



## Progression Grid Physical Education 2023-2024

### National Curriculum Area: Athletics

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Nursery:</b> Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Show a preference for a dominant hand.</p>	<p>Be able to evaluate their performance using time;</p> <p>Know and understand quicker and slower ways of travelling;</p> <p>Develop fundamental movement skills. E.g. hopping, skipping...;</p>	<p>Be able to attempt a variety of throwing techniques in order to improve accuracy;</p> <p>Know and understand how the position of the body affects throwing performance</p> <p>Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of activities to extend their agility, balance and coordination;</p> <p>Engage in competitive and cooperative physical Activities in a range of increasingly challenging situations;</p>	<p>Run at fast, medium and slow speeds, changing speed and direction;</p> <p>Be able to run, jump and throw using a variety of techniques</p> <p>Know and understand how altering the movement of any parts of the body during performance affects end results</p> <p>Learn to use skills in different ways and link them to make actions</p> <p>Develop an understanding of how to improve in different physical activities</p>	<p>Link running and jumping activities with some fluency, control and consistency;</p> <p>Make up and repeat a short sequence of linked jumps;</p> <p>Take part in a relay activity, remembering when to run and what to do;</p> <p>Throw a variety of objects, changing their action for accuracy and distance;</p> <p>Recognize when their heart rate, temperature and breathing rate have changed</p>	<p>Understand and demonstrate the difference between sprinting and running for sustained periods;</p> <p>Know and demonstrate a range of throwing techniques;</p> <p>Throw with some accuracy and power into a target area;</p> <p>Perform a range of jumps, showing consistent technique and sometimes using a short run-up;</p> <p>Play different roles in small groups;</p> <p>Relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up;</p> <p>Compare and contrast performances using appropriate language</p>	<p>Choose the best pace for a running event, so that they can sustain their running and improve on a personal target;</p> <p>Show control at take-off in jumping activities;</p> <p>Show accuracy and good technique when throwing for distance;</p> <p>Organise and manage an athletic event well;</p> <p>Understand how stamina and power help people to perform well in different athletic activities;</p> <p>Identify good athletic performance and explain why it is good, using agreed criteria</p>
<p><b>Reception:</b> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Develop the overall body strength, co-ordination, balance and agility Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Engage in competitive and cooperative physical activities in a range of increasingly challenging situations;</p>	<p>Engage in competitive and cooperative physical Activities in a range of increasingly challenging situations;</p> <p>Be able to perform 1:2, 2:2, 2:1 and 1:1 jumps Know and understand how different jumping techniques affect distance travelled</p>				
<p><b>ELG:</b> Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>						

**Subject Lead:** Mrs Crone



## Progression Grid Physical Education 2023-2024

### National Curriculum Area: Dance

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Nursery:</b> Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Perform basic body actions;</p> <p>Use different parts of the body singly and in combination;</p> <p>Show some sense of dynamic, expressive and rhythmic qualities in their own dance;</p> <p>Choose appropriate movements for different dance ideas;</p> <p>Remember and repeat short dance phrases and simple dances;</p> <p>Move with control;</p> <p>Vary the way they use space;</p> <p>Describe basic body actions and simple expressive and dynamic qualities of movement</p> <p>Show basic control and coordination when travelling and when remaining still;</p> <p>Choose and link 'like' actions;</p>	<p>Perform body actions with control and coordination;</p> <p>Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling;</p> <p>Link actions;</p> <p>Remember and repeat dance phrases;</p> <p>Perform short dances, showing an understanding of expressive qualities;</p> <p>Describe how dancing affects their body;</p> <p>Know why it is important to be active;</p> <p>Suggest ways they could improve their work;</p> <p>Be able to link and perform a series of movements based on imaginary characters</p> <p>Plan and repeat simple sequences of actions; show contrasts in shape;</p>	<p>Improvise freely, translating ideas from a stimulus into movement;</p> <p>Create dance phrases that communicate ideas;</p> <p>Share and create dance phrases with a partner and in a small group;</p> <p>Repeat, remember and perform these phrases in a dance;</p> <p>Use dynamic, rhythmic and expressive qualities clearly and with control;</p> <p>Understand the importance of warming up and cooling down;</p> <p>Recognise and talk about the movements used and the Expressive qualities of dance;</p> <p>Suggest improvements to their own and other people's dances</p> <p>Use a greater number of their own ideas for movements in response to a task;</p> <p>Choose and plan sequences of contrasting</p>	<p>Respond imaginatively to a range of stimuli related to character and narrative;</p> <p>Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group;</p> <p>Refine, repeat and remember dance phrases and dances;</p> <p>Perform dances clearly and fluently Show sensitivity to the dance idea and the accompaniment;</p> <p>Show a clear understanding of how to warm up and cool down safely;</p> <p>Describe, interpret and evaluate dance, using appropriate language</p> <p>Perform actions, balances, body shapes and agilities with control;</p> <p>Plan, perform and repeat longer sequences that include changes of speed and</p>	<p>Compose motifs and plan dances creatively and collaboratively in groups;</p> <p>Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use;</p> <p>Perform different styles of dance clearly and fluently;</p> <p>Organise their own warm-up and cool-down exercises;</p> <p>Show an understanding of safe exercising;</p> <p>Recognise and comment on dances, showing an understanding of style;</p> <p>Suggest ways to improve their own and other people's work</p> <p>Create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed;</p> <p>Choose actions, body shapes and balances from a wider range of themes and ideas;</p>	<p>Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances;</p> <p>Perform to an accompaniment expressively and sensitively;</p> <p>Perform dances fluently and with control;</p> <p>Warm up and cool down independently</p> <p>Understand how dance helps to keep them healthy;</p> <p>Use appropriate criteria to evaluate and refine their own and others' work;</p> <p>Talk about dance with understanding, using appropriate Language and terminology</p> <p>Make up longer, more complex sequences, including changes of direction, level and speed;</p> <p>Develop their own solutions to a task by choosing and applying a range of compositional principles;</p> <p>Combine and perform</p>
<p><b>Reception:</b> Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility</p> <p>Combine different movements with ease and fluency.</p>						

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## Progression Grid Physical Education 2023-2024

<p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Remember and repeat these actions accurately and consistently;</p> <p>Find and use space safely, with an awareness of others</p> <p>Make their body tense, relaxed, stretched and curled;</p>	<p>Perform a sequence that shows clear change of speed;</p> <p>Recognise and describe how they feel after exercise;</p> <p>Describe what they and others have done;</p>	<p>actions;</p> <p>Adapt sequences to suit different types of apparatus and their partner's ability</p> <p>Explain how strength and suppleness affect performance;</p>	<p>level, clear shapes and quality of movement;</p> <p>Adapt their own movements to include a partner in a sequence;</p> <p>Understand that strength and suppleness can be improved;</p>	<p>Adapt their performance to the demands of a task, using their knowledge of composition;</p> <p>Use basic set criteria to make simple judgements about performances and suggest ways they could be improved</p>	<p>gymnastic actions, shapes and balances;</p> <p>Show clarity, fluency, accuracy and consistency in their movements;</p> <p>Say, in simple terms, why activity is good for their health, fitness and wellbeing;</p>
<p><b>ELG:</b> Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Describe what they do in their movement phrases</p>	<p>Be able to perform a sequence that flows;</p>	<p>Compare and contrast gymnastic sequences, commenting on Similarities and differences;</p> <p>With help, recognise how performances could be improved;</p> <p>Be able to perform a sequence in time with a partner;</p> <p>Be able to perform a sequence in time with a partner;</p> <p>Know and understand to teach a sequence to a partner;</p> <p>Suggest warm-up activities;</p>	<p>Recognise criteria that lead to improvement, e.g. <i>changing a level</i>; watch, describe and suggest possible improvements to others' performances;</p> <p>Suggest improvements to their own performance</p> <p>Be able to perform a sequence following a pathway, in time with a partner;</p> <p>Be able to perform a sequence following a pathway, in time with a partner;</p> <p>Know and understand how to sequence movements that move people together and apart</p> <p>Lead a partner through short warm-up routines</p>	<p>Be able to link and perform multiple sequential elements e.g. up to 8</p> <p>Understand the need for warming up and working on body strength, tone and flexibility;</p> <p>Lead small groups in warm-up activities;</p>	<p>Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving</p> <p>Be able to link at 3 different levels;</p> <p>Know and understand how to perform at different levels;</p> <p>Be able to link and perform multiple sequential elements e.g. up to 10</p> <p>Be able to adapt an individual sequence to become a group sequence</p> <p>Understand the importance of warming up and cooling down;</p>



## Progression Grid Physical Education 2023-2024

### National Curriculum Area: Net/Wall Games

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Nursery:</b> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p>	<p>Use basic underarm, rolling and hitting skills;</p> <p>Sometimes use overarm skills e.g. throwing a bean bag;</p>	<p>Show awareness of opponents and team-mates when playing games;</p> <p>Perform basic skills of rolling, striking and kicking with more confidence;</p> <p>Apply these skills in a variety of simple games;</p> <p>Be able to throw and catch a ball with a team member;</p> <p>Know and understand the term intercept;</p> <p>Make choices about appropriate targets, space and equipment;</p> <p>Use a variety of simple tactics;</p> <p>Describe how their bodies work and feel when playing games;</p> <p>Work well with a partner and in a small group to improve their skills;</p> <p>Be able to catch a moving ball</p> <p>Know and understand the term 'feed'</p> <p>Be aware of space and use it to support team-mates and cause problems for the opposition;</p>	<p>Attempts to serve to begin a game. E.g. underarm;</p> <p>Plays a continuous game using: throwing and catching or some simple hitting;</p> <p>Keeps count/score of a game;</p> <p>Can play within boundaries;</p> <p>Uses a small range of basic racquet skills;</p> <p>Moves towards a ball to return over a line/net;</p> <p>Plays over a net;</p> <p>Suggest warm-up activities;</p>	<p>Explores shots on both sides of the body and attempt with confidence; introduction of forehand and backhand</p> <p>Uses a small range of racquet/hand skills;</p> <p>Works with a partner / small groups to return a served ball;</p> <p>Plays competitively with others and against others in modified games;</p> <p>Uses basic defensive tactics to defend the court i.e. moving to different positions on the court;</p> <p>Chooses ways to send the ball to make it difficult for opponent to return;</p> <p>Suggests and lead warm ups that prepare the body appropriately for net/wall activities;</p> <p>Enjoy communicating, collaborating and competing with each other;</p> <p>Lead a partner through short warm-up routines;</p>	<p>Plays a range of basic shots on both sides of the body, move feet to hit ball;</p> <p>Plays modified games sending and returning a ball;</p> <p>Plays with others with some flow to the game, keeping track of their own scores;</p> <p>Recognises where they should stand on the court when playing on their own and with others;</p> <p>Applies some control when returning the ball including foot placement, shot selection and aim;</p> <p>Be able to describe their scoring system;</p> <p>Understand the need for warming up and working on body strength, tone and flexibility;</p> <p>Lead small groups in warm-up activities;</p>	<p>Uses forehand, backhand and overhead shots with more confidence in games;</p> <p>Makes appropriate choices in games about the best shot to use;</p> <p>Starts games with the appropriate serve;</p> <p>Begins to use full scoring systems;</p> <p>Develops doubles play (team play for volleyball);</p> <p>Applies tactics in games effectively;</p> <p>Understand the importance of warming up and cooling down;</p>
<p><b>Reception:</b> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Develop the overall body strength, co-ordination, balance and agility</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency;</p> <p>Sometimes catch a beanbag and a medium-sized ball;</p> <p>Track balls and other equipment sent to them, moving in line with the ball to collect it;</p> <p>Throw, hit and kick a ball in a variety of ways, depending on the needs of the game;</p> <p>Choose different ways of hitting, throwing, striking or kicking the ball;</p> <p>Decide where to stand to make it difficult for their opponent and to understand the term defend;</p> <p>Describe what they and others are doing;</p> <p>Describe how their body feels during games</p>					
<p><b>ELG:</b> Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>						

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## Progression Grid Physical Education 2023-2024

National Curriculum Area: Invasion Games						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Nursery:</b> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p>	<p>Use basic underarm, rolling and hitting skills;</p> <p>Sometimes use overarm skills e.g. throwing a bean bag;</p>	<p>Show awareness of opponents and team-mates when playing games;</p> <p>Perform basic skills of rolling, striking and kicking with more confidence;</p>	<p>Throw and catch with control to keep possession and score goals</p>	<p>Play games with some fluency and accuracy, using a range of throwing and catching techniques;</p>	<p>Pass, dribble and shoot with control in games; Identify and use tactics to help their team keep the ball and take it towards the opposition's goal;</p>	<p>Use different techniques for passing, controlling, dribbling and shooting the ball in games;</p>
<p><b>Reception:</b> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Develop the overall body strength, co-ordination, balance and agility</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency;</p> <p>Sometimes catch a beanbag and a medium-sized ball;</p> <p>Track balls and other equipment sent to them, moving in line with the ball to collect it;</p> <p>Throw, hit and kick a ball in a variety of ways, depending on The needs of the game;</p> <p>Choose different ways of hitting, throwing, striking or kicking the ball;</p>	<p>Apply these skills in a variety of simple games;</p> <p>Be able to throw and catch a ball with a team member;</p> <p>Know and understand the term intercept;</p> <p>Make choices about appropriate targets, space and equipment;</p> <p>Use a variety of simple tactics;</p> <p>Describe how their bodies work and feel when playing games;</p> <p>Work well with a partner and in a small group to improve their skills;</p> <p>Be able to catch a moving ball</p>	<p>Pass and dribble with control without an opponent</p> <p>Be able to bounce the ball in the direction of the target</p> <p>Know and use rules fairly to keep games going</p> <p>Say when a player has moved to help others</p> <p>Apply this knowledge to their own play.</p> <p>Suggest warm up activities</p>	<p>Pass and dribble with control under pressure; Find ways of attacking successfully when using other skills;</p> <p>Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score;</p> <p>Know the rules of the games;</p> <p>Watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better</p> <p>Be able to move to the correct position in order to attempt to score;</p> <p>Understand how strength, stamina and speed can be improved by playing invasion games;</p> <p>Lead a partner through short warm-up routines;</p>	<p>Identify tactics that present opportunities to score goals</p> <p>Mark opponents and help each other in defence;</p> <p>Pick out things that could be improved in performances and suggest ideas and practices to make them better</p> <p>To develop their own game and to be able to agree and teach the rules of it;</p> <p>Know how to make games safe;</p> <p>Be able to attempt to intercept</p> <p>Be able to participate in small sided game e.g. 5 a-side</p> <p>Understand the need for warming up and working on body strength, tone and flexibility;</p> <p>Lead small groups in warm-up activities;</p>	<p>Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defence;</p> <p>Play effectively as part of a team;</p> <p>Know what position they are playing in and how to contribute when attacking and defending;</p> <p>Recognise their own and others' strengths and weaknesses in games;</p> <p>Suggest ideas that will improve performance</p> <p>Be able to describe an attacking position and a defending position within a game situation;</p> <p>Know and understand positions that help attacking and defending positions within a game;</p> <p>Understand the importance of warming up and cooling down;</p>
<p><b>ELG:</b> Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Decide where to stand to make it difficult for their opponent and to understand the term defend;</p> <p>Describe what they and others are doing; Describe how their body feels during games</p>	<p>Know and understand the term 'feed'</p> <p>Be aware of space and use it to support team-mates and cause problems for the opposition;</p>				

**Subject Lead:** Mrs Crone



## Progression Grid Physical Education 2023-2024

### National Curriculum Area: Strike and Field Games

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Nursery:</b> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p><b>Reception:</b> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Develop the overall body strength, co-ordination, balance and agility</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball</p>	<p>Use basic underarm, rolling and hitting skills;</p> <p>Sometimes use overarm skills e.g. throwing a bean bag;</p> <p>Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency;</p> <p>Sometimes catch a beanbag and a medium-sized ball;</p> <p>Track balls and other equipment sent to them, moving in line with the ball to collect it;</p> <p>Throw, hit and</p>	<p>Show awareness of opponents and team-mates when playing games;</p> <p>Perform basic skills of rolling, striking and kicking with more confidence;</p> <p>Apply these skills in a variety of simple games;</p> <p>Be able to throw and catch a ball with a team member;</p> <p>Know and understand the term intercept;</p> <p>Make choices about appropriate targets, space and equipment;</p> <p>Use a variety of</p>	<p>Use a range of skills eg. Throwing, striking, intercepting, and stopping a ball with some control and accuracy</p> <p>Continue to develop fundamental movement skills and become increasingly confident and competent</p> <p>To understand the need for tactics</p> <p>To be able to pass and catch within pairs;</p> <p>Know and understand rules of the game;</p> <p>Set up small games;</p> <p>Explain what they need to do to get</p>	<p>Use a range of skills, e.g. <i>throwing, striking, intercepting and stopping a ball</i>, with good control and accuracy;</p> <p>Choose and vary skills and tactics to suit the situation in a game;</p> <p>Carry out tactics successfully;</p> <p>To be able to pass and catch within a small team;</p> <p>Know rules and use them fairly to keep games going;</p> <p>Carry out warm ups with care and an awareness of what is happening to their bodies;</p>	<p>Strike a bowled ball with some accuracy; use a range of fielding skills, e.g. <i>catching, throwing, bowling, intercepting</i>, with growing control and consistency;</p> <p>Work collaboratively in pairs, group activities and small-sided games;</p> <p>Use and apply the basic rules consistently and fairly;</p> <p>Recognise the activities and exercises that need including in a warm up;</p> <p>Identify their own strengths and suggest practices to help them improve;</p>	<p>Strike a bowled ball with precision ball; use a range of fielding skills, e.g. <i>catching, throwing, bowling, intercepting</i>, with growing control and consistency;</p> <p>Continue to work collaboratively in pairs, group activities and small-sided games;</p> <p>Continue to use and apply the basic rules consistently and fairly;</p> <p>Understand and implement a range of tactics in games with success;</p> <p>Deliver a specific warm up to a small group of peers;</p> <p>Identify their own and others strengths and</p>

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<p>skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>kick a ball in a variety of ways, depending on the needs of the game;</p> <p>Choose different ways of hitting, throwing, striking or kicking the ball;</p>	<p>simple tactics; Describe how their bodies work and feel when playing games;</p> <p>Work well with a partner and in a small group to improve their skills;</p>	<p>ready to play games;</p> <p>Suggest what needs practising;</p> <p>Know and understand how hitting the ball further increases the chances of running further distances;</p> <p>Suggest warm-up activities;</p>	<p>Describe what they and others do that is successful;</p> <p>Be able to bat and run to distance bases;</p> <p>Lead a partner through short warm-up routines;</p>	<p>Know and understand how to score points;</p> <p>Start to develop an understanding of how to improve, and learn to evaluate and recognise their own success;</p> <p>Be able to score points by hitting a ball and running safely to the target;</p> <p>Know that it is advantageous to attempt to strike a batter 'out';</p> <p>Understand the need for warming up and working on body strength, tone and flexibility;</p> <p>Lead small groups in warm-up activities;</p>	<p>suggest practices to help them improve;</p> <p>Understand the importance of warming up and cooling down;</p>
<p><b>ELG:</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Decide where to stand to make it difficult for their opponent and to understand the term defend;</p> <p>Describe what they and others are doing;</p> <p>Describe how their body feels during games</p>	<p>Be able to catch a moving ball</p> <p>Know and understand the term 'feed'</p> <p>Be aware of space and use it to support team-mates and cause problems for the opposition;</p>				



## Progression Grid Physical Education 2023-2024

### National Curriculum Area: Gymnastics

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Nursery:</b> Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Show basic control and coordination when travelling and when remaining still;</p> <p>Choose and link 'like' actions;</p> <p>Remember and repeat these actions accurately and consistently;</p> <p>Find and use space safely, with an awareness of others;</p>	<p>Plan and repeat simple sequences of actions; show contrasts in shape;</p> <p>Perform a sequence that shows clear change of speed;</p> <p>Perform the basic gymnastic actions with coordination, control and variety;</p> <p>Recognise and describe how they feel after exercise;</p>	<p>Use a greater number of their own ideas for movements in response to a task;</p> <p>Choose and plan sequences of contrasting actions;</p> <p>Adapt sequences to suit different types of apparatus and their partner's ability</p> <p>Explain how strength and suppleness affect performance;</p>	<p>Perform actions, balances, body shapes and agilities with control;</p> <p>Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement;</p> <p>Adapt their own movements to include a partner in a sequence;</p>	<p>Create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed;</p> <p>Choose actions, body shapes and balances from a wider range of themes and ideas;</p> <p>Adapt their performance to the demands of a task, using their knowledge of composition;</p> <p>Use basic set criteria to make simple judgements about performances and suggest ways they could be improved</p> <p>Be able to link and perform multiple sequential elements e.g. up to 8 understand the need for warming up and</p>	<p>Make up longer, more complex sequences, including changes of direction, level and speed;</p> <p>Develop their own solutions to a task by choosing and applying a range of compositional principles;</p> <p>Combine and perform gymnastic actions, shapes and balances;</p> <p>Show clarity, fluency, accuracy and consistency in their movements;</p> <p>Say, in simple terms, why activity is good for their health, fitness and wellbeing;</p> <p>Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving</p>
<p><b>Reception:</b> Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility</p> <p>Develop overall body-strength, balance, co-ordination and agility</p> <p>Use their core muscle strength to achieve a good posture</p> <p>Combine different movements with ease and fluency.</p>	<p>Identify and copy the basic actions of gymnasts;</p> <p>Use words such as rolling, travelling, balancing, climbing;</p> <p>Make their body tense, relaxed, stretched and curled;</p> <p>Describe what they do in their movement phrases</p>	<p>Describe what their bodies feel like during gymnastic activity;</p> <p>Describe what they and others have done;</p> <p>Say why they think gymnastic actions are being performed well</p> <p>Be able to perform a sequence that flows;</p>	<p>Compare and contrast gymnastic sequences, commenting on similarities and differences;</p> <p>With help, recognise how performances could be improved;</p> <p>Be able to perform a sequence in time with a partner;</p> <p>Know and understand</p>	<p>Understand that strength and suppleness can be improved;</p> <p>Recognise criteria that lead to improvement, e.g. <i>changing a level</i>; watch, describe and suggest possible improvements to others' performances;</p> <p>Suggest improvements to their own performance</p>	<p>Use basic set criteria to make simple judgements about performances and suggest ways they could be improved</p> <p>Be able to link and perform multiple sequential elements e.g. up to 8 understand the need for warming up and</p>	<p>Combine and perform gymnastic actions, shapes and balances;</p> <p>Show clarity, fluency, accuracy and consistency in their movements;</p> <p>Say, in simple terms, why activity is good for their health, fitness and wellbeing;</p> <p>Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving</p>

**Subject Lead:** Mrs Crone





**Progression Grid**  
**Physical Education**  
**2023-2024**

<p><b>ELG:</b> Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>			<p>to teach a sequence to a partner;</p> <p>Suggest warm-up activities;</p>	<p>Be able to perform a sequence following a pathway, in time with a partner;</p> <p>Know and understand how to sequence movements that move people together and apart</p> <p>Lead a partner through short warm-up routines;</p>	<p>working on body strength, tone and flexibility;</p> <p>Lead small groups in warm-up activities;</p>	<p>Be able to link at 3 different levels;</p> <p>Know and understand how to perform at different levels;</p> <p>Be able to link and perform multiple sequential elements e.g. up to 10</p> <p>Be able to adapt an individual sequence to become a group sequence;</p> <p>Understand the importance of warming up and cooling down;</p>
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**Subject Lead:** Mrs Crone



## Progression Grid Physical Education 2023-2024

### National Curriculum Area: Outdoor Adventurous Activity

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Nursery:</b>				Identify where they are by using simple plans and diagrams of familiar environments;	Use maps and diagrams to orientate themselves and to travel around a simple course;	Choose and perform skills and strategies effectively;
<b>Reception:</b>				Use simple plans and diagrams to help them follow a short trail and go from one place to another;	Start to plan sensible responses to physical challenges or problems, talking and working with others in their group;	Find solutions to problems and challenges;
<b>ELG:</b> 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.				Respond to a challenge or problem they are set; Begin to work and behave safely;	Recognise some of the physical demands that activities make on them;	Respond when the task or environment changes and the challenge increases;
				Work increasingly cooperatively with others, discussing how to follow trails and solve problems;	Identify parts of the work that were successful;	Plan, implement and refine the strategies they use;
				Recognise that different tasks make their body work in different ways;	Respond to feedback on how to go about their work differently	Adapt the strategies as necessary;
				Comment on how they went about tackling tasks;	Work on some tasks independently	Work increasingly well in a group or in a team where roles and responsibilities are understood;
				Be able to devise different methods of communication	Complete activities with increasing confidence	Prepare physically and organisationally for challenges they are set, taking into account the group's safety;
						Identify what they do well, as individuals and as a group;
						Suggest ways to improve individuals and as a group
						Work independently
						Complete activities with confidence and competence

**Subject Lead:** Mrs Crone



**Progression Grid**  
**Physical Education**  
**2023-2024**

**National Curriculum Area: Swimming**

<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Nursery:</b>			Use a range of strokes effectively (front crawl/ back stroke/breast stroke).	Use a range of strokes effectively (front crawl/ back stroke/breast stroke).	Use a range of strokes effectively (front crawl/ back stroke/breast stroke).	Use a range of strokes effectively (front crawl/ back stroke/breast stroke).
<b>Reception:</b>				Swim competently over a distance of at least 25m.	Swim competently over a distance of at least 25m.  Swim confidently over a distance of at least 25m.	Swim competently over a distance of at least 25m.  Swim confidently over a distance of at least 25m.
<b>ELG:</b>					Perform safe self-rescue in different water- based situations.	Swim proficiently over a distance of at least 25m.  Perform safe self-rescue in different water- based situations.

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