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| **Ackton Pastures Primary Academy**  **P.E Progression Grid** |
| **Throughout Physical Education, children will develop fundemental movement skills and become increasingly confident to access opportunities to develop their agility, balance and co-ordination. Children continue to build upon these skills and learn how to use them in different ways throughout their primary education. Children have the opportunity to develop their understanding of how their bodies change during exercise and how to live a healthy lifestyle.**  Throughout the P.E learning, pupils will:   * develop competence to excel in a broad range of physical activities * be physically active for sustained periods of time * engage in competitive sports and activities * lead healthy, active lives. |

The following progression grids outline the skills and vocabulary to be taught across each phase. This grid identifies the skills that each year group/phase will be taught within Games, Gymnastics, Dance/Movement, Athletics and Swimming. Children should repeat these skills using a variety of different equipment.

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| **Games** | | | | | | | |
|  | **EYFS** | **Key Stage One** | | **Lower Key Stage Two** | | **Upper Key Stage Two** | |
| **Knowledge** | To understand how to move confidently in a range of ways, safely negotiating space. | To understand the techniques of how to catch a ball.  To understand the techniques of how to throw a ball | To be able to understand why we have rules during games. | To develop their understanding of rules to defend effectively in a game. | To understand the techniques needed when catching a ball in a variety of ways. | To understand how to play rounders.  To understand how to play tennis. | To be able to use a variety of skills in different games. |
| **Skills Progression** | **EYFS: (Physical Development – Moving and Handling) Basic skills:** I can throw and catch a ball. I can take part in team games. | **Year One:**  **Basic skills:** I can throw underarm.  I can throw over arm.  **Extension:**  I can throw & catch with both hands. I can throw in different ways. | **Year Two:**  **Basic skills:**  I can use basic movements such as co-ordination and agility in team games.  **Extension:**  I can develop simple tactics to attacking and defending. | **Year Three:**  **Basic skills:**  I can throw and catch with control.  **Extension:**  I can choose a tactic for attacking and defending. | **Year Four:**  **Basic skills:**  I can throw and catch with control in isolation and combination.  **Extension:**  I can choose a tactic for attacking and defending. | **Year Five:**  **Basics skills:**  I can use forehand & backhand with a bat/racket. I can field.  **Extension:** I can vary tactics and adapt skills depending on what is happening in a game. | **Year Six:**  **Basic skills:**  I can play to agreed rules. I can play competitive games.  **Extension:**  I can transfer skills and movements across a range of activities and sports. |
| **Vocabulary** | Ball  Throw  Catch  Game  Team | co-ordination  defence  tactics  underarm  overarm  release  agility  attack | | Opposition  Control  Possession | | Forehand  Backhand  Defending  Attacking  Dribble  Shoot  Pass  Co-ordination (hand eye) | |

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| **Gymnastics** | | | | | | | |
|  | **EYFS** | **Key Stage One** | | **Lower Key Stage Two** | | **Upper Key Stage Two** | |
| **Knowledge** | To understand that we can make our bodies change into different shapes. | To understand that we need to use our core strength to balance effectively. | To understand that we can link different movements together to create a sequence. | To understand how to safely use apparatus.  To develop ways to mount and dismount apparatus. | To be able to comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance. | To understand how to transition between different movements. | To develop the skills to co-operative effectively in a team by sharing listening and sharing different ideas. |
| **Skills Progression** | **EYFS (Physical Development – Moving and Handling)  Basic skills:**  I can travel around, under, over and through balancing and climbing equipment. (40-60months)  I can balance on different parts of my body.  **Extension:**  I can jump off apparatus and land appropriately. | **Year One:**  **Basic skills:**  I can control my body when balancing. I can copy sequences and repeat them  **Extension:** I can balance in different ways. | **Year Two:**  **Basic skills:**  I can work on my own and with a partner.  I can create simple repeating movements.  **Extension:**  I can plan and perform a sequence of movements. | **Year Three:**  **Basic skills:** I can link actions together to create sequences of movement.  **Extension:**  I can develop my flexibility and strength. | **Year Four:**  **Basic skills:** I can develop strength and balancing within a sequence. I can demonstrate that I can perform techniques with control.  **Extension:** I can use a combination of techniques within a sequence. | **Year Five:**  **Basic skills:**  I can make complex extended sequences. I can combine action, balance and shape within a performance.  **Extension:** I can compare performances. | **Year Six:**  **Basic skills:**  I can combine my work with that of others.  **Extension:** I can link sequences to specific timings |
| **Vocabulary** | Balance  Equipment.  Shapes | Sequence  Repeat  Patterns  Control  Perform | | Criteria  Evaluate  Combination  Control | | Transitions  Perform  Balance  Flexibility  Timing | |

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| **Dance/Movement** | | | | | | | |
|  | **EYFS** | **Key Stage One** | | **Lower Key Stage Two** | | **Upper Key Stage Two** | |
| **Knowledge** | To understand that music can make our bodies move. | To be able to link movements to music. | To be able to change their bodies to respond to music i.e speed and direction. | To understand that a performance has a beginning, middle and end. | To understand that we can use movements to represent an idea. | To understand the different elements that need to be incorporated to create a dance. | To understand that you can incorporate different speeds and movements within a dance. |
| **Skills Progression** | **EYFS: (Being Imaginative)**  **Basic skills:**  I can initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences (40-60months)  **Extension:**  I can represent my own ideas, thoughts and feelings through music and dance. | **Year One:**  **Basic skills:** I can perform my own dance moves.    **Extension:** I can make up a short dance. | **Year Two:**  **Basic skills:** I can dance with control and co-ordination. I can use dance to show a mood or a feeling.  **Extension:** I can make a sequence by linking sections together. | **Year Three:**  **Basic skills:**  I can share and create phases with a partner and small group    **Extension:**  I can repeat, remember and perform phrases | **Year Four:**  **Basic skills:**  I can use dance to communicate an idea.    **Extension:**  I can compose my own dances in a creative way. | **Year Five:**  **Basic skills:**  I can perform to an accompaniment. My dance shows clarity, fluency, accuracy and consistency. | **Year Six:**  I can choose my own music and style. I can develop sequences in a specific style. |
| **Vocabulary** | Dance  Movement  Music | Sequence.  Repeat  Perform  Patterns | | Choreograph  Unison  Repetition  Partner  Structure | | Pace  Timing  Interpretation  Improvisation  Reaction  Motifs | |

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| **Athletics** | | | | | | | |
|  | **EYFS** | **Key Stage One** | | **Lower Key Stage Two** | | **Upper Key Stage Two** | |
| **Knowledge** | I am learning to understand how and why it is important to stay safe with our bodies. | To understand that we can change the speed that our bodies move. | To understand the correct starting and finishing positions needed to jump accurately. | To understand the correct starting/finishing positions needed to run a relay. | To understand how to transition between different techniques when running, jumping and catching. | To combine a variety of skills to work within a team. | To understand the different techniques needed to perform different skills. |
| **Skills Progression** | **EYFS:**  **(Physical Development – Moving and Handling) Basic skills:**  I can run skilfully, negotiating space (40-60 months) | **Year One**  **Basic skills:**  I can master running in a direction.  **Extension:**  I can master jumping. | **Year Two:**  **Basic skills:**  I can master running and jumping in isolation and combination.  **Extension:**  I can use these techniques in a range of activities. | **Year Three:**  **Basic skills:**  I can run at fast, medium and slow speeds; changing speed and direction.  **Extension:** I can take part in a relay, remembering when to run and what to do | **Year Four:**  **Basic skills:** I can run, jump and catch in isolation and in combination. | **Year Five:**  **Basic skills:**  I can use a variety of skills to take part in competitive games. | **Year Six:**  I can demonstrate stamina. I can link together actions so that they flow in running, jumping and throwing activities |
| **Vocabulary** | Run Space  Safely | Speed  Direction. | | Team work  Relay | Combination  Transition | Pace  Accuracy  Communication  Sprint | Technique |

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| **Swimming** | | | |
|  | **Key Stage One** | **Lower Key Stage Two** | **Upper Key Stage Two** |
| **Knowledge** |  | |  |
| **Skills Progression** | **Year Five/ Six:**  I can swim competently, confidently and proficiently over a distance of at least 25 meters.  I can use a range of strokes, effectively (for example, front crawl, backstroke and breaststroke.)  I can perform safe self-rescue in different water-based situations. |
| **Vocabulary** | Freestyle  Backstroke  Front crawl  Safety  Distance |