

#### Dance Progression Grid

## PE EYFS Key Stage 1 Lower Key Stage 2 Upper Key stage 2

after exercise.

#### Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

Area of S	Study: D	)ANCE
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Health and Fitness Describe how the body feels when still and when exercising. Describe how the body feels before, during and Carry and place equipment safely. how the body feels during and after different physical activities.

Explain what they need to stay healthy Recognise and describe the effects of exercise on the body.

physical activity. Explain why it is Recognise and describe important to warm up and cool down. Describe how the body reacts at different times down.

Know the importance of and how this affects strength and flexibility forperformance.

Explain why exercise is good for your health. Know some reasons for preparing for and during

warming up and cooling exercise. Understand the

importance of warming health, fitness and Know and understand the reasons for warming up and cooling down.

up and cooling down.

Carry out warm-ups and Know ways they can cool downs safely and become healthier. Explain some safety principles when effectively.

> Understand why exercise is good for

wellbeing.

Dance	
Skills	

Join a range of different movements together.

Change the speed of their actions.

Change the style of their movements.

Create a short movement phrase which demonstrates their own ideas.

Copy and repeat actions.

Put a sequence of actions together to create a motif.

Vary the speed of their actions.

Use simple choreographic devices such as unison, canon and mirroring.

Begin to improvise independently to create a simple dance.

Copy, remember and repeat actions.

Create a short motif inspired by a stimulus.

> Change the speed and level of their actions.

Use simple choreographic devices such as unison, canon and mirroring.

Use different transitions within a dance motif.

> Move in time to music.

Improve the timing of their actions.

Begin to improvise with a partner to create a simple dance.

Create motifs from different stimuli.

Begin to compare and adapt movements and motifs to create a larger sequence.

Use simple dance vocabulary to compare and improve work.

Perform with some awareness of rhythm and expression.

Identify and repeat the movement patterns and actions of a chosen dance style.

Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own.

Compose longer dance sequences in a small group.

Demonstrate precision and some control in response to stimuli.

Begin to vary dynamics and develop actions and motifs in response

Identify and repeat the movement patterns and actions of a chosen dance style.

Compose individual, partner and group dances that reflect the chosen dance style.

Show a change of pace and timing in their movements.

Develop an awareness of their use of space.

Demonstrate imagination and creativity in the movements they devise in response to stimuli.

Use transitions to link motifs smoothly together.

Identify and repeat the movement patterns and actions of a chosen dance style.

Compose individual. partner and group dances that reflect the chosen dance style.

Use dramatic expression in dance movements and motifs.

Perform with confidence. using a range of movement patterns.

Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence.

Move appropriately and with the required style in

							to stimuli.					ation to the stimulus, . using various
						spatial aware	eness. s of a dance s self lance hen	the rhythm of Modify parts of	etill g fluency quence. actions fit f the music. of a a result of mplex ulary to	levels, ways of travel and motifs.  Show a change of pand timing in their movements.  Move rhythmically a accurately in dance sequences.  Improvise with confidence, still demonstrating fluer across their sequences their sequences.  Dance with fluency control, linking all movements and ensuring that transiflow.	elling pace and c ncy nce. and	actions to create a complex sequence using a full range of movement.  Perform the sequence in time to music.  Perform and apply a variety of skills and techniques confidently, consistently and with precision.
Compete/Per fo Control my body performing a se of movements.	y when of a equence par coo Beg	their own with coor Perform I arnt with increators.	composition dination. earnt skills easing control.	the action performan	nces. earnt skills and s with control	Perform and sequences wand expression Perform and and technique control and a	vith fluency on. apply skills es with	Perform own I more comple sequences in music.	х	Demonstrate consist precision when performing dance sequences.  Modify some element of a sequence as a result of self and prevaluation.	ents	

Use complex dance

vocabulary to compare

and improve work. Link

Consistently perform

and apply skills and

Compete against self

Compete against self

controlled manner.

and others in a

and others.

Evaluate	Talk about what they have done.	Watch and describe performances.	Watch and describe performances, and use what they see to	Watch, describe and evaluate the effectiveness of a performance.	Watch, describe and evaluate the effectiveness of	Choose and use criteria to evaluate own and others' performances.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements
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differences between their improved over time.

work and that of others.

Modify their use of skills or techniques to achieve

a better result.

used particular skills or techniques, and the effect they have had on

Explain why they have

their performance.



Talk about what others have done. Begin to say how they

could improve.

improve their own performance.

Describe how their Talk about the performance has

performances, giving ideas for improvements.

Gymnastics Progression Grid

strength and flexibility forperformance.

## PE EYFS Key Stage 1 Lower Key Stage 2 Upper Key stage 2

feels before, during and activities.

#### **GYMNASTIC S**

#### Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

Area of Study:

Health & Fitness

when exercising.

feels when still and

Describe how the body

Describe how the body

after exercise. physical activity. Explain what they need Explain why exercise is Carry and place to stay healthy Explain why it is good for your health. equipment safely. Recognise and describe important to warm up Recognise and describe the effects of exercise and cool down. how the body feels on the body. Describe how the body warming up and cooling exercise. during and after reacts at different times down. Know the importance of and how this affects different physical Know and understand

Explain some safety principles when

up and cooling down.

Carry out warm-ups and Know ways they can cool-downs safely and become healthier. effectively.

wellbeing.

Know some reasons for preparing for and during

Understand why Understand the exercise is good for importance of warming health, fitness and

the reasons for warmingup and cooling down.

Acquiring and Developin g Skills in Gymnastic s (General)	Create a short sequence of movements.  Roll in different ways with control.  Travel in different ways.  Stretch in different ways.  Jump in a range of ways from one	Create and perform a movement sequence.  Copy actions and movement sequences with a beginning, middle and end.  Link two actions to make a sequence.  Recognise and copy contrasting actions (small/tall, narrow/wide).	Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence.  Travel in a variety of ways, including rolling.  Hold a still shape whilst balancing on different points of the body.  Jump in a variety of ways and land with	Choose ideas to compose a movement sequence independently and with others.  Link combinations of actions with increasing confidence, including changes of direction, speed or level.  Develop the quality of their actions, shapes and balances. Move with coordination, control and care.	Create a sequence of actions that fit a theme.  Use an increasing range of actions, directions and levels in their sequences.  Move with clarity, fluency and expression.  Show changes of direction, speed and level during a performance.  Travel in different ways, including using flight.	Select ideas to compose specific sequences of movements, shapes and balances.  Adapt their sequences to fit new criteria or suggestions.  Perform jumps, shapes and balances fluently and with control.  Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.	Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.  Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.
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space to another with control.  Begin to balance with control.  Move around, under,	Carry out simple stretches. Carry out a range of simple jumps, landing safely.  Move around, under, over, and through different objects and equipment.		Create interesting body shapes while holding balances with control and confidence.  Begin to show flexibility in movements	and how this affects the balance.	Confidently use equipment to vault in a variety of ways.  Apply skills and techniques consistently.	Confidently use equipment to vault and incorporate this into sequences.  Apply skills and techniques consistently,
over, and through different objects and equipment. Travel in different ways, changing direction and speed. Hold still shapes and simple balances.	Begin to move with control and care increasing control and balance.	Use turns whilst travelling in a variety of ways.  Use a range of jumps in their sequences.  Begin to use equipment to vault.	Improve the placement and alignment of body parts in balances.	Develop strength, technique and flexibility throughout performances	Develop strength, technique and flexibility	showing precision and control. Develop strength, technique and flexibility throughout performances

The Gymnastic skills taught throughout the units can be broken down into these specific areas; rolls, jumps, vault work, handstands, cartwheels and round-offs, travelling and shapes and balances. This table maps out the progression of skills in each area to be taught in each year group. Please note – the age range is only a guide. All skills should be taught depending on the gymnastic ability of the children. Many of the skills are repeated across year groups to allow for children to progress at their own pace. For example, if a child has not mastered a forward roll from standing in year 3, the skill can be revisited in year 4, 5 and 6 if necessary.

Jumps	Straight Jui	mp Stra	ight jump	Straight jump	Straight jump	Straight jump	Straight jump	Straight jump		
Log roll (controlled)		lea) (controllea)		(controlled) C		Crouched forward roll	Tucked backward roll	Tucked backward roll	Dive forward roll	Pike backward roll
Teddy bear roll			roll (egg roll)		Straddle forward roll		forward roll	pike		
roll)		Log roll (con	trolled)	Crouched forward roll	standing	forward roll		Backward roll to standing		
Log roll (pencil		Teddy bear i	roll (controlled)	Rocking for forward roll	Forward roll from	Straddle forward roll Pike	S .	Backward roll to straddle		
roll)	(-39	(controlled)	(-33 - 7	(controlled)	Tucked backward roll	Forward roll from standing	·	Destructed well to stood die		
Rolls Curled side	roll (eaa	Curled side	roll (egg roll)	Teddy bear roll	Forward roll from standing	Backward roll to straddle	Backward roll to straddle	Tucked backward roll		

Cat leap half turn

Straight half turn Straight Straddle jump full turn Cat leap half turn Pike jump

> Stag jump Straight half turn Straight full turn

Cat leap

Tuck Cal leap half turn

Split leap

Cat leap full turn

Split leap

All Saints

Catholic Primary School

Tuck Jump Jumping Jack	Tuck jump	Tuck jump		Tuck jump			All Saint
Half turn	Jumping jack	Jumping jack	Star jump	Jumping jack Star jump	Tuck jump		Catholic Primary Sc
Tuck jump Jumping jack	Half turn	Straddle jump	Pike jump	Straddle jump Pike jump	Jumping jack	Star jump	Antield
Half turn	Cat spring	Straight jump	Cat leap	Straight half turn Straight	Straddle jump	Pike jump	jump
Cat spring	Cat spring to straddle			full turn Cat leap	Stag jump		Jumping jack

Out opining	out opining to ottaudate	ια	ii taiii Gat igap	, i i i i i i i i i i i i i i i i i i i	• •
. •	. •		,	Star jump	Stag leap
	Tuck jump off springboard	Hurdle step onto springboard	Hurdle step onto springboard	Straddle jump off	Straddle on vault Star jump off
Vaults Straight jump off	Hurdle step onto springboard	Squat on vault Straddle on	Squat on vault	Pike jump off	Tuck jump off
springboard	Squat on vault Star jump off	vault Star jump off Tuck jump	Straddle on vault	Squat through vault	Straddle jump off Pike jump off
Hurdle step onto springboard	Tuck jump off Straddle jump off	f off Straddle jump off Pike jump	Star jump off	Hurdle step onto springboard	Squat through vault Straddle
Straight jump off springboard	Pike jump off	off	Tuck jump off	Squat on vault	over vault

Lunge into cartwheel LungeLunge into cartwheel Lunge Bunny hop Lunge into handstand Handstands, cartwheels Front support t-lever and round offs wheelbarrow with Front support wheelbarrow scissor kick cartwheel into round-off into round-off with partner Handstand Lunge into handstand Lunge into handstand Lunge into cartwheel Lunge Bunny hop Bunny hop partner

Tiptoe, step, ju hop Tiptoe, step, ju	Tiptoe, st	Tiptoe, rep, jump and hop H scotch Skippii	opscotch hop Hops	scotch Skipping Tiptoe, step, steps Straight hop Hopsco		full turn Chassis steps Straight jump half turn urn Pivot Straight jump full turn	Pivot
Shapes & Balances	Standing balances	Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Standing balances Kneeling balances Large body part balances Balances on	Large and small body part balances, including standing and kneeling balances Balances on	1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner	1, 2, 3 and 4- point balances Balances on apparatus	1, 2, 3 and 4- point balances Balances on apparatus
Compete/Per f Control my boo performing a s of movements Participate in games	dy when of actions sequence parts with coordinates simple Begin to	using a range s and body n some with continuous performance with continuous performance with a some with continuous performance with a some with continuous performance with a some with a	partner Pike, contrasti balances straight, le shapes straight, and back support Front an m sequences of wn composition performation. Develop the actic performation.	ons in their ances.  learnt skills and Perform and es with control sequences.	in a and technique control and a star, straight, Part body we balances Pik ack support star, straight, shapes Front and back dicreate with fluency Perform own	ccuracy. Consistently perform and apply skills and techniques with accuracy and control.  ight partner e, tuck, straddle Ful body weight partner balances Pike, tuck, star, straigh straddle shapes  longer, Front and back support	Perform and apply a variety of skills and techniques confidently, consistently and with precision.
Evaluate	Talk about what they have done.  Talk about what others have done.	Watch and describe performances.  Begin to say how they could improve	Watch and describe performances and use what they see to improve their own performance.  Talk about the differences between their work and that of	Watch, describe and evaluate the effectiveness of a performance.  Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.  Modify their use of skills or techniques to achieve a better result	Choose and use criteria to evaluate own and others' performances.  Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Hurdle step into round off

Cat leap

jump half turn

Straight jump full turn

Chassis steps Straight

jump half turn

hop Hopscotch

Skipping

Cat leap half turn Cat

leap full turn

into round-off Hurdle step Hurdle step into

Skipping

Travelling and Linking hop Hopscotch

actions

cartwheel

Straight jump half-turn Cat leap

Galloping

others.

# Games Progression Grid

Recognise and

describe the effects of

exercise on the body.

# PE EYFS Key Stage 1 Lower Key Stage 2 Upper Key stage 2

Describe how the

body feels before

and after

exercise.

Recognise and

during and after

body feels

describe how the

Describe how

the body

feels when

### Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

Describe how the

body reacts at

different times

Know and understand

the reasons for

warming up and

cooling down.

Understand the

and cooling down.

importance of arming up

# Area of Study: GAMES

Health and

**Fitness** 

exercis	d when sing. Carry and place nent safely.	activities.  Explain what the stay healthy.		plain why it is imp irm up and cool-de		rming up an	d cooling	Carry out	aints many school warm ups and cool ifely and effectively.	healthier.
Счирі	ioni saioty.		ar	d how this affects					nd why exercise is	
			p€	rformance.				good for	health, fitness and	
		Know the impo	ortance of		Exp	olain some s	safety principles	wellbeing	<b>].</b>	
		strength and fle	exibility for Ex	plain why exercise						
difforo	nt physical	physical activity	•	your health.		ercise.			ys they can become	
	· ·	p, 0.00 0.00	dista						•	striking or hitting
Striking and hitting a	increasing control.	Davidon a r				d:ffa	Aldontify and an	بامر	game.	striking or hitting.
ball	l a a maral dilla fa a milas di	•	range of skills Use						Desettes techniques (	an I ladantand barrta
	a Learn skills for playin		0	r shuttlecock with	shots in gan	ie.	•	milling a	Practise techniques f	
racquet.	striking and fielding	where appr	ropriate. accu	acy and control.			tennis ball.		all strokes.	serve in order to start a
Use hitting skills in a	games.	<b>.</b>		-4-1	Use hand-ey			1:55	Hit a bowled ball ove	r game.
game.		Practise the		ately serve	coordination		Explore when		longer distances.	
	Position the body to	•	•	arm.	moving and	stationary	shots are bets	s used.		
Practise basic striking		use it in a g			ball.				Use good hand-eye	
sending and receiving				a rally with a		t techniques	s Develop a bac		coordination to be ab	
Strike or hit a ball with	hitting and striking sl	kills. Strike the ba	all for partn	er.	to hit a ball.		technique and	use it in a	to direct a ball when	

Throwing and Catching a Ball	Roll equipment in different ways.  Throw underarm.  Throw an object at a target.  Catch equipment using two hands	Throw underarm and overarm.  Catch and bounce a ball.  Use rolling skills in a game.  Practise accurate throwing and consistent catching.	Throw different types of equipment in different ways, for accuracy and distance.  Throw, catch and bounce a ball with a partner.  Use throwing and catching skills in a game.  Throw a ball for distance.  Use hand-eye coordination to control	Throw and catch with greater control and accuracy.  Practise the correct technique for catching a ball and use it in a game.  Perform a range of catching and gathering skills with control.  Catch with increasing control and accuracy.  Throw a ball in different ways (e.g. high, low, fast or slow).	Develop different ways of throwing and catching.	Consolidate different ways of throwing and catching, and know when each is appropriate in a game.	Throw and catch accurately and successfully under pressure in a game
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control a ball.

to side, forwards and

backwards) with control Use kicking skills in a

and fluency. game.

> Use dribbling skills in a Use two different ways game.

a ball. Vary types of throw used.

Bounce and kick a ball whilst moving.

Travel with a ball in

different ways.

different directions (side

object at a target. Pass the ball to another player in a game. Use

kicking skills in a game. Know how to pass the ball success.

in different ways. Pass the ball in two different ways in a game

situation with some

accuracy using appropriate and link a range of skills Pass the ball with

Develop a safe and

effective overarm bowl.

increasing speed,

game situation

Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.

Move with the ball in a variety of ways with some control.

of moving with a ball in

a game.

Move with the ball using Use a variety of ways to a range of techniques showing control and

fluency.

Use ball skills in various ways and begin to link

success.

dribble in a game with

techniques in a game together with fluency, e.g. passing and receiving the accuracy and success in a situation.

Choose and make the best ball on the move.

Pass a ball with speed and pass in a game situation

Keep and win back effectively and in a variety of ways in a team possession of the ball effectively in a team game, game,

Keep and win back possession of the ball

together.



Show confidence in using ball skills in various ways in a game situation, and link these together effectively

Passing a Ball Kick an

Travelling with a Ball

bouncing and kicking.

ways, including

Use equipment to

Possession Know how to keep and win back possession of the ball in a team game.

Move a ball in different Travel with a ball in

Using Space Maround the spand equipmen	Move safely wa ace sid t. bac	ovel in different ys, including eways and ckwards. e different ways o	directions or pa  Run at different  Begin to use sp	travelli speeds. speeds differen	ferent ways of ng at different and following nt pathways, ons or courses.	direction running.		into i team Make	a useful space and g t to support mates the best use of spa ss and receive the b	
Attacking and Defending	Play a range of chasing games		king understand terms attack and terms attack and defending. It is a second to the second technique to the second technique to the second technique to game successing as technique technique to the second technique to the second technique to the second technique tech	the and doin a gast fielding ball from past the play a	mple attacking efending skills me. Use g skills to stop a m travelling nem.	techniqu game. U skills as	g and ng skills and les in a Use fielding an al to prevent	for atta defendi game. as a tea	e the best tactics acking and ng. Shoot in a Use fielding skills am to prevent the ion from scoring.	Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring
Tactics and R			such as dodging to get past a defender.  Use simple defensive skills such as marking a player or defending a space.  Perform using a range of actions and body parts with some	Understand the importance of rule games.  Use at least one technique to attac	Apply and f fairly.		performances.  Perform learnt techniques with and confidence.  Compete again and others in a controlled man	n control e. nst self	Perform and apply s and techniques with control and accurac	1

game.

travelling in different

performing a sequence coordination. defend to play a game Understand and begin to of movements. competitive games and accuracy and control. successfully. apply the basic Participate in simple activities. Begin to perform learnt principles of invasion games. Take part in competitive skills with some control. Vary the tactics they use games. Compete/Per form games with a strong in a game. understanding of tactics Follow simple rules. Engage in competitive Perform sequences of Know how to play a and composition. activities and team their own composition striking and fielding Adapt rules to alter games. with coordination. Know when to pass and game fairly. games. Follow simple rules to when to dribble in a All Saints
Catholic Primary School
Antield play games, including

the actions in their

with increasing control. Develop the quality of

Perform learnt skills

team games. Use

simple attacking skills

Devise and adapt rules Follow and create

game.

Take part in a range of techniques with

the best space in a game. Demonstrate an increasing

successfully.	others d	luring a game. game.	Perform	confidently and apply a and with p	consistently games with a recision. understanding	_	
Evaluate	Talk about what they have done.  Talk about what others have done.	Watch and describe performances.  Begin to say how they could improve	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.  Modify their use of skills or techniques to achieve a better result	Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements

variety of skills and

techniques

and composition.

Take part in competitive

Athletics Progression Grid

PE EYFS Key Stage 1 Lower Key Stage 2 Upper Key stage 2

Communicate plans to Lead others during a

Area of Study:

complicated rules to

play a game

ATHLETICS

Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

Health and Fitness  Describe how the body feels before and after exercising.  Describe how the body feels before and after exercise.  Recognise and describe how the body feels body feels during and after	Describe how the body reacts at different times and how this affects performance.  Know and understand the importance of warming up and cooling down.  Understand the importance of warming up and cooling down.
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			travelling. Run with basic techniques following a curved line.	action.  Begin to combine running with jumping over hurdles		All Saints Catholic Primary School Antield
	Vary their pace and speed	different physical activities.  Explain what they need to	Be able to maintain and control a run over different distances.		Explain some safety	Carry out warm-ups and cool downs safely and effectively.
	when running.	stay healthy.		Explain why exercise is	principles when preparing for and during exercise.	Understand why exercise is good for health, fitness and
	Run with a basic technique over different distances.		Know the importance of	good for your health.  Know some reasons for		wellbeing.  Know ways they can
Running Run in different ways for a variety of purposes.	Show good posture and balance.	Run at different paces, describing the different paces.	strength and flexibility for physical activity.	warming up and cooling down.		become healthier. Build up speed quickly for a sprint finish.
	Jog and sprint in a straight line.	Use a variety of different stride lengths.	Explain why it is important to warm up and cool down.	Confidently demonstrate improved technique for sprinting.	Identify their reaction times an when performing a sprint start.	Use their preferred leg when running over hurdles.
Carry and place equipment safely.	Change direction when jogging and sprinting.	Travel at different speeds.  Begin to select the most	Identify and demonstrate	Perform a relay, focusing	Accelerate from a variety of different starting positions.	Accelerate to pass other competitors
	Maintain control as they change direction when jogging and	suitable pace and speed for distance.	how different techniques  or can affect their  performance.	on the baton changeover technique.  Develop a fluent	Confidently and independently select the most appropriate pace for	Work as a team to competitively perform a relay.
	sprinting.	Vary the speed and direction in which they are	Focus on their arm and leg	•	different distances and different parts of a run.	
Jumping Jump in a range of ways, lan safely.	types of jumps.	Perform and compare different types of jumps.  Combine different jumps together with some	Use one and two feet to take off and to land with.  Develop an effective take off for the standing long jump.	Learn how to combine a hop, step and jump to perform the triple jump.  Land safely with control.	Improve techniques for jumping for distance.  Perform an effective standing long jump.  Land safely and with control.	Develop the technique for the standing vertical jump.  Maintain control at each of the different stages of the triple jump.
	Land safely and with control.	fluency and control.  Jump for distance from a standing position with accuracy and control.	Develop an effective flight phase for the standing long jump.  Land safely with control.	Begin to measure the distance jumped.	Investigate different jumping techniques.	Land safely and with control.  Develop and improve their techniques for jumping for height and distance and

techniques to throw for increased distance.

increased distance.



support others in improving their performance.

Perform and apply different types of jumps in other contexts.

Develop the technique for

the push, pull and fling

Accurately measure and

and composition.

record the distance of their

understanding of tactics

improving their

performance.

throws.

implements using a range of throw and support others in

	develop the control of jumps.	their	Investigate the best jumps to cover different distances.	
			Choose the most appropriate jumps to cover different distances.	
Throwing Roll equipment in different ways.	Throw underarm and overarm.		Throw different types of equipment in different ways, for accuracy	Thr and

Throw Underarm. Throw a ball towards a target with increasing Throw an object accuracy.

Improve the distance they can throw by using more

Work with a partner to

power.

Control their body, when

of movements.

games.

Participate in simple

nrow with greater control nd accuracy. and distance.

and others.

and confidence.

Compete against self

Throw with accuracy at targets of different heights.

Investigate ways to alter their throwing technique to Continue to develop

Show increasing control in their overarm throw.

Perform a push throw.

Perform learnt skills and and techniques with

techniques with control control and accuracy.

Perform a pull throw. Measure the distance of their throws.

Continue to develop techniques to throw for increased distance.

Continue to develop techniques to throw for Perform and apply skills and apply skills and

techniques with accuracy and control.

Perform a fling throw.

Throw a variety of

throwing techniques.

Measure and record the

distance of their throws.

Take part in a range of competitive games and games with strong

and composition.

Perform and apply a variety of skills and techniques confidently, consistently

Take part in competitive and with precision.

understanding of tactics Take part in competitive games with a strong

Compete/Per form

at a target.

Begin to perform learnt skills with some control. Compete against self

performing a sequence Engage in competitive

games.

activities and team

Perform learnt skills

with increasing control.

and others in a controlled manner. activities.

Consistently perform

	Evaluate	Talk about	Watch and	Watch and	Watch, describe and	Watch, describe and	Choose and use	Thoroughly evaluate their
		what they	describe	describe	evaluate the	evaluate the	criteria to evaluate	own and others work,
		have done.	performances.	performances and	effectiveness of a	effectiveness of	own and others	suggesting thoughtful
				use what they	performance.	performances, giving	performance.	and appropriate
		Talk about	Begin to say how	see to		ideas for improvements.		improvements.
		what others	they could	improve their own	Describe how their		Explain why they have	
		have done.	improve.	performances.	performance has	Modify their use of	used particular skills or	
					improved over time.	skills or techniques	techniques, and the	
				Talk about		to achieve a better	effect they have had on	
				differences		result.	their performance.	
				between their work				
l				and that of others.				
				between their work		result.	their performance.	



team and independently.

Use a range of map

styles and make an

informed decision on the

most effective.

# Outdoor Adventure Progression Grid

PE EYFS Ke	ey Stage 1 Lower Key	Stage 2 Upper Key	stage 2							
		Study:		Nurser y			Year 1	Year 2 Year	ar 3 Yea	r 4 Year 5 Year 6
Area of		OUTDOOI	R ADVENTURE	Recepti on						
				fferent times and how this affe	ects k	Know and understa	and the rea			
		Know the importan	-	erformance.	V	warming up and co	ooling dow		-	warm-ups and cool downs
		strength and flexib							safely and	d effectively.
Health and Fi	itness	physical activity.		cplain why exercise is good fo		Explain some safet				
Recognise an	nd describe the effects	of		ealth.		preparing for and				nd why exercise is good for
exercise on th	ne	Explain why it is im				•		warming r	nealth, fit	ness and wellbeing.
body.		to warm up and co		now some reasons for warmin	ng up ι	up and cooling dow	vn.		<i></i>	41
		Describe how the b	oody reacts at an	nd cooling down						ys they can become healthier
Trails Orientat	to the amount to a writer in any	in-	abort trail for others with	course.				,		n orienteering course when
confidence an	te themselves with incre	easing Create a challeng	short trail for others with		riontoorii	ng course that car	a ho	under pres	ssure.	
accuracy arou	<del></del>	Challeng	ᡛ.			some challenge to		Docian an	oriontoo	ring course that is clear to
trail.	ina a short	Start to r	ecognise features of ar		u oners	some challenge to	ouicis.			hallenge to others.
	nselves with accuracy a		ing course.		e navinati	tion equipment to	orientate	ionow and	Olicia Ci	nationge to others.
short trail.	nocives with accuracy t		orientate themselves with		-	ion equipment to t	onentate	Use naviga	ation equ	ipment (maps, compasses) to
onore train.				d an orienteering Orientate th		s with confidence	and	improve th		inprinent (mape, compaced) to
		<b></b>		a arr orioritooring orioritate ar						
Problem -				Identify and use	Comn	nunicate clearly	Use cle	ar		Use clear
solving				effective		other people in	commu	nication to		communication to
				communication to		m, and with	effective	ely complete	e a	effectively complete a
				begin to work as a	other	teams.		ar role in a t		particular role in a team.
				team.						·
					Have	experience of a	Comple	te orienteer	ing	Compete in orienteering
				Identify symbols used	range	of roles	activities	s both as pa	art	activities both as part of a

on a key.

within a team and

identify the key skills

succeed at each.

begin to

required to

of a team and

independently.

Identify a key on a map

and begin to use the information in activities Make an informed decision on the best equipment to use challenges others. for an activity. Plan and

organise a trail that others can follow

Create an outdoor activity that

Create a simple plan of an activity for

others to follow.

Choose the best equipment for an

outdoor activity.

Prepare an orienteering course for

Identify the quickest route to accurately others to follow. navigate an orienteering course.

All Saints

Identify the quickest route to accurately navigate an

orienteering course.

Manage an orienteering event for

others to compete in.

Preparation and Organisation

Begin to choose equipment that is appropriate for an

activity.

Associate the meaning of a key in the

context of the environment.

completing an activity.

Try a range of equipment for creating

and

Choose the best equipment for an

Complete an orienteering course on

multiple occasions, in a quicker time

outdoor activity.

Communicati on

team Communicate clearly and effectively with others demonstrating Communicate clearly and effectively with others. when under pressure. leadership skills

Communicate with others. Communicate clearly

with others. Work as part of a

Compete/Per form

Begin to complete activities in a set period of time.

Begin to offer an evaluation of personal performances

and activities.

than once and begin to identify ways challenge of the course.

of improving

completion time.

performances and

activities.

Complete an orienteering course more Start to improve trails to increase the

Work effectively as part of a team.

Offer an evaluation of both personal

Offer a detailed and effective evaluation of both personal performances and activities.

due to improved technique.

Improve a trail to increase the

Work effectively as part of a team, challenge of the course.

Complete an orienteering course on multiple occasions, in a quicker time

due to improved technique.

Offer a detailed and effective evaluation of both personal performances and activities with an

aim of increasing challenge and

improving performance.

Listen to feedback and improve an orienteering course from it.

	Evaluate				Watch, describe and evaluate the effectiveness of a performance.  Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	Choose and use criteria to evaluate own and others' performances.  Explain why they have used particular skills or techniques,	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
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		Modify their use of skills or techniques	and the effect they have had on their	

	to achieve a better result	performance.	
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