

Weald C P School progression PE

- Acquiring and developing skills
- Evaluating and improving
- Health and fitness
- Dance
- Games
- Gymnastics
- Athletics
- Outdoor adventure

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

I can remain controlled when taking off and landing in a jump.
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.

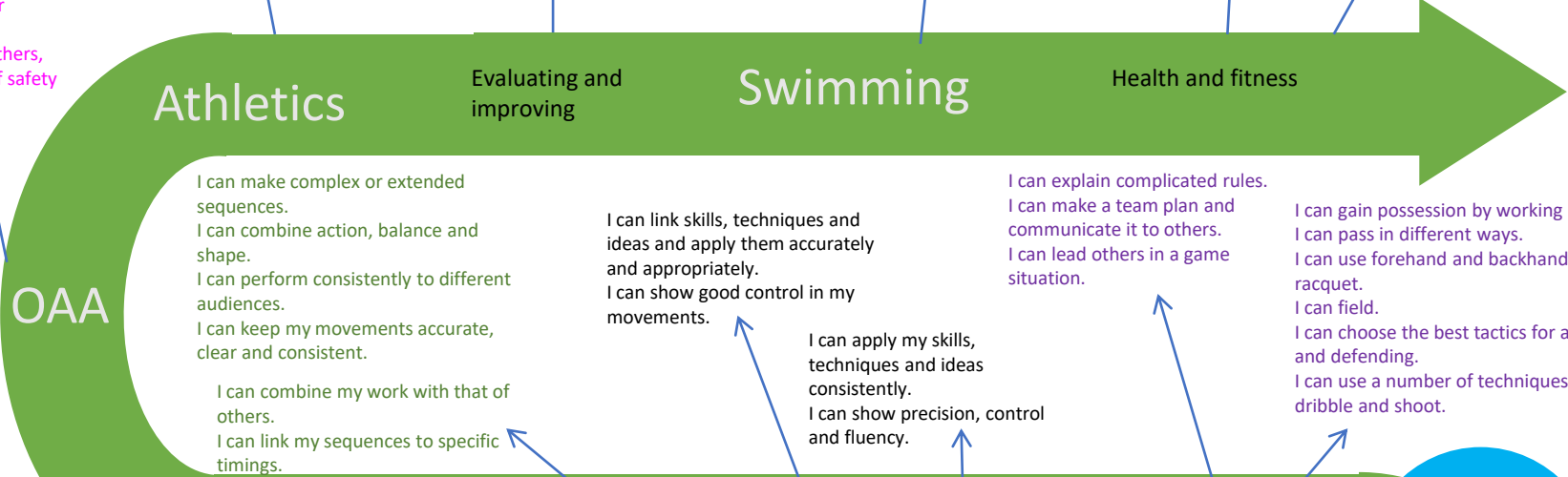
I can compare and comment on skills, techniques and ideas that I, and others, have used.
I can use my observations to improve my work.

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.
I can pace my efforts to meet 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 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 important.

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.



OAA

Athletics

Evaluating and improving

Swimming

Health and fitness

I can make complex or extended sequences.
I can combine action, balance and shape.
I can perform consistently to different audiences.
I can keep my movements accurate, clear and consistent.

I can combine my work with that of others.
I can link my sequences to specific timings.

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 explain complicated rules.
I can make a team plan and communicate it to others.
I can lead others in a game situation.

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

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 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.

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 distance.

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



OAA

Gymnastics

Evaluating and improving

Athletics

Health and fitness

Swimming

I can follow a map in a more demanding familiar context.
I can move from a number of different locations following a map.
I can use clues to follow a route.
I can follow a route accurately, safely and within a time limit.

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.

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 explain why warming up is important.
I can explain why keeping fit is good for my health.

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 survival.

Dance

Acquiring and developing skills

Games

Year 3/4

I can follow a map in a familiar context.
I can move from one location to another following a map.
I can use a clue to follow a route.
I can follow a route accurately, safely and within a time limit.

I can improvise freely, translating ideas from a stimulus into movement.
I can share and create phrases with a partner and in small groups.
I can repeat, remember and perform these phrases in a dance.

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

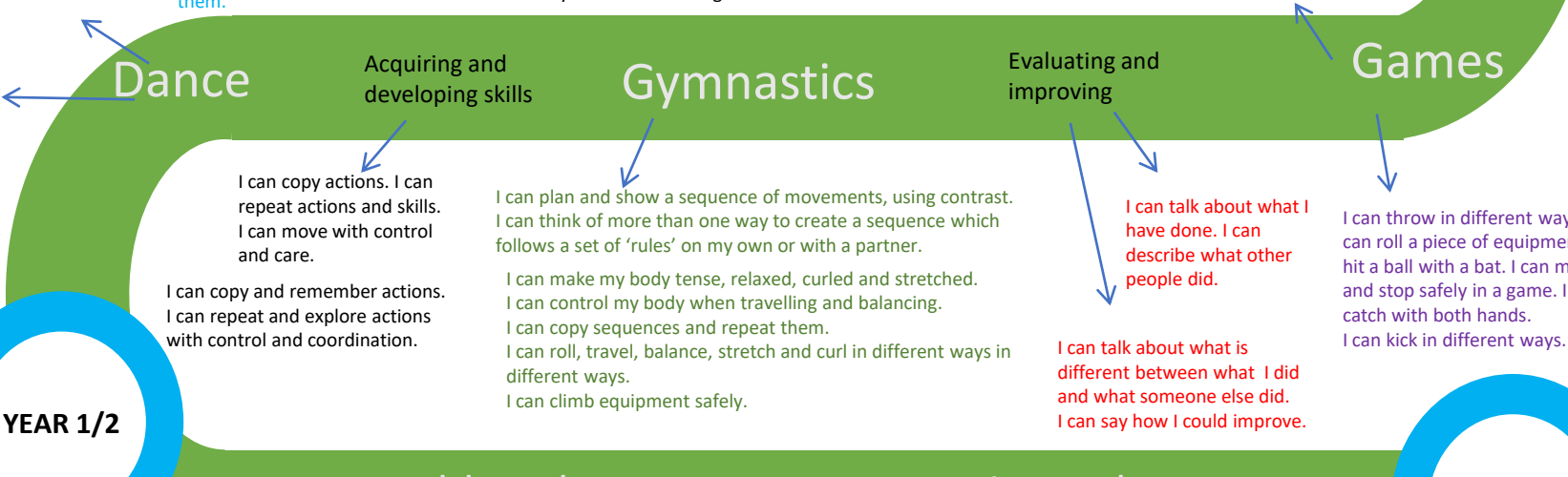
I can catch with one hand. I can throw and catch accurately. I can hit a ball accurately and with control. I can keep possession of the ball.
I can move to find a space when not in possession during a game. I can vary tactics according to what is happening in a game.

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

I can show how to exercise safely.
I can describe how my body feels during different activities.
I can explain what my body needs to keep healthy

Health and fitness

I can describe how my body feels before, during and after activity.



YEAR 1/2

Dance

Acquiring and developing skills

Gymnastics

Evaluating and improving

Games

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.

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.

Health and self care

Moving and handling

EYFS

Manage their own personal hygiene successfully

Talk about ways to keep healthy and safe.

Children know the importance for good health, of physical exercise and a healthy diet.

Move confidently in a range of ways, negotiating space.

Handle tools and equipment effectively

Children show good control in large and small movements.