



Curriculum Progression Grid – PE

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and Developing skills	To choose own movements and actions in response to simple tasks To try again if they do not succeed. To practise skills independently.	To be able to copy actions and movements. To repeat the action and skill To try again if they do not succeed To move with control and care in a safe way.	To be able to copy actions and movements. To repeat the action and skill To move with control and care in a safe way.	To select and use the most appropriate skill, action or idea. To move with coordination and control.	To select and use the most appropriate skill, action or idea. To move with coordination and control. To be able to make up their own small-sided game.	To link together skills, techniques and ideas and apply them. To show good control in their movements and skills.	To apply their skills, technique and ideas consistently. To show precision, control and fluency in their movements.
Evaluating and Improving	To share and show skills to each other. To choose the best method to travel over/under apparatus.	To discuss what they have done. To discuss what others have done.	To begin to say how they could improve. To try several times if not successful before asking for help.	To watch and describe performances, and use what they see to improve their own performance. To talk about the differences between their work and that of others.	To watch, describe and evaluate the effectiveness of a performance. To describe how their performance has improved over time. To modify their use of skills or techniques to achieve a better result	To explain why they have used particular skills or techniques, and the effect they have had on their performance.	To thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
Health and Fitness	To understand the importance of good health. To understand the importance of physical exercise and to talk about different ways to keep healthy and safe.	To describe how the body feels before, during and after exercise. To carry and place equipment safely.	To recognise and describe how the body feels during different physical activities.	To recognise and describe the effects of exercise on the body. To explain why it is important to warm up and warm down.	To explain why exercise is important to our health To be able to name some muscle groups	To know and understand the reasons for warming up and cooling down. To explain some safety principles when preparing for and during exercise.	To understand the importance of warming up and cooling down. To carry the warm-ups and cool-downs safely and effectively. To understand why exercise is good for health, fitness and wellbeing.
Games	To move freely using suitable spaces and speed/direction to avoid obstacles. To have opportunities inside & outside to develop skills	To be able to move and stop safely. To show basic throwing and catching skills. To be able to roll a ball. To be able to track the movement of an	To be able to move and stop safely To show throwing and catching skills. To be able to roll a ball with accuracy To be able to track the movement of an	Pupils play modified competitive games suitable for YR 3. To start being aware of space and be able to use it to support their team.	To understand the differences between Attacking & Defending. To use space effectively in competitive modified game situations.	Pupils develop skilful attacking & defending play Pupils have a good understanding of the rules in each sport E.G. Football, Netball, Basketball, Four Square	To start to play even-sided mini-versions of different games. To apply tactics and strategies to be successful in a team performance.



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	during play & games. To use various physical equipment to further develop co-ordination and ball skills. To make simple decisions in response to a situation	object and retrieve it. To be able to kick in different ways.	object and retrieve it. To be able to kick in different ways.	To show an awareness of the rules during a game and to keep the game going.	To throw accurately at a target To be able to catch with one hand.	To demonstrate a greater awareness of sportsmanship, fairness and respect.	Good sportsmanship, fairness and respect is embedded in the way the children conduct themselves in sport.
Dance	To copy basic body actions. To choose and use different actions To choose and use different shapes and balances.	To copy simple dance movements. To be able to work, individually and as a whole class. To perform dance movements accurately.	To learn a simple dance motif. To be able to work in pairs. To perform dances with concentration.	To create a dance motif. To be able to work in small groups. To perform demonstrating contrasting dance dynamics.	To develop a dance motif in groups. To remember a technical warm up. To be able to perform with confidence demonstrating a variety of dance dynamics..	To be able to use choreographic devices in groups. To demonstrate movement clarity in a technical warm up. To perform with accuracy of timing and clear dance qualities.	To be able to create group choreography in a number of styles. To demonstrate movement clarity and rhythmic accuracy in a technical warm up. To perform and lead dances with fluency, control and expression.
Swimming				To begin to swim, confidently over a distance of at least 25 metres To begin to use a range of strokes effectively.	To swim a distance towards 25 metres competently and confidently. To use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. To perform safe self-rescue in different water-based situations.	To swim a distance of at least 25 metres competently and confidently. To use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. To perform safe self-rescue in different water-based situations.	
Athletics	To progress to a more fluent style of moving , with control and grace	To explore running, jumping and throwing activities, and take part in simple challenges and competitions.	To explore running, jumping and throwing activities, and take part in simple challenges and competitions.	To concentrate on developing good basic running, jumping and throwing techniques. Pupils	To concentrate on developing good basic running, jumping and throwing techniques. Pupils	To focus on developing their technical understanding of athletic activity.	To focus on developing their technical understanding of athletic activity.



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	To change direction at a slow pace. To explore different travelling actions To throw larger balls and beanbags.	To experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.	To experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.	are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.	are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.	Pupils learn how to set targets and improve their performance in a range of running, jumping and throwing activities.	Pupils learn how to set targets and improve their performance in a range of running, jumping and throwing activities.
Vocabulary		<ul style="list-style-type: none"> - Space - Travel - Movement - Stop, Look, Listen - Send/Receive - Speeds 	<ul style="list-style-type: none"> - Change direction - Change Speed - Agility - Balance - Coordination - Throw/roll/bounce - Tracking - Catch 	<ul style="list-style-type: none"> - Attacking - Defending - Possession - Strike - Team - WWW/EBI - Agility - Balance - Coordination - Responsibility 	<ul style="list-style-type: none"> - Forehand - Backhand - Attacking - Defending - Dribble - WWW/EBI - Communication 	<ul style="list-style-type: none"> - Sportsmanship - Conflict Resolution - Strategy - Tactics - Target Setting 	<ul style="list-style-type: none"> - Sportsmanship - Conflict Resolution - Strategy - Tactics - Target Setting - Health - Fitness - Wellbeing