

**P.E Progression Grid Document 2021/2022**

<b>EYFS</b>	<b>Three &amp; Four year olds</b>	<b>Reception</b>	<b>ELG</b>
<p><b>Physical Development</b></p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. 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. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. 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. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</p>	<p>Revise and refine the fundamental movement skills they have already acquired; rolling, running, hopping, crawling, walking, skipping, jumping, climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Combine different movements with ease and fluency</p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group</p> <p>Develop overall body strength, balance, co-ordination and agility</p> <p>Know and talk about the different factors that support overall health and wellbeing.</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><b>Personal, Social, Emotional Development</b></p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p>	<p>Manage their own needs</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Manage their own basic hygiene and personal needs, including dressing</p> <p>Work and play co-operatively and take turns with others</p>
<p><b>Expressive Arts and Design</b></p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Explore, use and refine a variety of artistic effects to express their feelings and ideas Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively, sharing ideas, resources and skills Listen attentively, more to and talk about music, expressing their feelings and responses Watch and talk about dance and performance art, expressing their feelings and responses Explore and engage in music making and dance, performing solo or in groups</p>	<p>Perform songs, rhymes, poems and stories with others, and try to move in time with music</p>

**PE PROGRESSION OF SKILLS**

**AREA OF STUDY:GYMNASTICS**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Travel on different levels (high/low) in different ways (wide, narrow, curled, forwards, backwards, sideways)	Change direction using a variety of turns	Step and turn through 90, 180, 270 and 360 degrees	Perform a series of rolls (forwards, backwards, shoulder, teddy, dish and pencil) with good control and poise.	Use apparatus to create fluent and controlled sequences	Hold highly controlled balances (counter and counter tension) on a variety of points and patches
Balance on different levels	Perform sequences that use different pathways (incl. zig zag and curved)	Take body weight on hands, back and shoulders to support in balance	Link rolls into a routine	Improve and refine sequences ensuring clear start and finishing positions	Perform a small group sequence using synchronisation; unison, canon or mirroring.
Follow different pathways (straight, curved, triangular)	Adapt and improve sequences	Take body weight on hands, back and shoulders in motion	Perform a partner sequence showing elements of unison (canon/mirroring etc)	Perform routines to a consistent count to ensure flow	
Demonstrate a variety of turns	Link movements together seamlessly	Work at different levels	Perform sequences that include travelling over and under a partner	Intersperse moves in canon and in unison	
Perform a variety of jumps (2 feet to 1, 1 to the other, 2 to 2)	Perform a variety of moves using the floor and apparatus	Perform a variety of rolls ( forwards, shoulder, teddy bear, dish and pencil) with some control		Demonstrate different dynamics (changes of level, speed and direction)	
Mount and dismount apparatus safely	Perform a forward roll	Link a series of balances seamlessly		Demonstrate and control an arabesque	
Form solo sequences including spins and balances (both symmetrical and asymmetrical)	Perform a teddy bear roll	Transfer a routine onto the apparatus			
Perform simple routines with a partner	Perform a counter balance using apparatus	Spin symmetrically and asymmetrically on different patches and at different levels			
Perform a dish roll and a log roll	Perform a counter balance with a partner	Balance on different points and patches both symmetrically and asymmetrically.			
Perform a controlled spin	Support own body weight on different parts of the body				
Perform in different formations (adjacent, front and back, mirroring)	Perform sequences with clear start and finish positions				
	Change the point of contact in balances by twisting				
	Jump with 90 degree turn				
	Turn through 180 degrees				
	Jump through 180 and 270 degrees				
	Use synchronisation and mirroring with a partner				

**GYMNASTICS VOCABULARY**

Sequence Balance Symmetry Point Patch Mount Dismount Level Solo	Pathway Zig Zag Perform Control Direction Counter balance	360 degree turn Body weight Symmetrical Asymmetrical Canon	Poise Unison	Fluent Refine Flow Dynamics Arabesque	Counter tension Synchronisation Mirroring
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**PE PROGRESSION OF SKILLS**

**AREA OF STUDY: Dance**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Move safely and creatively in a space	Change level, speed, rhythm and direction with consistency	Show good timing, control, posture and extension	Perform dances that are controlled and co-ordinated.	Perform a motif in unison	Perform a controlled and highly co-ordinated dance solo, in pairs and in a group.
Change level, speed, rhythm and direction	Dance with control and co-ordination	Show changes in level and pathway	Perform routines with good timing and controlled posture and extension	Show excellent timing during level/pathway/directional changes	Show use of canon, unison, mirror image and changed in formation level and direction with good control.
Make up a short dance with a partner	Perform a short dance with a partner that shows use of level, direction and unison	Perform using canon/changes in formation	Perform using canon and changes in formation in solo, paired and group routines.	Show use of canon, unison and mirror image	Use chance choreography effectively
		Perform a group and solo dance.		Use chance choreography	Improve performances based on feedback given

**DANCE VOCABULARY**

Creative Speed Level Rhythm Direction Dance	Timing Perform Beat Pathway	Posture Extension Canon	Routine Canon Formation	Mirror image Chance choreography Motif	Co-ordination
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**PE PROGRESSION OF SKILLS**

**AREA OF STUDY: Athletics/Health Related Fitness**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Run at different speeds	Coordinate a run with a jump	Demonstrate basic stamina	Jump hurdles consistently with control	Sustain pace over longer distances when running	Understand the importance and benefits of physical activity
Change speed and direction whilst running	Jump with control and good timing	Sustain physical exertion over time	Throw overarm with accuracy	Use an overarm and underarm throw with control and good accuracy	Sustain stamina for longer periods of time
Improve jumping technique to increase height and distance	Throw in a variety of ways with some accuracy	Demonstrate a good sprinting technique	Throw underarm with accuracy	Perform a triple jump	Completes aerobic activities/exercises
Include a 'run up' to a jump		Use the correct technique to start a sprint	Complete relay changeover skills		Investigate footwork and techniques when running
Jump in a variety of ways (1 foot to 2, 2 feet to 2)		Combine sprinting with low hurdles			
Use legs and correct placement of feet to achieve distance when throwing					
Throw a variety of equipment with good technique					

**ATHLETICS/HEALTH RELATED FITNESS VOCABULARY**

Speed Direction Sprint Run up Distance	Control Timing Accuracy React	Stamina Flexible Agility Co-ordination Plyometric	Technique Hurdles Overarm Underarm	Pace Triple jump Relay Changeover	Aerobic Footwork
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**PE PROGRESSION OF SKILLS**

**AREA OF STUDY: Fundamental Skills/Games**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Move confidently in a space	Skip using a rope	Throw underarm and overarm at a target with some accuracy with either hand	Develop an effective throwing technique	Throw accurately using a good overarm technique	Hit a forehand and backhand shot consistently controlling where the ball goes
Jump with control in a variety of ways	Bounce and travel with a ball with some control	Putt and strike a ball with accuracy	Dodge accurately and effectively	Catch consistently and effectively when under pressure	Investigate good footwork and positioning
Slide to the left and right to dodge	Receive a ball and trap it	Receive a ball accurately	Throw and catch consistently and effectively	Perform a forehand and backhand serve	Use tactics against an opponent
Send and receive a ball with some accuracy (throwing, kicking, rolling, bouncing)	Pass a ball accurately	Receive a ball whilst on the move	Jump to catch a ball	Send and return a shuttle	Successfully work alongside and against others when attacking and defending
Hit an airborne ball with one hand	Catch a ball consistently and accurately	Demonstrate some of the principle of attacking and defending	Bowl and bat a ball with some accuracy and power	Grip a bat correctly, take stance and strike it consistently well	Effectively bowl and bat a ball
Get into ready position to catch a ball	Strike and volley a ball with some accuracy	Send and receive a ball under pressure	Trap a ball and cushion when receive	Perform a range of fielding techniques	Move quickly to receive and send a ball
Throw overarm	Show good grip and stance when using a racket	Bowl a ball with some accuracy	Dribble a ball using both feet	Use the correct technique to dribble and pass a ball	Send and receive with greater accuracy
Throw underarm	Send a ball over a net using a racket and forehand and/or backhand	Play simple team games using skills learnt	Work alongside and against others when attacking and defending	Land on different feet and pivot to pass a ball	Dribble with control
	Begin to track an opponent		Intercept a ball	Maintain good control of a football	Keep possession against an opponent
	Begin to intercept an opponent		Demonstrate some tactical awareness during a game	Keep possession of a ball successfully	Shoot with power and accuracy
	Keep possession of the ball			Choose a shooting technique to use to be successful	Perform a dummy pass
	Demonstrate some spatial awareness during team games			Demonstrate principles of attacking and defending	Officiate a game effectively
				Link skills to play in a competitive game	Compete in a range of games that involve attacking and defending

**FUNDAMENTAL SKILLS/GAMES VOCABULARY**

Control	Bounce	Putt	Power	Serve	Dummy pass
Send	Trap	Attack	Reaction	Shuttle	Officiate
Receive	Accuracy	Defend	Possession	Dribble	Anticipate
Ready position	Consistent	Bowl	Referee	Pivot	Footwork
Overarm	Strike	Attacker	Tactical awareness	Batsmen	Rallies
Underarm	Volley	Defender	Ground fielding	Position	Tactics
Slide	Forehand		Dribble	Umpire	Backstop
Dodge	Backhand		Intercept	Split step	
	Opponent				
	Intercept				

**PE PROGRESSION OF SKILLS**

**AREA OF STUDY: OAA**

YEAR 3	YEAR 5	YEAR 6
Communicate effectively with teammates	Think creatively to solve problems in a team	Demonstrate leadership skills
Work as a team to solve a problem	Work with a partner to give and follow directions	Organise teams effectively
Follow the rules of an activity	Demonstrate strong teamwork with a good level of communication	Communicates with teammates effectively
Navigate around an area by following directions	Develop and refine orienteering and problem solving skills	
Use a map to follow directions		

**OAA VOCABULARY**

Team Teammates Problem Solving Navigate Map	Directions Obstacles Solutions Communication Orienteering Key	Leadership Organisation Involvement Composure Verbal communication Fundamental skills Safety
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**PE PROGRESSION OF SKILLS**

**AREA OF STUDY: Swimming (taught in year 4): Wakefield Council**

I am water confident	I can travel	I can swim (NC level)	I am a good swimmer	I am a brilliant swimmer
<p>Answer 3 questions about swimming pool safety</p> <p>Enter the pool safely from a sitting position</p> <p>Be at ease walking around the pool</p> <p>Be able to inhale (face out of water) and exhale a minimum of 3 times rhythmically with face submerged on exhale</p> <p>Regain an upright position from their back (using buoyancy equipment)</p> <p>Push and glide to/from the wall, whilst maintaining a streamlined position on their front (using buoyancy equipment)</p> <p>Push and glide to/from the wall, whilst maintaining a streamlined position on their back (using buoyancy equipment)</p> <p>Travel 5 metres feet off the floor on front (using buoyancy equipment)</p> <p>Travel 5 metres feet off the floor on back (using buoyancy equipment)</p> <p>Exit the pool without the use of the pool steps</p>	<p>Answer 3 questions about water safety</p> <p>Regain an upright position from on the back without buoyancy equipment</p> <p>Kick 5 metres on front (choice of leg kick optional) * 1 piece of buoyancy equipment may be used</p> <p>Kick 5 metres on back * 1 piece of buoyancy equipment may be used</p> <p>Travel 5 metres feet off the floor on their front without using buoyancy equipment</p> <p>Travel 5 metres feet off the floor on their back without using buoyancy equipment</p> <p>In a flat position, without the use of floatation equipment, travel 10 metres on their front</p> <p>In a flat position, without the use of floatation equipment, travel 10 metres on their front</p>	<p>Push and glide from the wall without the use of equipment, maintaining a streamlined position on their front ideally with arms extended above the head</p> <p>Push and glide from the wall without the use of equipment, maintaining a streamlined position on their back ideally with arms extended above the head</p> <p>Kick 10 metres on their front (choice of leg kick optional) *one piece of buoyancy equipment may be used</p> <p>Submerge to pick up an object from pool floor (optional criteria)</p> <p>Swim 10 metres backstroke</p> <p>Swim 10 metres, choice of stroke (optional criteria)</p> <p>Swim 25 metres either front crawl, breaststroke or butterfly</p> <p>Jump into the pool (chest depth) or 1.1m (optional criteria)</p> <p>Perform a star float for 30 seconds</p>	<p>Swim a distance of 50 metres using 2 different strokes</p> <p>Sink push and glide, transition into two dolphin kicks, into swimming</p> <p>Swim 25 metres front crawl to Swim England Standard</p> <p>Swim 25 metres backstroke to Swim England Standard</p> <p>Swim 25 metres breaststroke to Swim England Standard</p> <p>Swim 10 metres butterfly to Swim England Standard</p> <p>Tread water for 30 seconds Perform a surface dive</p> <p>Scull 5 metres head first and then return feet first without touching the pool floor</p> <p>Perform a sitting dive</p> <p>Travel a distance of 5 metres using eggbeater leg kick</p> <p>Travel/swim 25 metres without undue stress in clothes (T-shirt and shorts)</p>	<p>Swim continuously for 100 metres using all 4 strokes</p> <p>Swim 50 metres front crawl to Swim England Standard</p> <p>Swim 50 metres breaststroke to Swim England Standard</p> <p>Swim 25 metres butterfly to Swim England Standard</p> <p>Perform a safe controlled dive into deep water</p> <p>Swim continuously for 200 metres</p> <p>Perform a movement sequence of 1 minute duration, in a group of 3 or more, incorporating a number of the following skills: sculling, rotation, floating, eggbeater</p> <p>Tread water for 1 minute whilst signalling for assistance</p> <p>Perform a tumble turn swimming front crawl</p> <p>Perform a tumble turn swimming back crawl</p>

**SWIMMING VOCABULARY**

<p>Safety Inhale Exhale Submerge Upright Buoyancy Glide Streamline</p>	<p>Extended Backstroke Breaststroke Butterfly Star float</p>	<p>Tread water Surface dive Sitting dive Sculling Eggbeater leg kick</p>	<p>Tumble turn</p>
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