

St George's Primary P.E Progression Grid

Throughout Physical Education, children will develop fundamental movement skills and become increasingly confident to access opportunities to develop their agility, balance and coordination. Children continue to build upon these skills and learn how to use them in different ways throughout their primary education. Children have the opportunity to develop their understanding of how their bodies change during exercise and how to live a healthy lifestyle.

Throughout the P.E learning, pupils will:

- develop competence to excel in a broad range of physical activities
- be physically active for sustained periods of time
- engage in competitive sports and activities
- Understand how to lead healthy, active lives.

The following progression grids outline the skills and vocabulary to be taught across each phase. This grid identifies the skills that each year group/phase will be taught within Games, Gymnastics, Dance/Movement, Athletics and Swimming. Children should repeat these skills using a variety of different equipment.

Games – Striking and fielding and Invasion Games							
	EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
Knowledge	To understand how to move confidently in a range of ways, safely negotiating space.	To understand the techniques of how to catch a ball. To understand the techniques of how to throw a ball. To understand how to follow simple rules in games.	To be able to understand why we have rules during games. To understand how to attack and defend in a game.	To develop their understanding of rules to defend effectively in a game. To understand how to keep and win back possession of the ball in a team game.	To understand the techniques needed when catching a ball in a variety of ways. To understand how to help their team to keep and win back possession of the ball in a team game.	To understand how to play rounders. To understand how to play tennis. To understand how to keep and win back possession of the ball effectively in a team game	To be able to use a variety of skills in different games. To know how to play competitive games and to show an understanding of tactics.
Skills Progression	EYFS: (Physical Development – Moving and Handling) Basic skills: To throw and catch a ball. To take part in team games. To move a ball in different ways, including bouncing and kicking. To use equipment to control a ball. To play a range of chasing games.	Year One: Basic skills: I can throw underarm. I can throw over arm. To practise accurate throwing and consistent catching. To travel with a ball in different directions. To pass the ball to another player during a game. To follow simple rules to play a games.	Year Two: Basic skills: To strike or hit a ball with increasing control. To throw different types of equipment in different ways, for accuracy and distance. To use throwing and catching skills in a game. To bounce and kick a ball whilst moving. To use at least one technique to attack or defend to play a game successfully To use basic movements such as coordination and agility in team games.	Year Three: Basic skills: To Demonstrate successful hitting and striking skills. To Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance. To throw and catch the ball with greater control and accuracy. Develop a safe and effective overarm ball. To use fielding skills to stop a ball from travelling past them. To move with a ball in a variety of ways with some control. To begin to pass the ball successfully. Begin to apply the basic principles of invasion games.	Year Four: Basic skills: To use a bat, racquet or stick to hit a ball or shuttlecock with accuracy and control. To accurately serve underarm. Build a rally with a partner. To use hand-eye coordination to strike a moving and a stationary ball. To throw and catch with control in isolation and combination. Use fielding skills as an individual to prevent a player from scoring. Develop different ways of throwing and catching. Pass the ball with increasing speed, accuracy and success in a game situation.	Year Five: Basics skills: Identify and apply techniques for hitting a tennis ball. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve Consolidate different ways of throwing and catching and know when each is appropriate in a game. Use a variety of ways to dribble in a game with success. Keep and win back possession of the ball effectively in a team game	Year Six: Basic skills: Use good hand-eye coordination to be able to direct a ball when striking or hitting. Serve in order to start a game. Throw and catch accurately and successfully under pressure in a game. Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.

Vocabulary	Ball Throw Catch Game Team	co-ordination defence tactics underarm overarm release agility attack		Opposition Control Possession		Forehand Backhand Defending Attacking Dribble Shoot Pass Co-ordination (hand eye)

Gymnastics

	EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
Knowledge	To understand that we can make our bodies change into different shapes.	To understand that we need to use our core strength to balance effectively.	To understand that we can link different movements together to create a sequence.	To understand how to safely use apparatus. To develop ways to mount and dismount apparatus.	To be able to comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance.	To understand how to transition between different movements.	To develop the skills to cooperative effectively in a team by sharing listening and sharing different ideas.

Skills Progression	EYFS (Physical Development – Moving and Handling) Basic skills: To travel around, under, over and through balancing and climbing equipment. (40-60months) To balance on different parts of their body. To jump off apparatus and land appropriately. To control their bodies when performing a sequence of movements.	Year One: Basic skills: I can control my body when balancing. I can copy sequences and repeat them. I can balance in different ways. To begin to perform learnt skills with some control.	Year Two: Basic skills: I can work on my own and with a partner. I can create simple repeating movements. To plan and perform sequences of their own composition with coordination.	Year Three: Basic skills: I can link actions together to create sequences of movement. To develop their flexibility and strength. To begin to perform learnt skills and techniques with control and confidence.	Year Four: Basic skills: To develop strength and balancing within a sequence. To demonstrate that they can perform techniques with control. To use a combination of techniques within a sequence.	Year Five: Basic skills: To make complex extended sequences. To combine action, balance and shape within a performance. To evaluate and compare performances.	Year Six: Basic skills: To combine their work with that of others. To link sequences to specific timings. Perform and apply a variety of skills and techniques confidently, consistently and with precision.
	Vocabulary	Balance Equipment. Shapes	Sequence Repeat Patterns Control Perform	Criteria Evaluate Combination Control	Transitions Perform Balance Flexibility Timing		

Dance/Movement						
	EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two
Knowledge	To understand that music can make our bodies move.	To be able to link movements to music.	To be able to change their bodies to respond to music i.e speed and direction.	To understand that a performance has a beginning, middle and end.	To understand that we can use movements to represent an idea.	To understand the different elements that need to be incorporated to create a dance.
Skills Progression	EYFS: (Being Imaginative) Basic skills: To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. To represent their own ideas, thoughts and feelings through music and dance.	Year One: Basic skills: To perform their own dance moves. To make up a short dance. To watch and describe performances.	Year Two: Basic skills: To dance with control and co-ordination. To use dance to show a mood or a feeling. To make a sequence by linking sections together. Watch and describe performances, and use what they see to improve their own performance	Year Three: Basic skills: To share and create phases with a partner and small group. To repeat, remember and perform phrases. To describe and evaluate the effectiveness of a performance.	Year Four: Basic skills: To use dance to communicate. To describe and evaluate the effectiveness of a performance idea. To compose own dances in a creative way.	Year Five: Basic skills: To perform to an accompaniment. To create dances that show clarity, fluency, accuracy and consistency. To choose and use criteria to evaluate own and others' performance.
Vocabulary	Dance Movement Music	Sequence. Repeat Perform Patterns	Choreograph Unison Repetition Partner Structure	Pace Timing Interpretation Improvisation Reaction Motifs		

Athletics

	EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
Knowledge	I am learning to understand how and why it is important to stay safe with our bodies.	To understand that we can change the speed that our bodies move.	To understand the correct starting and finishing positions needed to jump accurately.	To understand the correct starting/finishing positions needed to run a relay.	To understand how to transition between different techniques when running, jumping and catching.	To combine a variety of skills to work within a team.	To understand the different techniques needed to perform different skills.
Skills Progression	EYFS: (Physical Development – Moving and Handling) Basic skills: To run skilfully, negotiating space.	Year One Basic skills: To master running in a direction. To master jumping.	Year Two: Basic skills: To master running and jumping in isolation and combination. To use these techniques in a range of activities.	Year Three: Basic skills: To run at fast, medium and slow speeds; changing speed and direction. To take part in a relay, remembering when to run and what to do.	Year Four: Basic skills: To run, jump and catch in isolation and in combination.	Year Five: Basic skills: To use a variety of skills to take part in competitive games.	Year Six: To demonstrate stamina. To link together actions so that they flow in running, jumping and throwing activities
Vocabulary	Run Space Safely	Speed Direction.		Team work Relay	Combination Transition	Pace Accuracy Communication Sprint	Technique

Swimming

	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Knowledge			
Skills Progression			<p>Year Five/ Six: To swim competently, confidently and proficiently over a distance of at least 25 meters. To use a range of strokes, effectively (for example, front crawl, backstroke and breaststroke.) To oughly evaluate their own and others' work, suggesting thoughtful and appropriate improvementsperform safe self-rescue in different water-based situations.</p>
Vocabulary			Freestyle Backstroke Front crawl Safety Distance