

St Mary's PE Progression Grid 2022/23

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fundamental Skills and movement	<u>Physical skills</u>	Demonstrate fundamental skills of running, jumping, throwing and catching, twisting as well as developing balance, agility and co-ordination, using simple patterns of movement. This will be done in isolation and in combination. <i>(skills should be modelled and discussed to account for the range of fine and gross motor skills)</i>	Demonstrate fundamental skills of running, jumping, throwing and catching, twisting as well as developing balance, agility and co-ordination, developing from simple towards complex patterns of movement. Using a range of different equipment. <i>(skills should be modelled and discussed to account for the range of fine and gross motor skills)</i>	Demonstrate fundamental skills of running, jumping, hopping and skipping, throwing and catching, as well as twisting balance, agility and co-ordination using more complex patterns of movement. Develop control over speed of movement and changing direction. <i>(skills should be modelled and discussed to account for the range of fine and gross motor skills)</i>	Application of skills in these year groups are seen in individual sporting activities. Some children may need further practice in the previous fundamental skills alongside the learning of a range of sports. Continuous practice of all fundamental skills should be an integral part of the PE lessons.		
	<u>Cognitive skills</u>	Demonstrating the skills individually and with others, taking turns and sharing. Self-assessment at several stages looking at progression.	Demonstrating the skills individually and with others, taking turns and sharing. Self-assessment at several stages looking at progression. Beginning to give positive feedback to peers, identifying strengths and areas for improvement.	Demonstrating the skills individually and with others, taking turns and sharing. Self-assessment at several stages looking discussing improvements. Give effective feedback to peers, identifying strengths and areas for improvement.	Demonstrate a range of communication and collaborating skills in relation to the range of sporting activities. Know, understand and explain how they can improve in different physical skills and continue to evaluate and recognise their own and others successes.		

Invasion Games (football, basketball, tag rugby and Hockey)	<u>Physical skills</u>	<u>Netball</u>	Demonstrates some elements of both sending and receiving in simple games (e.g. sending and receiving with a partner).	<u>Netball</u>	Demonstrates both sending and receiving with control under pressure*.	<u>Netball</u>	Send, receive and shoot with control under pressure.	<u>Netball</u>	Send, receive and shoot with control using a range of techniques under pressure.	<u>Netball</u>	Send, receive and shoot with control using a range of techniques with fluency* and opposition.	<u>Netball</u>	Send, receive and shoot with control using a range of techniques with fluency and opposition.
		<u>Cognitive skills</u>	Demonstrates some ability to independently and safely find and negotiate space in both indoor and outdoor areas.	<u>Netball</u>	Demonstrates the ability to safely find and negotiate space under pressure.	<u>Netball</u>	Safely find and negotiate space under pressure with opposition.	<u>Netball</u>	Safely find and negotiate space at speed and/or intensity with opposition. With support, have a basic understanding of the game*.	<u>Netball</u>	Show and explain elements of the game in a given situation*. Identifies and able to explain the advantages to safely using and negotiating space.	<u>Netball</u>	Develop positional and strategic elements of the game in response to a situation*.
	<u>Physical skills</u>	<u>Football</u>	Shows some understanding of how to travel effectively with the ball*. Demonstrates some competencies of sending and receiving.	<u>Football</u>	Demonstrates both sending, receiving and travelling with control under pressure*	<u>Football</u>	Send, receive, travel and shoot with control under pressure.	<u>Football</u>	Send, receive, travel and shoot with control using a range of techniques under pressure.	<u>Football</u>	Send, receive, travel and shoot with control using a range of techniques with fluency* and opposition.	<u>Football</u>	Send, receive, travel and shoot with control using a range of techniques with fluency and opposition.
		<u>Cognitive skills</u>	Demonstrates some ability to independently and safely find and negotiate space in both indoor and outdoor areas.	<u>Football</u>	Demonstrates the ability to safely find and negotiate space under pressure.	<u>Football</u>	Safely find and negotiate space under pressure with opposition.	<u>Football</u>	Safely find and negotiate space at speed and/or intensity with opposition. With support, have a basic understanding of the game*.	<u>Football</u>	Show and explain elements of the game in a given situation*. Identifies and able to explain the advantages to safely using and negotiating space.	<u>Football</u>	Develop positional and strategic elements of the game in response to a situation*.

	<u>Physical skills</u>	<u>Hockey</u> Shows some understanding of how to travel effectively with the ball*. Demonstrates some competencies of sending and receiving.	<u>Hockey</u> Demonstrates both sending, receiving and travelling with control under pressure*.	<u>Hockey</u> Send, receive, travel and shoot with control under pressure.	<u>Hockey</u> Send, receive, travel and shoot with control using a range of techniques under pressure.	<u>Hockey</u> Send, receive, travel and shoot with control using a range of techniques with fluency* and opposition.	<u>Hockey</u> Send, receive, travel and shoot with control using a range of techniques with fluency and opposition.
	<u>Cognitive skills</u>	Demonstrates some ability to independently and safely find and negotiate space in both indoor and outdoor areas.	Demonstrates the ability to safely find and negotiate space under pressure.	Safely find and negotiate space under pressure with opposition.	Safely find and negotiate space at speed and/or intensity with opposition. With support, have a basic understanding of the game*.	Show and explain elements of the game in a given situation*. Identifies and able to explain the advantages to safely using and negotiating space.	Develop positional and strategic elements of the game in response to a situation*.
	<u>Physical skills</u>	<u>Basket Ball</u> Shows some understanding of how to travel effectively with the ball*. Demonstrates some competencies of sending and receiving.	<u>Basket Ball</u> Demonstrates both sending, receiving and travelling with control under pressure*.	<u>Basket Ball</u> Send, receive, travel and shoot with control under pressure.	<u>Basket Ball</u> Send, receive, travel and shoot with control using a range of techniques under pressure.	<u>Basket Ball</u> Send, receive, travel and shoot with control using a range of techniques with fluency* and opposition.	<u>Basket Ball</u> Send, receive, travel and shoot with control using a range of techniques with fluency and opposition.
	<u>Cognitive skills</u>	Demonstrates some ability to independently and safely find and negotiate space in both indoor and outdoor areas.	Demonstrates the ability to safely find and negotiate space under pressure.	Safely find and negotiate space under pressure with opposition.	Safely find and negotiate space at speed and/or intensity with opposition. With support, have a basic understanding of the game*.	Show and explain elements of the game in a given situation*. Identifies and able to explain the advantages to safely using and negotiating space.	Develop positional and strategic elements of the game in response to a situation*.

Gymnastics	<u>Physical skills</u>	Tenses and relaxes body to create a variety of shapes with control*.	With a partner, performs a controlled sequence* which includes changes in speed and direction. Shows confidence in climbing.	Climbs with effective technique and competence. Demonstrates competence in gymnastic etiquette, landing and transitions*.	Climbs with effective technique, competence and speed. Continues to display gymnastic etiquette confidently and use a range of equipment and apparatus to advance routines. Shows continuous development in technique, coordination, balance, strength and flexibility.	Climbs with effective technique, competence and speed. Continues to display gymnastic etiquette confidently and use a range of equipment and apparatus to advance routines. Shows continuous development in technique, coordination, balance, strength and flexibility.	Climbs with effective technique, competence and speed. Continues to display gymnastic etiquette confidently and use a range of equipment and apparatus to advance routines. Shows continuous development in technique, coordination, balance, strength and flexibility.
	<u>Cognitive skills</u>	Understands how to negotiate space safely with little support.	Understands how to negotiate space safely and independently. Able to create a routine with a partner under little supervision.	Can give verbal feedback to others with minimal support.	Continue to develop feedback techniques. Follow a set of 'rules' made in collaboration by teacher and student to complete a routine.	Introduce different feedback techniques, focusing on practical demonstrations to correct routines. Start to explain how a sequence is formed, focusing on key physical attributes of the move.	Can independently explain how a sequence is formed.

Dance		Children should be able to move their bodies to music with control.	Children confidently copy movement patterns in a safe personal space (by copying a leader), recognising repetition of movement sequences.	Children skilfully create controlled movements and patterns independently, focusing on balance and coordination.	With consistency, children should be able to recall and repeat movement patterns learnt previously with control independently or in groups Using improvisation techniques, children can create their own movement patterns.	Can create more complex and controlled movement patterns that can be memorised. Using a given stimulus, is able to create improvised movements using a variety of techniques.	Skilfully creates a series of controlled movement patterns and sequences independently, changing rhythm and speed.
	Athletics	<u>Physical skills</u>	Demonstrate developing skills in running and changing direction, jumping and throwing. Opportunities to measure time and distances.	Demonstrate developing skills in running and changing direction, jumping and throwing. Opportunities to measure time and distance.	Demonstrate developing skills in running (begin to notice when they are using acceleration and deceleration) and changing direction, jumping and throwing. Challenges set for distance and time – based on individual self-evaluation.	Demonstrate developing skills in running (begin to notice when they are using acceleration and deceleration) and changing direction, jumping and throwing. Challenges set for distance and time – based on individual self-evaluation.	Demonstrate skills in running (identify when they need to use acceleration and deceleration) and changing direction, jumping and throwing. Challenges set for distance and time – based on individual self-evaluation. Opportunities to lead.
<u>Cognitive skills</u>		Begin to demonstrate a reflection on self-improvement based on an individual level.	Begin to demonstrate a reflection on self-improvement based on an individual level, identifying strengths and areas to develop.	Identify how to achieve greatest speed and when to use it. Evaluate performance over different distances. Develop perseverance towards personal goals.	Identify how to achieve greatest speed and when to use it. Evaluate performance over different distances. Develop perseverance towards personal goals.	Identify strengths and areas to develop to understand how to improve techniques. Opportunities to observe and provide constructive feedback.	Identify strengths and areas to develop to understand how to improve techniques. Opportunities to observe and provide constructive feedback.

Outdoor and Adventurous Activity (OAA) and Team Building	<u>Physical skills</u>	Begin to demonstrate familiarity with using visuals to represent places or objects (a sequence of finding a route using consecutive numbers or a colour/object pattern) in a known setting with support.	Demonstrate familiarity with using visuals to represent places or objects (sketch map, journey stick – a basic representation of the above) in a known setting with support.	Demonstrate how to orientate a map, identify key symbols and follow routes. Plan a routes around obstacles using problem solving skills across a range of challenges.	Demonstrate how to orientate a map, identify key symbols and follow routes. Plan a routes around obstacles using problem solving skills across a range of challenges.	Demonstrate confidently how to orientate a map, identify key symbols and follow routes. Plan a routes around obstacles using problem solving skills across a range of challenges.	Demonstrate confidently how to orientate a map, identify key symbols and follow routes. Plan a routes around obstacles using problem solving skills across a range of challenges.
	<u>Cognitive skills</u>	Demonstrate beginning to develop communication and problem solving skills. Working individually, pairs and groups, working collaboratively to lead each other or a group.	Demonstrate developing communication and problem solving skills. Working individually, pairs and groups, working collaboratively to lead each other or a group, emphasis on team working. Be taught how to discuss, plan and reflect on strategies and ideas. Develop safety awareness.	Demonstrate developing planning, solving and reflecting to improve strategies. Working collaboratively to solve challenges. Begins to take on roles such as safety where social qualities can be identified.	Demonstrate developing planning, solving and reflecting to improve strategies. Working collaboratively to solve challenges. Begins to take on roles such as safety where social qualities can be identified.	Demonstrate encouragement and inclusivity of others, share ideas to create strategies and plans to produce the best solution to a challenge. Working collaboratively to solve challenges. Continue to identify safety points while planning and navigating challenges. Opportunities to lead a small group	Demonstrate team working skills during and through completion of a number of challenges. Given the opportunity to lead a small group.

Swimming				<p>Pupils are split in to appropriate groups based on ability.</p> <p><u>Beginner</u> Develop water confidence and enjoy being in the water. They will learn to travel, float and submerge beginning to use their arms and legs to propel themselves – with or without floatation devices. They will be able to give some of the pool rules and know how to enter and exit the water safely.</p> <p><u>Developing</u> Demonstrate increasing water confidence. Specific swimming strokes will be introduced on their front and back, developing different kicking and arm actions to propel them through the water. Further development of learning to travel, float and submerge. – With or without floatation devices.</p> <p><u>Intermediate</u> Without flotation device or support. Increased competency and confidence in swimming strokes and stamina. Demonstrating competently swimming over longer distances towards 25m, using a range of strokes effectively. Perform surface and sitting dives. Perform movement sequences (sculling, rotation, floating, eggbeater).</p> <p>All pupils will be taught to perform safe self-rescue in different water-based situations, including ‘shout and signal’, demonstrate an action for getting help. Learn the four key water safety messages</p> <ol style="list-style-type: none"> 1. Always swim in a safe place. 2. Always swim with an adult. 3. If you fall in, float, breathe, relax. 4. If someone else in trouble, call 999/112. 	<p>Booster sessions for those children not meeting the National Curriculum outcomes for KS2.</p>
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Striking and Fielding (rounder, cricket, golf)	<u>Physical skills</u>	Shows different ways of striking a ball or bean bag along the floor or through the air using a tee. Able to catch a balloon, bean bag or ball.	Begins to use a bat or racket to hit a ball or bean bag using a set* (the coordination to throw the object up with one hand and strike with the other) or with a partner serving Shows competencies in catching different objects.	Shows different skills when using a racket such as bouncing the ball continuously with control. Shows directional accuracy when using a club or bat.	Develops different skills using a bat, racket or club and can apply them in different contexts of the game.	Demonstrates a combination of skills using a bat, racket or club and demonstrate the effective techniques and showing control with the strike. Using and understanding the striking process with consistency and accuracy.	Can produce a range of recognised shots in isolation and as part of a competitive scenario.
	<u>Cognitive skills</u>	Begins to talk about predicting the position of the hands when catching or when the bat/club/racket strikes the object. After striking, moves towards the scoring zone. Begins to understand simple rules such as carrying the bat.	Can talk more accurately about the prediction of hand positioning when catching or when the bat/club/racket strikes the object. Understands different scoring methods or zones. Follows the rules for a given game such as carrying a bat or running around the outside of the play zone.	Understands the process of hitting an object (positioning, loading, striking and following*).	Can choose which skill is needed within the context of the game and can effectively understand positioning, loading, striking and following.	Has a greater understanding of using skills under pressure and with a specific aim (tactical advantage) and of the process of positioning, loading, striking and following through. Can collaborate to deploy tactics in different positions when attacking and defending such as a bowler, backstop, or striker.	Applies basic principles suitable for attacking and defending in order to receive an advantage in a game scenario.
Fitness	<u>Physical skills</u>				Begin to understand how to test fitness using speed, stamina, strength, coordination, and balance and agility activities. Building	Increasing awareness of body posture and using speed, pace and breath to improve fitness levels. Continuing to	Awareness, control and making conscious decisions about body posture, speed, pace and

	<p><u>Cognitive skills</u></p>				<p>on the fundamental skills from year R-3. Focus on maintain control of movements, developing strength and using breath.</p> <p>Begin to record progress to understand that working at the maximum potential will improve fitness levels and identify areas for improvement. Work in pairs to encourage support in achieving maximum potential, using endurance and perseverance. Understand that physical fitness is related to mental well-being.</p>	<p>improve and increase awareness of fundamental skills.</p> <p>Continue to record progress and identify key areas from speed, stamina, strength, coordination, and balance and agility that are strengths and areas for development. Work in pairs and groups to encourage support in achieving maximum potential, using endurance and perseverance. Understand that physical fitness is related to mental well-being.</p>	<p>breath when undertaking physical activities.</p> <p>Maintaining recording of progress and continuing to identify areas of physical fitness, that are strengths and areas for development to help understand how to improve training for specific sporting activities and physical and mental well-being.</p>
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