



Mabe School

Physical Education Progressive Skills Grid

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Running	Pupils can run with developing co-ordination.	Pupils can run with co-ordination and can change direction on command.	Pupils can run at different speeds.	Pupils can sprint over a short distance and run at an appropriate pace over a longer distance.	Pupils choose the best pace for running.	Pupils show a range of speeds and stamina when running.
Jumping	Pupils can jump from two feet to two feet.	Pupils can jump from one or two feet.	Pupils can jump from one or two feet with increasing height and distance.	Pupils can jump in a number of ways, including using a short run-up.	Pupils show control in take-off and landing when jumping.	Pupils choose the most appropriate technique for jumping in different situations.
Catching and Throwing	Pupils explore how to throw in different ways. Pupils can roll a piece of equipment. Pupils can catch with both hands.	Pupils can throw in different ways. Pupils can throw and catch with one hand.	Pupils can throw and catch larger objects.	Pupils can throw and catch a ball with some control and accuracy, using different techniques.	Pupils use a variety of techniques to pass. Pupils are accurate when throwing for distance.	Pupils show accuracy when passing and receiving in games.
Apply basic principles for attack and defence	Pupils can follow simple game rules. Pupils begin to use rolling and throwing in a game situation. Pupils are beginning to understand zones in game play.	Pupils can follow simple attack and defence game rules. Pupils can use one tactic in a game. Pupils begin to stay in a zone during game play.	Pupils know the difference between attack and defence and know some positions in games.	Pupils choose some appropriate tactics to cause problems for opponents.	Pupils can plan an approach to attacking and defending and choose the most appropriate tactics in a variety of situations.	Pupils can adapt their approach to attacking and defending.
Develop flexibility, strength, technique, control and balance	Pupils begin to control their bodies when travelling and balancing.	Pupils show increased control in their movements. Pupils can think of more than one way to create	Pupils can use their body and a variety of equipment with some control and coordination.	Pupils movements are clear and fluent. Pupils show balance and control when they create shapes.	Pupils movements are clear, accurate and consistent. Pupils make complex sequences including	Pupils movements, balances, rotations and shapes all show control. Pupils link actions in well-timed sequences.



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	<p>Pupils can make their bodies tense, curled, relaxed and stretched.</p> <p>Pupils can climb safely.</p> <p>Pupils can plan and show a sequence of movements.</p>	<p>a sequence which follows a set of rules.</p> <p>Pupils can work on their own or with a partner to create a sequence.</p>	<p>Pupils can perform simple balances.</p> <p>Pupils can use some techniques appropriate to the activity.</p>	<p>Pupils practice stretches to improve strength and flexibility.</p> <p>Pupils can describe and show a variety of techniques.</p>	<p>changes in level, direction, speed and which use rotation.</p> <p>Pupils combine action, shape and balances.</p> <p>Pupils can analyse and improve my own technique</p>	<p>Pupils analyse and suggest improvements for the techniques of others.</p>
Perform dances	<p>Pupils can move to music.</p> <p>Pupils can copy dance moves.</p> <p>Pupils can make up some simple dance moves.</p> <p>Pupils can change rhythm, speed, level and direction.</p>	<p>Pupils can dance with some control and co-ordination.</p> <p>Pupils can make a sequence by linking sections together.</p> <p>Pupils can link some movement to show feeling.</p>	<p>Pupils link dance actions with some control and coordination.</p> <p>Pupils can remember and repeat some dance movements and suggest what mood/feeling they show.</p>	<p>Pupils can improvise</p> <p>Pupils movements communicate an idea.</p> <p>Pupils refine movements into sequences.</p> <p>Pupils plan, perform and repeat sequences.</p> <p>Pupils include speed and level changes in sequences.</p>	<p>Pupils are creative and imaginative when composing a dance.</p> <p>Pupils use controlled movements to express emotion or mood.</p> <p>Pupils can prepare to perform for an audience.</p>	<p>Pupils refine my dances with style and artistic intention.</p> <p>Pupils dance matches the mood and rhythm and mood of music.</p> <p>Pupils choose and develop my own moves.</p>
Take part in outdoor and adventurous activities	<p>Pupils begin to follow simple instructions.</p> <p>Pupils are practising their paired and team skills.</p> <p>With encouragement, pupils can share simple</p>	<p>Pupils can follow two or three simple instructions.</p> <p>Pupils can work in a team in simple game play situations.</p> <p>Pupils can share simple ideas.</p>	<p>Pupils can follow simple instructions.</p> <p>Pupils can work in a team.</p> <p>Pupils can share my ideas.</p> <p>Pupils can follow safety instructions.</p>	<p>Pupils can follow multiple instructions.</p> <p>Pupils can instruct others.</p> <p>Pupils can suggest ways to improve teamwork.</p> <p>Pupils can support team-mates.</p>	<p>Pupils can explain why they have given instructions.</p> <p>Pupils can support team mates and begin to show trust in them.</p> <p>Pupils can evaluate their ideas and those of others.</p>	<p>Pupils can evaluate instructions and ideas.</p> <p>Pupils work effectively as part of a team.</p> <p>Pupils communicate effectively.</p> <p>Pupils can plan orienteering routes.</p>



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	ideas and follow safety instructions carefully.	Pupils can follow basic safety instructions.		Pupils can read a simple map. Pupils can suggest how to work safely	Pupils can follow a simple route on a map. Pupils can work safely independently.	Pupils can analyse how safe an idea is.
Compare performances and demonstrate improvements to achieve personal bests	With support, pupils can simply evaluate their own and others' performances.	Pupils can simply evaluate their own and others' performances.	Pupils can say if they were successful.	Pupils can suggest why a partner was successful. Pupils can record a personal best.	Pupils can identify areas for improvement. Pupils can set appropriate targets.	Pupils can suggest improvements for their own and others' performances. Pupils can practice for and attain targets and make personal bests.
Swimming and water safety	<p>Pupils swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Pupils use a range of strokes effectively.</p> <p>Pupils perform safe self-rescue in different water-based situations.</p>					