



**AQUEDUCT PRIMARY SCHOOL PE PROGRESSION GRID**

SPORT	Fundamental movement skills	Gymnastics	Dance
-------	-----------------------------	------------	-------

Substantive and disciplinary knowledge  
**Substantive Knowledge** Motor competence, rules strategies and tactics, healthy participation - based on deliberate practice and development of skills that can be used in a variety of sports and games  
**Disciplinary Knowledge** - opportunities for children to choose and apply their own actions within sporting or game situations

**END POINTS FOR THE END OF RECEPTION KEY STAGE ONE**

**By the end of reception:**  
**Physical Development - Gross Motor Skills ELG**  
**Children at the expected level of development will:**

- 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.

**By the end of KSI:**  
**Knowledge**  
 Children to have the knowledge to know how to access a wide range of sports in KS2 and the basic understanding of rules.

**Skills**  
 Children to have confidence in the fundamental skills taught throughout KSI ready to apply in a wide range of sporting situations throughout KS2.

YEAR GROUP	Fundamentals	Gymnastics	Dance	Key Vocabulary
------------	--------------	------------	-------	----------------

<b>RECEPTION</b>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>rolling</li> <li>crawling</li> <li>walking</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, co-ordination, balance and agility needed to engage successfully with future physical education.</li> </ul>	<ul style="list-style-type: none"> <li>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</li> <li>To combine different movements with ease and fluency.</li> </ul>	<ul style="list-style-type: none"> <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>	<p><b>Fundamentals</b>            Running, jumping, hopping, skipping, galloping, sliding, backwards, sideways, roll, receive, pass, pat, bounce, throw, underarm, overarm, aim, kick, dribble, push, pull, hit.</p> <p><b>Gymnastics</b>            Shape, straight, star, tuck, straddle, dish, arch, apparatus, travel, direction, hopping, bouncing, striding, slithering, shuffling, rolling, crawling, walking, running, jumping, sliding</p> <p><b>Dance</b>            walking, jumping, landing, hooping, skipping, stretching, twisting and turning, balance, stretch, copy, pattern</p>
------------------	--	--	--	--



	<ul style="list-style-type: none"> <li>To use their core 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>			
KSI	<ul style="list-style-type: none"> <li>Use different ways of traveling with increasing speed and agility</li> <li>Use different ways of travelling at different speeds and following different pathways, directions or courses.</li> <li>Change speed and direction whilst running</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 style="list-style-type: none"> <li>show continuous and controlled bouncing with one hand and two hands, whilst static and on the move, changing speed and direction</li> <li>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> </ul> </li> <li>Demonstrate passing and receiving skills when under pressure</li> <li>Understand and demonstrate striking, passing and receiving with a partner using a range of apparatus</li> </ul>	<ul style="list-style-type: none"> <li>Take weight confidently on my hands to lift my feet high (bunny 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 closest 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 travelling and balancing 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 coordination</li> <li>Understand 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 style="list-style-type: none"> <li>Make shapes with my whole body and with isolated body 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 away from source</li> <li>Demonstrate gesturing actions that fit a purpose, for example to a friend</li> <li>Demonstrate stillness to fit a purpose, for example waiting for something</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>	<p style="text-align: center;"><b>Fundamentals</b></p> <p>Running, jumping, hopping, skipping, galloping, sliding, backwards, sideways, roll, receive, pass, pat, bounce, throw, underarm, overarm, aim, kick, dribble, push, pull, hit. direction, speed, repetition, control</p> <p style="text-align: center;"><b>Gymnastics</b></p> <p>Shape, straight, star, tuck, straddle, dish, arch, apparatus, travel, direction, hopping, bouncing, striding, slithering, shuffling, rolling, crawling, walking, running, jumping, sliding, weight, coordination, compose, perform</p> <p style="text-align: center;"><b>Dance</b></p> <p>walking, jumping, landing, hooping, skipping, stretching, twisting and turning, balance, stretch, copy, pattern, compose, perform, copy</p>



		<p>hips lead into a shoulder stand</p> <ul style="list-style-type: none"> <li>• Compose a short sequence of three movements using different combinations of travel, balance and shape and show changes in direction</li> <li>• Perform a simple sequence with a partner</li> <li>• Understand and show different pathways on the floor or apparatus e.g. straight, zig zag and curving and travel along them using different directions</li> <li>• Show an understand of different curves and levels</li> <li>• Understand and identify appropriate movements to travel along different shaped pathways</li> <li>• Select and link three different ways of travelling to create an interesting pathway (have a definite beginning, middle and end)</li> </ul>		
--	--	---	--	--

AQUEDUCT PRIMARY SCHOOL PE PROGRESSION GRID KEY STAGE 2

SPORT	Games	Gymnastics	Dance	OAA	Swimming	Athletics
<p><u>Substantive and disciplinary knowledge</u>            Substantive Knowledge Motor competence, rules strategies and tactics, healthy participation - based on deliberate practice and development of skills that can be used in a variety of sports and games</p> <p>Disciplinary Knowledge - opportunities for children to choose and apply their own actions within sporting or game situations</p>						
END POINTS FOR THE END OF KEY STAGE 2	<p>By the end of reception:</p> <p>By the end of KS2:            Knowledge            Children to have the knowledge of how to apply their sporting skills in a wide range of tactical situations during game situations ready for more competitive sports at KS3.</p> <p>Skills            Children to have developed confidence in a wide range of sporting skills that, applied with the knowledge of sports, will make them a confident, independent sports person.</p>					



	<u>Games</u>	<u>Gymnastics</u>	<u>Dance</u>	<u>OAA</u>	<u>Swimming</u>	<u>Athletics</u>	<u>Key vocabulary</u>
LKS2	<ul style="list-style-type: none"> <li>Move into space</li> <li>Move and signal to obtain possession</li> <li>Move with equipment using a range of techniques showing control and fluency, whilst considering my next move</li> <li>Use a range of techniques to pass and travel with the ball (e.g. travel by carrying, bouncing, dribbling etc)</li> <li>Use a range of tactics to keep possession of the ball and get into position to shoot or score</li> <li>Understand how to dodge, mark, signal for the ball and intercept</li> <li>Play within the rules</li> <li>Recognise aspects that need improving</li> <li>Use a bat to strike a ball with a degree of accuracy and control</li> <li>Throw or strike a ball over a range of high, low and ground level barriers to</li> </ul>	<ul style="list-style-type: none"> <li>Identify and use a range of travelling, jumping and turning movements on different levels and show ways of balancing on different body parts (1,2,3 and 4 point balances)</li> <li>Balance with and against a partner</li> <li>Move into a balance, then move out of it in a different direction</li> <li>Identify and use a variety of body parts for supporting balances and understand which combinations produce the most stable bases</li> <li>Identify and use skills which transfer weight from feet to hands and back to feet again</li> <li>Demonstrate how to land safely and sink down into a roll on the floor and match different types of jumps with different types of rolls</li> </ul>	<ul style="list-style-type: none"> <li>Perform the basic dance actions (travelling, jumping, turning, gesture, stillness) with greater control, fluency and coordination</li> <li>Display a clarity within the movement with attention to clear body shape, extension, balance and footwork</li> <li>Begin to vary dynamics when developing actions and motifs in response to stimuli</li> <li>Discuss ideas initiated by stimuli and suggest appropriate movement for exploration, improvising freely</li> <li>Display confidence in improving and exploring the original ideas</li> <li>Recognise the timing of the sounds in a piece of music</li> <li>Demonstrate good special awareness and use space effectively</li> <li>Copy and perform movement</li> </ul>	<ul style="list-style-type: none"> <li>Orientate myself with accuracy around a short trail - create a short trail for others with a physical challenge</li> <li>Start to recognise features of an orienteering course</li> <li>Associate the meaning of a key in context of the environment</li> <li>Begin to use a map to compete an orienteering course</li> <li>Complete an orienteering course more than once and begin to identify ways of improving completion time</li> <li>communicate clearly with other people in a team and with other teams</li> <li>Experience a range of roles within a team and begin to identify the key skills required to succeed at each role</li> </ul>	<ul style="list-style-type: none"> <li>Jump in from side and submerge (min depth 0.9m)</li> <li>Fully submerge to pick up an object</li> <li>Push from wall and glide on the front and back</li> <li>Push and glide from the wall to the pool floor</li> <li>Travel 10m on the front and 10m on back</li> <li>Enter the water safely (using steps, swivel entry or a jump)</li> <li>Answer questions on the water safety code</li> <li>Submerge to pick up an object from the pool floor (full reach depth)</li> <li>tread water for 20secs</li> <li>swim 10m Front crawl, Breaststroke or Backstroke (two out of three must be chosen)</li> <li>Swim 25m (own choice of stroke)</li> <li>Swim 25m to a floating object (own choice of stroke)</li> <li>Swim 10m retaining a floating object</li> </ul>	<ul style="list-style-type: none"> <li>Show how changes in height, arm, leg, head and foot movement can affect the walking / running / jogging response</li> <li>Show techniques used in a sprinting race, including accelerating and decelerating rapidly</li> <li>Find my leading leg when running over obstacles</li> <li>Discover a suitable rhythm when running over obstacles</li> <li>Understand that the back foot at the start of the race will be the lead leg over an obstacle in a race</li> <li>Show a suitable method of relay changeovers for both the incoming and outgoing runners</li> <li>Identify and show how changes in throwing actions can be affected by</li> </ul>	<p><u>Games</u> Carrying, bouncing, dribbling, shoot, score, defend, attack, tackle, dodge, mark, signal, intercept, strike, accuracy, aim, cooperate</p> <p><u>Gymnastics</u> Travelling, jumping, turning, balance, stable, weight, jump, safety, roll,</p> <p><u>Dance</u> Control, fluency, travel, jump, turn, coordination, footwork, timing, spatial awareness,</p> <p><u>OAA</u> Orientate, environment, map, compass, north, east, south, west, communicate, leadership</p> <p><u>Swimming</u> Breast stroke, front crawl, backstroke, submerge, depth safety, float,</p> <p><u>Athletics</u> Sprint, jogging, long-distance, throw, obstacle, shot, discus, javelin, accelerate, decelerate, force</p>



	<p>show variations in level, speed and directions</p> <ul style="list-style-type: none"><li>• Aim a ball over a barrier to land in spaces on the other side</li><li>• Understand, plan and combine skills to play w/ net games cooperatively with a partner and then trying to make it difficult to return the shots</li><li>• Understand and play a game over a low or high barrier throwing into spaces to score (w/ 3v3)</li><li>• Strike a ball along the ground or through the air in different directions with control</li><li>• Understand how to direct or place a ball into spaces in order to score and how to best intercept and field the ball to return it</li><li>• Combine the skills to play small sided striking and fielding games to show understanding of simple attacking and defending strategies</li></ul>		<p>/ rhythmic patterns</p>			<p>varying the level, direction and distance</p> <ul style="list-style-type: none"><li>• Understand that the coordinated use of the arms, trunk and legs will affect the speed and distance of the throw</li><li>• Discover that the force applied to a throwing implement will affect its speed</li></ul>	
--	---	--	----------------------------	--	--	--	--

<p>UKS2</p>	<ul style="list-style-type: none"> <li>Apply appropriate footwork skills and rules with control and accuracy to games activities, for example landing in different ways without the ball, coordinating catching the ball with different landings and pivoting,</li> <li>Move at different speeds and in different directions and transfer this into a game scenario</li> <li>Move with equipment using the correct technique in one or more invasion games with increasing speed and control, including changing direction</li> <li>understand and demonstrate a range of controlled passing, receiving, striking, dribbling and shooting skills when kicking or using an implement or playing in ball handling invasion games and adapt them</li> </ul>	<ul style="list-style-type: none"> <li>Explore different ways of entries and exits when performing specific skills such as handstands</li> <li>Perform a range of straightforward part-weight partner balances safely and effectively - travel in different directions showing a range of bridge shapes with back, front or side towards the floor or apparatus</li> <li>Spring from feet to hands and back to feet again</li> <li>With a partner join together in a controlled manner a jump and a roll to show contrasting body shapes e.g. tucked jump/ stretched roll</li> <li>Identify and show different ways of gripping apparatus with hands and different body parts to climb, swing and spring onto/off over or balance</li> <li>Compose a sequence showing different actions / moves e.g. two different jumps, landings and rolls and one action of flight taking weight from feet to hands to feet</li> </ul>	<ul style="list-style-type: none"> <li>Perform the basic actions (travelling, jumping, turning, gesture, stillness) in different combinations to increase the complexity of the dance</li> <li>Know how to develop motifs in relation to space, dynamics, relationship, rhythm (use a variety of rhythm) and a range of compositional devices (unison, canon, repetition, variation) - maintain the tempo and rhythm of particular patterns</li> <li>Demonstrate an awareness of the value of other dancers in their relationship to each other within the dance</li> <li>Explore the range of movements I can use and develop new skills when working with a partner, including taking weight, supporting, leaning, balancing and lifting</li> <li>Perform more complex dances individually, in</li> </ul>	<ul style="list-style-type: none"> <li>Orientate myself, partner and team with confidence and accuracy around an orienteering course when under pressure</li> <li>Design an orienteering course that is clear to follow and offers challenge to others</li> <li>Use navigation equipment (maps and compasses) to improve the trail</li> <li>Use a range of map styles and make informed decisions on the most effective</li> <li>Manage an orienteering event for others to compete in</li> <li>Discuss and allocate roles within my team fairly</li> <li>Use clear and effective communication to make a positive contribution to a team</li> <li>Work effectively as part of a team, demonstrating leadership skills where necessary</li> </ul>		<ul style="list-style-type: none"> <li>Understand and describe what is required to make a fast start</li> <li>Understand and demonstrate an effective relay takeover technique</li> <li>Understand how to position others in a relay team</li> <li>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern</li> <li>Confidently and independently select the most appropriate pace for different distances and different parts of the run</li> <li>Display a strong release position and strong braced side</li> <li>Demonstrate the sequence of events in a throw (legs first, arms last, low to high, slow to fast, strong to weak)</li> <li>Identify which athletics</li> </ul>	<p><b>Games</b> Carrying, bouncing, dribbling, shoot, score, defend, attack, tackle, dodge, mark, signal, intercept, strike, accuracy, aim, cooperate, tactics, scenario, speed and control. retain, possession, formation</p> <p><b>Gymnastics</b> Travelling, jumping, turning, balance, stable, weight, jump, safety, roll, entries, exit, spring, apparatus, sequence</p> <p><b>Dance</b> Control, fluency, travel, jump, turn, coordination, footwork, timing, spatial awareness, motifs, dynamics, composition, unison, canon, rhythm, critique</p> <p><b>OAA</b> Orientate, environment, map, compass, north, east, south, west, communicate, leadership,</p> <p><b>Swimming</b> Breast stroke, front crawl, backstroke, submerge, depth safety, float, glide, breathing technique, streamline, resistance</p> <p><b>Athletics</b> Sprint, jogging, long-distance, throw, obstacle, shot, discus,</p>
-------------	--	---	---	---	--	--	--



	<p>to meet the needs of the situation</p> <ul style="list-style-type: none"> <li>• Play in a range of small sided games and make effective choices about when, how and where to pass so that I / my team retain possession and progress towards an opponent's goal</li> <li>• Know and understand the positions I play and identify and show specific attacking and defending skills e.g. marking a player or a space, intercepting, dodging, moving into space and shooting</li> <li>• Understand how to organise my team 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</li> <li>• Play a variety of shots with intent when striking a ball after one bounce</li> </ul>	<ul style="list-style-type: none"> <li>• Work as part of a group to develop a group sequence transferring all these skills to apparatus with control, precision and fluency</li> </ul>	<p>small groups or as part of a whole class, communicating ideas and feelings expressively</p>			<p>throwing events use push, pull or heave techniques and know how the different equipment suits different styles</p> <ul style="list-style-type: none"> <li>• Understand that a long stride will help increase distance or height</li> <li>• Explain the need to start consistently from their own special starting position and to mark out a run up</li> <li>• Perform as an athlete but also take on the role of an official</li> </ul>	<p>javelin, accelerate, decelerate, force, official, perform, baton, exchange</p>
--	--	--	--	--	--	---	---



	<p>or on the volley</p> <ul style="list-style-type: none"><li>• Direct a ball into an opponents' court at different speeds, heights and angles and explain why I am doing it</li><li>• Evaluate the effectiveness of a shot and suggest ways of improving</li><li>• Work cooperatively as a team in twos or small groups to create rules and play them</li><li>• 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 can be deployed between bowler / wicket keeper / backstop / bases</li><li>• Field the ball and return it with an overarm throw</li><li>• Know when to run after hitting a ball</li><li>• Play confidently and effectively in a range of small sided striking and fielding games</li></ul>						
--	---	--	--	--	--	--	--





*Building Tomorrow, Leading the Way*



	<p><i>and work as a team to develop strategies to outwit the batters</i></p>						
--	--	--	--	--	--	--	--