'Games'	-Work as part of a team	-Work collaboratively as part of a team.	-Work collaboratively as part of a team.	-Work collaboratively as part of a team
Adventurous-	-Work as part of a team	-Clearly communicate with peers	-Clearly communicate with peers	-Clearly communicate with peers	-Clearly communicate with peers
	-Clearly communicate with peers	-Use some basic map reading skills to	-Use map reading skills to locate markers	-Use map reading skills to locate markers	-Use map reading skills to locate markers
OUTDOOR	-Use some basic map reading skills to	locate markers		-Work collaboratively as part of a team	
	locate markers			-Clearly communicate with peers	
				-Use map reading skills to locate markers	
Athletics-	-See above- 'Games'	-Develop basic athletic skills (running,	-Develop basic athletic skills (running,	-Develop basic athletic skills (running,	-Develop basic athletic skills (running, jumping,
INDOOR AND	-Develop basic athletic skills (running,	jumping, throwing and balancing)	jumping, throwing and balancing)	jumping, throwing and balancing)	throwing and balancing)
OUTDOOR	jumping, throwing and balancing)	-Look to achieve personal goals	-Seeks advice on how to make personal	-Seeks advice on how to make personal	-Seeks advice on how to make personal
<u> </u>	-Look to achieve personal goals		improvements	improvements	improvements
			-Look to achieve personal goals	-Look to achieve personal goals -Develop	-Look to achieve personal goals
				basic athletic skills (running, jumping,	-Can offer constructive advice to their peers in
				throwing and balancing)	aid of improvements
				-Seeks advice on how to make personal improvements	
				-Look to achieve personal goals	
1				-Can offer constructive advice to their peers	
				in aid of improvements	
Carrier no in a				- Use a range of strokes effectively	
Swimming				- Perform safe self-rescue in different water-based situations	
				- Swim competently, confidently and proficiently over a distance of 25m	
				Assessment Point only	
				- Use a range of strokes effectively	
				- Perform safe self-rescue in different water-based situations	
				- Swim competently, confidently and proficien	tly over a distance of 25m