

HobMoor Primary Academy

P.E. Progression Grid

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge of Skills						
With support, talk about what they have done in a lesson.	Talk about what they have done in a lesson. Describe what other people had done.	Show how to exercise safely. Talk about what they have done in a lesson. Describe what other people had done.	Explain how their technique is similar and different from that of others. With help, recognise how performances could be improved.	Explain how their technique is similar and different from that of others. Use their comparison and others to improve their work.	Compare and comment on skills, techniques and ideas that they and others have used. Use their observations to improve their work.	Analyse and explain why they have used specific skills or techniques. Modify use of skills or techniques to improve their work. Create their own success criteria for evaluating.
Social						
Say how exercise makes them feel. Understand that equipment is to be used safely. Understand why we need to keep safe in PE. Aware of not being aggressive to others. Aware of boundaries set.	Behave appropriately in PE. Participate in PE without getting upset. Start to understand PE. Pick out good movers in PE and explain why. Get changed independently. Work well independently. Understand and accept challenges against others.	Behave appropriately in PE. Understand winning and losing in PE without getting upset. Start to understand PB. Understand why we wear PE kits. Describe and comment on performance.	Behave appropriately in PE. Choose an appropriate partner to work with. Get changed and organise myself independently. Suggest ways in which they can improve their performance/technique. Use equipment respectfully and safely.	Able to choose an appropriate group or partner to work with. Understand how to help others. Responsible for bringing in and looking after my PE kit. Respect the school equipment. Suggest ways in which others can improve their performance/technique.	Understand how others feel during sport. Behave appropriately with a variety of different coaches and sports leaders. Give and receive feedback to each other thoughtfully. Organise and use PE equipment both safely and to help the session	Understand the importance of each member of the team. Take on a leadership role. Understand how to collaborate well. Accept challenge and PB. Feedback positively and constructively to my peers. Make tactical suggestions to improve performance.
Health and Physical Fitness						
Walk and move around safely and confidently. Move fast/slow safely and with obstacles. Balance on one foot. Jump two feet to two feet.	Walk, jog and run safely. Hop on the spot for a set number without falling. Jump safely and in a controlled manner. Climb the wall bars safely. Describe how their body feels before, during and after an activity	Travel safely in different directions using a variety of body parts. Hop on the spot for a set number without falling. Jump and land safely from a variety of heights. Climb the wall bars safely. Describe how their body feels before, during and after an activity.	Exercise for a long period whilst implementing our REACH values. Perform a variety of jumps from various heights with a controlled landing. Jog for a set amount of time. Travel safely in different directions at various speeds. Explore a number of ways to climb safely. Explain why it is important to warm-up and cool-down.	Pace myself in order to take full part in fitness sessions. Jog and sprint for set distances. Hold my own body weight in various positions. Show agility and balance during sessions. Explain why warming up is important. Explain why keeping fit is good for their health.	Exercise demonstrating stamina. Hold my own body weight during fitness sessions. Jump and throw for distance. Be well balanced whilst travelling in a variety of ways. Sprint when required. Explain some important safety principles when preparing for exercise. Explain what effect exercise has on their body. Explain why exercise is important.	Exercise demonstrating stamina. Show agility at a variety of speeds and directions. Balance using my own body weight during fitness sessions. Jump and throw for distance. Swim 25 metres. Explain how the body reacts to different kinds of exercise. Choose appropriate warm ups and cool downs. Explain why we need regular and safe exercise.
Games						
Catch a large ball. Move a balloon with hands. Chase or dodge others safely. Experiment catching and kicking a variety of equipment. Accept playing with others	Throw underarm. Explore ways to hit a ball. Move and stop safely. Throw & catch with both hands. Throw and kick in different ways.	Recognise underarm and overarm. Throw and catch a variety of equipment, eg: beanbag. Throw at a target and catch in a variety of ways. Use hitting, kicking, throwing or rolling in a game. Move into space during game situations.	Apply underarm and overarm effectively. Pass and catch with a partner or whilst using a target. Move (dribble) and stop a ball safely and under control with my hands/feet or equipment. Use a racket/bat and ball with some accuracy. Comment on tactics.	Apply throwing and catching techniques whilst moving. Control a ball in a game situation. Recognise attacking and defending. Use a racket/bat and ball accurately. Talk about and use tactics to be put into a game.	Use forehand and backhand in racket games. Throw and catch both in isolation and collaboration. Use a number of techniques to pass, dribble and shoot. Use attacking and defending strategies. Choose appropriate PE vocabulary to evaluate.	Able to throw and catch in isolation and combination. Choose the correct technique during striking games. Pass, shoot and dribble effectively. Use attacking and defending when required in a game. Choose appropriate vocabulary to evaluate performance.
Gymnastics/Dance						
Explore a variety of ways to move. Go under or over apparatus. Role-play to different dances. Stop/start to music or sounds. Explore ways of moving with their body.	Make my body curled, tense, stretched and relaxed. Control my body when travelling and balancing. Perform dances using simple movement patterns to music. Copy dance moves. Perform a basic sequence. Understand how to land a jump safely. Use my body to attempt to roll.	Recognise and perform a variety of jumps. Recognise and perform a variety of rolls. Demonstrate balance in a variety of situations. Think of more than one way to create a sequence to a set of rules. Perform dance using movement patterns.	Adapt sequences of moves to suit different types of apparatus. Use a stimulus to translate ideas into a movement. Compare and contrast sequences. Understand how music affects performance. Continue to explore a variety of different rolls, balances, jumps and ways of travelling.	Work with partners to create, repeat and improve a sequence. Show a variety of shapes. Use appropriate PE vocabulary in my lessons. Apply my knowledge of rolls, jumps, balances and ways of travelling to work in a controlled way. Use movements to communicate an idea.	Make complex extended routines using my knowledge of gymnastics or dance moves. Combine action balance and shape in routines. Perform routines which show clarity, fluency and accuracy. Perform to different audiences. Choose appropriate PE vocabulary to evaluate performance.	Plan and create an individual, paired or group routine. Perform consistently to different audiences. Develop sequences in a specific style and link them to timings. Analyse, modify and refine my own routine and critique that of others. Choose appropriate PE vocabulary to evaluate and support others.