

## P.E. – Progression grid

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Movement skills1 Gymnastics: balancing and spinning on points and patches.</p> <p>Invasion games skill 1 Dance: animals</p>	<p>Movement skills 3 Gymnastics: Pathways – straight, zigzag and curving.</p> <p>Invasion game skills 2 Dance: Fire of London</p>	<p>Football Gym: Linking movements together.</p> <p>OAA Dance: The Egyptians</p>	<p>Tag Rugby Dance: Films</p> <p>XC/OAA Gym: Arching and bridges</p>	<p>Football Gym: Matching, mirroring and contrast</p> <p>OAA- Leadership Dance: World War 2</p>	<p>Tag rugby Dance: Victorians &amp; Industrial Revolution</p> <p>XC/OAA Gym: Counter-balance and tension</p>
Spring	<p>Net and Wall game skills 1 Dance: puppets</p> <p>Striking and field game skills 2 Gymnastics: Pathways – small and long.</p>	<p>Net and Wall game skills 2 Dance: Dance around the world.</p> <p>Striking and field game skills 2 Gym: Spinning, turning and twisting.</p>	<p>Swimming Health related fitness</p> <p>Swimming Dodgeball</p>	<p>Hockey Health related fitness</p> <p>Netball Tennis</p>	<p>Basketball Health related fitness</p> <p>Dodgeball Gym: Under and over</p>	<p>Hockey Health related fitness</p> <p>Netball Tennis</p>
Summer	<p>Athletics 2 Gymnastics: Wide, narrow and curled rolling and balancing. Target games 2 Movement skills 2</p>	<p>Athletics Tennis bat and ball skills</p> <p>Target games 3 Gym: stretching, curling and arching</p>	<p>Cricket Gym: Receiving body weight</p> <p>Athletics Gym: Symmetry and asymmetry (partners)</p>	<p>Rounders Dance: Space race</p> <p>Athletics Gym: Pushing and pulling</p>	<p>Cricket Volleyball</p> <p>Athletics Dance: Strictly come Dancing</p>	<p>Rounders Gym:Flight</p> <p>Athletics Dance: The Haka</p>
Skills	<p>Year 1 <b>Swimming</b> N/A</p> <p><b>Diet &amp; Hygiene</b></p>	<p>Year 2 <b>Swimming</b> N/A</p> <p><b>Diet &amp; Hygiene</b></p>	<p>Year 3 <b>Swimming</b> Enter the water safely and move in all directions for a short distance.</p>	<p>Year 4 <b>Swimming</b> Perform a sequence of changing shapes whilst floating on the surface.</p>	<p>Year 5 <b>Swimming</b> Perform a surface dive. Swim over 10m using a range of strokes accurately.</p>	<p>Year 6 <b>Swimming</b> Swim 10m wearing clothes. Exit the water without using steps. Swim 25m using any stroke.</p>

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<p>Understand that food is a basic requirement and is needed to keep us healthy and give us energy to grow. Explain how to stay safe in the sun. Begin to identify ways to stopping harmful germs. Identify the hazardous sign on bottles. Understand that a doctor can help make them feel better.</p> <p><b>Healthy Bodies</b> Identify and name some large bones. Understand why the brain, heart and lungs are important body parts. Begin to understand how our body heals itself (bruising, scabs etc.)</p> <p><b>Healthy Mind</b> Identify that exercise is good for our minds. Recognise basic emotions in</p>	<p>Identify different foods that contain vitamins AB &amp; C and understand the importance of having the right amounts. Identify the 5 types of food that make a balanced diet and begin to give examples of these. Understand the difference between an illness, symptom and a prescription. Understand the importance of maintaining your teeth.</p> <p><b>Healthy Bodies</b> Identify and name some large bones and muscles and explain why they are important. Identify the importance of our senses and explain how they help us. Understand that the heart is a muscle which grows during exercise and pumps blood carrying oxygen</p>	<p>Be at ease with water showered from above and wetting the face. Maintain a floating position with aids or support. Push and glide in a horizontal position from the side. Demonstrate an understanding of water safety. Jump in from the poolside safely. Blow bubbles underwater with nose and mouth submerged. Regain upright position from back or front float. Push and glide on the back from the side of the pool. Perform a 360 degree rotation from front to back and back to front. Jump into the pool and submerge briefly. Sink, push away from the wall and glide underwater for a short distance. Submerge fully to pick up an object from the bottom. Have a reasonable knowledge of the water safety code.</p> <p><b>Diet &amp; Hygiene</b></p>	<p>Swim approx. 10m using a range of different strokes.</p> <p><b>Diet &amp; Hygiene</b> Explain the types and amounts of food needed for a balanced healthy diet. Identify the energy that certain foodstuffs give by looking at the packaging. Understand that there are good and bad bacteria. Explain the benefits to the body of regular exercise.</p> <p><b>Healthy Bodies</b> Identify that the blood transports materials and it also protects. Identify the main features of respiration. Understand that muscles work in pairs to protect, support and move the body. Understand the three functions of a skeleton and use scientific vocabulary to name specific bones.</p> <p><b>Healthy Mind</b> Identify stress and stressful situations. Understand the importance of mental health. Identify basic 'coping strategies' for dealing with difficult emotions.</p>	<p>Perform a range of jumps into deep water and tread water when resurfacing. Perform a forward somersault tucked in the water.</p> <p><b>Diet &amp; Hygiene</b> Use scientific language to explain the importance of different minerals and vitamins. Identify the difference between healthy and unhealthy facts. Explain the effects of saturated fats on our hearts and the types of nutrients needed to have a healthy diet. Begin to work out the amount of exercise needed to burn off food (by using up calories).</p> <p><b>Healthy Bodies</b> Identify the main functions of the circulatory system. Explain how our body systems change during exercise. Understand that muscles work in pairs to protect, support and move the body and how we can build and repair them through exercise. Explain the functions of the internal organs. Describe the basic functions of a red and white blood cell. Understand how our bodies change as we get older and</p>	<p>Perform a range of movements in deep water demonstrating confidence and competence.</p> <p><b>Diet &amp; Hygiene</b> Evaluate whether a diet is healthy or not, using vitamins and minerals to justify the answer. Identify how different food should be eaten for nutritional purposes. Explain the effect that high cholesterol has on the human body. Understand that endorphins are released during exercise and that these are linked with happiness. Explain the different parts of sleep and why this is important for the body.</p> <p><b>Healthy Bodies</b> Using scientific vocabulary, explain what happens to our bodies during and after exercise. Explain the difference between good bacteria and bad bacteria.</p> <p><b>Healthy Mind</b> Set achievable personal goals and successfully reflect on these, perhaps setting 'next steps'. Explain the various aspects of mental health. Understand different levels of confidence and its effect on life.</p>
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<p>themselves and why these may happen. Begin to set realistic goals to achieve. Understand the term 'determination'. Identify whether a target has been met.</p> <p><b>Personal and social</b> Identify the importance of having friends. Listen to advice. Understand the importance of family. Share a view or opinion.</p> <p><b>Applying skills and using tactics</b> Link skills and actions in different ways to suit different activities. Establish sequences of actions and skills which have a clear, beginning, middle and ending.</p> <p><b>Evaluating and improving performance</b></p>	<p>and energy around the body. Understand that food is broken down into energy in our digestive system. Identify ways we can increase our own bodies' protection.</p> <p><b>Healthy Mind</b> Begin to recognise emotions in others. Offer suggestions as to how to alter a negative emotion. Explain the reasons why a target has or has not been met.</p> <p><b>Personal and social</b> Understand the difference between fair and unfair. State the characteristics of a good friend. Understand that some relationships can be challenging at times. Explain his/her own relationships with family members.</p> <p><b>Applying skills and using tactics</b> Structure sequences of actions and skills in</p>	<p>Explain the importance of appropriate portions of food for a balanced diet and health. Know the importance of following instructions when taking medicine. Understand the importance of maintaining his/her teeth and explain what happens when teeth and gums are not maintained. Explain the importance of the sun to give us vitamin D but the need to stay safe too.</p> <p><b>Healthy Bodies</b> Identify the importance of our senses and explain some of the difficulties and dangers that we could encounter if we were to lose a sense. Identify that exercise helps our lungs and heart and improves co-ordination. Describe the differences between different body parts. Understand the main functions of the brain and the way it sends signals using the nervous system. Understand how the body protects the internal organs</p>	<p>Identify the value of sleep for our health.</p> <p><b>Personal and social</b> Identify ways to make himself/herself happy and share happiness. Discuss differences between the health of people from different countries/regions.</p> <p><b>Applying skills and using tactics</b> Apply skills and tactics in combination with a partner or as part of a group/team.</p> <p><b>Evaluating and improving performance</b> Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance.</p> <p><b>Acquiring and developing skills</b> Complete a forward roll and land on the feet. Skip forwards in a fluid motion. Kick a ball accurately. Pass a ball from chest height to a partner.</p>	<p>how this effects sporting performance. Explain the importance of joints and describe the different types of joints.</p> <p><b>Healthy Mind</b> Identify stress and stressful situations and think of ways of dealing with them. Identify the value of sleep for our health and explain the possible side effects of lack of sleep. Identify situations where people may need support with their mental health. Recommend suitable lifestyles for different age ranges.</p> <p><b>Personal and social</b> Begin to reflect on mistakes and see them as an opportunity to learn from. Identify something he/she is confident in. Make links between a balanced lifestyle and being happy. Explain how confidence can affect performance.</p> <p><b>Applying skills and using tactics</b> Participate in recognised activities and games with skills and precision showing</p>	<p>Understand emotional intelligence.</p> <p><b>Personal and social</b> Understand that 'being healthy' incorporates body, mind and lifestyle. Identify the impact of a good social life on happiness. Recognise his/her role in keeping his/her immediate environment safe and healthy and offer suggestions.</p> <p><b>Applying skills and using tactics</b> When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others.</p> <p><b>Evaluating and improving performance</b> Analyse, modify and refine skills and techniques and how these are applied. Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.</p> <p><b>Acquiring and developing skills</b> Perform a 'drop-kick'. Perform a 'basketball dribble'.</p>
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	<p>Describe and comment on performance.</p> <p><b>Acquiring and developing skills</b></p> <p>Hold a balance whilst walking along a straight line.</p> <p>Zig zag through a series of markers spaced evenly, about 2m apart.</p> <p>Hop on the spot using the same foot.</p> <p>Jump for distance.</p> <p>Jump for height.</p> <p>Catch and bean bag.</p> <p>Throw a small ball underarm, using the correct technique.</p>	<p>different orders to improve performance. (speed, direction, level etc.)</p> <p><b>Evaluating and improving performance</b></p> <p>Compare his/her performance with others.</p> <p><b>Acquiring and developing skills</b></p> <p>Zig zag through a series of tightly spaced markers.</p> <p>Hop along a straight line using the same foot.</p> <p>Jump for distance controlling the landing.</p> <p>Jump for height with a controlled landing.</p> <p>Catch a small ball.</p> <p>Throw a small ball overarm, using the correct technique.</p>	<p>and how we give extra protection during activities.</p> <p>Name the parts of the digestive system and explain the processes.</p> <p><b>Healthy Mind</b></p> <p>Set more challenging goals and evaluate his/her achievements.</p> <p>Begin to compare emotional feelings with physical feelings.</p> <p>Create a 'steps to success' approach to achieving success.</p> <p>Understand that determination and perseverance are needed to overcome a challenge.</p> <p><b>Personal and social</b></p> <p>Share his/her own considered point of view and listen to, and consider, other peoples' opinions.</p> <p>Offer solutions when there are disagreements between friends.</p> <p>Recognise the challenges that parents can have when bringing up children.</p> <p><b>Applying skills and using tactics</b></p> <p>Vary skills, actions and ideas and link these in</p>		<p>creativity with tactics and strategy.</p> <p>When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition.</p> <p>Develop interest in participating in sports activities and events at a competitive level.</p> <p><b>Evaluating and improving performance</b></p> <p>Identify different levels of performance and use subject specific vocabulary.</p> <p><b>Acquiring and developing skills</b></p> <p>Perform a sequence of one footed leaps.</p> <p>Gallop with a fluid motion.</p> <p>Dribble a football between cones.</p>	<p>Strike a ball with a range of bats for accuracy and distance.</p>
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