

Physical Education Progression Ladders

Games and Multi Skills

Reception

- Recognise the importance of keeping healthy, those things that contribute to this and the changes that happen to their body when they are active.
- Move safely and with developing agility, balance and co-ordination within available space and using a range of equipment.
 - Stop, adjust speed and change direction
 - Move in a range of ways
 - Listen to and follow simple instructions.

Year 1 & 2

- Use a range of skills increasingly consistently and with a range of equipment: rolling, throwing, catching, stopping, retrieving, intercepting, striking, kicking.
 - Begin to use the skills previously stated thoughtfully in simple games.
 - Make choices about targets, space and equipment.
 - Use a variety of simple tactics.
 - Work well with a partner and in a small group.
 - Practice to improve their skills, knowing what they need to achieve.
 - Work and behave safely with developing awareness of space and others.

Year 3 & 4

Net Games

- Keep up a continuous game, using a range of throwing and catching techniques.
 - Use a small range of basic racket skills.
- Choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent.
 - Choose and use a range of simple tactics for defending their own court.
 - Adapt and refine rules.
 - Make up their own net games.
 - Keep rules effectively and fairly.
- Talk about what they have done well and recognise what they could do better.

Invasion Games

- Use a range of throwing and catching techniques.
- Be aware of space and use it to support teammates and cause problems for the opposition.
- Keep possession with some success when using equipment not used for throwing and catching skills.
- Use a variety of simple tactics for attacking and getting into positions to score.
 - Understand that they need to defend as well as attack.
 - Know and use rules fairly.

- Watch and describe their own, and others', performance and suggest practices to improve performance.
 - Lead a partner through a short warm up.

Striking and Fielding

- Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball with some control and accuracy.
 - Choose and vary skills and tactics to suit the situation in a game.
 - Carry out tactics successfully.
 - Know rules and use them fairly to keep games going.
 - Explain what they need to do to get ready to play games.
 - Describe what they and others do that is successful.
- Carry out warm-ups with care and an awareness of what is happening to their bodies.

Year 5 & 6

Net Games

- Use forehand, backhand, volley and overhead shots increasingly well in the games they play.
 - Use the skills they prefer with competence and consistency.
- Understand the need for tactics and choose and use some effectively.
 - Play co-operatively with a partner.
 - Apply rules consistently and fairly.
- Identify appropriate practices to help them improve and warm up.

Invasion Games

- Use different techniques for passing, controlling, dribbling and shooting the ball in games.
 - Apply basic principles of team play to keep possession of the ball.
 - Use marking, tackling, interception to improve their defence.
 - Play effectively as part of a team.
- Know what position they are playing in, and how to contribute when they are attacking or defending.
 - Plan practices and warm-ups.

Striking and Fielding

- Strike a bowled ball.
 - Use a range of skills e.g. catching, throwing, bowling, intercepting, with growing control and consistency.
 - Work collaboratively in pairs, in group activities and small sided games.
 - Use and apply basic rules fairly.
 - Understand and implement a range of tactics.
- Identify their own and others' strengths and weaknesses and suggest practices to help them improve.

Outdoor Adventurous Activity

Reception

- Develop Agility, balance and co-ordination through completing challenges.
 - Respond to a problem or challenge set.
 - Listen to and follow simple instructions.
 - Begin to work and behave safely.
- Work increasingly co-operatively with a partner or small group.

Year 1 & 2

- Follow simple marked trails in familiar environments and with help.
- Develop agility, balance and co-ordination through completing challenges.
 - Respond to a problem or challenge they are set.
 - Begin to work and behave safely.
- Work increasingly co-operatively with others, discussing with others how to problem solve.
 - Follow others instruction and suggestions.
 - Comment on how they tackled tasks.
 - Know that they need to take care to be safe.

Year 3 & 4

- Use maps and diagrams to travel around a simple course.
- Respond when the task or environment changes and the challenge increases.
- Start to plan sensible responses to physical challenges or problems, talking and working with others in their group.
 - Identify parts of the work that were successful.
 - Respond to feedback on how to go about their work differently.
- Recognise some of the physical demands that activities make on them.

Year 5 & 6

- Find solutions to problems and challenges.
 - Plan, implement and refine strategies.
 - Work increasingly well in a group or team.
- Prepare physically and organisationally for set challenges, considering the groups' safety.

Gymnastics

Reception

Gymnastics Floor

- Explore basic gymnastics actions and develop some control and co-ordination
 - Link and repeat actions with help.
- Understand how to use space and some equipment safely, with an awareness of others.
- Begin to describe what they are doing, and how their body feels, when exercising.

Year 1 & 2

Gymnastics Floor

- Plan, repeat and perform basic gymnastic actions with increasing co-ordination, control, variety and fluency.
 - Plan sequences independently with clear beginnings, middles and ends.
 - Link actions.
 - Use a range of actions on the floor and on apparatus.
- Describe movements using appropriate language and comment on others movement that are being performed well.

Year 3 & 4

Gymnastics

- Perform actions, balances, body shapes and agilities with control.
- Choose, plan and perform sequences that include changes of speed and level, clear shapes and quality of movement.
 - Adapt sequences to different types of apparatus, and to include a partner.
 - Understand that strength and flexibility can be improved
 - Recognise criteria that lead to improvement.
- Describe and suggest possible improvements to their own and others' performance.

Year 5 & 6

Gymnastics

- Work creatively on their own and in a group to plan and perform longer, more complex sequences, including changes of direction, level and speed.
 - Combine and perform gymnastics actions, shapes and balances.
 - Show clarity, fluency, accuracy and consistency.
- Show an awareness of factors influencing the quality of performance and suggest improvements.

Dance

Reception

- Explore basic body actions.
- Begin to make single movements and combine movements using different parts of the body.
 - Practice moving expressively.
- Try to choose movements that reflect the dance idea.
 - Recognise when they feel out of breath.
 - Describe some body actions.

Year 1 & 2

- Perform body actions with growing control and co-ordination.
- Show some sense of dynamic, expressive and rhythmic qualities in their dance.
 - Choose appropriate movements for different dance ideas.
 - Link actions.
 - Remember and repeat simple linked phrases and simple dances.
 - Vary the way they use space.
 - Describe how dancing affects the body.
- Describe what they, and others, have done well and how they could improve.

Year 3 & 4

- Respond imaginatively to a range of stimuli related to character and narrative.
- Create dance phrases with a partner and in a small group using simple motifs and movement patterns.
 - Adapt and refine the way they use weight, space and rhythm to express themselves.
 - Use dynamic, rhythmic and expressive qualities clearly and with control.
 - Show a clear understanding of how to warm up and cool down safely.
 - Describe, interpret and evaluate dance using appropriate language.

Year 5 & 6

- Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure dances.
 - Perform to an accompaniment expressively and sensitively.
 - Perform dances fluently and with control.
 - Warm up and cool down independently.
 - Use appropriate criteria to evaluate and refine their own and others' work.
- Talk about dance with understanding, using appropriate language and terminology.

Athletics

Reception

- Explore basic running, jumping and throwing actions and begin to develop some control.
 - Run at different speeds.
 - Jump with accuracy into and out of areas from a standing position.
 - Throw a variety of objects, using a small range of techniques.
 - Recognise when their heart rate and temperature have changed.

Year 1 & 2

- Run at fast, medium and slow paces, changing speed and direction.
- Link running and jumping activities with some control and co-ordination.
- Throw a variety of objects with increasing control and consistency, changing their action for accuracy and distance.
 - Identify and copy basic actions of athletes.
 - Recognise when their heart rate and temperature have changed.

Year 3 & 4

- Know and demonstrate a range of throwing techniques.
- Throw with some accuracy and power into target areas.
- Perform a range of jumps, showing consistent technique and sometimes a short run-up.
- Understand and demonstrate the difference between sprinting and running for sustained periods.
 - Take part in a relay activity.
- Relate different types of activity to different heart rates and body temperature and use some of these activities when warming up.
 - Compare and contrast performances using appropriate language.
 - Play different roles in small groups.

Year 5 & 6

- Show good technique in jumping activities and throwing for distance.
- Choose the best pace for a running event so that they can sustain their running and improve on a personal target.
 - Demonstrate good running technique.
 - Adapt skills and techniques to different challenges and equipment.
- Help to plan and organise an event and take on roles and responsibilities.