Weald C P School progression PE

Acquiring and developing skills **Evaluating and improving** Dance Games Gymnastics **Athletics** Outdoor adventure

I can follow a map in an unknown location. I can use clues and compass directions to I can change my route if there is a problem I can change my plan if I get new information can plan a route and series of clues for someone else I can plan with others, taking account of safety

I can remain controlled when taking off and landing in a

I can throw with accuracy. I can combine running and jumping. I can follow specific rules

during athletics.

I can demonstrate stamina. I can use my athletics skills in different situations.

I can compare and comment on skills, techniques and ideas that I, and others, have used. I can use my observations to improve my work.

I can analyse and explain why I have used specific skills or techniques. I can modify the use of skills or techniques to improve my work. I can create my own success criteria for evaluating

I can swim 50 metres and keep swimming for 45 seconds. I can use 3 different strokes swimming on my front and back. I can control my breathing. I can swim confidently and fluently on the surface and under water.

different challenges. I can suggest activities and practices to help improve my performance. I can work well in groups to solve survival problems and challenges.

I can pace my efforts to meet

I can explain some important safety principles when preparing for exercise.

I can explain what effect exercise has on my body. I can explain why exercise is

I can explain how the body reacts to different kinds of exercise

I can choose appropriate warm ups and cool downs. I can explain why we need regular and safe exercise.

Athletics

Evaluating and improving

Swimming

Health and fitness

I can explain complicated rules.

I can make a team plan and

communicate it to others.

I can lead others in a game

situation.

OAA

I can make complex or extended sequences.

I can combine action, balance and

I can perform consistently to different audiences. I can keep my movements accurate,

clear and consistent.

I can link my sequences to specific \(\nabla_{\text{\colored}}\)

I can combine my work with that of

I can link skills, techniques and ideas and apply them accurately and appropriately. I can show good control in my

movements.

I can apply my skills, techniques and ideas consistently. I can show precision, control and fluency.

I can gain possession by working as a team. I can pass in different ways.

I can use forehand and backhand with a racquet

I can field. I can choose the best tactics for attacking

and defending. I can use a number of techniques to pass,

dribble and shoot.

Dance

Gymnastics

Acquiring and developing skills

Games

Year 5/6

I can develop imaginative dance in a specific style. I can choose my own music, style and dance.

I can use a greater number of my own ideas for movement in response to a task.

I can adapt sequences to suit different types of apparatus and my partner's ability I can explain how strength and suppleness affect performances.

I can compare and contrast gymnastic sequences, commenting on similarities and differences.

OAA

I can follow a map

familiar context.

I can move from a

different locations

following a map.

I can use clues to

route accurately,

familiar context. I can move from one

following a map.

I can use a clue to

I can move to music. I can copy

some dance moves. I can make

up a short dance. I can dance

in a space safely.

dance moves. I can perform

follow a route.

safely.

I can dance

imaginatively

changing rhythm,

speed, level and direction. I can dance with

control and co-

ordination. I can

make a sequence by

linking sections to

show a mood or

feeling.

location to another

safely and within a time limit.

I can follow a map in a

follow a route

I can follow a

in a more

demanding

number of

I can compose my own dances in a creative and imaginative way. I can control my movements. I can ensure my dances show clarity, fluency, accuracy and consistency.

I can work in a controlled way, include change of speed, change of direction. And range of shapes. I can follow a set of 'rules' to produce a sequence. I can work with a partner to create, repeat and improve a sequence with at least three phases.

I can run at fast, medium and slow speeds, changing speed and direction. I can link running and jumping activities with some fluency, control and consistency. I can make up and repeat a short sequence of linked jumps. I can take part in a relay activity, remembering when to run. I can throw a variety of objects, changing my actions for accuracy and

I can explain why it is important to warmup and cool-down. I can identify some muscle groups used in an activity.

Health and

I can explain why

warming up is important.

I can explain why keeping

fit is good for my health.

fitness

Gymnastics

Evaluating and improving

I can explain how my work is similar from that of others. I can recognise how performances could be improved (with guidance).

I can explain how my work is similar and different from that of others. I can use my comparisons to improve my work.

Athletics

I can run over a long distance. I can sprint over a short distance. I can throw in different ways. I can hit a target.

I can jump in different ways. I can throw and catch with control when under limited pressure. I'm aware of space and use it to support team-mates and cause

problems for the opposition. I know and use rules fairly to keep games going.

Games

I can catch with one hand. I can throw and

I can move to find a space when not in

possession during a game. I can vary taction

according to what is happening in a game.

catch accurately. I can hit a ball accurately and

with control. I can keep possession of the ball.

Swimming

I can swim 25 metres unaided. I can keep swimming for 30 seconds, using swimming aids and support. I can use a variety of basic arm and leg actions when on my front and on my back. I can swim on the surface and lower myself under water.

I recognise how my body feels when swimming. I can take part in group problem-solving activities on personal

Dance

I can improvise freely, translating ideas from a stimulus into movement.

I can share and create phrases with a partner and in small group I can repeat, remember and perform these phrases in a dance

I can take the lead when working with a partner or group.

I can use dance to communicate an idea. I can work on my movements and refine

I can select and use the most appropriate actions. I can move and use actions with control.

Acquiring and

developing skills

I can select and use the most appropriate skills, actions or ideas. I can move and use actions with co-ordination and control. I can make up my own small-sided game.

Year 3/4

I can show how to exercise

ibe how my body

I can use hitting, kicking and/or rolling in a

Health and fitness

game. I can stay in a 'zone' during a game. I can decide where the best place to be is during a game. I can use one tactic in a game. I can follow rules in a game.

Dance

Acquiring and developing skills

Gymnastics

Evaluating and improving

Games

I can copy actions. I can repeat actions and skills. I can move with control

and care. I can copy and remember actions. I can repeat and explore actions

with control and coordination.

I can plan and show a sequence of movements, using contrast. I can think of more than one way to create a sequence which follows a set of 'rules' on my own or with a partner.

I can make my body tense, relaxed, curled and stretched. I can control my body when travelling and balancing. I can copy sequences and repeat them.

I can roll, travel, balance, stretch and curl in different ways in different ways.

I can climb equipment safely.

I can talk about what I have done. I can describe what other people did.

I can talk about what is different between what I did and what someone else did. I can say how I could improve.

I can throw in different ways. I can roll a piece of equipment and hit a ball with a bat. I can move and stop safely in a game. I can catch with both hands. I can kick in different ways.

EYFS

YEAR 1/2

Health and self care

Talk about ways to keep

Children know the importance for good exercise and a healthy Moving and handling

> Children show good control in large and small

equipment effectively

Manage their own personal hygiene successfully

healthy and safe.

Move confidently in a range of ways,

negotiating space.

Handle tools and