

PE Progression Grid Heptonstall School



Class	Gymnastics		Dance	
	Declarative knowledge	Procedural knowledge	Declarative knowledge	Procedural knowledge
Acorn Reception, Y1 & Y2	<ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges and considers and manages some risks I know that fundamental movement skills, such as travelling, balancing, and moving smoothly from one position to another are important gymnastics basics. I know that agility, balance, and coordination need developing to improve gymnastics skills. I know when to link movement phases with beginning, middle and ends. 	<ul style="list-style-type: none"> Travels with confidence and skill in a range of movements when using equipment Moves freely and with pleasure in a range of skilful ways Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles I know how to perform basic gymnastic actions, including travelling, rolling, jumping, and staying still. I know how to combine different ways of travelling exploring a range of movements and shapes. I know how to perform movement phrases using a range of different body parts/actions. I know how to perform fundamental movement skills on the floor and apparatus. I know how to, moving safely using changes of speed, level, and direction. I know how to form simple sequences of different actions, using the floor and a variety of apparatus. 	<ul style="list-style-type: none"> I know that dance phrases are small sections of a dance that make a complete routine. I know that dance can be used to express and communicate mood, ideas, and feelings, varying simple compositional ideas. I know when practising and using a stimulus I can remember and repeat short dance phrases. 	<ul style="list-style-type: none"> Explore and copy basic body actions and rhythms Negotiate space confidently, using appropriate strategies Use their bodies to respond to stories, topics and music I know how to respond imaginatively to a range of stimuli. I know how to move confidently and safely in general space, using changes of speed, level, and direction. I know how to perform movement phrases using a range of different body actions and body parts – with control and accuracy. I know how to compose short dances. I know how to move with control to music. I know how to link simple movements, and combine different ways of travelling, with beginnings, middles, and ends.
Sapling Y3 & Y4	<ul style="list-style-type: none"> I know that combinations of actions create gymnastic sequences and routines. I know the importance of flexibility, strength, control, technique, and balance in gymnastics. I know that there are different ways of using a shape, balance, or travel. I know when to experiment with spatial patterns, speed, and tension. 	<ul style="list-style-type: none"> I know how to perform a range of actions, abilities and skills with consistency, fluency, and clarity of movement. I know how to create gymnastic sequences that meet a theme/set of conditions, showing a clear, beginning, middle and end. I know how to create, perform, and repeat a combination of actions that include changes of dynamic e.g., changes of level, speed and direction, and clarity of shape. I know how to link different elements and use elements in different ways to make sequences of movement. I know how to work with a partner and in a small group, considering performance aesthetics such as spatial patterns, mirroring, and contrasting. 	<ul style="list-style-type: none"> I know that expressive qualities are ideas and emotions communicated through movement patterns. I know that canon, unison, repetition, action/reaction, and question/answer can be included in dance phrases. I know that is important to consider others when working in a pair or group. I know when and how to use stimuli to create characters and narratives. I know when to apply speed, tension, continuity, and spatial pattern ideas when creating and performing dances with a partner and groups 	<ul style="list-style-type: none"> I know how to perform dances using a range of movement patterns – accurately, fluently, consistently. I know how to perform with control with a partner. I know how to combine actions and maintain the quality of performance when performing at the same time as a partner. I know how to perform with a wide range of actions, when working with a partner and in a group.
Oak Y5 & Y6	<ul style="list-style-type: none"> I know the importance of rhythm when creating, practising, and performing a routine. I know the terms exploration and improvisation in relation to creating and performing gymnastic routines. I know various compositional principles, including varying direction, level, and pathways to improve the look of a sequence. I know what skills are required when developing a performance, to meet the need of the situation. I know when flexibility, strength, control, technique, and balance are required for wide variety of elements in gymnastics. 	<ul style="list-style-type: none"> I know how to create longer sequences, performing with fluency and clarity of movement. I know how to use combinations of dynamics using the space effectively. I know how to combine movement ideas fluently and effectively. I know how to use skills in different ways, performing confidently, with clarity and a sense of rhythm. 	<ul style="list-style-type: none"> I know that imagination is needed to help create and structure dance motifs, phrases, and sections of dances, developing expressive qualities. I know that dance can be inspired by a stimulus. I know that performing with confidence and clarity can improve an overall performance. I know when to use basic compositional principles to create dances. I know when to combine movements fluently and effectively throughout dance routines. 	<ul style="list-style-type: none"> I know how to use a broader range of skills and movement patterns. I know how to explore movement ideas inspired by a stimulus. I know how to perform a range of movements accurately with a sense of rhythm, clarity, and confidence. I know how to perform confidently to an audience.

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Class	Athletics		OAA (Orienteering)	
	Declarative knowledge	Procedural knowledge	Declarative knowledge	Procedural knowledge
Acorn Reception, Y1 & Y2	<ul style="list-style-type: none"> I know that there is a difference in technique between sprinting and running over longer distance. I know that there is control and coordination needed when running. 	<ul style="list-style-type: none"> I know how to apply basic athletic skills and techniques to a variety of activities. I know how to practise different jumping techniques, showing control, coordination, and consistency throughout. I know how to run, jump, balance, hop, leap, and skip. I know how to throw overarm, underarm and pull throw towards a target. I know how to run, jump, and throw with increasing control and coordination. 	<ul style="list-style-type: none"> I know that there are safety rules and procedures for taking part in orienteering events. I know that there are some basic features on a map and what they represent. I know that there is a competitive element to orienteering. I know that there are direction points on a compass and what they are used for. I know that working together is important in group activities. I know which route to select on a map. 	<ul style="list-style-type: none"> I know how to move in different directions and a variety of different ways. I know how to map read to solve problems. I know how to take part in an orienteering event following rules and playing fairly. I know how to participate with others.
Sapling Y3 & Y4	<ul style="list-style-type: none"> I know that there is pace judgement needed when running over an increased distance. I know when to choose appropriate running speeds to meet the demand of the task. 	<ul style="list-style-type: none"> I know how to apply a broad range of athletic skills in different ways. I know how to show control, coordination and consistency when running, throwing, and jumping. I know how to combine basic jump actions to form a jump combination, using a controlled jumping technique. 	<ul style="list-style-type: none"> I know the importance of safety rules and procedures for taking part in orienteering event. I know that there are physical aspects needed for orienteering. I know that maps are scaled down to make them accessible. I know when activities need thinking through and planning. 	<ul style="list-style-type: none"> I know how to recognise where I am on a map. I know how to move with agility, balance, and coordination. I know how to participate in competitive orienteering events, following instructions of the game I know how to apply basic map reading/making skills and apply these skills and techniques in games.
Oak Y5 & Y6	<ul style="list-style-type: none"> I know that there is a range of throwing actions e.g., push, pull, sling, using different equipment. I know when to apply appropriate pace judgement for the running distance to be covered. I know when to apply the appropriate throwing and jumping technique to achieve maximum distance and height. 	<ul style="list-style-type: none"> I know how to run, jump, catch and throw in isolation and combination. I know how to combine and perform skills with control. I know how to apply skills that meet the needs of the situation, combining and performing each skill with control at speed. I know how to choose the appropriate speed to run at for the distance to be covered. 	<ul style="list-style-type: none"> I know that planning strategies can help achieve success. I know that communication is vital to achieving success in team activities. I know when to move a map and when to move myself to orientate. I know what appropriate skills and approaches to choose for the challenge. I know when relevant techniques and elements are required to navigate to and from controls. 	<ul style="list-style-type: none"> I know how to use a map confidently. I know how to design a route to the controls. I know how to take part in orienteering events, such as picture orienteering and control orienteering, with success. I know how to build a detailed map. I can work well as part of a team, contributing effectively.

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Class	Invasion games	
	Football, Hockey (All classes), Basketball, Netball, Tag rugby and Handball (Saplings & Oak only)	
	Declarative knowledge	Procedural knowledge
Acorn Reception, Y1 & Y2	<ul style="list-style-type: none"> I know that using simple tactics, like moving to defend a goal, will make it difficult for opponents. I know that showing good awareness of others when playing games helps keep everyone safe. I understand some rules of the game. I know that there are attackers and defenders in games, and I can identify them. I know when to recognise space in games and use it to gain an advantage. I know when and where to run, showing good awareness of others. I know some simple plans that can create success, e.g., where to stand to make it difficult for an opponent. I know when to use simple tactics in game situations, such as deciding when to pass and when to run. 	<ul style="list-style-type: none"> Can play in a group Begins to accept the needs of others and can take turns and share, sometimes with the support of others Keeps play going by responding to what others are saying or doing Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles Runs skilfully and negotiates successfully, adjusting speed or direction to avoid obstacles Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment Begins to accept the needs of others and can take turns and share, sometimes with the support of others Moves freely and with pleasure and confidence in a range of skilful ways Shows understanding when counting objects to 10 and beginning to count beyond 10
Sapling Y3 & Y4	<ul style="list-style-type: none"> I know that taking up certain spaces/positions can make it difficult for opponents. I know that finding and using space in game situations can achieve success. I know that tactics play a role in games. I know that there are rules in games that need to be followed. I know the importance of speed when playing invasion games. I know that decision making can influence success when choosing skills to meet the needs of the situation. I know, in game situations, when to use a range of tactics to help keep possession of the ball. I know when to apply basic attacking and defending principles - finding space (attacking), challenge a player in possession (defending.) I know when to employ simple tactics in game situations. I know when to set moves that can be used in attacking play. I know when to adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score. I know when to choose space/ positions where you can receive a pass or to support a teammate. I know when to choose a certain pass to keep possession. 	<ul style="list-style-type: none"> I know how to move the ball keeping it under control whilst changing direction. I know how to Pass, shoot, and receive a ball with increasing accuracy, control, and success. I know how to pass in different ways e.g., high, low, fast, slow. I know how to work well as part of a team. I know how to shoot/score with some accuracy. I know how to receive a ball under control. I know how to challenge a player in possession of the ball. I know how to get into good positions to pass and receive the ball. I know how to pass the ball using different techniques. I know how to move forward to attack as part of a team – running in a line (tag rugby). I know how to work as part of a team when defending, keeping in a line, and spreading out (tag rugby).

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Class	Invasion games	
	Football, Hockey (All classes), Basketball, Netball, Tag rugby and Handball (Saplings & Oak only)	
	Declarative knowledge	Procedural knowledge
Oak Y5 & Y6	<ul style="list-style-type: none"> I know that working well as part of a team will contribute to success. I know that to using different skills will help keep possession of the ball. I know that tactics can help keep possession of the ball. I understand the positions in a team and the roles they play. I know that there are different ways to defend individually and as a team. I know that there are different ways to attack individually and as a team I know that there are defensive duties in tag rugby and the process of tagging (tag rugby). I understand to importance of keeping in a line in both attacking and defending plays (tag rugby). I know when to choose formations that suit the game and make amendments ensuring everyone has a role to play. I know when to apply principles for attacking. I know when to adapt games and activities making sure everyone has a role to play. I know when to keep possession of the ball when faced with opponents. I know when to use the defending principles in game situations, including marking, tracking, and covering, to gain possession. I know when and what tactics to use in games to achieve success as a team. I consider the best way to score and win the game, remembering to find and use space when running. 	<ul style="list-style-type: none"> I know how to keep good control when performing skills at speed. I know how to perform skills (e.g., passing) with accuracy, confidence, and control, and increasing speed. I know how to confidently change speed and direction to get away from a defender. I know how to keep possession of the ball when faced with opponents. I know how to combine and perform skills with control, adapting them to meet the needs of the situation. I know how to work effectively as part of a team. I know how to participate in competitive games, modified where appropriate.

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	Striking & Fielding games		Target Games	
Class	Cricket (All classes) & Rounders (Sapling & Oak only)		Dodgeball(All classes)	
	Declarative knowledge	Procedural knowledge	Declarative knowledge	Procedural knowledge
Acorn Reception, Y1 & Y2	<ul style="list-style-type: none"> I know that there are rules of the game I must follow. I know the importance of good awareness of others when playing games. I know when to apply simple tactics, such as, hit the ball into space to help score more points. 	<ul style="list-style-type: none"> Runs skilfully and negotiates successfully, adjusting speed or direction to avoid obstacles Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment Begins to accept the needs of others and can take turns and share, sometimes with the support of others Moves freely and with pleasure and confidence in a range of skilful ways Shows understanding when counting objects to 10 and beginning to count beyond 10 I know that there are rules of the game I must follow. I know the importance of good awareness of others when playing games. I know when to apply simple tactics, such as, hit the ball into space to help score more points. 	<ul style="list-style-type: none"> I know that the ball moves in different ways. I know that control and accuracy is needed when aiming for a target. I can choose skills needed when competing in games. I know when to throw the ball to a partner or opponent. 	<ul style="list-style-type: none"> Showing increased control when catching a ball Shows increasing control over an object, pushing, pulling, throwing, catching or kicking it Moves freely and with pleasure and confidence in a range of skilful ways Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment Can play in a group, extending and elaborating play ideas within the group Begins to accept the needs of others and can take turns and share, sometimes with the support of others Shows increasing control when throwing and catching a large ball. I know how to catch a large ball. I know how to move a ball in different ways. I know how to pass, send, and roll a ball in different ways. I know how to run, jump, balance, hop, leap, and skip. I know how to send a ball towards a target.
Sapling Y3 & Y4	<ul style="list-style-type: none"> I understand the rules of the game. I know when to communicate and collaborate with others during team games. I can discuss tactics and know when to apply tactics in game situations – for both fielding and striking. 	<ul style="list-style-type: none"> I know how to throw a ball over an increasing distance. I know how to catch a ball over an increasing distance. I know how to hit a ball with the correct technique. I know how to intercept and stop the ball consistently. 	<ul style="list-style-type: none"> I know the importance of accuracy in games. I know that ball handling, striking, dodging, and catching are important skills needed to win games (dodgeball). I know when to move to get in position to both receive and throw the ball. I can discuss tactics and strategies to try and win games. I know when and how to use space in game situations (dodgeball). 	<ul style="list-style-type: none"> I know how to catch a variety of different throws/shots. I know how to control my body whilst moving at speed. I know how to move the ball with control whilst on the move. I know how to perform an underarm throw. I know how to work well as part of a team. I know how to perform a side shot throw (dodgeball). I know how to dodge and jockey (dodgeball).

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	Striking & Fielding games		Target Games	
Class	Cricket (All classes) & Rounders (Sapling & Oak only)		Dodgeball(All classes) & Golf (Oak Only)	
	Declarative knowledge	Procedural knowledge	Declarative knowledge	Procedural knowledge
Oak Y5 & Y6	<ul style="list-style-type: none"> I know that taking up positions in a game will impact on a teams success. I know what is needed to score more runs. I know when tactics will help the situation and outwit the opponents. 	<ul style="list-style-type: none"> I know how to bowl overarm (increasing accuracy, speed, and distance). I know how to hit the ball with purpose. I know how to bowl at different speeds. I know how to work well as part of a team. I know how to participate in competitive games. I know how to perform skills such as retrieving and intercepting at speed. 	<ul style="list-style-type: none"> I know that speed and power applied when hitting/throwing a ball will need to change depending on the target distance. I know the importance of quick reactions (dodgeball). I know which skills to choose in game situations. I know when to change the pace of the ball depending on the target distance. I know when to apply tactics and strategies into games to try win. 	<ul style="list-style-type: none"> I know how to throw the ball in different ways, showing good accuracy, pace and consistently. I know how to catch a ball at different heights and speeds. I know how to take part in competitive game, working together as a team, following rules, and playing fairly. I know how to move quickly and use different ways to dodge to ball – jump, skip, jockey, gallop (dodgeball).

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Class	Net & Wall games		Fitness	Swimming
	Tennis (All classes), Badminton & Volleyball (Oak only)			
	Declarative knowledge	Procedural knowledge		
Acorn Reception., Y1 & Y2	<ul style="list-style-type: none">I know what a rally is.I know that there are rules of the game to follow.I know when to use different skills and simple tactics to win games, such as aiming into space to score points/make it difficult for my opponent.I know when to move to get in line with the ball to receive it.	<ul style="list-style-type: none">Showing increased control when catching a ballShows increasing control over an object, pushing, pulling, throwing, catching or kicking itMoves freely and with pleasure and confidence in a range of skilful waysAble to respond to simple instructions, showing a good understanding of safety when using tools and equipmentshows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipmentCan play in a group, extending and elaborating play ideas within the groupBegins to accept the needs of others and can take turns and share, sometimes with the support of othersShows increasing control when throwing and catching a large ball.I know how to engage in competitive and cooperative activities (both against self and against others).I know how to move and use the ball in different way.I know how to show basic ball control with simple actions.I know how to send a ball to a partner (throwing, pushing, rolling).	<ul style="list-style-type: none">Ability to dress themselves with support if necessaryMoves freely and with pleasure and confidence in a range of skilful waysEngages in conversations with othersRuns skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstaclesAbility to link sounds to letters, naming and sounding the letters of the alphabetUnderstand why being active and playing games is good for you.Continue to develop fundamental movement skills, such as running, jumping, balancing and hopping.Improve physical components such as strength, speed, agility, coordination and stamina, and be able to apply these in a range of activities.Negotiate space, explore movements and engage in discussions around the benefits of regular exercise and why eating well is good for you.	
Sapling Y3 & Y4	<ul style="list-style-type: none">I know that consistency is important when performing skills and practising techniques.I know that there are two types of rallies and I have participated in both.I know when to take up spaces to make it difficult for my opponents to score.I know why tactics are used in games.I know when to apply basic principles for attacking and defending when facing an opponent.I know when to find as use space to my advantage in game situations.I know when to use particular skills to try and win games.	<ul style="list-style-type: none">I know how to perform skills needed for the game with control and accuracy.I know how to throw and send the ball using a variety of techniques.I know how to send a ball into space at different speeds and heights to make it difficult for the opponent.I know how to Intercept and stop the ball consistently.I know how to adopt a good ‘ready position’ to move and catch a ball.	<ul style="list-style-type: none">Continue to develop components of fitness, such as strength, speed, aerobic fitness and coordination. Children will show good control and coordination when performing skills in combination.Develop a greater physical knowledge, be able to demonstrate good whole-body strength and discuss the importance in leading healthy, active lifestyles.	<ul style="list-style-type: none">Swim competently, confidently, and proficiently over a distance of at least 25 metres.Use a range of strokes effectively.Perform safe self-rescue in different water-based situations

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Class	Net & Wall games		Fitness	Swimming Delivered by swimming teachers at a local sports centre
	Tennis (All classes), Badminton & Volleyball (Oak only)			
	Declarative knowledge	Procedural knowledge		
Oak Y5 & Y6	<ul style="list-style-type: none">• I know the benefits of having a good ready position/stance during a rally.• I know when to apply principles suitable for attacking, e.g., identifying gaps• I know when to apply principles suitable for defending e.g., position on court.• I know when to perform tactical serves to help deceive opponents and score points.	<ul style="list-style-type: none">• I know how to use the correct footwork to hit the ball/shuttle with good technique.• I know how to participate in competitive games, modified where appropriate.• I know how to direct a ball/shuttle to a target area.• I know how to perform consistently (resulting in longer rallies).	<ul style="list-style-type: none">• Develop physical fitness and be able to describe its importance• Improve in a range of aerobic and anerobic fitness areas; being able to show determination to complete a task.• Participate in activities such as circuit training, boxercise and key component specific, working individually, in pairs, and in small groups.• Gain an appreciation of physical activity as a lifelong habit and understand how it can improve mental wellbeing.• Recognise what went well in their own and others performance and allow children to listen to information given to help improve their own performance.	