



Berger EYFS to Key Stage 2 PE Progression

National Curriculum Progression Grid		
<p>Early Years Outcome</p> <p>The early years framework sets out the three prime areas of learning that underpin everything in the early years, these are:</p> <ul style="list-style-type: none"> Communication and language Physical development Personal, social and emotional development <p>The EYFS Framework sets out the main Physical Development Early Learning Goals which are split into Gross and Fine Motor Skills. PE focuses on the Gross Motor Skills and children at the expected level of development will:</p> <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 <p>Further to this, PE uses guidance within the Development Matters document to help the children reach the expected level of development by planning lessons and steps to success based on the learning statements. Examples of these include:</p> <ul style="list-style-type: none"> Revise and refine fundamental movement skills they have already acquired Develop overall body strength, balance, agility and coordination Further develop and refine a range of ball skills 	<p>KS1 National Curriculum Aims</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns. 	<p>KS2 National Curriculum Aims</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.



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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquisition of Knowledge						
<p>Child can identify simple actions i.e. jumped using two feet.</p> <p>Child can identify sporting activities and equipment.</p>	<p>Pupil can remember and identify simple actions and concepts.</p> <p>Pupil can identify a variety of sporting activities.</p>	<p>Pupil can remember and identify simple actions/concepts and provide them with basic sporting context; e.g. I could use a chest pass in Netball.</p> <p>Pupil can identify similar characteristics of sporting activities e.g. 'Football and Hockey both use a goal.'</p>	<p>Pupil can recall several teaching points of techniques and concepts.</p> <p>Pupil can offer simple plans for individual composition or tactics.</p>	<p>Pupil can regularly recall several teaching points of techniques and concepts.</p> <p>Pupil can describe plans for composition or tactics for an individual or a small group.</p>	<p>Pupil can accurately recall several teaching points of techniques and concepts.</p> <p>Pupil can describe clear plans for composition or tactics for different sized groups.</p>	<p>Pupil can accurately recall several teaching points of a range of techniques and concepts, including examples of transferable knowledge. E.g. linking the use of opposite sides of the body when kicking a football in invasion games to throwing a javelin in athletics.</p> <p>Pupil can explain plans for composition or tactics for teams and groups and how to adapt these plans.</p>
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Practical Selection and Application of Skills						
<p>Child start to copy simple techniques i.e. throw a ball with two hands</p> <p>Child progresses towards a more fluent style of moving, with developing control and grace</p> <p>Child can combine movements with ease and fluency</p>	<p>Pupil can copy, repeat and explore simple techniques.</p> <p>Pupil can demonstrate physical techniques showing basic control.</p> <p>Pupil can start to link individual skills and actions in ways that suit the activities.</p>	<p>Pupil regularly replicates and explores simple actions and techniques.</p> <p>Pupil can demonstrate physical techniques with basic control and coordination.</p> <p>Pupil shows a small variety of skills, actions and ideas and can link these in ways that suit the activities.</p> <p>Pupil explores how to choose skills and actions in sequences or combinations.</p> <p>Pupil can show variety in the way they use simple tactics and movement phrases</p>	<p>Pupil can demonstrate physical techniques showing semi-consistent coordination and control.</p> <p>Pupil start to adapt simple techniques into more complex skills within areas of strength.</p> <p>Pupil start to show an understanding of tactics and composition within their own performance.</p> <p>Pupil can select and use skills appropriate for the activities being undertaken.</p>	<p>Pupil can demonstrate physical techniques showing consistent coordination and control.</p> <p>Pupil start to adapt simple techniques into more complex skills across multiple areas.</p> <p>Pupil show developed understanding of tactics and composition within their own performance.</p> <p>Pupil can select and use appropriate skills with semi-consistent accuracy within activities being undertaken.</p>	<p>Pupil can link a range of physical techniques showing consistent coordination and control. Performances start to show fluency of movement.</p> <p>Pupil regularly adapts simple techniques into more complex skills across multiple areas.</p> <p>Pupil show developed understanding of tactics and composition by regularly adapting their own performance.</p> <p>Pupil can select and use appropriate skills with regular accuracy within activities being undertaken.</p>	<p>Pupil can link a range of physical techniques showing precision and control. Performances start to show semi consistent fluency of movement.</p> <p>Pupil use more complex skills across a variety of areas.</p> <p>Pupil show developed understanding of tactics and composition by regularly adapting their own performance, leading to successful outcomes</p> <p>Pupil can select and use appropriate skills with regular accuracy within activities being undertaken and to meet a variety of conditions</p>



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Analysis of Performance						
<p>Child can identify what they have done i.e. kicked a ball</p> <p>Child can begin to talk about what they did well i.e. scored a goal by kicking the ball</p>	<p>Pupil can offer simple descriptions of techniques and concepts, e.g. a log roll or a push pass.</p> <p>Pupil can describe what they have done.</p>	<p>Pupil can describe their own and other's performances.</p> <p>Pupil can suggest simple improvements to a performance; e.g. Straighten your back to improve the pike position.</p>	<p>Pupil can describe how their work is similar to, and different from other's work.</p> <p>Pupil can offer simple improvements to a performance based upon appropriate justification; e.g. 'Straighten your arms and legs during your log roll so that you can roll more smoothly.'</p> <p>Pupil can regularly identify space within practical environments.</p>	<p>Pupil can describe how their work is similar to, and different from other's work using appropriate terminology.</p> <p>Pupil can offer a range of simple improvements to a performance based upon appropriate justification.</p> <p>Pupil can regularly identify space and offer simple description of how to use it within practical environments.</p>	<p>Pupil can describe their work is similar to, and different from other's work appropriately, using examples of accurate terminology.</p> <p>Pupil can compare some of the skills techniques and ideas used in their own and other's work, and suggest simple improvements based upon appropriate justification.</p> <p>Pupil can regularly move into space and offer appropriate description of how to use it within practical environments.</p>	<p>Pupil can describe their work is similar to, and different from other's work appropriately, using regular examples of accurate terminology.</p> <p>Pupil can compare and comment on skills techniques and ideas used in their own and other's work, using this understanding to improve their own performance</p> <p>Pupil can regularly use space and explain how to use it in practical environments in an attempt to maximise performance</p>
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding of Healthy Living and Participation						
<p>Child can begin to talk about how their body feels during an activity i.e. hot</p> <p>Child can begin to talk about how an activity is completed</p> <p>Child can exercise and use equipment safely, appropriate to their age</p>	<p>Pupil can talk about how their body feels during an activity.</p> <p>Pupil can offer simple explanation of their feelings relating to winning and losing.</p> <p>Pupil can talk about how to exercise safely.</p> <p>Pupil can recall and apply simple rules to an activity.</p>	<p>Pupil can describe how their body feels during activity.</p> <p>Pupil explain their feelings clearly when related to winning and losing.</p> <p>Pupil can follow simple safety instructions regularly</p> <p>Pupil can regularly recall and apply simple rules to an activity.</p>	<p>Pupil can outline what a warm-up is and when doing so would be appropriate.</p> <p>Pupil can demonstrate appropriate behaviour regardless of winning or losing.</p> <p>Pupil can offer explanation of why simple safety rules are in effect.</p> <p>Pupil can regularly recall and apply rules of an activity as well as identifying where others may have broken a rule.</p>	<p>Pupil can outline simple details of a warm-up including when it should be performed and why we should perform one.</p> <p>Pupil can consistently demonstrate appropriate behaviour regardless of winning or losing.</p> <p>Pupil can identify and accurately suggest reasons why specific rules are in place</p>	<p>Pupil can lead a constructive warm-up using a range of appropriate activities.</p> <p>Pupil can explain and demonstrate clear examples of sportsmanship</p> <p>Pupil can regularly demonstrate understanding and application of safety rules.</p>	<p>Pupil can lead a constructive warm-up and identify a range of the muscles being focussed upon.</p> <p>Pupil can explain and demonstrate clear examples of sportsmanship in a variety of roles.</p> <p>Pupil can consistently demonstrate understanding and application of safety rules</p>



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Example of Progression in gymnastics and movement from EYFS – Year 6

EYFS – **Movement and spatial awareness:** Child progresses towards a more fluent style of moving, with developing control and grace



Year 1 – **Gymnastics – Travelling:** Pupil can copy, repeat and explore simple techniques.



Year 2 – **Gymnastics – Turn, Spin, Twist:** Pupil regularly replicates and explores simple actions and techniques.



Year 3 – **Gymnastics – Balance, Mirror, matching:** Pupil can demonstrate physical techniques showing semi-consistent coordination and control.



Year 4 – **Gymnastics – Developing Rotation:** Pupil can demonstrate physical techniques showing consistent coordination and control.



Year 5 – **Gymnastics – Inversion:** Pupil can link a range of physical techniques showing consistent coordination and control. Performances start to show fluency of movement.



Year 6 – **Gymnastics – Flight:** Pupil can accurately recall several teaching points of a range of techniques and concepts, including examples of transferable knowledge.