

# AQUEDUCT PRIMARY SCHOOL PE PROGRESSION GRID

		лw	OLDOCT FRIMARY	SCHOOL FL FROGRESSION GRID	
SPORT	Fundamental movement skills			Gymnastics	
Substantive	and disciplinary knowledge				
Substantive	Knowledge Motor competence, rules strategies			sed on deliberate practice and development of skills .	that can be used in
Discipitrary	Knowledge – opportunities for children to ch	oose ara app	iy their own actions within	t sporting or game situations	
	• Demonstrate strength, bo • Move energetically, such By the end of KSI: Knowledge Children to have the kno Skills	wel of develop stacles safely, alance and coo a as running, j weledge to kno	nent will: with consideration for them rdination when playing; umping, dancing, hopping, s w how to access a wide		
YEAR GROUP	Fundamentals		Gymnastics	Dance	
GROUP RECEPTION	<ul> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>Revise and refine the fundamental movement skills they have already acquired: <ul> <li>rolling</li> <li>crawling</li> <li>jumping</li> <li>running</li> <li>hopping</li> <li>skipping</li> <li>climbing</li> </ul> </li> <li>To develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education.</li> </ul>	remember movement music an Progress style of control a Confiden range of apparatu alone an To revise fundame rolling, a jumping, skipping To comb	gly be able to use and sequences and patterns of is which are related to d rhythm. towards a more fluent moving, with developing ind grace. tly and safely use a large and small s indoors and outside, d in a group. e and refine a range of rtal movement skills e.g. crawling, walking, running, hopping, and climbing. ine different movements e and fluency.	<ul> <li>Change my actions by considering directions, for example - up, down and sideways, levels, for example - high and low</li> <li>Practise travel, turn, jump and balance with a degree of control and coordination</li> <li>Show movement control, for example going and stopping, move and freeze</li> <li>Show tension, for example holding a shape or stretching to fullest range</li> <li>Copy the teacher and repeat short simple phases / actions on my own</li> <li>Remember and repeat short movement patterns</li> <li>change the speed of my dance actions - fast slow</li> <li>Moves in response to music.</li> <li>Explore and engage in dance, performing solo or in groups.</li> <li>Responds to music, including individual instruments with movement and dance.</li> <li>Matches movements to the rhythm and pulse of a piece of music.</li> </ul>	backwards, sidew throw, underarm, hit. Shape, straight, s apparatus, travel, hopping, bouncing crawling, walking / walking, jumping,



Dance

n a variety of sports and games

### roughout KS2.

# Key Vocabulary

#### Fundamentals

ng, hopping, skipping, galloping, sliding, eways, roll, receive, pass, pat, bounce, m, overarm, aim, kick, dribble, push, pull,

#### <u>Gymnastics</u>

star, tuck, straddle, dish, arch, el, direction, ing, striding, slithering, shuffling, rolling, ng, running, jumping, sliding

#### Dance

rg, landing, hooping, skipping, stretching, uning, balance, stretch, copy, pattern



KSI

<ul> <li>To use their care muscle strength to achieve a good posture.</li> <li>To negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>To combine different movements with ease and fluency.</li> <li>To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>			
<ul> <li>Use different ways of traveling with increasing speed and agility</li> <li>Use different ways of travelling at different pathways, directions or courses.</li> <li>Change speed and direction whilst sunning</li> <li>Begin to choose and use the best space in a game</li> <li>demonstrate consistency and accuracy in bouncing, throwing, catching, dribbling, kicking and striking skills, for example: <ul> <li>show continuous and controlled bouncing with one hand and two hands, whilst static and on the move, changing speed and direction • show sending and receiving skills using throwing, catching and kicking with consistency, coordination and control, using a variety of apparatus, when in a stationary position and when on the move</li> <li>Demonstrate passing and receiving skills when under pressure Understand and demonstrate striking, passing and receiving with a partner using a range of apparatus</li> </ul> </li> </ul>	<ul> <li>Take weight confidently on my hands to lift my feet high (burny hop)</li> <li>Take weight on hands and feet to perform a front support, back support or side support</li> <li>Understand and demonstrate various ways of travelling and balancing with different parts of the body being the highest point or the closet to the ground</li> <li>Travel underneath a partner who is holding a balanced position</li> <li>Understand how one movement can link with another smoothly and continuously and that movement can be performed at different speeds and on different levels</li> <li>Show various ways of traveling with the body close to, or far away from the ground or apparatus</li> <li>Plan and link together two or three movements showing control and perform form and perform movements where different parts of the body lead into the next action e.g. hands and head can lead into a forward roll and knees and</li> </ul>	<ul> <li>Make shapes with my whole bady and with isolated bady parts, showing how to make the shapes round, spikey, twisty, flat</li> <li>Know and perform the basic dance actions with expressions to show mood and feelings</li> <li>Demonstrate travelling actions at different speeds (fast / slow) that fit to a purpose, for example in a hurry</li> <li>Demonstrate travelling actions at different levels (high / medium / low) that fit to a purpose, for example trying to hide</li> <li>Demonstrate jumping actions such as springing, bounding, leaping, pouncing in different ways (light and heavy) to fit a purpose, for example for joy</li> <li>Demonstrate turning actions that fit a purpose, for example for joy</li> <li>Demonstrate gesturing actions that fit a purpose, for example to a friend</li> <li>Demonstrate stillness to fit a purpose, for example to a fit a purpose, for example to a fit a purpose, for example to a spirend</li> <li>Begin to give consideration to the timing of their actions, considering rhythm</li> <li>Travel using curved and zig zag pathways</li> <li>Move confidently in a wider space as well as in my own personal space</li> </ul>	Running, jumping, backwards, sidewa throw, underarm, i hit. direction, speed Shape, straight, st apparatus, travel, hopping, bouncing, crawling, walking, coordination, comp walking, jumping, twisting and turnin compose, perform,



#### Fundamentals

rg, hopping, skipping, galloping, sliding, eways, roll, receive, pass, pat, bounce, n, overarm, aim, kick, dribble, push, pull, peed, repetition, control

# <u>Gymnastics</u>

star, tuck, straddle, dish, arch, el, direction, ng, striding, slithering, shuffling, rolling, ng, running, jumping, sliding, weight, mpose, perform

# Dance

g, landing, hooping, skipping, stretching, ning, balance, stretch, copy, pattern, n, copy

	hips lead into a shoulder
	stand
	Compose a short sequence of
	three movements using
	different combinations of
	travel, balance and shape and
	show changes in direction
	Perform a simple sequence
	with a partner
	Understand and show different
	pathways on the floor or
	apparatus e.g. straight, zig
	zag and curving and travel
	along them using different
	directions
	Show an understand of
	different curves and levels
	Understand and identify
	appropriate movements to
	travel along different shaped
	pathways
	Select and link three different
	ways of travelling to create
	an interesting pathway (have
	a definite beginning, middle
	and end)

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		AQUE	DUCT PRIMARY SCH	OOL PE PROGRESSIO	N GRID KEY STAGE 2	
SPORT	Games	Gymnastics	Dance	OAA	Swimming	
Substantive	and disciplinary .	knowledge				
Substantive	Knowledge Motor	competence, rules strategies a	nd tactics, healthy participo	ition – based on deliberate p	ractice and development of skills	that can be .
games						
Disciplinary Knowledge – opportunities for children to choose and apply their own actions within sporting or game situations						
	IS FOR THE END	By the end of reception:				
OF KE	EY STAGE 2					
		By the end of KS2:				
		Knowledge		anting shills in a wide same	Charling	
	Children to have the knowledge of how to apply their sporting skills in a wide range of tactical situations during game situation at KS3.					
	Skills					
Children to have developed confidence in a wide range of sporting skills that, applied with the knowledge of sports, will make th						
		sportsperson.	, J			



## <u>Athletics</u>

be used in a variety of sports and

ons ready for more competitive sports

them a confident, independent



	Games	Gymnastics	Dance	OAA	Swimming	Athl
		5		• Orientate myself	• Jump in from side	• Shor
	• Move into space	• Identify and use a	• Perform the basic	with accuracy	and submerge (min	chan
	<ul> <li>Move and signal</li> </ul>	range of	dance actions	around a short	depth 0.9m)	heigł
LKS2	to obtain	travelling, jumping	(travelling,	trail – create a	• Fully submerge to pick	Jeg, .
	possession	and turning	jumping, turning,	short trail for	up ar object	foot
	• More with	movements on	gesture, stillness)	others with a	• Push from wall and	can .
	equipment using	different levels and	with greater	physical challenge	glide on the front and	walk
	a range of	show ways of	control, fluency	• Start to recognise	back	runn
	techniques	balancing on	and coordination	features of an	• Push and glide from	زموم ز
	showing control	different body	• Display a clarity	orienteering	the wall to the pool	respo
	and fluency,	parts (1,2,3 and 4	within the	course	floor	• Show
	whilst	point balances)	movement with	• Associate the	• Travel 10m on the	techr
	considering my	• Balance with and	attention to clear	meaning of a key	front and 10m on	ir a
	next move	against a partner	body shape,	in context of the	back	race,
	• Use a range of	• More into a	extension,	environment	• Enter the water safely	acce
	techniques to	balance, then move	balance and	• Begin to use a	(using steps, swivel	and
	pass and travel	out of it in a	footwork	map to compete	entry or a jump)	decel
	with the ball	different direction	<ul> <li>Begin to vary</li> </ul>	an orienteering	<ul> <li>Answer questions on</li> </ul>	rapic
	(e.g. travel by	• Identify and use a	dynamics when	course	the water safety code	• Find
	carrying,	variety of body	developing	• Complete an		leadi
	bouncing,	parts for	actions and	orienteering		when
	dribbling etc)	supporting	motifs in	course more than		oner
	• Use a range of	balances and	response to	once and begin to		• Disc
	tactics to keep	understand which	stimuli	identify ways of		suito
	possession of	combinations	<ul> <li>Discuss ideas</li> </ul>	improving	<ul> <li>Submerge to pick up</li> </ul>	wher
	the ball and get	produce the most	initiated by	completion time	an object from the	oner
	into position to	stable bases	stimuli and	• communicate	pool floor (full reach	• Unde
	shoot or score	<ul> <li>Identify and use</li> </ul>	suggest	clearly with other	.depth)	that
	<ul> <li>Understand how</li> </ul>	skills which	appropriate	people in a team	• tread water for	foot
	to dodge, mark,	transfer weight	movement for	and with other	20secs	start
	signal for the	from feet to hands	exploration,	teams	<ul> <li>swim 10m Front</li> </ul>	race
	ball and	and back to feet	improvising freely	• Experience a	crawl, Breaststroke or	lead
	intercept	again	• Display	range of roles	Backstroke (two out	ar o
	• Play within the	• Demonstrate how	confidence in	within a team	of three must be	a ra
	rules	to land safely and	improving and	and begin to	choser)	• Shor
	• Recognise	sink down into a	exploring the	identify the key	• Swim 25m (own	suito
	aspects that reed	roll on the floor	original ideas	skills required to	choice of stroke)	of re
	improving	and match	<ul> <li>Recognise the</li> </ul>	succeed at each	• Swim 25m to a	chan
	• Use a bat to	different types of	timing of the	role	floating object (own	for l
	strike a ball	jumps with	sounds in a piece		choice of stroke)	incoi
	with a degree of	different types of	of music		• Swim 10m retaining a	outg
	accuracy and	rolls	• Demonstrate good		floating object	runn
	control		special awareness			• Iden
	• Throw or strike		and use space			show
	a ball over a		effectively			chan
	range of high,		<ul> <li>Copy and</li> </ul>			throw
	low and ground		perform movement			actic
	level barriers to					affei



### hletics

ow how anges in ight, arm, , head and ot movement n affect the ilking / nning / gging sponse оw hriques used a sprinting ce, including celerating d celerating aidly rd my iding leg ren running er obstacles scover a itable rhythm ren running er obstacles derstand at the back ot at the art of the ce will be the id leg over obstacle in race ow a itable method relay angeovers both the coming and tgoing rners entify and ow how anges in rowing tions can be fected by

#### <u>Key vocabulary</u> <u>Games</u>

Carrying, bouncing, dribbling, shoot, score, defend, attack, tackle, dodge, mark, signal, intercept, strike, accuracy, aim, cooperate

### <u>Gymnastics</u>

Travelling, jumping, turning, balance, stable, weight, jump, safety, roll,

### Dance

Control, fluency, travel, jump, turn, coordination, footwork, timing, spatial awareness,

# <u>0AA</u>

Orientate, environment, map, compass, north, east, south, west, communicate, leadership

# <u>Swimming</u>

Breast stroke, front crawl, backstroke, submerge, depth safety, float,

# Athletics

Sprint, jogging, longdistance, throw, obstacle, shot, discus, javelin, accelerate, decelerate, force



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a barrier to land in qapace and the ather sade 1 Understand, plan, and combine ather to plan   will ather to plan   will and down tuping to make it affit of the to balk to show and though, the ain and different directions, with campach, the ain and different directions, with campach, the ain and different directions, with campach, the ain and different directions, with campach, the ain an affit of the approxes to scores a balk and abar affit of the approxes to scores a balk and a balk and		and directions				and
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small sided       striking and         striking and       fielding games         fielding games       fielding identified         to show       fielding of         understanding of       fielding         and defending       fielding	•					
striking and fielding games to show understanding of simple attacking and defending						
fielding games to show understanding of simple attacking and defending						
to show understanding of simple attacking and defending						
understanding of simple attacking and defending						
simple attacking and defending		to show				
and defending						
and defending						



varying the evel, direction ind distance Inderstand hat the oordinated use f the arms, runk and legs vill affect the peed and listance of the hrow liscover that he force upplied to a hrowing mplement will iffect its speed



U

### Building Tomorrow, Leading the Way

	•				
	<ul> <li>Apply</li> </ul>	<ul> <li>Explore different</li> </ul>	• Perform the basic	• Orientate myself,	• Und
	appropriate	ways of entries	actions	partner and team	and
UKS2	footwork skills	and exits when	(travelling,	with confidence	who
	and rules with	performing specific	jumping, turning,	ard accuracy	requ
	control and	skills such as	gesture, stillness)	around an	mat
	accuracy to	handstands	in different	orienteering	star
	games activities,	<ul> <li>Perform a range of</li> </ul>	combinations to	course when	• Und
	for example	straightforward	increase the	under pressure	and
	landing in	part-weight partner	complexity of the	• Design an	dem
	different ways	balances safely	dance	orienteering	effe
	without the ball,	and effectively -	<ul> <li>Know how to</li> </ul>	course that is	take
	coordinating	travel in different	develop motifs in	clear to follow	tech
	catching the ball	directions showing	relation to space,	and offers	• Und
	with different	a range of bridge	dynamics,	challenge to	how
	landings and	shapes with back,	relationship,	others	pos
	pivoting,	front or side	rhythm (use a	<ul> <li>Use navigation</li> </ul>	in x
	• Move at different	towards the floor	variety of	equipment (maps	• Run
	speeds and in	or apparatus	rhythm) and a	and compasses)	hur
	different	<ul> <li>Spring from feet to</li> </ul>	range of	to improve the	flue
	directions and	hands and back to	compositional	trail	foc
	transfer this into	feet again	devices (unison,	• Use a range of	the
	a game scenario	<ul> <li>With a partner join</li> </ul>	canon, repetition,	map styles and	tech
	<ul> <li>Move with</li> </ul>	together in a	variation) –	make informed	ac
	equipment using	controlled manner	maintain the	decisions on the	stri
	the correct	a jump and a roll	tempo and	most effective	• Con
	technique in one	to show	rhythm of	• Manage an	and
	or more	contrasting body	particular	orienteering event	inde
	invasion games	shapes e.g. tucked	patterns	for others to	sele
	with increasing	jump/ stretched	• Demonstrate an	compete in	арр
	speed and	roll	awareness of the	<ul> <li>Discuss and</li> </ul>	pac
	control,	<ul> <li>Identify and show</li> </ul>	value of other	allocate roles	
	including	different ways of	dancers in their	within my team	taib
	changing	gripping apparatus	relationship to	fairly	
	direction	with hands and	each other within	<ul> <li>Use clear and</li> </ul>	l for
	<ul> <li>understand and</li> </ul>	different body	the dance	effective	• Disp
	demonstrate a	parts to climb,	Explore the range	communication to	stra
	range of	swing and spring	of movements I	make a positive	pos
	controlled	onto/off over or	car use and	contribution to a	stra
	passing,	balance	develop rew	team	side
	receiving,	• Compose a	skills when	<ul> <li>Work effectively</li> </ul>	• Dem
	striking,	sequence showing	working with a	as part of a	seq
	dribbling and	different actions /	partner, including	team,	ener
	shooting skills	moves e.g. two	taking weight,	demonstrating	thra
	when kicking or	different jumps,	supporting,	leadership skills	firs
	using an	landings and rolls	leaning,	where necessary	last
	implement or	and one action of	balancing and		higi
	playing in ball	flight taking	lifting		fasi
	handling	weight from feet to	<ul> <li>Perform more</li> </ul>		wea
	invasion games	hands to feet	complex dances		• Ider
	and adapt them		individually, in		ath



nderstand nd describe hat is quired to ake a fast art nderstand nd emonstrate an fective relay ikeover chrique nderstand ow to osition others a relay team un over urdles with uency, ocusing on e lead leg chrique ard consistent ride pattern onfidently nd dependently elect the most ppropriate ace for ifferent istances and ifferent parts the run isplay a rong release osition and rong braced de emonstrate the equence of vents in a row (legs rst, arms ist, low to igh, slow to ist, strong to eak) lentify which thletics

#### <u>Games</u>

Carrying, bouncing, dribbling, shoot, score, defend, attack, tackle, dodge, mark, signal, intercept, strike, accuracy, aim, cooperate, tactics, scenario, speed and control. retain, possession, formation

#### <u>Gymnastics</u>

Travelling, jumping, turning, balance, stable, weight, jump, safety, roll, entries, exit, spring, apparatus, sequence

#### Dance

Control, fluency, travel, jump, turn, coordination, footwork, timing, spatial awareness, motifs, dynamics, composition, unison, canon, rhythm, critique

### <u>0AA</u>

Orientate, environment, map, compass, north, east, south, west, communicate, leadership,

#### Swimming

Breast stroke, front crawl, backstroke, submerge, depth safety, float, glide, breathing technique, streamline, resistance

#### <u>Athletics</u>

Sprint, jogging, longdistance, throw, obstacle, shot, discus,



to meet the needs	• Work as part of a	small groups or			throw
of the situation	group to develop a	as part of a			even
• Play in a range	group sequence	whole class,			push
of small sided	transferring all	communicating			heav
games and make	these skills to	ideas and			techr
effective choices	apparatus with	feelings			knon
about when,	control, precision	expressively			diffe
how and where	and fluency				equip
to pass so that					diffe
I / my team					• Unde
retain possession					that
and progress					strid
towards an					incre
opponent's goal					dista
<ul> <li>Know and</li> </ul>					heigł
understand the					• Expl
positions I play					to st
and identify and					cons
show specific					from
attacking and					speci
defending skills					posit
e.g. marking a					mark
player or a					up
space,					<ul> <li>Perf.c</li> </ul>
intercepting,					athle
dodging, moving					take
into space and					of a
shooting					
• Understand how					
to organise my					
tean into					
different					
formations to					
concentrate more					
on attack or on					
defence e.g.					
overload the					
attack or give it					
numerical					
advantage;					
recognise how					
to transfer these					
principles to					
other invasion					
games					
• Play a variety					
of shots with					
intent when					
striking a ball					
after one bounce					
J			1	1	I



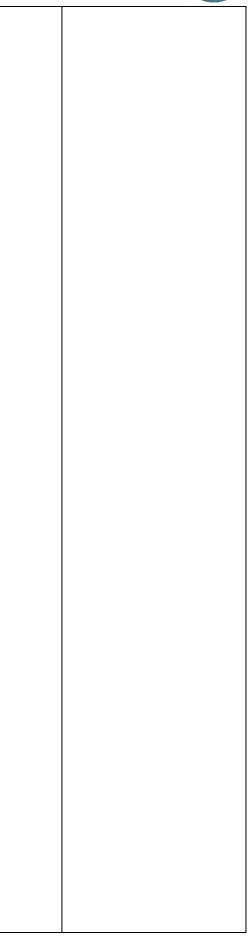
javelin, accelerate, rowing decelerate, force, ents use sh, pull or official, perform, baton, exchange ave chriques ard ow how the fferent uipment suits fferent styles iderstand at a long ride will help crease stance or ight plain the ned start nsistently om their own ecial starting sition and to ark out a run rform as an hlete but also ke on the role an official

**7 |** P a g e



or on the volley			
• Direct a ball into			
an opponents'			
court at different			
speeds, heights			
and angles and			
explain why I			
am doing it			
• Evaluate the			
effectiveness of			
a shot and			
suggest ways of			
improving			
Work			
cooperatively as			
a team in twos			
or small groups			
to create rules			
and play them			
• Know,			
understand and			
show correct			
striking stance			
and direct the			
ball away from			
fielders using			
different angles			
and speeds -			
bowl in			
competitive			
situations and			
understand			
strategies that			
car be deployed			
between bowler /			
wicket keeper /			
backstop / bases			
• Field the ball			
and return it			
with an overarm			
throw			
Know when to			
run after hitting			
a ball			
Play confidently			
and effectively			
in a range of			
small sided			
striking and			
fielding games			







and work as a			
tean to develop			
strategies to			
outwit the			
batters			



Сноот