

Physical Education Progression Grids (PEDPASS)

Athletics

| Year 1 | Year 2 | Year 3 | Year 4 |
|--------|--------|---|---|
| | | <p>Demonstrate the five basic jumps on their own.</p> <p>Run continuously for about one minute and, when required, show the difference between running at speed and jogging.</p> <p>Throw with increasing accuracy and coordination into targets set at different distances.</p> <p>Demonstrate a range of throwing actions using a variety of games equipment.</p> | <p>Run consistently and smoothly at different speeds.</p> <p>Demonstrate different combinations of jumps, showing control, coordination and consistency.</p> <p>Throw a range of implements into a target area with consistency and accuracy.</p> |

Physical Education Progression Grids (PEDPASS)

Games

| Year 1 | Year 2 | Year 3 | Year 4 |
|---|--|--------|--------|
| <p>Move fluently, changing direction and speed easily and avoiding collisions.</p> <p>Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking.</p> <p>Understand the concept of tracking, and get in line with the ball to receive it.</p> | <p>Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control.</p> <p>Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run.</p> | | |

Physical Education Progression Grids (PEDPASS)

Dance

| Year 1 | Year 2 | Year 3 | Year 4 |
|---|--|---|---|
| <p>Respond to different stimuli with a range of actions.</p> <p>Copy and explore basic body actions demonstrated by the teacher.</p> <p>Copy simple movement patterns from each other and explore the movement.</p> | <p>Talk about different stimuli as the starting point for creating dance phrases and short dances.</p> <p>Explore actions in response to stimuli.</p> <p>Explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements</p> | <p>Show an imaginative response to different stimuli through their use of language and choice of movement.</p> <p>Incorporate different qualities and dynamics into their movement.</p> <p>Explore and develop new actions while working with a partner or a small group.</p> | <p>Think about character and narrative ideas created by the stimulus, and respond through movement.</p> <p>Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group.</p> |

Physical Education Progression Grids (PEDPASS)

Gymnastics

| Year 1 | Year 2 | Year 3 | Year 4 |
|--|---|---|--|
| <p>Perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required.</p> <p>Manage the space safely, showing good awareness of each other, mats and apparatus.</p> | <p>Perform a range of actions with control and coordination.</p> <p>Repeat accurately sequences of gymnastic actions.</p> <p>Move smoothly from a position of stillness to a travelling movement.</p> <p>Move smoothly and in a controlled way from one position of stillness to another.</p> | <p>Explore combinations of floor, mats and apparatus, and find different ways of using a shape, balance or travel.</p> <p>Practise an action or short sequence of movements, and improve the quality of the actions and transitions.</p> <p>Show control, accuracy and fluency of movement when performing actions on their own and with a partner.</p> | <p>Perform a range of actions and abilities with consistency, fluency and clarity of movement.</p> <p>Make similar or contrasting shapes on the floor and apparatus, working with a partner.</p> <p>Combine actions and maintain the quality of performance when performing at the same time as a partner.</p> |

Physical Education Progression Grids (PEDPASS)

Invasion Games

| Year 1 | Year 2 | Year 3 | Year 4 |
|--------|--------|--|---|
| | | <p>Use a range of skills to help them keep possession and control of the ball.</p> <p>Pass, receive and dribble the ball, keeping control and possession consistently.</p> | <p>Use a range of techniques when passing, e.g. high, low, bounced, fast, slow.</p> <p>Change direction and speed when dribbling the ball.</p> <p>Show growing consistency and control in games.</p> <p>Play with greater speed and flow.</p> |

Physical Education Progression Grids (PEDPASS)

Net/wall Games

| Year 1 | Year 2 | Year 3 | Year 4 |
|--------|--------|---|--------|
| | | <p>Perform the basic skills needed for the games with control and consistency.</p> <p>Keep a game going using a range of different ways of throwing.</p> <p>Vary the speed and direction of the ball.</p> <p>Play games using a racket, getting their body into good positions, hitting a ball fed to them accurately, and increasingly keeping a rally going using a small range of shots.</p> | |

Physical Education Progression Grids (PEDPASS)

OAA

| Year 1 | Year 2 | Year 3 | Year 4 |
|--------|--------|--------|---|
| | | | <p>Recognise where they are on a plan or diagram.</p> <p>Travel successfully to and from objects and locations on the ground.</p> <p>Recognise symbols and pictures and relate them to a diagram.</p> <p>Use a range of skills to lift and carry equipment.</p> |

Physical Education Progression Grids (PEDPASS)

Striking and Fielding

| Year 1 | Year 2 | Year 3 | Year 4 |
|--------|--------|---|--------|
| | | <p>Use a range of skills with increasing control.</p> <p>Strike a ball with intent and throw it more accurately when bowling and/or fielding.</p> <p>Intercept and stop the ball with consistency, and sometimes catch the ball.</p> <p>Return the ball quickly and accurately.</p> | |

Physical Education Progression Grids (PEDPASS)

Swimming

| Year 1 | Year 2 | Year 3 | Year 4/5/6. |
|---|--------|--------|---|
| <p>Enter the water carefully, as taught.</p> <p>Move around and across the pool, e.g. walking, running, hopping, with swimming aids and support.</p> <p>Move on and below the surface, showing confidence and enjoyment in the water.</p> <p>Begin to swim short distances of between 5 and 20 metres, using aids and later without them.</p> | | | <p>Swim on their front and back, using arm and leg actions together with smooth coordination.</p> <p>Control their breathing and are comfortable on the surface and under water, swimming fluently and with control when using back crawl, front crawl and breaststroke.</p> <p>Use personal survival techniques, including floating, sculling and surface diving.</p> <p>Swim for more than 45 seconds and further than 50 metres.</p> |