

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	-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	-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 -Change speed and direction whilst avoiding obstacles -Recognise the bodily changes that occur during exercise			- 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	- Develop flexibility, strength, control, balance and technique	- Develop flexibility, strength, control, balance and technique - Create and perform gymnastics routines using

	-Identify and use different body parts -Jump with two feet together -Balance and hop on one leg -Follow the rules of a simple obstacle course -Demonstrate good body balance -Demonstrate and recognise gymnastic shapes -Perform a gymnastic jump from equipment to the floor -Demonstrate knowledge of how to be safe when using gymnastic apparatus	-Perform a gymnastic jump from equipment to the floor -Demonstrate knowledge of how to be safe when using gymnastic apparatus	- Travel different ways on a bench beam showing balance and control - Perform a simple gymnastics sequence (with a clear start and finish point) on the floor -Observe and provide feedback on other people's performances -Demonstrate knowledge of how to be safe when using gymnastic apparatus	- Travel different ways on a bench beam showing balance and control - Perform a simple gymnastics sequence (with a clear start and finish point) on the floor -Observe and provide feedback on other people's performances -Demonstrate knowledge of how to be safe when using gymnastic apparatus - Develop flexibility, strength, control, balance and technique - Create and perform gymnastics routines using both the floor and apparatus demonstrating a good technique using a 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	- both the floor and apparatus demonstrating a good technique using a 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
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				complete simple challenges. –Use clear communications skills to develop a plan to problem solve and self-evaluate when using the apparatus	
Games Striking, Fielding/ Sending and Receiving OUTDOOR	See below for all Foundation Games skills –Throw and catch a large ball –Roll a ball towards a target –Kick a ball towards a target –Balance a beanbag on different body parts while moving –Understand and follow simple instructions –Take turns with equipment –Use equipment effectively –Throw, catch, roll, bounce and dribble with control and accuracy using a range of equipment (bean bags, quoits and balls)	–Throw, catch, roll, bounce and dribble with control and accuracy using a range of equipment (bean bags, quoits and balls)	–Show increasing body control and more consistency when throwing, catching, rolling, bouncing and dribbling. –Show increasing control and accuracy when using a range of equipment (bean bags, quoits and balls)	–Show increasing body control and more consistency when throwing, catching, rolling, bouncing and dribbling. –Show increasing control and accuracy when using a range of equipment (bean bags, quoits and balls) –Show good body control and a consistent technique when throwing, catching, rolling, bouncing and dribbling –Show increasing control and accuracy when using a range of equipment (bean bags, quoits and balls)	–Show good body control and a consistent technique when throwing, catching, rolling, bouncing and dribbling –Show increasing control and accuracy when using a range of equipment (bean bags, quoits and balls)
Multiskills INDOOR	–See above– ‘Games’ –Develop fundamental movements which support confidence and competence –Access opportunities to develop agility, balance	–Develop fundamental movements which support confidence and competence –Access opportunities to develop agility, balance and	–Continue to develop fundamental movements showing more confidence and competence –Continue to develop agility, balance and coordination,	–Continue to develop fundamental movements showing more confidence and competence –Continue to develop agility, balance and coordination,	–Continue to develop fundamental movements showing more confidence and competence –Continue to develop agility, balance and coordination,



	and coordination, both individually and with others. -Understand the different ways we can move around (animals, speed, height)	coordination, both individually and with others. -Understand the different ways we can move around (animals, speed, height)	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)	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) - 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)	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 INDOOR AND OUTDOOR	-See above- 'Games' -Know how to hold a racket and show basic racket control -Hit a small or large ball with a bat or racket	-Know how to hold a racket and show basic racket control -Hit a small or large ball with a bat or racket	-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	-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	-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



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Invasion and Team Games OUTDOOR	-See above- 'Games' - 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 - Understand and follow basic game rules -Work with others as part of a team -Think tactically about ways to improve attacking and defending -Use own ideas on how to create, develop and evaluate games	- Understand and follow basic game rules -Work with others as part of a team -Think tactically about ways to improve attacking and defending -Use own ideas on how to create, develop and evaluate games
Outdoor Adventurous OUTDOOR	-See above- 'Games' -Work as part of a team -Clearly communicate with peers -Use some basic map reading skills to locate markers	-Work as part of a team - Clearly communicate with peers -Use some basic map reading skills to locate markers	-Work collaboratively as part of a team. -Clearly communicate with peers -Use map reading skills to locate markers	-Work collaboratively as part of a team. -Clearly communicate with peers -Use map reading skills to locate markers -Work collaboratively as part of a team -Clearly communicate with peers	-Work collaboratively as part of a team -Clearly communicate with peers -Use map reading skills to locate markers



				-Use map reading skills to locate markers	
Athletics INDOOR AND OUTDOOR	-See above- 'Games' -Develop basic athletic skills (running, jumping, throwing and balancing) -Look to achieve personal goals	-Develop basic athletic skills (running, jumping, throwing and balancing) -Look to achieve personal goals	-Develop basic athletic skills (running, jumping, throwing and balancing) -Seeks advice on how to make personal improvements -Look to achieve personal goals	-Develop basic athletic skills (running, jumping, throwing and balancing) -Seeks advice on how to make personal improvements -Look to achieve personal goals -Develop basic athletic skills (running, jumping, throwing and balancing) -Seeks advice on how to make personal improvements -Look to achieve personal goals -Can offer constructive advice to their peers in aid of improvements	-Develop basic athletic skills (running, jumping, throwing and balancing) -Seeks advice on how to make personal improvements -Look to achieve personal goals -Can offer constructive advice to their peers in aid of improvements
Swimming				- Use a range of strokes effectively - 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 proficiently over a distance of 25m
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