



Ellingham and Woodton Primary Federation

Skills Progression Grid for PE



Early Years

ELG	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Identify the foundations for developing a healthy body
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Year Group	Dance	Gym	Games	Athletics	Evaluation
Year 1	<ul style="list-style-type: none"> Copy, explore and remember basic movements and body patterns. Link movements to sounds and music. Respond to a range of stimuli. 	<ul style="list-style-type: none"> Copy and explore basic movements with some control and coordination. Perform different body shapes. Perform at different levels. Perform a 2 footed jump. Use equipment safely. Balance with some control. Link 2-3 simple movements. Balance seated in multiple positions Balance on 1 leg (on both sides) Perform a front support Perform 2 footed jump, forwards, backwards and sideways 	<ul style="list-style-type: none"> Travel in a variety of ways including running and jumping. Begin to perform a range of throws. Receive a ball with basic control. Begin to develop hand-eye coordination. Participate in simple games. Roll a ball along the floor/body using 1 and 2 hands from sitting and standing Perform a gallop, hopping and skipping Roll a ball, chase and collect Catch a large ball dropped from shoulder height after 2/1 bounce(s) from up to 3 meters 	<ul style="list-style-type: none"> Can run at different speeds. Can jump from a standing position. Perform a variety of throws with basic control. 	<ul style="list-style-type: none"> Can comment on own and others performance. Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback.
Year 2	<ul style="list-style-type: none"> Copy and explore basic movements with clear control. Vary levels and speed in sequence and the size of body shapes. Add change of direction to a sequence. Use and negotiate space clearly. 	<ul style="list-style-type: none"> Explore and create different pathways and patterns. Use equipment in a variety of ways to create a sequence Link movements together to create a sequence. Balance on one leg for 30 seconds Complete 5 mini squats on 1 leg Seated balance, transferring cone side to side Perform back support 	<ul style="list-style-type: none"> Confidently send the ball to others in a range of ways. Begin to apply and combine a variety of skills (to a game situation). Develop strong spatial awareness. Begin to develop own games with peers Understand the importance of rules in games. Develop simple tactics and use them appropriately. Begin to develop an understanding of attacking/defending Roll a ball up and down legs and round upper body using 1 hand from sitting and standing position 	<ul style="list-style-type: none"> Can change the speed and direction whilst running. Can jump from a standing position with accuracy. Perform a variety of throws with control and coordination. Can use equipment safely 	<ul style="list-style-type: none"> Can comment on own and others performance. Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback.

According to the National Curriculum, the objectives can be taught during a Key Stage. The progressions here may be taught out of year group, due to mixed age classes, but will be covered across the Key Stage.



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	<ul style="list-style-type: none"> Describe a short dance using appropriate vocabulary. Respond imaginatively to stimuli. 	<ul style="list-style-type: none"> Perform 2 footed jump with quarter turn in any direction Jump with 2 feet and land on 1 foot (freeze on landing) 	<ul style="list-style-type: none"> Combine side steps with 180 degree pivots (front or reverse) Skip with knee and elbow at 90 degree angle Hopscotch forwards and backwards. 		
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Year Group	Dance	Gym	Games	Athletics	Swimming	Evaluation
Year 3	<ul style="list-style-type: none"> Begin to improvise both independently and with a partner to create a simple dance. Translate ideas from stimuli into movement with support. Begin to compare and adapt movements and motifs to create a longer sequence. Use simple dance vocabulary to compare and improve work 	<ul style="list-style-type: none"> Work independently and with others to create a sequence. Copy, explore and remember a variety of movements and use these to create their own sequence. Describe own work using simple gymnastics vocabulary. Begin to notice similarities and differences between sequences. Use turns whilst travelling in a variety of ways. Begin to show flexibility in movements. Begin to develop good technique when travelling, balancing, using equipment Balance on 1 leg for 30 seconds with eyes closed Complete 5 squats and 5 ankle extensions balanced on 1 leg Seated balance moving cone Seated balance dish shape – hold for 5 seconds 	<ul style="list-style-type: none"> Understand 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. Begin to communicate with others during game situations. Use skills with coordination and control. Develop own rules for new games. Make imaginative pathways using equipment. Work well in a group to develop various games. Begin to understand how to compete with each other in a controlled manner. Begin to select resources independently to carry out different skills. Stand with legs apart and move ball around 1 leg 16 times (then round alternate legs) Move ball around waist 17 times Hopscotch forwards and backwards Move in 3 step zigzag pattern forwards and backwards Chase large rolled (then bouncing) ball, let it go through legs and collect. Repeat with tennis ball 	<ul style="list-style-type: none"> Begin to run at speeds appropriate for the distance. Can perform a running jump with some accuracy. Perform a variety of throws using a selection of equipment. Can use equipment safely and with good control. 	<ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Perform safe self-rescue in different water-based situations 	<ul style="list-style-type: none"> Watch and describe performances accurately. Begin to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences.

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		<ul style="list-style-type: none"> • Perform full front support, manoeuvring cone. • Jump 2 feet to 2 feet with a turn in any direction • Complete a tucked jump (with or without turn) 	<ul style="list-style-type: none"> • React and catch a tennis ball dropped from shoulder height after 1 bounce, while balancing on 1 leg. 			
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Year Group	Dance	Gym	Games	Athletics	Swimming	Evaluation
Year 4	<ul style="list-style-type: none"> • Confidently improvise with a partner or independently. • Begin to create longer dance sequences in a larger group. • Demonstrate precision and some control in response to stimuli. • Begin to vary dynamics and develop actions and motifs. • Demonstrate rhythm and spatial awareness. • Modify parts of a sequence as a result of self-evaluation. 	<ul style="list-style-type: none"> • Link skills with control, technique, coordination and fluency. • Understand composition by performing more complex sequences. • Begin to use gymnastics vocabulary to describe how to improve and refine performances. • Develop strength, technique and flexibility throughout performances. • Create sequences using various body shapes and equipment. • Combine equipment with movement to create sequences. • Balance on 1 leg for 30 seconds with eyes closed • Complete 5 squats and 5 ankle extensions balanced on 1 leg • Seated balance moving cone • Seated balance dish shape – hold for 5 seconds 	<ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in ways that suit the games activity. • Show confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking • Use skills with coordination, control and fluency. • Take part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Work well in a group to develop various games. • Compare and comment on skills to support creation of new games. • Make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Use running, jumping, throwing and catching in isolation and combination. • Stand with legs apart and move ball around 1 leg 16 times (then round alternate legs) • Move ball around waist 17 times • Hopscotch forwards and backwards 	<ul style="list-style-type: none"> • Begin 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). • Demonstrate accuracy in throwing and catching activities. • Describe good athletic performance using correct vocabulary. 	<ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. • Perform safe self-rescue in different water-based situations 	<ul style="list-style-type: none"> • Watch and describe performances accurately. • Begin to think about how they can improve their own work. • Work with a partner or small group to improve their skills. • Make suggestions on how to improve their work, commenting on similarities and differences.

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	<ul style="list-style-type: none"> • Use simple dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> • Perform full front support, manoeuvring cone. • Jump 2 feet to 2 feet with a turn in any direction • Complete a tucked jump (with or without turn) 	<ul style="list-style-type: none"> • Move in 3 step zigzag pattern forwards and backwards • Chase large rolled (then bouncing) ball, let it go through legs and collect. Repeat with tennis ball • React and catch a tennis ball dropped from shoulder height after 1 bounce, while balancing on 1 leg. 	<ul style="list-style-type: none"> • Can use equipment safely and with good control. 	
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Year Group	Dance	Gym	Games	Athletics	Swimming	Evaluation
Year 5	<ul style="list-style-type: none"> • Begin to exaggerate dance movements and motifs (using expression when moving). • Demonstrate strong movements throughout a dance sequence. • Combine flexibility, techniques and movements to create a fluent sequence. • Move appropriately and with the required style in relation to the stimulus. • Begin to show a change of pace and timing in movements. • Use the space provided effectively. • Improvise with confidence, still demonstrating fluency across the sequence. 	<ul style="list-style-type: none"> • Select and combine skills, techniques and ideas. • Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. • Analyse and comment on skills and techniques and how these are applied in their own and others' work. • Use more complex gymnastics vocabulary to describe how to improve and refine performances. • Develop strength, technique and flexibility throughout performances. • Link skills with control, technique, coordination and fluency. • Understand composition by performing more complex sequences. • Balance on 1 leg on an uneven surface for 30 seconds (with or without eyes closed) • Balance on 1 leg and complete 10 squats into ankle extensions 	<ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in ways that suit the games activity. • Show confidence in using ball skills in various ways, and can link these together. • Use skills with coordination, control and fluency. • Take 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. • Use running, jumping, throwing and catching in isolation and combination. • Stand with legs apart and move ball in and out in a figure of 8, 12 times • Perform 24 criss-crosses, with and without a bounce • Combine 3 step zigzag patterns with crossover when changing lead leg • Move in 3 step zig zag pattern raising knee across body and lifting foot behind as changing lead leg • Roll and chase large ball stopping with knee sideways onto ball (repeat with tennis ball) 	<ul style="list-style-type: none"> • Begin 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) • Begin to record peers performances, and evaluate these. • Demonstrate accuracy and confidence in throwing and catching activities. • Describe good athletic performance using correct vocabulary. 	<ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. • Perform safe self-rescue in different water-based situations 	<ul style="list-style-type: none"> • Watch and describe performances accurately. • Begin to think about how they can improve their own work. • Work with a partner or small group to improve their skills. • Make suggestions on how to improve their work, commenting on similarities and differences.

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<ul style="list-style-type: none"> • Modify parts of a sequence as a result of self and peer evaluation. • Use more complex dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> • Seated balance, a manoeuvre cone (arm's length away) • Seated balance – perform v shape and hold for 10 seconds • Full front and back support manoeuvre tennis ball/cone • Jump using 1 foot/2 foot landing/take-off in a variety of directions. 	<ul style="list-style-type: none"> • Roll and chase large ball using head to stop ball in front support position • React and step across body, bring hand across body and catch tennis ball after 1 bounce. 	<ul style="list-style-type: none"> • Can use equipment safely and with good control. 		
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Year Group	Dance	Gym	Games	Athletics	Swimming	Evaluation
Year 6	<ul style="list-style-type: none"> • Exaggerate dance movements and motifs • Perform with confidence, using a range of movement patterns. • Demonstrate a strong imagination when creating own dance sequences and motifs. • Demonstrate strong movements throughout a dance sequence. • Combine flexibility, techniques and movements to create a fluent sequence. • Move appropriately and with the required style in relation to the stimulus. • Begin to show a change of pace and timing in movements. • Move accurately to the beat. • Improvise with confidence, still demonstrating fluency across the sequence. • Dance with fluency, linking all movements and ensuring they flow. • Demonstrate consistent precision when performing dance sequences. 	<ul style="list-style-type: none"> • Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. • Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction. • Adapt sequences to include a partner or a small group. • Gradually increase 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. • Analyse and comment on skills and techniques and how these are applied in their own and others' work. • Use more complex gymnastics vocabulary to describe how to improve and refine performances. • Balance on 1 leg on an uneven surface for 30 seconds (with or without eyes closed) 	<ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in ways that suit the games activity. • Show confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking • Keep possession of balls during games situations. • Consistently use skills with coordination, control and fluency. • Take part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Modify competitive games. • Compare and comment on skills to support creation of new games. • Can make suggestions as to what resources can be used to differentiate a game. • Stand with legs apart and move ball in and out in a figure of 8, 12 times • Perform 24 criss-crosses, with and without a bounce • Combine 3 step zigzag patterns with crossover when changing lead leg • Move in 3 step zig zag pattern raising knee across body and lifting foot behind as changing lead leg • Roll and chase large ball stopping with knee sideways onto ball (repeat with tennis ball) 	<ul style="list-style-type: none"> • Begin 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) • Begin to record peers performances, and evaluate these. • Demonstrate accuracy and confidence in throwing and catching activities. • Describe good athletic performance using correct vocabulary. • Can use equipment safely and with good control. 	<ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. • Perform safe self-rescue in different water-based situations 	<ul style="list-style-type: none"> • Watch and describe performances accurately. • Begin to think about how they can improve their own work. • Work with a partner or small group to improve their skills. • Make suggestions on how to improve their work, commenting on similarities and differences.

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