



PE Progression Grid

National Curriculum		
Early Years Framework	KS1 National Curriculum Aims (Year 1/2)	KS2 National Curriculum Aims (Year 3/4)
<p>ELG: Gross motor skills</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing <p>ELG: Fine motor skills</p> <ul style="list-style-type: none"> - Use a range of small tools, including scissors, paint brushes and cutlery. <p>ELG: Self-regulation</p> <ul style="list-style-type: none"> - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. <p>ELG: Managing self</p> <ul style="list-style-type: none"> - Explain the reasons for rules, know right from wrong and try to behave accordingly. <p>ELG: Building relationships</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others. 	<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • ♣ perform dances using simple movement patterns 	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team

	<ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	<p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.



Subject Progression Grid- Skills Progression

Theme	EYFS	Year 1	Year 2	Year 3	Year 4
Dance	<ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace Combine different movements with ease and fluency Listen attentively, move to and talk about music, expressing their 	<ul style="list-style-type: none"> Copies and explores basic movements and body patterns Remembers simple movements and dance steps Links movements to sounds and music. Responds to range of stimuli. 	<ul style="list-style-type: none"> Copies and explores basic movements with clear control. Varies levels and speed in sequence Can vary the size of their body shapes Add change of direction to a sequence Uses space well and negotiates space clearly. 	<ul style="list-style-type: none"> Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance. Translates ideas from stimuli into movement with support. Beginning to compare and adapt 	<ul style="list-style-type: none"> Confidently improvises with a partner or on their own. Beginning to create longer dance sequences in a larger group. Demonstrating precision and some control in response to stimuli. Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness. Modifies parts of a sequence as a result of self-evaluation.

	<p>feelings and responses</p> <ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music 		<ul style="list-style-type: none"> • Can describe a short dance using appropriate vocabulary. • Responds imaginatively to stimuli. 	<p>movements and motifs to create a larger sequence.</p> <ul style="list-style-type: none"> • Uses simple dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> • Uses simple dance vocabulary to compare and improve work.
Gym	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: Rolling, Running, Crawling, Hopping, Walking, skipping, Jumping, Climbing • Confidently and safely use a range of large and small apparatus, indoors and outdoors, alone and in a group 	<ul style="list-style-type: none"> • Copies and explores basic movements with some control and coordination. • Can perform different body shapes • Performs at different levels • Can perform 2 footed jump • Can use equipment safely • Balances with some control • Can link 2-3 simple movements 	<ul style="list-style-type: none"> • Explores and creates different pathways and patterns. • Uses equipment in a variety of ways to create a sequence • Link movements together to create a sequence 	<ul style="list-style-type: none"> • Applies compositional ideas independently and with others to create a sequence. • Copies, explores and remembers a variety of movements and uses these to create their own sequence. • Describes their own work using simple gym vocabulary. • Beginning to notice 	<ul style="list-style-type: none"> • Links skills with control, technique, co-ordination and fluency. • Understands composition by performing more complex sequences. • Beginning to use gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performances. • Creates sequences using various body shapes and equipment. • Combines equipment with movement to create sequences.

	<ul style="list-style-type: none"> • Develop overall body strength, balance, coordination and agility • Move energetically, such as, running, jumping, dancing, hopping, skipping and climbing 			<p>similarities and differences between sequences.</p> <ul style="list-style-type: none"> • Uses turns whilst travelling in a variety of ways. • Beginning to show flexibility in movements • Beginning to develop good technique when travelling, balancing, using equipment etc 	
Games	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Work and play cooperatively and take turns with others 	<ul style="list-style-type: none"> • Can travel in a variety of ways including running and jumping. • Beginning to perform a range of throws. • Receives a ball with basic control • Beginning to develop hand-eye coordination • Participates in simple games 	<ul style="list-style-type: none"> • Confident to send the ball to others in a range of ways. • Beginning to apply and combine a variety of skills (to a game situation) • Develop strong spatial awareness. • Beginning to develop own games with peers. 	<ul style="list-style-type: none"> • 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. • Beginning to communicate with others during game situations. 	<ul style="list-style-type: none"> • 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. • <i>e.g. dribbling, bouncing, kicking</i> • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Works well in a group to develop various games.

	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing 		<ul style="list-style-type: none"> • Understand the importance of rules in games. • Develop simple tactics and use them appropriately. • Beginning to develop an understanding of attacking/defending 	<ul style="list-style-type: none"> • Uses skills with co-ordination and control. • Develops own rules for new games. • Makes imaginative pathways using equipment. • Works well in a group to develop various games. • Beginning to understand how to compete with each other in a controlled manner. • Beginning to select resources independently to carry out different skills. 	<ul style="list-style-type: none"> • Compares and comments on skills to support creation of new games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination.
Athletics		<ul style="list-style-type: none"> • Can run at different speeds. • Can jump from a standing position • Performs a variety of throws with basic control. 	<ul style="list-style-type: none"> • Can change speed and direction whilst running. • Can jump from a standing position with accuracy. • Performs a variety of throws with 	<ul style="list-style-type: none"> • Beginning to run at speeds appropriate for the distance. • <i>e.g. sprinting and cross country</i> • Can perform a running jump with some accuracy 	<ul style="list-style-type: none"> • Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. • <i>e.g. hop skip jump (triple jump)</i> • Demonstrates accuracy in throwing and catching activities.

			<p>control and co-ordination.</p> <ul style="list-style-type: none"> • <i>preparation for shot put and javelin</i> • Can use equipment safely 	<ul style="list-style-type: none"> • Performs a variety of throws using a selection of equipment. • Can use equipment safely and with good control. 	<ul style="list-style-type: none"> • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control.
Swimming	See Frome Leisure Centre School Policy				
Evaluation	<ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them • Create collaboratively, sharing ideas, resources and skills 	<ul style="list-style-type: none"> • Can comment on own and others performance • Can give comments on how to improve performance. • Use appropriate vocabulary when giving feedback. 	<ul style="list-style-type: none"> • Watches and describes performances accurately. • Beginning to think about how they can improve their own work. • Work with a partner or small group to improve their skills. • Make suggestions on how to improve their work, commenting on similarities and differences. 		
Healthy Lifestyles	<ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing • Use their core muscle strength to achieve good posture when sitting at a table or on the floor 	<ul style="list-style-type: none"> • Can describe the effect exercise has on the body • Can explain the importance of exercise and a healthy lifestyle. 	<ul style="list-style-type: none"> • Can describe the effect exercise has on the body • Can explain the importance of exercise and a healthy lifestyle. • Understands the need to warm up and cool down. 		

	<ul style="list-style-type: none">• Know and talk about the different factors that support overall health and wellbeing: Regular physical activity• Develop overall body strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including, dance, gymnastics, sport and swimming		
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