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| **Willow Wood Community Nursery and Primary School** **PE Progression Grid** |
| The progression grid outlines the specific knowledge which pupils are expected to learn in each phase, over a two year cycle, along with the specific vocabulary which supports this understanding. |
| **Dance** |
| Skills | At EYFS:Children show good control and co-ordination in large and small movements.They move confidently in a range of ways, safely negotiating space.Children dance, andexperiment with ways of changing them.They represent their own ideas, thoughtsand feelings through music anddance. | Year 1:Copy and explore basic movements and body patternsMove body into simple movements and dance stepsLink movements to sounds and music.Respond to range of stimuli. | Year 2:Copy and explore basic movements with clear control.Move body into a variety of levels and speed in sequenceCan vary the size of their body shapesAdd change of direction to a sequenceUse space well and negotiates space clearly.Can describe a short dance using appropriate vocabulary.Responds imaginatively to stimuli. | Lower KS2:Year 3: Beginning to improvise independently to create a simple dance.Beginning to improvise with a partner to create a simple dance.Translates ideas from stimuli into movement with support.Beginning to compare and adapt movements and motifs to create a larger sequence.Uses simple dance vocabulary to compare and improve work.Year 4: Confidently improvises with a partner or on their own.Beginning to create longer dance sequences in a larger group.Demonstrating precision and some control in response to stimuli.Beginning to vary dynamics and develop actions and motifs.Demonstrates rhythm and spatial awareness.Modifies parts of a sequence as a result of self-evaluation.Uses simple dance vocabulary to compare and improve work.To evaluate own and others’ work. | Upper KS2:Year 5: Beginning to exaggerate dance movements and motifs (using expression when moving)Demonstrates strong movements throughout a dance sequence.Combines flexibility, techniques and movements to create a fluent sequence.Moves appropriately and with the required style in relation to the stimulus.*e.g using various levels, ways of travelling and motifs.*Beginning to show a change of pace and timing in their movements.Uses the space provided to his maximum potential.Improvises with confidence, still demonstrating fluency across their sequence.Modifies parts of a sequence as a result of self and peer evaluation.Uses more complex dance vocabulary to compare and improve work.To perform and evaluate own and others’ work, highlighting areas to improve.Year 6: Exaggerate dance movements and motifs (using expression when moving)Performs with confidence, using a range of movement patterns.Demonstrates a strong imagination when creating own dance sequences and motifs.Demonstrates strong movements throughout a dance sequence.Combines flexibility, techniques and movements to create a fluent sequence.Moves appropriately and with the required style in relation to the stimulus.*e.g using various levels, ways of travelling and motifs.*Beginning to show a change of pace and timing in their movements.Is able to move to the beat accurately in dance sequences.Improvises with confidence, still demonstrating fluency across their sequence.Dances with fluency, linking all movements and ensuring they flow.Demonstrates consistent precision when performing dance sequences.Modifies parts of a sequence as a result of self and peer evaluation.Uses more complex dance vocabulary to compare and improve work.To perform and analyse own and others’ performance, changing areas needing to improve |

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| Gym |
| Skills | At EYFS:Children show good control and co-ordination in large and small movements.They move confidently in a range of ways, safely negotiating space. | Year 1:Copies and explores basic movements with some control and coordination.Can perform different body shapesPerforms at different levelsCan perform 2 footed jumpCan use equipment safelyBalances with some controlCan link 2-3 simple movements | Year 2:Explores and creates different pathways and patterns.Uses equipment in a variety of ways to create a sequenceLink movements together to create a sequence | Lower KS2:Year 3: Applies compositional ideas independently and with others to create a sequence.Copies, explores and remembers a variety of movements and uses these to create their own sequence.Describes their own work using simple gym vocabulary.Beginning to notice similarities and differences between sequences.Uses turns whilst travelling in a variety of ways.Beginning to show flexibility in movementsBeginning to develop good technique when travelling, balancing, using equipment etcYear 4: Links skills with control, technique, co-ordination and fluency.Perform more complex sequences.Beginning to use gym vocabulary to describe how to improve and refine performances.Develops strength, technique and flexibility throughout performances.Creates sequences using various body shapes and equipment.Combines equipment with movement to create sequences.Be able to bunny hop side to side in order to achieve the cart wheel | Upper KS2:Year 5: Select and combine their skills, techniques and ideas.Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.Draw on what they know about strategy, tactics and composition when performing and evaluating.Analyse and comment on skills and techniques and how these are applied in their own and others' work.Uses more complex gym vocabulary to describe how to improve and refine performances.Develops strength, technique and flexibility throughout performances.Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences.Year 6: Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.Adapts sequences to include a partner or a small group.Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.Draw on what they know about strategy, tactics and composition when performing and evaluating.Analyse and comment on skills and techniques and how these are applied in their own and others' work.Uses more complex gym vocabulary to describe how to improve and refine performances.Develops strength, technique and flexibility throughout performances.Keep a good core body shape and hold any balance for 5-10 seconds |

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| Games |
| Skills | At EYFS:Children show good control and co-ordination in large and small movements.They move confidently in a range of ways, safely negotiating space. | Year 1:Can travel in a variety of ways including running and jumping. Beginning to perform a range of throws. Receives a ball with basic controlBeginning to develop hand-eye coordinationParticipates in simple games | Year 2:Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation)Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/ defending | Lower KS2:Year 3: Use tactics and composition by starting to vary how they respond.Vary skills, actions and ideas and link these in ways that suit the games activity. Beginning to communicate with others during game situations. Uses skills with co-ordination and control. Develops own rules for new games. Makes imaginative pathways using equipment. Works well in a group to develop various games. Compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills.Year 4: Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. *e.g. dribbling, bouncing, kicking*Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills.Works well in a group to develop various games. Compares and comments on skills to support creation of new games.Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination  | Upper KS2:Year 5: Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills.Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.Year 6: Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together effectively. *e.g. dribbling, bouncing, kicking*Keeps possession of balls during games situations. Consistently uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills.Modifies competitive games. Compares and comments on skills to support creation of new games.Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and in combination |

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| Athletics |
| Skills | At EYFS:Children show good control and co-ordination in large and small movements.They move confidently in a range of ways, safely negotiating space. | Year 1:Can run at different speeds.Can jump from a standing position Performs a variety of throws with basic control. | Year 2:Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and co-ordination. *preparation for shot put and javelin*Can use equipment safely.  | Lower KS2:Year 3: Beginning to run at speeds appropriate for the distance. *e.g. sprinting and cross country*Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control.To compete in a mini competition, recording scores.Year 4: Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. *e.g. hop skip jump (triple jump)*Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control. | Upper KS2:Year 5: Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. *e.g. hop skip jump (triple jump)*Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good controlYear 6: Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. *e.g. hop skip jump (triple jump)*Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control |

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| Outdoor Adventurous Activities |
| skills |  | Years 1 & 2Listen to and follow simple instructions from an adult.Communicate instructions and ideas to others.Discuss and work with others in a group.Explore and try out new ideas to help solve problems.Show trust in others and be trustworthy ourselvesCooperate and collaborate when working in groups.Demonstrates and understanding of how to stay safe.Navigate a range of simple trails with a partner. | Lower KS2:Year 3: Listens to others. Listens to instructions from a partner/ adult. Beginning to think activities through and problem solve.Discuss and work with others in a group.Demonstrates an understanding of how to stay safe.Year 4: Show why listening skills are important. Beginning to think activities through and problem solve.Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe. | Upper KS2:Year 5: Develops strong listening skills. Think activities through and problem solve using general knowledge.Choose and apply appropriate strategies to solve problems with support. Discuss and work with others in a group.Demonstrates an understanding of how to stay safe.Year 6: Uses strong listening skills to inform activity. Logically thinks activities through and problem solve using general knowledge, relating the problem to similar situations Choose and apply the correct strategies to solve problems with support. Discuss and work with others in a group to successfully complete a problem. Demonstrates an understanding of how to stay safe |

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| Swimming  |
| Skills |  |  | Stage 1-2Enter & Exit water safelyPush & Glide on front and back for 5mMove on front and back for 5mMove from floating position to standing positionBlow bubbles a minimum of 3 times into the waterWith support, swim on front and back with any kick style for 10mPerform a tuck jumpPush and glide on front with arms extendedBe showered with water from above | Lower KS2:Stage 3 – 4Jump into the poolPick up an object fully submergedPush and glide for 10m on front and backIdentify 4 water safety rulesPush away from the wall in a streamlined positionPerform a sequence of changing shapesKick 10m in breaststroke, front crawl, butterfly and backstrokePerform a head first sculling actionTread water for 30 secondsExit the pool without steps | Upper KS2:Stage 5-6Perform a sculling sequence for 35-40 secondsPerform a forward somersaultTread water for 1 minuteSwim 10m in breaststroke, front crawl, butterfly and backstrokePerform 3 different shaped jumps into the deep endDemonstrate an action for getting helpPush and glide, then swim for 25m in any desired strokePerform a surface diveSwim 10m wearing clothes |

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| Overarching (subject) Vocabulary |
|  |  | Dance | Games | Gymnastic | Athletics |  |
|  | EYFS | SlowFastSkippingLow HighWalkingHoppingjumping | RunningThrowingCatching KickingHitting batting | JumpForwardsBackwardsSideways | WalkJogRunSpaceForwardsBackwardsSidewaysFasterSlowerSpaceAroundunderoverthrough |  |
|  | KS1 | All of above plusTravelStillness DirectionSpaceBody partsLevels Speed | All of above plusStrikingOwn spaceTeamSpeed DirectionPassingControllingShootingScoring | All of above plusRollSlowBody partsShapeTravelStretch Wide NarrowBalance  | Year 1 Athletics, target, speed, take off, landing, underarm, obstacle, sprinting, protein, pace.Year 2 Distance, weight, height, fluency, javelin, technique, grip, stance, strike, power, accuracy, shot put |  |
|  | Lower KS2 | All of above plusSpaceRepetitionAction and reactionPattern | All of above plusKeep possessionScoring goalsKeeping scoreMaking spacePass/send/receiveTravel with a ballMake use of spacePoints/goals RulesTacticsBattingFieldingDefendingHitting | All of above plusstretchpushpullstepspringcrawlstillslowlytalllongforwardshighlowrollcopyjumplandbalance |  All of above plus Rotation, relay, estimating, exchange, shuffle run up, femur, cranium.Muscles, propel, long jump, high jump, bicep, triceps, calf, quadriceps, abdominals, hamstrings |  |
|  | Upper KS2 | All of above plusDance styleTechniquePatternRhythmVariationUnisonCanonActionReaction | All of above plusKeeping possessionPassingDribblingShootingSupportMarkingAttackers/defenders MarkingTeam playBattingFieldingBowlerDefendingHittingOffsidePitchForehand/backhand  | All of above plusMusclesJointsSymmetrical/asymmetricalRotationTurnShapeLandingTake-offFlightPerformance/evaluation  | All of above plusTactic, triple jump, discus, crouching, phase, torso, assisted, unassisted,Stamina, aerobic capacity, high intensity, sustain. |  |