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	Dance Progression Grid											
PE	EYFS	Key S	tage 1	Lower Ke	y Stage 2	Upper K	ey stage 2					
Area of Study: DANCE		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6					
Health and Fitness	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe 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. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cooldowns safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.					
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 to stimuli.	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 relation to the stimulus, e.g. using various					



					Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of selfevaluation. Use simple dance vocabulary when comparing and improving work.	Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work.	levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.
Compete/Per form	Control my body when performing a sequence of movements.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	Link 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.
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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	Talk about what others have done.	Begin to say how they could improve.	improve their own performance. Talk about the differences between their work and that of others.	Describe how their performance has improved over time. Gymnastics Progression Gri	performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Explain why they have used particular skills or techniques, and the effect they have had on their performance.	
PE	EYFS	Kov S	tage 1	Lower Key		Upper Key st	2ge 7
1.2	2113	ncy 5	tage 1	Lower Rey	, Stuge 2	opper key se	uge 2
Area of Study: GYMNASTIC S		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health & Fitness	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe 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. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
Acquiring and Developing Skills in Gymnastics (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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Subject specific knowledge, core learning and progression of content

space to another	Travel in different ways,	increasing control and				Confidently use
with control.	changing direction and	balance.	Use turns whilst travelling	Improve the placement	Confidently use equipment to vault	equipment to vault and
	speed.		in a variety of ways.	and alignment of body	in a variety of ways.	incorporate this into
Begin to balance		Climb onto and jump		parts in balances.		sequences.
with control.	Hold still shapes and	off the equipment	Use a range of jumps in		Apply skills and techniques	
	simple balances.	safely.	their sequences.	Use equipment to vault in	consistently.	Apply skills and
Move around,				a variety of ways.		techniques consistently,
under, over, and	Carry out simple	Move with increasing	Begin to use equipment to		Develop strength, technique and	showing precision and
through different	stretches.	control and care.	vault.	Carry out balances,	flexibility throughout	control. Develop
objects and	Carry out a range of			recognising the position	performances.	strength, technique and
equipment.	simple jumps, landing		Create interesting body	of their centre of gravity		flexibility throughout
	safely.		shapes while holding	and how this affects the	Combine equipment with	performances
			balances with control and	balance.	movement to create sequences.	
	Move around, under,		confidence.			
	over, and through			Begin to develop good		
	different objects and		Begin to show flexibility in	technique when		
	equipment.		movements	travelling, balancing and		
				using equipment.		
	Begin to move with					
	control and care			Develop strength,		
				technique and flexibility		
				throughout performances	round offs travalling and shapes and	

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.

Rolls	Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking for forward roll Crouched forward roll	Crouched forward roll Forward roll from standing Tucked backward roll	Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle	Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle	Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll
Jumps	Straight Jump	Straight jump	Straight jump	Straight jump	Straight jump	Straight jump	Straight jump

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	Tuck Jump Jumping Jack Half turn	Tuck jump Jumping jack Half turn Cat spring	Tuck jump Jumping jack Half turn Cat spring Cat spring to straddle	Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump Cat leap	Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight half turn Straight full turn Cat leap Cat leap half turn	Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight half turn Straight full turn Cat leap half turn Split leap	Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight half turn Straight full turn Cat leap Cal leap half turn Cat leap full turn Split leap Stag leap
Vaults		Straight jump off springboard	Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard	Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault
Handstands, cartwheels and round- offs	Bunny hop	Bunny hop Front support wheelbarrow with partner	Bunny hop Front support wheelbarrow with partner t-lever scissor kick	Handstand Lunge into handstand cartwheel	Lunge into handstand Lunge into cartwheel Lunge into round-off	Lunge into handstand Lunge into cartwheel Lunge into round-off	Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round- off
Travelling and Linking actions	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop Hopscotch Skipping Galloping	Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap 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



			apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support	apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support	Pike, tuck, star, straight, straddle shapes Front and back support	Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support	Full body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support
Compete/Per form	Control my body when performing a sequence of movements. Participate in simple games	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these.
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' 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.

Games Progression Grid										
PE	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key stage 2				
Area of		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
Study:										
GAMES										
Health and	Describe how the	Describe how the body	Recognise and describe	Recognise and describe the	Describe how the body	Know and understand the	Understand the importance of			
Fitness	body feels when	feels before and after exercise.	how the body feels during and after	effects of exercise on the body.	reacts at different times	reasons for warming up and cooling down.	arming up and cooling down.			

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Striking and	still and when exercising. Hit a ball with a	Carry and place equipment safely. Use hitting skills in a	different physical activities. Explain what they need to stay healthy. Strike or hit a ball with	Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool-down. Demonstrate successful	and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. Use a bat or stick to hit a	Explain some safety principles when preparing for and during exercise. Use different techniques to	Carry out warm ups and cool downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. Hit a bowled ball over longer
hitting a ball	bat or a racquet.	game. Practise basic striking, sending and receiving.	increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.	hitting and striking skills. Develop a range of skills in striking and fielding where appropriate. Practise the correct batting technique and use it in a game. Strike the ball for distance.	ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in game. Use hand-eye coordination to strike a moving and stationary ball.	hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are bets used. Develop a backhand technique and use it in a game. Practise techniques for all strokes.	Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.
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



			a ball. Vary types of	Develop a safe and			
			throw used.	effective overarm bowl.			
Travelling	Move a ball in	Travel with a ball in	Bounce and kick a ball	Move with the ball in a	Move with the ball using	Use a variety of ways to	Show confidence in using ball
with a Ball	different ways,	different ways.	whilst moving.	variety of ways with some	a range of techniques	dribble in a game with	skills in various ways in a game
	including			control.	showing control and	success.	situation, and link these
	bouncing and	Travel with a ball in	Use kicking skills in a	Lisa to a different control of	fluency.	Line hall alithe to contain a constain	together effectively
	kicking.	different directions	game.	Use two different ways of		Use ball skills in various ways	
	Use equipment to	(side to side, forwards and backwards) with	Use dribbling skills in a	moving with a ball in a		and begin to link together.	
	control a ball.	control and fluency.	game.	game.			
	Control a ball.	control and nacincy.	game.				
Passing a Ball	Kick an object at a	Pass the ball to another	Know how to pass the	Pass the ball in two	Pass the ball with	Pass a ball with speed and	Choose and make the best pass
	target.	player in a game. Use	ball in different ways.	different ways in a game	increasing speed,	accuracy using appropriate	in a game situation and link a
		kicking skills in a game.	,	situation with some	accuracy and success in a	techniques in a game	range of skills together with
				success.	game situation	situation.	fluency, e.g. passing and
							receiving the ball on the move.
Possession				Know how to keep and win	Occasionally contribute	Keep and win back	Keep and win back possession
				back possession of the ball	towards helping their	possession of the ball	of the ball effectively and in a
				in a team game.	team to keep and win	effectively in a team game.	variety of ways in a team game.
					back possession of the ball in a team game.		
Using Space	Move safely	Use different ways of	Use different ways of	Find a useful space and get	Make the best use of	Demonstrate an increasing	Demonstrate a good awareness
Osing Space	around the space	travelling in different	travelling at different	into it to support	space to pass and receive	awareness of space	of space
	and equipment.	directions or pathways.	speeds and following	teammates	the ball.	awareness or space	or space
			different pathways,				
	Travel in different	Run at different speeds.	directions or courses.				
	ways, including						
	sideways and	Begin to use space in a	Change speed and				
	backwards.	game.	direction whilst				
			running.				
			Begin to choose and				
			use the best space in a game.				
Attacking and	Play a range of	Begin to use the terms	Begin to use and	Use simple attacking and	Use a range of attacking	Choose the best tactics for	Think ahead and create a plan
Defending	chasing games	attacking and	understand the terms	defending skills in a game.	and defending skills and	attacking and defending.	of attack or defence. Apply
	00	defending. Use simple	attacking and	Use fielding skills to stop a	techniques in a game.	Shoot in a game. Use fielding	knowledge of skills for
		defensive skills such as	defending. Use at least	ball from travelling past	Use fielding skills as an	skills as a team to prevent the	attacking and defending. Work
		marking a player or	one technique to attack	them.	individual to prevent a	opposition from scoring.	as a team to develop fielding
		defending a space. Use	or defend to play a		player from scoring.		strategies to prevent the
		simple attacking skills	game successfully.				opposition from scoring
		such as dodging to get					
		past a defender.					



Tactics and	Follow simple	Follow simple rules to	Understand the	Apply and follow rules	Vary the tactics they use	Know when to pass and when	Follow and create complicated
Rules	rules.	play games, including team games. Use	importance of rules in games.	fairly.	in a game.	to dribble in a game.	rules to play a game successfully.
		simple attacking skills		Understand and begin to	Adapt rules to alter	Devise and adapt rules to	
		such as dodging to get	Use at least one	apply the basic principles of	games.	create their own game.	Communicate plans to others
		past a defender.	technique to attack or defend to play a game	invasion games.			during a game.
		Use simple defensive	successfully.	Know how to play a striking			Lead others during a game.
		skills such as marking a player or defending a		and fielding game fairly.			
		space.					
Compete/Per	Control my body	Perform using a range	Perform sequences of	Develop the quality of the	Perform and apply skills	Consistently perform and	Perform and apply a variety of
form	when performing	of actions and body	their own composition	actions in their	and techniques with	apply skills and techniques	skills and techniques
	a sequence of	parts with some	with coordination.	performances.	control and accuracy.	with accuracy and control.	confidently, consistently and
	movements.	coordination.					with precision.
	Participate in		Perform learnt skills	Perform learnt skills and	Take part in a range of	Take part in competitive	
	simple games.	Begin to perform learnt	with increasing control.	techniques with control	competitive games and	games with a strong	Take part in competitive games
		skills with some control.		and confidence.	activities.	understanding of tactics and	with a strong understanding of
			Compete against self			composition.	tactics and composition.
		Engage in competitive	and others	Compete against self and			
		activities and team		others in a controlled			
	-	games.	N	manner			
Evaluate	Talk about what	Watch and describe	Watch and describe	Watch, describe and	Watch, describe and	Choose and use criteria to	Thoroughly evaluate their own
	they have done.	performances.	performances, and use	evaluate the effectiveness	evaluate the	evaluate own and others'	and others' work, suggesting
	Tall, abautbat	Designate services with any	what they see to	of a performance. Describe	effectiveness of	performance.	thoughtful and appropriate
	Talk about what	Begin to say how they	improve their own	how their performance has	performances, giving	Explain why they have used	improvements
	others have done.	could improve	performance. Talk about the	improved over time.	ideas for improvements.	particular skills or techniques,	
			differences between		Modify their use of skills	and the effect they have had on their performance	
			their work and that of		or techniques to achieve	on their performance	
			others.		a better result		
			otilers.		a petter result		

	Athletics Progression Grid										
PE	EYFS	Key S	tage 1	Lower Key Stage 2		Upper Key stage 2					
Area of		Year 1 Year 2		Year 3 Year 4		Year 5	Year 6				
Study: ATHLETICS											
Health and	Describe how the	Describe how the body	Recognise and describe	Recognise and describe the	Describe how the body	Know and understand the	Understand the importance of				
Fitness	body feels when	feels before and after	how the body feels	effects of exercise on the	reacts at different times	reasons for warming up and	warming up and cooling down.				
	still and when	exercise.	during and after	body.	and how this affects	cooling down.					
	exercising.				performance.						

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		Carry and place	different physical	Know the importance of		Explain some safety principles	Carry out warm-ups and cool-
		equipment safely.	activities.	strength and flexibility for	Explain why exercise is	when preparing for and	downs safely and effectively.
				physical activity.	good for your health.	during exercise.	
			Explain what they need		_		Understand why exercise is
			to stay healthy.	Explain why it is important	Know some reasons for		good for health, fitness and
				to warm up and cool down.	warming up and cooling		wellbeing.
					down.		
							Know ways they can become
							healthier.
Running	Run in different	Vary their pace and	Run at different paces,	Identify and demonstrate	Confidently demonstrate	Identify their reaction times	Build up speed quickly for a
	ways for a variety	speed when running.	describing the different	how different techniques	an improved technique	when performing a sprint	sprint finish.
	of purposes.		paces.	can affect their	for sprinting.	start.	
		Run with a basic		performance.			Use their preferred leg when
		technique over	Use a variety of		Perform a relay, focusing	Accelerate from a variety of	running over hurdles.
		different distances.	different stride lengths.	Focus on their arm and leg	on the baton changeover	different starting positions.	
				action.	technique.		Accelerate to pass other
		Show good posture and	Travel at different			Confidently and	competitors
		balance.	speeds.	Begin to combine running	Develop a fluent	independently select the	·
				with jumping over hurdles.	changeover.	most appropriate pace for	Work as a team to
		Jog and sprint in a	Begin to select the most	, , , , , , , , , , , , , , , , , , , ,		different distances and	competitively perform a relay.
		straight line.	suitable pace and speed		Speed up and slow down	different parts of a run.	
		ot. a.g	for distance.		smoothly.	amerent parts or a ram	
		Change direction when	Tor distance.		Sinociny.		
		jogging and sprinting.	Vary the speed and				
		Jogging and sprinting.	direction in which they				
		Maintain control as	are travelling.				
		they change direction	Run with basic				
		when jogging and	techniques following a				
		sprinting.	curved line.				
		sprinting.	curved line.				
			Do able to mediate in and				
			Be able to maintain and				
			control a run over				
		D	different distances.		Language and the same and the same	Leaves to the desire of a	Davidson that has been been foundly
Jumping	Jump in a range of	Perform different types	Perform and compare	Use one and two feet to	Learn how to combine a	Improve techniques for	Develop the technique for the
	ways, landing	of jumps.	different types of	take off and to land with.	hop, step and jump to	jumping for distance.	standing vertical jump.
	safely.	Dorform o chart	jumps.	Davidan an officiative tale	perform the triple jump.	Dorform on offertive standing	Maintain control at a sh of the
		Perform a short	Combine different	Develop an effective take-	Land cafely with as at -1	Perform an effective standing	Maintain control at each of the
		jumping sequence.	Combine different	off for the standing long	Land safely with control.	long jump.	different stages of the triple
			jumps together with	jump.			jump.
		Jump as high and as far	some fluency and		Begin to measure the	Land safely and with control.	
		as possible.	control.	Develop an effective flight	distance jumped.		Land safely and with control.
				phase for the standing long		Investigate different jumping	
		Land safely and with	Jump for distance from	jump.		techniques.	Develop and improve their
		control.	a standing position with				techniques for jumping for
			accuracy and control.	Land safely with control.			height and distance and



Throwing	Roll equipment in different ways. Throw Underarm. Throw an object at a target.	Work with a partner to develop the control of their jumps. Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using	Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights.	Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop	Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.	Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws.	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 throw and support others in improving their performance. Accurately measure and record the distance of their throws.
		more power.	Investigate ways to alter their throwing technique to achieve greater distance.	techniques to throw for increased distance.		Continue to develop techniques to throw for increased distance.	
Compete/Per form	Control their body, when performing a sequence of movements. Participate in simple games.	Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform learnt skills with increasing control. Compete against self and others.	Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with strong understanding of tactics and composition.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.
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 performances. Talk about 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.



Outdoor Adventure Progression Grid								
PE	EYFS		Key Stage 1		Lower Key Stage 2		Upper Key stage 2	
Area of Study: OUTDOOR ADVENTURE	Nurser y	Recepti	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Fitness					Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise	Understand the importance of warming up and cooling down. Carry out warm-ups and cooldowns safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier
Trails					Orientate themselves with increasing confidence and accuracy around a short trail.	Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course.	Start to orientate themselves with increasing confidence and accuracy around an orienteering course. Design an orienteering course that can be followed and offers some challenge to others. Begin to use navigation equipment to orientate around a trail.	Orientate themselves with confidence and accuracy around an orienteering course when under pressure. Design an orienteering course that is clear to follow and offers challenge to others. Use navigation equipment (maps, compasses) to improve the trail.
Problem - solving					Identify and use effective communication to begin to work as a team. Identify symbols used on a key.	Communicate clearly with other people in a team, and with other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.	Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently. Identify a key on a map and begin to use the information in activities	Use clear communication to effectively complete a particular role in a team. Compete in orienteering activities both as part of a team and independently. Use a range of map styles and make an informed decision on the most effective.



			<u> </u>		<u> </u>		T 1
					Associate the meaning of		
					a key in the context of		
					the environment.		
D				Desire to the second surface of		Character back and an income	Character than beat a military and fam
Preparation				Begin to choose equipment	Try a range of equipment	Choose the best equipment	Choose the best equipment for
and				that is appropriate for an	for creating and	for an outdoor activity.	an outdoor activity.
Organisation				activity.	completing an activity.		
						Create an outdoor activity	Prepare an orienteering course
					Make an informed	that challenges others.	for others to follow.
						that challenges others.	Tor others to rollow.
					decision on the best		
					equipment to use for an	Create a simple plan of an	Identify the quickest route to
					activity. Plan and	activity for others to follow.	accurately navigate an
					organise a trail that		orienteering course.
					others can follow	Identify the quickest route to	
						accurately navigate an	Manage an orienteering event
						, ,	
						orienteering course.	for others to compete in.
Communicati				Communicate with others.	Communicate clearly with	Communicate clearly and	Communicate clearly and
on					others. Work as part of a	effectively with others.	effectively with others when
					team	•	under pressure.
						Work effectively as part of a	
						team.	Work effectively as part of a
						team.	1
							team, demonstrating
							leadership skills
Compete/Per				Begin to complete activities	Complete an orienteering	Complete an orienteering	Complete an orienteering
form				in a set period of time.	course more than once	course on multiple occasions,	course on multiple occasions, in
				·	and begin to identify	in a quicker time due to	a quicker time due to improved
				Begin to offer an evaluation	ways of improving	improved technique.	technique.
				of personal performances	completion time.	improved teeningue.	teerinique
					completion time.	Office a data its days daffective	Office a data it and afficiation
				and activities.		Offer a detailed and effective	Offer a detailed and effective
					Offer an evaluation of	evaluation of both personal	evaluation of both personal
					both personal	performances and activities.	performances and activities
					performances and		with an aim of increasing
					activities.	Improve a trail to increase	challenge and improving
						the challenge of the course.	performance.
					Start to improve trails to	and difference of the course.	poormanoci
							Listan to foodback and income
					increase the challenge of		Listen to feedback and improve
					the course.		an orienteering course from it.
Evaluate				Watch, describe and	Watch, describe and	Choose and use criteria to	Thoroughly evaluate their own
				evaluate the effectiveness	evaluate the	evaluate own and others'	and others' work, suggesting
				of a performance.	effectiveness of	performances.	thoughtful and appropriate
				or a periormance.		periormances.	
					performances, giving		improvements.
				Describe how their	ideas for improvements.	Explain why they have used	
				performance has improved		particular skills or techniques,	
				over time.			
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				Modify their use of skills	and the effect they have had	
				or techniques to achieve	on their performance.	
				a better result		i l