

Physical Education Progression Grid

It is our intention at St Mary's C of E Primary School to build a curriculum that enables children to develop knowledge, skills and vocabulary in a broad range of sporting activities, as well as developing values and transferable life skills such as fairness and respect. We strive to create a culture, which aims to inspire an active generation to enjoy PE, encourage each other and achieve.

A sports person from St Mary's Primary School will:

- Develop their physical competence and confidence and develop their ability to use these to perform in a range of activities
- Develop a good understanding of the way in which they can use their body, equipment and apparatus safely yet imaginatively to achieve their personal goals
- Lead a healthy, active lifestyle
- Be physically active for sustained periods of time
- Engage in competitive sports and activities
- Adopt a positive mind-set and believe that anything can be achieved with determination and resilience

Physical Education – Key Stage 1

	Gymnastics/Yoga	Basic movements and team games	Dance movements
NC	• <i>Developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i>	• <i>Master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending.</i>	• <i>Perform dances using simple movement patterns.</i>
Year 1	• Travel, spin and balance in different ways showing control of body • Use body to make different shapes (curled, wide, narrow) • Copy a simple sequence • Change level and direction • Know how to hold a balance or pose • Know how to control breathing Vocabulary – narrow, wide, turn, link, balance, lower, higher, control stop, finish, spin, travel, points, patches, level	• Jump, kick, throw and travel in a variety of ways • Know the correct technique for jumping, kicking, throwing and travelling in different ways. • Stop and catch a ball with control • Strike a ball Vocabulary - kick, roll, dribble send, aim, receive, strike, jump	• Travel safely in a space • Show different levels when travelling • Create theme related shapes, movements and actions • Remember and perform a basic sequence Vocabulary - describe, create, explore, direction, perform, link, level, travel
Year 2	• Plan and perform a simple sequence • Travel sideways and backwards as part of a sequence • Form front and back supports • Know how to feedback to a partner	• know how to position my body to improve accuracy • Catch a ball after one bounce • Skip using a rope • Decide the best space to be in during a game	• Change rhythm, speed, level and direction in dance • Make a sequence by linking sections together • Work and communicate with a partner effectively. Vocabulary - repeat, phrase, control, contrast, comment, reflect, rhythm

	Vocabulary - partner, sequence, pathway, front support, back support, twist, direction	- Use a tactic in a game - Follow rules and communicate Vocabulary - intercept, extend, defend, attack, accuracy, tactic	
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Physical Education – Key Stage 2

	Athletics	Competitive games	Gymnastics/Yoga	Dance	Outdoor and adventurous activity	Evaluate
NC	Use running, jumping, throwing and catching in isolation and in combination.	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].	Perform dances using a range of movement patterns.	Take part in outdoor and adventurous activity challenges both individually and within a team.	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Year 3	- Run at fast, medium and slow speeds; changing speed and direction - Know how to run a relay efficiently as part of a team - Jump consistently off of the same foot - Throw overarm accurately	- Increase control of a ball using hands or feet - Pass forwards in a variety of ways - Serve front and backhand over a net - Know how to attack and defend decisively - Be aware of space and use it to support team-mates and to cause problems for the opposition	- Hold balances with good control - Explore a variety of rolls - Adapt sequences to suit different types of apparatus and criteria - Explain how strength and suppleness affect performance - Perform simple sequences with others Vocabulary - flow, fluidity, control, strong, explosive, contrasting	- Translate ideas from a stimulus into movement demonstrating some agility, balance, coordination and precision - Share and create phrases with a partner and small group - Remember and repeat dance perform phrases	- Follow a map in a familiar context - Use clues to follow a route - Follow a route safely Vocabulary - listen, explore, plan, map, diagram, picture, symbol	- Compare and contrast gymnastic sequences - Recognise own improvement in ball games Vocabulary – strength, weakness, improvement

	Vocabulary - sprint, jog, far near straight throwing action, changeover	Know and use rules fairly Vocabulary - keeping possession, creating space, pass, send, receive, travel, court, target, opponent, batter, fielder		Vocabulary - character, describe, agility, balance, coordination, precision		
Year 4	- Sprint over a short distance and show stamina when running over a long distance - Know how to position to receive a relay baton - Develop the technique and consistency of jumps - Throw overarm with power for distance Vocabulary - Speed/Pace (Slow, Medium, Fast) power, distance, stamina, control	- Begin to use a variety of techniques to pass, dribble and shoot. - Throw and catch accurately with one hand - Pass accurately forwards and backwards - Hit consistent forehand returns - Vary tactics and adapt skills depending on what is happening in a game - Know my own and my opponents strengths and weaknesses Vocabulary - control, support, rally, overhead, chest, shoulder, bounce, footwork, wicket	- Move in a controlled way - Forward roll with good technique and control - Roll backwards into a straddle - Include change of speed and direction in a sequence - Work with a partner to create, repeat and improve a sequence with at least three phases - Match a partner's balances Vocabulary - strength, flexibility, combine, away, across, towards, against,	- Translate ideas from a stimulus into movement demonstrating more agility, balance, coordination and precision - Take the lead when working with a partner or group - Use dance to communicate an idea Vocabulary - improvise, fluency, control	- Follow a map in a (more demanding) familiar context - Follow a route within a time limit Vocabulary - challenge, problem solve, teamwork	- Provide support and advice to others in gymnastics and dance - Be prepared to listen to the ideas of others Vocabulary – advise, suggest, develop
Year 5	- Change pace and run at different tempos - Show control when taking off and landing from a jump - Throw with increasing accuracy after a run up Vocabulary - run up, take off, control, tempo, stride, momentum	- Confidently use a number of techniques to pass, dribble and shoot - Begin to use a variety of shots within a net game - Know how to gain possession by working a team and passing in different ways	- Control an arabesque - Form strong arches and bridges - Make complex extended sequences - Combine action, balance and shape - Perform consistently to different audiences	- Compose own dances in a creative way - Perform dance to an accompaniment - Dance shows clarity, fluency, accuracy and consistency Vocabulary - analyse, interpret and evaluate, fluent	- Follow a map into an unknown location - Use clues and a compass to navigate a route - Change route to overcome a problem - Use new information to change route	- Pick up on something a partner does well and also on something that can be improved - Know why own performance was better or not as good as their last

		Choose a specific tactic for defending and attacking Vocabulary - forehand, backhand, volley, overhead, singles, doubles, changing direction, changing speed, short	Vocabulary - rotation, axis, stamina, matching, counterbalance, partner balance, body tension, extension		Vocabulary - plan a journey, challenges, collaborate	Vocabulary – identify, self-improvement, personal best
Year 6	- Demonstrate stamina and sustain pace over longer distances. - Know how running a bend differs from running a straight - Know how to accurately measure my performance Vocabulary - accuracy, accelerate, reaction, continuous	- Send and receive on the run and under pressure - Accurately play a variety of shots from the correct position within a net game - Agree and explain rules to others - Work as a team and communicate a plan - Know how to lead others in a game situation when the need arises Vocabulary - leg-side, offside, deep fielder, stance	- Hold a range of symmetrical and asymmetrical balances - Spin, travel and take weight in different ways - Combine own work with that of others - Sequences to specific timings Vocabulary - asymmetry, symmetry, aesthetic, performance qualities, criteria/ judgement	- Develop sequences in a specific style - Choose own music and style Vocabulary - unison, canon, action, reaction, choreograph	- Plan a route and a series of clues for someone else - Plan with others, taking account of safety and danger Vocabulary - approaches, review, improve, navigate	Know which sports they are good at and find out how to improve further Vocabulary – develop, skillset, knowledge