

Lightmoor Village Primary School Progression Grid  
Physical Education

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>PHYSICAL LITERACY</b></p> <p>Experiments with different ways of movement.</p> <p>Jumps off an object and lands appropriately.</p> <p>Negotiates space, adjusts speed and direction successfully when playing racing or chasing games.</p> <p>Travel with confidence and skill including over, through, under and around equipment.</p> <p>Shows control over an object when pushing, patting, throwing, catching or kicking it.</p>	<p><b>GAMES</b></p> <p><b>Invasion Games</b> Football Tag Rugby</p> <p><b>Net and Wall Games</b> Tennis</p> <p><b>Strike and Field Games</b> Rounders</p> <p><b>General</b></p> <p>Use rolling, hitting, running, jumping, catching and kicking skills in combination. (Physical Literacy)</p>	<p><b>GAMES</b></p> <p><b>Invasion Games</b> Unihoc Benchball</p> <p>Learn to dribble a ball in different games.</p> <p>Learn different types of passes.</p> <p><b>Net and Wall Games</b> Tennis</p> <p>Learn how to hold a racket correctly.</p> <p>Begin to strike a moving ball.</p> <p><b>Strike and Field Games</b> Cricket</p> <p>Learn how to hold a bat correctly.</p>	<p><b>GAMES</b></p> <p><b>Invasion Games</b> Netball Football</p> <p>Pass to team mates at appropriate times.</p> <p>Maintain possession of a ball in a game situation (with, e.g. feet, a hockey stick or hands).</p> <p>Throw and catch with control and accuracy.</p> <p><b>Net and Wall Games</b> Tennis</p> <p>Use forehand when playing net/wall games.</p> <p><b>Strike and Field Games</b></p>	<p><b>GAMES</b></p> <p><b>Invasion Games</b> Tag rugby Basketball</p> <p>Pass to team mates at appropriate times.</p> <p>Maintain possession of a ball in a game situation (with, e.g. feet, a hockey stick or hands).</p> <p><b>Net and Wall Games</b> Tennis</p> <p>Use backhand when playing net/wall games.</p> <p><b>Strike and Field Games</b> Cricket</p> <p>Strike a ball and field with control.</p>	<p><b>GAMES</b></p> <p><b>Invasion Games</b> Field hockey Tag rugby</p> <p>Maintain possession and pass the ball at appropriate times in a game situation.</p> <p><b>Net and Wall Games</b> Tennis</p> <p>Perform a rally with a partner when playing net/wall games.</p> <p><b>Strike and Field Games</b> Rounders</p> <p>Strike a bowled or volleyed ball with accuracy.</p> <p><b>General</b></p>	<p><b>GAMES</b></p> <p><b>Invasion Games</b> Football Field hockey</p> <p>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <p>Field, defend and attack tactically by anticipating the direction of play.</p> <p><b>Net and Wall Games</b> Tennis</p> <p>Use fore/back hand to play the ball into space against an opponent when playing net/wall games.</p> <p><b>Strike and Field</b></p>

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<p>Develop good control in small and large movements.</p> <p>Move confidently in a range of ways.</p>		<p>Strike a stationary ball with a bat.</p> <p><b>General</b></p> <p>Develop tactics.</p> <p>Use the terms 'opponent' and 'team-mate'</p> <p>Lead others when appropriate.</p>	<p>Rounders</p> <p>Throw and catch with control and accuracy.</p> <p><b>General</b></p> <p>Follow the rules of the game and play fairly.</p> <p>Lead others and act as a respectful team member.</p>	<p><b>General</b></p> <p>Choose appropriate tactics to cause problems for the opposition.</p> <p>Lead others and act as a respectful team member.</p>	<p>Work alone, or with team mates in order to gain points or possession.</p> <p>Lead others when called upon and act as a good role model within a team</p>	<p><b>Games</b></p> <p>Cricket</p> <p>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <p>Field, defend and attack tactically by anticipating the direction of play.</p> <p><b>General</b></p> <p>Choose the most appropriate tactics for a game.</p> <p>Uphold the spirit of fair play and respect in all competitive situations</p>
	<p><b>DANCE</b></p> <p>Move with careful control and coordination.</p>	<p><b>DANCE</b></p> <p>Link two or more actions to perform a sequence to music.</p>	<p><b>DANCE</b></p> <p>Plan, perform and repeat sequences to music.</p>	<p><b>DANCE</b></p> <p>Create dances and movements that convey a definite idea.</p>	<p><b>DANCE</b></p> <p>Compose creative and imaginative dance sequences.</p>	<p><b>DANCE</b></p> <p>Plan to perform with high energy, slow grace or other themes and maintain</p>

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	Copy and remember moves and positions.	Choose movements to communicate a mood, feeling or idea to music.	Move in a clear, fluent and expressive manner.	Change speed and levels within a performance.  Develop physical strength and suppleness by practising dance moves and stretching.	Perform expressively and hold a precise and strong body posture.  Express an idea in original and imaginative ways.	this throughout a piece.  Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).  Perform and create complex sequences to music.
	<p><b>GYMNASTICS</b></p> <p>Copy and remember actions.</p> <p>Move with some control and awareness of space</p> <p>Stretch and curl to develop flexibility.</p> <p>Know that a balance is a moment of stillness.</p> <p>Show contrasts (such as small/tall,</p>	<p><b>GYMNASTICS</b></p> <p>Link two or more actions to make a sequence.</p> <p>Travel by rolling forwards, backwards and sideways.</p> <p>Hold a position whilst balancing on different points and patches of the body.</p>	<p><b>GYMNASTICS</b></p> <p>Plan, perform and repeat sequences.</p> <p>Move in a clear, fluent and expressive manner.</p> <p>Swing and hang from equipment safely. (using hands)</p> <p>Travel in a variety of ways, including flight, by transferring weight</p>	<p><b>GYMNASTICS</b></p> <p>Refine movements into sequences.</p> <p>Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise</p>	<p><b>GYMNASTICS</b></p> <p>Create complex and well-executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> <li>-Travelling</li> <li>-Balances</li> <li>-Swinging</li> <li>-Springing</li> <li>-Flight</li> <li>-Vaults</li> <li>-Inversions</li> <li>-Rotations</li> </ul>	<p><b>GYMNASTICS</b></p> <p>Hold shapes that are strong, fluent and expressive.</p> <p>Include in a sequence set pieces, choosing the most appropriate linking elements.</p> <p>Vary speed, direction, level and body rotation during floor performances.</p>

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<p>straight/curved and wide/narrow). Climb safely on equipment.</p>	<p>Climb safely on equipment.  Jump in a variety of ways and land with increasing control and balance. 1 foot - 1 foot 1 foot - 2 feet 2 feet - 1 foot 2 feet - 2 feet</p>	<p>to generate power in movements.</p>	<p>body parts to create an interesting body shape).  Show changes of direction, speed and level when travelling during a performance.</p>	<p>-Bending, stretching and twisting -Gestures -Linking skills.  Practise and refine the gymnastic techniques used in performances (listed above).</p>	<p>Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).  Use equipment to vault and to swing (remaining upright).</p>
		<p><b>SWIMMING</b>  <b>FC and BS</b>  Swim 25 metres unaided.  Coordinate leg and arm movements in at least 2 strokes.  Swim at the surface and below the water.</p>	<p><b>SWIMMING</b>  <b>FC, BS and BR</b>  Swim between 25 and 50 metres unaided.  Use two or more strokes and start to coordinate breathing as appropriate for the stroke being used.</p>	<p><b>SWIMMING</b>  <b>All strokes</b>  Swim over 100 metres unaided.  Use breast stroke, front crawl and back stroke coordinating leg, arms and breathing.</p>	<p><b>SWIMMING</b>  <b>All strokes</b>  Use breast stroke, front crawl and back stroke ensuring that breathing is correct so as not to interrupt the pattern of swimming.  Swim fluently with controlled strokes.  Turn efficiently at the end of a length.</p>
<p><b>ATHLETICS</b></p>	<p><b>ATHLETICS</b></p>	<p><b>ATHLETICS</b></p>	<p><b>ATHLETICS</b></p>	<p><b>ATHLETICS</b></p>	<p><b>ATHLETICS</b></p>

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	<p>Athletic activities are combined with games in Years 1 and 2.</p>	<p>Athletic activities are combined with games in Years 1 and 2.</p>	<p>Throw with accuracy to hit a target or cover a distance.</p> <p>Jump in a number of ways, using a run up where appropriate.</p> <p>Sprint over a short distance</p>	<p>Compete with others and aim to improve personal best performances</p> <p>Sprint over a short distance up to 60 metres.</p> <p>Run over a longer distance, conserving energy in order to sustain performance.</p> <p>Use a range of throwing techniques (such as under arm, over arm).</p>	<p>Throw accurately and refine performance by analysing technique and body shape.</p> <p>Show control in take off and landings when jumping</p>	<p>Compete with others and keep track of personal best performances, setting targets for improvement.</p> <p>Combine sprinting with low hurdles over 60 metres.</p> <p>Choose the best place for running over a variety of distances.</p>
			<p><b>OAA</b></p> <p>Arrive properly equipped for outdoor and adventurous activity.</p> <p>Understand the need to show accomplishment in managing risks.</p>	<p><b>OAA</b></p> <p>Support others and seek support if required when the situation dictates.</p> <p>Show resilience when plans do not work and initiative to try new ways of working.</p>	<p><b>OAA</b></p> <p>Select appropriate equipment for outdoor and adventurous activity.</p> <p>Identify possible risks and ways to manage them, asking for and listening</p>	<p><b>OAA</b></p> <p>Embrace both leadership and team roles and gain the commitment and respect of a team.</p> <p>Empathise with others and offer support without being asked. Seek</p>

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			<p>Show an ability to both lead and form part of a team.</p>	<p>Use maps, compasses and digital devices to orientate themselves.</p> <p>Remain aware of changing conditions and change plans if necessary.</p>	<p>Carefully to expert advice.</p> <p>Remain positive even in the most challenging circumstances, rallying others if need be.</p> <p>Quickly assess changing conditions and adapt plans to ensure safety comes first.</p>	<p>support from the team and the experts if in any doubt.</p> <p>Use a range of devices in order to orientate themselves.</p>
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