

Subject Progression Grid for Physical Education



Dance and Gymnastics

Dance

Gymnastics

Year 1	<ul style="list-style-type: none"> 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 and body patterns with some control and coordination. Performs at different levels. Can perform a 2 footed jump. Can use equipment safely. Balances with some control. Can link 2-3 simple movements.
Year 2	<ul style="list-style-type: none"> Copies and explores basic movements with clear control. Translates ideas from stimuli into movement with support. 	<ul style="list-style-type: none"> Explores and creates different pathways and patterns with varied levels and speed and direction in sequences. Can vary the size of body shapes. Uses equipment in a variety of ways to create a sequence. Link movements together to create a sequence.
Year 3	<ul style="list-style-type: none"> Beginning to improvise with a partner to create a simple dance. Responds imaginatively to stimuli. Beginning to compare and adapt movements and motifs to create a larger sequence. Uses space well and negotiates space clearly. 	<ul style="list-style-type: none"> Applies compositional ideas independently and with others to create a simple sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Beginning to show flexibility in movements. Beginning to develop good technique when travelling, turning, balancing and when using equipment.
Year 4	<ul style="list-style-type: none"> Confidently improvises with a partner or on their own. Demonstrating precision and some control in response to stimuli. Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness. 	<ul style="list-style-type: none"> Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex, longer sequences. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences.
Year 5	<ul style="list-style-type: none"> Beginning to exaggerate dance movements with expression. Beginning to show a change of pace and timing in their movements. Uses the space provided to its maximum potential. Improvises with some confidence and fluency. 	<ul style="list-style-type: none"> Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about strategy, tactics and composition when performing. Develops strength, technique and flexibility throughout sequences and performances, linking skills with fluency. Understands composition by performing more complex sequences.

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Year 6	<ul style="list-style-type: none"> • Confidently exaggerate dance movements and with expression. • Combines flexibility, techniques and precise movements to create a fluent sequence. • Moves appropriately to the beat with the required style in relation to the stimulus. • Improvises with confidence, still demonstrating fluency across their sequence. 	<ul style="list-style-type: none"> • Plan and perform with confidence, precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels, direction and movement patterns. • Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. • Adapts sequences to include a partner or a small group. • Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus and showing consistency, fluency and clarity of movement. • Develops strength, technique and flexibility throughout performances.
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Sport	
Games / Ball Skills	Athletics

Year 1	<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 with guidance. <i>E.g. informal game-in-the-park style football).</i> 	<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.
Year 2	<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). • Beginning to develop own games with peers. • 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"> • Can change speed and direction whilst running. • Can jump from a standing position with accuracy. • Performs a variety of throws with control and co-ordination. • Can use equipment safely.

Year 3	<ul style="list-style-type: none"> • Understands tactics and composition by starting to vary how they respond. <i>E.g. a more organised game of football.</i> • Beginning to communicate with others during game situations. • Uses skills with co-ordination and control. • Develops own rules for new games. • Works well in a group to develop various games. • Beginning to select resources independently to carry out different skills. 	<ul style="list-style-type: none"> • Beginning to run at speeds appropriate for the distance. • Can perform a running jump with some accuracy. • Performs a variety of throws using a selection of equipment. • Can use equipment safely and with good control.
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Year 4	<ul style="list-style-type: none"> Shows confidence in using ball skills in various ways, and can link these together. Takes part in competitive games with an understanding of tactics and composition. Works well in a group to create and develop various games and can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Develops spatial awareness. 	<ul style="list-style-type: none"> Beginning to build a variety of running techniques and use with confidence. (<i>e.g. sprint</i>) Can perform a running jump with more than one component. Demonstrates accuracy in throwing and catching activities.
Year 5	<ul style="list-style-type: none"> Vary skills, actions and ideas and link these in ways that suit the games activity. Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Apply basic skills for attacking and defending. 	<ul style="list-style-type: none"> Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with two components. Demonstrates confidence in throwing and catching activities.
Year 6	<ul style="list-style-type: none"> Vary skills, actions and ideas and link these in ways that suit the competitive game and can explain these to others. Shows confidence in using ball skills in various ways, and can link these together effectively. Consistently uses skills with co-ordination, control and fluency. Can create their own games using knowledge and skills through modifying competitive games. 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 knowledge of skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and in combination. 	<ul style="list-style-type: none"> Can confidently variety of running techniques and use with confidence. Can perform a running jump with several components. <i>e.g. hop skip jump (triple jump)</i> Demonstrates accuracy and confidence in throwing and catching activities.

Evaluation, discussion and vocabulary

Year 1 Year 2	<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. Use common words and vague phrases in descriptions. Use some topic vocabulary in descriptions <i>e.g. attack, defend, sequence.</i>
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Year 3 Year 4	<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. • Starts to use specific shape, positions names <i>e.g. goal attack, straddle</i> when giving descriptions. • Uses specific shape and position names more confidently when giving descriptions.
Year 5 Year 6	<ul style="list-style-type: none"> • Watches and describes performances accurately. • Learn from others how they can improve their skills. • Comment on tactics and techniques to help improve performances. • Make suggestions on how to improve their work, commenting on similarities and differences. • Uses conceptual and appropriate vocabulary fluently when giving feedback and descriptions. • Beginning to record peers' performances, and evaluate these, comparing them to previous performances.

Swimming (KS2 ONLY)

Year 3 Year 4 Year 5 Year 6	<ul style="list-style-type: none"> • Becomes confident in the water. • Develops a range of swimming strokes. • Can swim at least 25m independently with proficiency and confidence. • Can perform self – rescue in different water based situations
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Adventurous Activities

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<p>Year 1 Year 2</p>	<ul style="list-style-type: none">• Develops good listening skills• Listens to instructions from a partner / adult• Begins to think activities through and problem solve• Demonstrates an understanding of how to stay safe• Activities include: Forest School and Beach School
<p>Year 3 Year 4 Year 5 Year 6</p>	<ul style="list-style-type: none">• Develops strong listening skills• Uses and interprets simple maps• Thinks activities through and problem solve using general knowledge• Choose and apply strategies to solve problems with support• Demonstrates a strong understanding of how to stay safe.• Activities include: Ford Castle (Yr4), canoeing (Yr 5/6) and Beach School (Yr6)