



PE Knowledge and Skills Progression Grid

Big Ideas	<p>Physical – Children able to apply physical skills within the PE curriculum</p> <p>Thinking - Able to think through strategies and cooperation, understanding tactics and independent skills</p> <p>Social - Teamwork in lessons and working collaboratively will be shown through the encouragement that the children give to each other.</p> <p>Sub idea: Healthy and active – ensuring all children and staff are safe during PE</p>						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<p>I can copy steps and actions with some control and co-ordination.</p> <p>I can link individual and whole body movements together.</p> <p>I can watch others work and choose actions.</p> <p>I can recognise how to move in space and I can talk about ways to keep healthy.</p> <p><u>I can move to music</u></p>	<p>I can copy and explore basic body patterns and movements.</p> <p>I can remember simple dance steps and perform them in a controlled manner.</p> <p>I can choose actions and link them with sounds and music.</p> <p>I can safely perform teacher led warm-ups and can describe and discuss others' work.</p>	<p>I can perform with control and co-ordination.</p> <p>I can respond imaginatively to a variety of stimuli.</p> <p>I can vary the dynamics, levels, speed and direction of my phrase/motif.</p> <p>I understand the need for warm-up and cool down.</p> <p><u>I can put dance moves together to create a performance</u></p>	<p>I can improvise freely on my own and with a partner.</p> <p>I can translate ideas from a variety of stimuli into movement.</p> <p>I can compare, develop and adapt movement motifs to create longer dances. I can use dance vocabulary to compare and improve my work.</p> <p>I understand how to work safely, I recognise changes in my body, I can give reasons why PE is good for my health.</p>	<p>I can demonstrate precision, control and fluency in response to stimuli.</p> <p>I can vary dynamics and develop actions with a partner or as part of a group.</p> <p>I can link phrases and motifs to create a wide performance. I continually demonstrate rhythm and spatial awareness.</p> <p>I can modify my performance and that of others. I can organise myself to warm-up safely.</p> <p><u>I can link motions between dance moves</u></p>	<p>I can perform and create motifs in a variety of dance styles with accuracy and consistency.</p> <p>I can select and use a wide range of compositional skills to demonstrate ideas and translate into performance</p> <p>I can suggest ways to improve quality of performance showing sound knowledge and understanding.</p> <p>I can lead my own and others to warm-up safely.</p> <p><u>I can develop a performance over time as a group</u></p>	
Vocab	Dance, move, body, arms, legs, feet	Hold, actions, perform, sequence, pattern, mirror	Speed, direction, dynamics, warm-up, cool down, performance	Adapt, develop, adjust, improve, pulse,	Rhythm, spatial awareness, control	Quality, translate, critic, practice,	

Games	<p>I can stop a ball with some control</p> <p>I can send a ball in the direction of another person</p> <p>I can often control a ball on my own</p> <p>I can move with a ball in space safely and can talk about ways to keep healthy</p> <p><u>I can track a ball</u></p>	<p>I can stop a ball with basic control</p> <p>I can send a ball in the direction of another person and collect a ball</p> <p>I can take part in sending and receiving activities with a partner</p> <p>I can talk about exercising, safety and short term effects of exercise</p>	<p>I can stop, catch & strike a ball with control and accuracy</p> <p>I can pass a ball to someone else and receive a ball when moving</p> <p>I can take part in conditioned games with opponents</p> <p>I understand about exercising, being safe and the short term effects of exercise</p> <p><u>I can control a variety of balls</u></p>	<p>I can control, strike, catch a ball whilst moving and keep possession with some accuracy</p> <p>I can accurately pass to someone else and am aware of space and how to use it. I can choose simple tactics for sending and defending.</p> <p>I am beginning to influence the conditioned games with opponents. I can describe what others do well</p> <p>I can talk about why it is important to warm up I cool down and lead a partner through short warm up routines</p>	<p>I can control, catch, send and receive a ball accurately whilst moving and keeping to the rules.</p> <p>I can move with a ball in opposed situations and attack and defend in a small sided game.</p> <p>I can take part in a conditioned game with an understanding of tactics and rules and use this to help improve performance</p> <p>I understand and can use principles of exercise activities for warm- ing up and recognise how exercise is good for health.</p> <p><u>I can catch any type of ball</u></p>	<p>I can control movement with a ball in an opposed situation whilst moving</p> <p>I can combine accurate passing skills I techniques in games</p> <p>I can advise and help others in their techniques in a game</p> <p>I understand and can explain the short-term effects of exercise, warming up and cooling down.</p> <p><u>I can develop teamwork and tactics during games</u></p>
Vocab	Ball, track, control, follow, hold, let go	Direction, collect, exercise, safety, send, receive	Catch, strike, moving, variety	Possession, accuracy, space, tactics, defending, attacking	Rules, conditioned, performance, principles,	Teamwork, techniques, opposition, competition.

Gym	<p>I can copy individual and whole body movements with some control and co-ordination.</p> <p>I can link individual and whole body movements together.</p> <p>I can watch others work.</p> <p>I can recognise and negotiate space and I can handle small and/or low apparatus safely.</p> <p><u>I can move around equipment safely</u></p>	<p>I can copy and explore basic gymnastics actions with some control and co-ordination.</p> <p>I can select and link basic gymnastics actions together.</p> <p>I can watch and discuss my own and others' work.</p> <p>I can talk about ways to keep healthy.</p>	<p>I can copy, remember, explore and repeat a variety of basic gymnastics actions with control and co-ordination.</p> <p>I can select and link basic gymnastics actions into fluent short movement phrases.</p> <p>I can identify and describe the difference between my own and others' work.</p> <p>I can safely perform a teacher led warm-up and cool down and I can use space safely showing an awareness of others.</p> <p><u>All rolls taught by end of KS1</u></p>	<p>I can copy, remember, explore and repeat gymnastics actions with consistent control, co-ordination, quality and clarity.</p> <p>I can select and link gymnastics actions fluently into longer movement phrases and can apply basic compositional ideas.</p> <p>I can describe my own and others' work noting similarities and differences and I can make suggestions for improvements.</p> <p>I can work safely, handling a range of hand, small and large apparatus and I can recognise changes in my body giving reasons why PE is good for health.</p>	<p>I can copy, remember, explore and repeat increasingly complex gymnastics actions with some control, co-ordination, quality and clarity.</p> <p>I can select and link increasingly complex gymnastics actions fluently into individual, pair and group sequences and can apply a variety of compositional ideas.</p> <p>I can identify and act upon criteria to refine, improve and modify gymnastics actions and sequences.</p> <p>I can demonstrate specific aspects of warm-up and cool down and describe the effects of exercise on the body.</p> <p><u>I can build complex actions in a sequence</u></p>	<p>I can explore and perform some complex gymnastics actions with consistent control, co-ordination, quality and clarity.</p> <p>I can select and link complex gymnastics actions fluently into individual, pair and group sequences and can apply a variety of more complex compositional ideas showing originality.</p> <p>I can analyse gymnastics actions and sequences and suggest ways to improve quality of performance showing sound knowledge and understanding.</p> <p>I can lead myself and others to warm-up and cool down safely and appropriately for gymnastics activities.</p> <p><u>I can lead and perform a complex sequence with a group</u></p>
Vocab	Body, movement, together, space, low, high	Link, coordination, control, actions, roll, pose	Repeat, fluent, warm up, forward roll, teddy bear roll,	Backwards roll, quality, composition, improvements,	Complex, sequence, exercise, handstands, cartwheels,	Performance, variety, originality, reflection,

Athletics	<p>I can run in a straight line</p> <p>I can jump when prompted</p> <p>I can identify my own work</p> <p>I am aware of the space around me</p> <p><u>Able to follow simple instructions to reach a target</u></p>	<p>I can run at a speed in a straight line</p> <p>I can jump accurately from a standing position.</p> <p>I can to begin to identify and describe the difference between my own and others' work.</p> <p>I can safely perform a teacher led warm-up in a given space</p>	<p>I can run at a speed appropriate to the distance I am running.</p> <p>I can jump accurately from a standing position and I can take a running jump.</p> <p>I can identify and describe the difference between my own and others' work.</p> <p>I can safely perform a teacher led warm-up and cool down and I can use space safely showing an awareness of others.</p> <p><u>I have the basic skills to do running jumping and throwing events.</u></p>	<p>I can run at a speed appropriate to the distance I am running.</p> <p>I can demonstrate a range of throwing actions using a variety of objects.</p> <p>I can identify and explain what makes a good athletic performance.</p> <p>I can describe my own and others' work noting similarities and differences and I can make suggestions for improvements.</p> <p>I can recognise a change in heart rate, temperature and breathing rate during exercise.</p>	<p>I can improve and sustain different running technique at different speeds in a variety of athletic events.</p> <p>I can demonstrate accuracy and technique in a range of throwing and jumping actions.</p> <p>I can explain how to improve technique in a variety of events.</p> <p>I can identify and explain what makes a good athletic performance.</p> <p>I can explain how to improve technique in a variety of events.</p> <p>I understand how to work safely, I recognise changes in my body, I can give reasons why PE is good for my health.</p> <p><u>I can work on techniques to develop my performance as an athlete</u></p>	<p>I can apply my own running technique at different speeds in a variety of athletic events.</p> <p>I can demonstrate accuracy and technique in a range of throwing and jumping actions over longer distances</p> <p>I can explain how to improve technique in a variety of events for myself and critic my peers.</p> <p>I can identify and explain what makes a good athletic performance evaluating my own performance.</p> <p>I can explain how to improve technique in a variety of events reflecting on my own work.</p> <p>I understand how to work safely, I recognise changes in my body, I can give reasons why PE is good for my health and evaluate the changes I have gone through over time.</p> <p><u>I can apply the skills I have developed in various activities and events and demonstrate accuracy and correct technique.</u></p>
Vocab	Run, jump, space, instructions	Speed, straight, accurate, position,	Distance, long jump, throwing, athlete	Variety, similarities, differences, performance, exercise	Sustain, technique, actions, events, improve, health	Evaluate, long distances, different techniques,

OAA	<p>I can climb around a new obstacle</p> <p>I am able to say what I can see</p> <p>I have begun to explore a new area</p> <p>I am safe in new environments</p> <p><u>I have explored a new area safely</u></p>	<p>I can work on moving around different obstacles</p> <p>I can follow marked tracks in a familiar environment</p> <p>I can choose which way to follow route, by self or in a group</p> <p>I can be active in new outdoor areas</p>	<p>I can identify a path to take and understand what muscles in my body will be used</p> <p>I can use simple plans and diagrams of familiar environments</p> <p>I can use skills to solve a basic challenge or problem</p> <p>I know which areas are not safe and how to avoid these</p> <p><u>I can travel around an obstacle course in different ways</u></p>	<p>I can explore new sites working together as a team around a new obstacle</p> <p>I can use maps and diagrams to orientate themselves around a course</p> <p>I can respond appropriately when task/environment changes and plan responses</p> <p>I am able to keep active in various areas</p>	<p>I can understand how to use tools and resources to help with an obstacle in different ways</p> <p>Confidently I can use a map to navigate around a route</p> <p>I can adapt and respond to changes in the environment to allow them to complete the task</p> <p>I can work with others and keep active in new areas collaboratively</p> <p><u>I can work as a group to solve an obstacle</u></p>	<p>I can move confidently through familiar, less familiar environments and changing environments</p> <p>I can adapt skills and strategies as situation demands</p> <p>I can devise and put into practice a range of solutions and challenges as a group</p> <p>I am able to be safe and active in all environments ready for the big open world</p> <p><u>I can work in a group in a changing environment thinking about safety first in the open world</u></p>
Vocab	Explore, climb, obstacle, area,	Moving, marked, environment, route,	Path, muscles, body, plans, diagrams, challenge, problem	Sites, maps, orientate, response	Resources, navigate, collaboratively,	Confidence, adapt, strategies, devise,

Swimming				<p>I can swim competently, confidently, and proficiently over a distance of at least 5 metres using a range of strokes effectively, for example, front crawl, backstroke and breaststroke</p> <p>I can think about my positioning in the pool and know where I can tread water safely</p> <p>I can talk about technique with someone and make changes</p> <p>I can enter and exit water safely.</p> <p><u>I am developing water safety skills and swimming technique</u></p>	<p>I can swim competently, confidently, and proficiently over a distance of at least 15 metres using a range of strokes effectively, for example, front crawl, backstroke and breaststroke</p> <p>I can decide which stroke to take and coordinate my hands and feet accordingly</p> <p>I can communicate with people in and out of the pool effectively to achieve a goal</p> <p>I am able to tread water for 15 seconds or more</p>	<p>I can swim competently, confidently, and proficiently over a distance of at least 25 metres using a range of strokes effectively, for example, front crawl, backstroke and breaststroke</p> <p>I can perform safe self-rescue in different water-based situations</p> <p>I can work collaboratively as a group to swim a given distance without bumping into another person</p> <p>I am able to tread water for 30 seconds or more</p> <p><u>I can swim safely for 25m or more</u></p>
Vocab				<p>Safety, enter, stroke, plunge, submerge, front crawl, backstroke, breath, float</p>	<p>Breaststroke, treading water, stamina, technique, glide,</p>	<p>Butterfly, pace,</p>

Key:

Physical

Thinking

Social

Healthy and Active