

Progression Ladder for PE

	Balance / Agility / Co-ordination	Gymnastics	Dance	Competitive Games <i>To be competitive, to communicate and to work collaboratively.</i>	Outdoor Adventure Activities	Athletics	Physical Activity/Impact of PE	Evaluate and Improve
Year 1	<p>I can perform simple steps in a controlled manner</p> <p>I can use space appropriately</p> <p>I can balance on different parts of my body (points and patches)</p> <p>I can hit a large ball with a bat</p> <p>I can move safely around the room/playground</p>	<p>I can explore gymnastics actions and still shapes.</p> <p>I can move confidently and safely in their own and general space, using change of speed and direction.</p> <p>I can copy or create and link movement phrases with beginnings, middles and ends.</p> <p>I can perform movement phrases using a range of body actions and body parts</p>	<p>I can copy basic movements</p> <p>I can remember simple steps</p> <p>I can choose actions to make to music</p> <p>I can choose actions to make a simple sequence</p> <p>I can travel in lots of ways</p> <p>I can curl my body</p> <p>I can stretch my body</p> <p>I can copy basic movements</p> <p>I can remember simple steps</p> <p>I can choose actions to make to music.</p>	<p>I can stop a ball with some control</p> <p>I can send a ball to someone else</p> <p>I can send and receive a ball</p> <p>I can move to catch or collect.</p> <p>To be confident and safe in the spaces used to play games</p> <p>I can explore and use skills, actions and ideas individually and in combination to suit the game they are playing</p>	<p>I can recognise my own space</p> <p>I can explore and find different places follow simple routes and trails, orientating myself successfully</p> <p>To solve simple challenges and problems successfully</p>	<p>I can remember, repeat and link combinations of actions</p> <p>I can use my body and use a variety of equipment with greater control and coordination, for example throwing to hit a target when using javelin.</p> <p>I can run in a straight line towards a finish line.</p>	<p>I recognise a change in temperature, breathing and heart rate when exercising.</p>	<p>I can describe my own work</p> <p>I can describe others' work</p> <p>I can comment on my own and others' work</p> <p>I recognise changes to my body during exercise</p>
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Year 2	<p>I can perform simple steps at varying levels and speeds</p> <p>I can create basic sequences</p> <p>I can hold a balance for a sustained period (5 secs)</p> <p>I am becoming aware of how</p> <p>I control my body</p> <p>I can roll and control a ball or hoop</p> <p>I can hit a ball with a bat</p>	<p>I can copy, repeat & explore, as well as perform gym skills.</p> <p>I am able to perform actions with increasing control & co-ordination & variety.</p> <p>I can easy link & vary basic body patterns & movements to sound & music with clear shapes & quality of movement.</p> <p>I can performs actions, balances & body shapes with control.</p>	<p>I can vary the speed and level of my movements</p> <p>I can respond to a stimulus (ie music)</p> <p>I am beginning to control my movements</p> <p>I am beginning to co-ordinate my movements</p> <p>I can climb safely</p> <p>I can show rhythm in dance</p>	<p>I can change speed and direction while running</p> <p>I can jump accurately (from standing)</p> <p>I can take a jump from running</p> <p>I can throw objects with one hand with some accuracy</p> <p>I can throw objects using under and overarm</p> <p>I can compete against myself to run faster</p> <p>I can stop a ball with control</p> <p>I can catch a ball with control</p> <p>I can pass a ball to someone else with some accuracy</p> <p>I can take part in a small team game with opposition</p> <p>I can decide where to stand during a team game</p>	<p>I can recognise my own space</p> <p>I can explore and find different places follow simple routes and trails, orientating myself successfully</p> <p>To solve simple challenges and problems successfully</p>	<p>I can remember, repeat and link combinations of actions</p> <p>I can use my all my body when running and understand how my hands/arms will help me.</p> <p>I can watch, copy and describe what they and others have done.</p>	<p>I recognise a change in temperature, breathing and heart rate when exercising.</p> <p>To recognise and describe how their body feels during exercise observe what they and others have done and use their observations to improve their performance.</p> <p>I know how to carry and place apparatus safely.</p>	<p>I can suggest improvements in others' work</p> <p>I can suggest improvements in my own work</p> <p>I can recognise a change in temperature, breathing and heart rate when exercising</p> <p>I can change speed and direction while running</p>
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Year 3	<p>I can stand on one leg for 20 seconds.</p> <p>I can perform a sideways roll changing my body shape.</p> <p>I can spin/turn on different body parts and stop without losing my balance.</p> <p><i>I can run, stop and change direction on command</i></p> <p><i>I can jump, hop, leap and hopscotch</i></p> <p><i>I can travel slowly and bounce a ball using two hands</i></p>	<p>I can link a jump and a turn in a dance or gymnastics sequence.</p> <p>I can perform a sequence of up to 4 elements.</p> <p>Perform combinations of gymnastic actions using floor, mats and apparatus.</p> <p>Develop gymnastic techniques and transitions.</p> <p>Adapt a gymnastic sequence to include</p>	<p>Acquiring and developing skills</p> <p>I can respond to different music imaginatively</p> <p>To be imaginative response to different stimuli through their use of language and choice of movement.</p> <p>To incorporate different qualities and dynamics into their movement.</p>	<p>Throw and catch with control when under limited pressure to keep possession and score goals.</p> <p>Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding and net games.</p> <p>Use simple rules fairly and extend them to devise their own games.</p> <p>Identify that playing extended games improves their stamina.</p>	<p>Use more detailed plans and diagrams that take them from familiar to less familiar areas</p> <p>Use ideas they have learned in one task and apply them in another</p> <p>Recognise and describe the different physical demands of</p>	<p>Select running speed for appropriate activity.</p> <p>Make up and repeat a short sequence of linked jumps.</p> <p>Throw a variety of objects, changing their action for accuracy and distance.</p> <p>Take part in relay activities</p>	<p>My heart beats faster, my breathing is quicker and my body feels warmer in lessons.</p> <p>Pupils understand how to exercise safely and describe how their body feels.</p>	<p>I can describe my performance.</p> <p>I can set myself targets to beat.</p> <p>One target I set myself was..... (record this personal target, then evaluate).</p>

	<p>I can throw underarm and overarm</p> <p>I can bounce a ball to hit a target</p> <p>I can catch with two hands and one hand whilst standing still</p> <p>I can stop a ball with my feet or a stick whilst standing still</p>	<p>different levels, speeds or directions.</p> <p>Recognise that strength and suppleness are important parts of fitness.</p> <p>Compare and comment on two performances, identifying quality and when they have the same elements and order.</p>	<p>To explore and develop new actions while working with a partner or a small group.</p> <p>Applying</p> <p>Link actions to create to make dance phrases.</p> <p>Working with a partner and in a small group.</p> <p>To perform short dances with expression, showing an awareness of others when moving.</p> <p>To describe what makes a good dance phrase</p>	<p>Recognise good performances in themselves and others and use what they have learned to improve their own work.</p> <p>Know and describe the effects of different exercise activities on the body and how to improve stamina.</p> <p>Begin to understand the importance of warming up.</p>	<p>the tasks and challenges.</p> <p>Describe and evaluate their own and others' performances, and identify areas that need improving.</p>	<p>remembering when to run and what to do.</p> <p>Recognise when their body is warmer or cooler and when their heart beats faster and slower.</p> <p>Recognise good performances in themselves and others to improve their own.</p>		
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Year 4	<p>Recap prior skills</p> <p>I can balance in different shapes and using different body parts on the floor and apparatus</p> <p>I can run fast (sprint) over a short distance and pace myself over a longer distance</p> <p>I can travel and bounce a ball with one hand</p> <p>I can throw a ball over a net</p> <p>I can hit a moving ball with a bat</p> <p>I can catch a ball that I have to run to reach</p> <p>I can move to stop a ball with my feet or a stick.</p>	<p>Recap prior skills</p> <p>I can link a run and a jump so I can jump further</p> <p>I can perform a sequence of up to 6 elements</p> <p>Perform a range of gymnastic actions with increased consistency and fluency.</p> <p>Work with a partner to show similar and contrasting actions on the floor and apparatus.</p> <p>Combine actions and show clarity of shape in longer sequences, alone or with a partner.</p> <p>Understand how strength and suppleness improve gymnastic performance.</p> <p>Describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved.</p>	<p>Recap prior skills</p> <p>Acquiring and developing skills</p> <p>I can express different emotions and characters through movement.</p> <p>Think about character and narrative ideas created by the stimulus, and respond through movement</p> <p>To 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> <p>Applying</p> <p>Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer.</p> <p>To remember, practise and combine longer, more complex dance phrases.</p> <p>To communicate what they want through their dances and perform with fluency and control, showing sensitivity to the accompaniment and to other</p>	<p>Recap prior skills</p> <p>Change pace, length and direction to outwit their opponent.</p> <p>Choose and use a range of ball skills with a good degree of accuracy.</p> <p>Use a variety of techniques and tactics to attack, keep possession and score.</p> <p>Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others.</p> <p>Understand how strength, stamina and speed can be improved by playing games.</p> <p>Identify good performances and suggest ideas for practices that will improve their play.</p>	<p>Use maps and diagrams to orientate themselves and to travel around a simple course.</p> <p>Plan responses to physical challenges and problems as a group.</p> <p>Prepare physically for activities and keeping safe.</p> <p>Evaluate the challenge and identify different approaches that could have been used</p>	<p>Show some control when using a range of basic running, jumping and throwing actions.</p> <p>Perform a range of jumps showing contrasting techniques and sometimes using a short run up.</p> <p>Throw with some accuracy and power into a target area.</p> <p>Work in cooperative groups to use different techniques, speeds and effort to meet challenges.</p> <p>Relate different athletic activities to changes in heart rate, breathing and temperature.</p> <p>Identify and describe different aspects of athletic styles and use to improve own performance.</p>	<p>Pupils begin to understand why they warm up and why physical activity is important for good health.</p> <p>What does keeping active help us achieve? (What if scenarios)</p>	<p>Recap prior skills</p> <p>To describe and interpret dance movements using appropriate vocabulary.</p> <p>To suggest how dances and performances can be improved, so that they communicate more effectively.</p> <p>A target I set myself, which will be specific to a sport..... (record this personal target, then evaluate).</p>
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Year 5	<p>Recap prior skills</p> <p>I can mirror and match balances</p> <p>I can balance with a partner</p> <p>I can spin and turn on the floor and apparatus.</p> <p>I can jump from a height with a safe, controlled landing, head up, knees bent.</p>	<p>Recap prior skills</p> <p>I can link an overarm throw with a run up</p> <p>I can perform a sequence of up to 8 elements</p> <p>Perform combinations of gymnastic actions with different levels, speeds and direction.</p>	<p>Recap prior skills.</p> <p>Acquiring and developing skills</p> <p>Explore, improvise and choose appropriate material to create new motifs in a chosen dance style .</p>	<p>Recap prior skills</p> <p>Use a small range of sending, receiving and travelling techniques in games, with varied control.</p> <p>Develop a broad range of techniques and skills for attacking and defending, using them with consistent</p>	<p>Develop and refine orienteering and problem-solving skills when working in groups and on their own.</p> <p>Work cooperatively to put</p>	<p>Understand and demonstrate the differences between sprinting and distance running.</p> <p>Show control in takeoff activities.</p>	<p>To warm up and cool down independently.</p> <p>To use exercises that stretch and tone their bodies and help them prepare for their dance.</p>	<p>Recap prior skills</p> <p>To describe how dance contributes to fitness and wellbeing.</p> <p>To identify what types of exercise they need to do to help their dancing.</p>

<p>I can travel in different ways on the floor and on/ under/over apparatus</p> <p>I can throw further and higher</p> <p>I can hit a moving ball with a bat and then run to a base/wicket</p> <p>I can hit a ball over a net with a racket</p>	<p>Perform actions, shapes and balances with good body tension and extension.</p> <p>Repeat a longer, more difficult sequence accurately emphasising extension, body shape and changes in direction, alone, with a partner or a small group.</p> <p>Understand why warming-up and cooling down are important and devise their own warm up routine.</p> <p>Evaluate a sequence and suggest improvements to speed, direction and level, applying some basic criteria.</p>	<p>To perform specific skills and movement patterns for different dance styles with accuracy.</p> <p>Applying</p> <p>Compose, develop and adapt motifs to make dance phrases and use these in longer dances.</p>	<p>accuracy, confidence and control.</p> <p>Know and apply the basic strategic and tactical principles of a various games and adapt them to different situations.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>With help, devise warm up and cool down activities and justify their choices.</p>	<p>strategies and solutions into action.</p> <p>Identify how their bodies work in the different challenges.</p> <p>Conserve their efforts and keep their concentration during tasks.</p> <p>Identify what they do well as individuals and as a group</p>	<p>Demonstrate a range of throwing actions using modified equipment with some accuracy and control.</p> <p>Organise and manage an event well.</p> <p>Watch partner's performance and identify strengths.</p> <p>Understand the basic principles of warming up.</p>	<p>Understand fully why exercise is good for fitness, health and wellbeing.</p> <p>Predict how different activities will affect heart rate, temperature and performance</p>	<p>Evaluate a sequence and suggest improvements to speed, direction and level, applying some basic criteria.</p> <p>I will set a target for dance and invasion game to achieve for the end of the year. (record this personal target, then evaluate).</p>
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Swimming

To swim between 5 and 100m and keep swimming for 45 - 90 seconds.
 To use three different strokes, swimming on both front and back.
 To control breathing.
 To swim confidently and fluently on the surface and under water.
 To solve specific problems and challenges as part of a group.
 To recognise how swimming affects the body and pace efforts to meet challenges.
 To suggest activities to improve personal performance

Water Safety

To recognise water safety flags used in public places.
 To understand the importance of water safety when in water (swimming pool or water ways, e.g. ponds, rivers, canals, etc).
 To understand the procedure you should take when dealing with a hazard.

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Year 6	<p>Recap prior skills</p> <p>I can perform asymmetrical and symmetrical shapes and balances.</p> <p>I can balance in small groups.</p> <p>I can run at different speeds easily depending on the type of activity.</p> <p>I can link a jump, step and hop</p> <p>I can control a ball whilst travelling e.g. dribbling using my foot, my hand or with a stick.</p> <p>I can use a push, pull and sling throwing action to hit a target</p> <p>I can perform a basic overarm bowling action as in cricket so a player can hit it.</p> <p>I can anticipate and predict the flight and speed of different types of balls in order to intercept them.</p> <p>I can stop a ball with my feet or a stick in a game more often and with improved control.</p>	<p>Recap prior skills</p> <p>I can link a turn and a jump of at least 180°.</p> <p>I can perform a sequence of up to 10 elements in groups of 3-4.</p> <p>Combine and perform actions, shapes and balances with fluency increasingly difficult combinations.</p> <p>Work with a partner or small group to practise and refine a sequence.</p> <p>Create and perform a longer, fluent sequence using planned variation and contrasts in actions and speed.</p> <p>Understand how to improve their own health and fitness through exercise.</p> <p>Evaluate their own and others performance, explaining how the sequence is formed using appropriate terminology.</p>	<p>Recap prior skills</p> <p>Acquiring and developing skills</p> <p>Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns.</p> <p>Applying</p> <p>To select and use a range of compositional ideas to create motifs that demonstrate their dance idea</p> <p>To perform with clarity and sensitivity to an accompaniment, communicating a dance idea on their own, with a partner and in a group.</p>	<p>Recap prior skills</p> <p>Perform skills with greater speed, fluency and accuracy in invasion, striking and net games.</p> <p>Understand, choose and apply a range of tactics and strategies for defence and attack.</p> <p>Know the importance and types of fitness and how playing games contributes to a healthy lifestyle.</p> <p>Develop their ability to evaluate their own and others' work, and to suggest ways to improve it.</p>	<p>Find appropriate solutions to problems and challenges.</p> <p>Prepare physically and organisationally for challenges they are set, taking into account group safety and adapt their skills and understanding as they move from familiar to unfamiliar environments.</p> <p>Identify and respond to events as they happen and improve their performance by changing or adapting their approaches as needed.</p> <p>Evaluate effective responses and solutions.</p>	<p>Choose the best pace for a running event, in order to sustain running and improve their personal target</p> <p>Show control and power in takeoff and landing activities.</p> <p>Show accuracy and good technique when throwing for distance.</p> <p>Choose appropriate techniques for specific events.</p> <p>Organise and judge events and challenges well.</p> <p>Identify activities that help develop stamina or power and suggest how some can be used in other types of activities.</p> <p>Identify parts of a partner's performance that need to be practised and refined and suggest improvements.</p>	<p>Pupils explain how their body reacts during different exercises.</p> <p>They explain why regular safe exercise is good for their fitness and health.</p> <p>Year 6 children must explain why we carry out physical exercise. Must outline several key benefits of this.</p> <p>Year 6 children must have the attitude and competitiveness to want to join in with games as well as contribute to clubs in and outside of school.</p> <p>Be able to identify how their heart rate increases and how we can lower our heart rate and cool down quickly.</p> <p>Identify different types of training (for example training to build stamina, to build speed, fat burning training).</p>	<p>Recap prior skills</p> <p>To use appropriate language and terminology to describe, interpret and evaluate their own and others' work.</p> <p>To comment on what works well and explain why</p> <p>To recognise how costume, music and set can help to improve a dance performance.</p> <p>I will set several specific targets for myself in each area of PE to be able to improve my performance (Record and evaluate)</p>

