Lawrence View Primary School

PE Progression Grid

Multi-skills

KS1: master basic movements including running, jumping, throwing and catching; develop balance, agility and coordination.	KS2: use running, jumping, throwing and catching in isolation and combination; improve control and performance.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and vocabulary	Name basic ways of travelling and explain how to find a safe space. Use: run, jump, balance, throw, catch, space.	Explain how control, balance and an appropriate speed help movement. Use: warm-up, control, target, follow-through.	Explain how technique can improve accuracy when throwing, catching and moving.	Explain how body position, speed and direction affect control in linked movements.	Select techniques for a task and explain how practice improves consistency.	Evaluate movement choices and explain how to adapt technique under pressure.
Personal and social development	Follow instructions, share equipment and encourage a partner.	Work safely with others and respond positively to simple feedback.	Communicate clearly and persevere when a skill is difficult.	Give specific, respectful feedback linked to a taught skill.	Take responsibility within a group and help others improve.	Lead part of a warm-up or practice and evaluate personal contribution.
Physical skills	Travel in different ways; stop safely; throw underarm and overarm; catch a suitable object.	Change speed and direction with control; balance an object; throw towards a target and catch consistently.	Link movements; throw with greater accuracy; catch different balls by adjusting hands and body.	Link actions fluently and apply throwing and catching skills in opposed tasks.	Perform sequences of movement with control, accuracy and consistency.	Apply movement, throwing and catching skills accurately and consistently under pressure.

Invasion games and sport-specific applications

KS1: participate in team games and develop simple tactics for attacking and defending.	KS2: play competitive games and apply principles suitable for attacking and defending.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and vocabulary	Explain attack, defence, space and simple rules in a conditioned game.	Explain how to stop, send and receive a ball and why space helps a team.	Explain basic rules and techniques in football, hockey and invasion games.	Explain when to pass, dribble or shoot in football and basketball.	Explain handball rules and how tactics, formations and movement create space.	Explain tag-rugby and basketball tactics, transitions and game management.
Personal and social development	Work with a team, take turns and accept a result.	Communicate when passing and respect rules and decisions.	Support teammates and reflect on strengths after a small-sided game.	Give useful feedback and take responsibility for an attacking or defending role.	Use leadership and cooperation during tactical play and mini tournaments.	Lead, officiate where appropriate and analyse team performance respectfully.
Physical skills	Stop a ball; send and receive; move into space; take part in conditioned team games.	Control and pass a ball; move safely with possession; apply skills in conditioned games.	Football: dribble, pass and shoot. Hockey: control, pass, receive and strike. Apply basic attack and defence.	Football: perform skills under pressure. Basketball: dribble, pass, receive and shoot in games.	Football: combine control, passing, shooting and defending. Handball: pass, receive and shoot using space and tactics.	Football: retain/regain possession and create chances. Tag rugby: pass, dodge and support. Basketball: apply skills

						tactically.

Racket skills

KS1: develop hand-eye coordination, sending, receiving and simple tactics.	KS2: progression is secured through later net-game opportunities where delivered.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and vocabulary	Know the racket has two sides and name forehand, backhand, net and target.	Explain when to use forehand or backhand and how footwork helps control.	Revisit striking and receiving skills where used within games and warm-ups.	Apply racket-related coordination through wider games where appropriate.	Apply transferable striking principles where racket activities are used.	Evaluate transferable striking, positioning and control where racket activities are used.
Personal and social development	Work safely with a partner and keep a rally cooperative.	Encourage a partner and keep score fairly in a simple game.	Use feedback to improve control in partner work.	Adapt challenge so both players can participate successfully.	Organise a fair practice and communicate clearly.	Lead and evaluate a cooperative or competitive practice.
Physical skills	Throw and catch accurately; balance/control a ball; push using forehand and backhand; join a simple rally.	Move safely; strike forehand and backhand; apply techniques in a game or rally.	Use hand-eye coordination and controlled striking in transferable tasks.	Apply controlled sending, receiving and positioning in game contexts.	Use accuracy, placement and controlled power in transferable striking tasks.	Apply accuracy, placement, recovery and decision-making in competitive tasks.

Gymnastics

KS1: develop balance, agility, coordination and control.	KS2: develop flexibility, strength, technique, control and balance; compare performances.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and vocabulary	Name basic shapes, balances, rolls and safe landing points.	Explain body tension, control and how to use low apparatus safely.	Explain safe technique for rolls, weight on hands, jumps and landing.	Explain how transitions and contrasting actions improve a sequence.	Explain how travel, rotation, jumps and apparatus can be combined.	Explain how flow, inversion, level and group composition improve performance.
Personal and social development	Work safely, wait for space and copy a partner respectfully.	Give one positive comment and improve after feedback.	Match and mirror with a partner and rehearse cooperatively.	Evaluate a partner sequence using taught success criteria.	Share ideas and refine a sequence through peer feedback.	Take a leadership role in group composition and give precise feedback.
Physical skills	Copy and link basic actions; log roll; jump and land safely; hold simple balances and shapes.	Perform controlled actions, log rolls, balances and jumps on floor and low apparatus.	Create a sequence using three rolls, support positions, jumps, shapes, matching and mirroring.	Perform shapes, balances, rolls, jumps and travelling actions linked into a controlled sequence.	Combine balances, travelling, rolls, rotation, jumps and apparatus in a fluent sequence.	Perform controlled group sequences with flow, rolls, rotation, inversions, jumps, levels and apparatus.

Dance

KS1: perform dances using simple movement patterns.	KS2: perform dances using a range of movement patterns and evaluate improvement.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and vocabulary	Name levels, shapes, speed, pathway, direction, sequence and canon.	Explain how actions can be linked and changed using level and speed.	Explain unison and how movement can communicate ideas.	Explain motif, dynamics and how chance can structure a sequence.	Explain rhythm, timing, canon, formation and development.	Explain choreography, structure, expression, formation and refinement.
Personal and social development	Copy, rehearse and perform with a partner or small	Assess a partner positively and create together.	Identify strengths in a performance and contribute	Give feedback linked to dynamics, motif and	Rehearse independently within a group and respond	Lead rehearsal decisions and evaluate choreography

	group.		ideas to a group.	performance quality.	to evaluation.	constructively.
Physical skills	Copy and repeat actions; link actions; use levels; create a partner sequence.	Repeat and link actions with control; vary level, speed and pathway; perform a partner sequence.	Link actions, perform to others, work in unison and create an original routine.	Use level, speed, dynamics, motif and chance to create and perform sequences.	Perform with rhythm, timing, varied space, dynamics, canon and formation.	Create and perform structured choreography using expressive dynamics, formations and partner/group work.

Outdoor adventurous activities

KS1: engage in cooperative physical activities and solve increasingly challenging problems.	**KS2: take part in outdoor and adventurous challenges individually and within a team.**

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Knowledge and vocabulary	Recognise simple map features and explain the importance of listening to instructions.	Explain how symbols and a simple map help navigation.	Explain basic map skills and how roles support teamwork.	Explain symbols, grid references and how to orientate a map.	Explain compass directions, map keys and grid references.	Explain route choice, navigation strategies and how to improve efficiency.
Personal and social development	Listen, communicate, follow rules and build trust in a team.	Share ideas, compromise and persist with a problem.	Take a role, communicate clearly and support teammates.	Lead or follow appropriately and give safe, clear instructions.	Use leadership, teamwork and resilience to solve problems.	Lead safely, evaluate team decisions and adapt after feedback.
Physical skills	Complete communication and teamwork games; follow a simple map; take part in an orienteering game.	Use simple map skills to locate points and complete an orienteering game.	Apply communication, teamwork and map skills on a short course.	Recognise symbols, use grid references and complete an orienteering course.	Locate points using map features and grid references; solve route-based challenges.	Navigate efficiently using maps, symbols, directions and grid references under time or task pressure.

Striking and fielding

KS1: master throwing and catching and apply these in team games.	**KS2: use throwing and catching in combination and apply attacking and defending principles.**

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Knowledge and vocabulary	Name bat, ball, wickets, bowling, batting and fielding.	Explain how underarm throwing, catching and retrieving help a fielding team.	Explain basic striking, fielding and scoring rules.	Explain how striking into space and team fielding tactics affect play.	Explain when to use underarm/overarm throws and simple game tactics.	Explain tactical choices for batting, bowling, fielding and running between wickets/bases.
Personal and social development	Take turns, share equipment and work as part of a fielding team.	Communicate with teammates and respond positively to mistakes.	Use resilience during practice and follow simple game rules.	Organise as a fielding team and evaluate performance fairly.	Use communication and tactics during a mini tournament.	Lead fielding decisions, officiate fairly and analyse performance.
Physical skills	Throw and catch; strike a stationary or gently fed ball; bowl underarm; field and play a mini game.	Strike a moving ball; bowl underarm; throw, catch, retrieve and field in a mini game.	Strike with control; throw and catch accurately; field and apply skills in simple game play.	Strike into space; throw and catch; field effectively and apply team tactics.	Control bat and ball; throw underarm/overarm; catch, field, strike and run in game play.	Refine striking; bowl/throw accurately; field under pressure; run between wickets/bases and apply tactics.

Athletics and sports hall athletics

KS1: master running, jumping and throwing; develop agility, balance and coordination.	**KS2: develop technique, control, strength and personal-best performance.**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and vocabulary	Identify running, jumping, throwing and relay events and explain a safe landing.	Explain personal best, pace and how technique changes for running, jumping and throwing.	Explain running technique, changes of speed/direction and throwing for distance.	Explain sprinting, relay changeover, long/high jump and throwing technique.	Explain pacing, relay teamwork, long/triple jump basics and throwing events.	Explain sprint starts, endurance pacing, relay transitions and techniques for long/triple jump, shot and javelin.
Personal and social development	Try each event, celebrate effort and record a simple personal best.	Compete fairly, encourage others and aim to improve a personal best.	Set a target and explain one way to improve.	Use feedback to refine technique and contribute to a relay team.	Evaluate performance and take responsibility for event organisation.	Analyse performance, lead safe practice and support fair competition.
Physical skills	Run at different speeds; throw a javelin/chest push; long jump/5-stride jump; take part in relays and mini Olympics.	Vary pace; run cross-country; throw; jump; relay; improve indoor athletics events.	Use effective running technique; change speed/direction; jump for distance/height; throw for distance; relay.	Sprint, relay, long jump, high jump and throw with improving control and power.	Sprint; pace distance running; relay; use long/triple jump basics; perform throwing events.	Use sprint starts; pace endurance running; complete efficient relay transitions; perform long/triple jump, shot and javelin.

Health and fitness

KS1: recognise how the body responds to activity and develop positive participation habits.	**KS2: understand how to improve fitness and prepare safely for physical activity.**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and vocabulary	Explain that warming up prepares the body for activity.	Describe simple body changes during exercise, such as faster breathing and heartbeat.	Explain aerobic activity, heart rate, flexibility, circuit training, cross-country and personal best.	Explain how warm-ups and fitness support performance across PE.	Explain how pace, effort and recovery relate to athletics and games.	Explain warm-up, HIIT, aerobic/anaerobic activity, intensity, intervals, flexibility and injury prevention.
Personal and social development	Join in safely and notice how activity feels.	Show perseverance and take responsibility for safe participation.	Complete structured circuits and the Cooper challenge with a personal target.	Monitor effort and encourage others during sustained activity.	Manage pace and recovery responsibly.	Create and lead a safe warm-up or circuit and evaluate its effect.
Physical skills	Perform a simple teacher-led warm-up and cool-down.	Sustain activity for longer and recover safely.	Complete structured circuits, cross-country routes and a 10-minute Cooper challenge.	Apply warm-up, pacing and recovery strategies across PE units.	Use sustained effort and appropriate pacing in athletics and games.	Complete and design HIIT and full-body circuits using appropriate intensity and technique.