

Progression in P.E.

St Augustine's RC Primary School



	EYFS	KS1	LKS2	UKS2
Fundamentals of Movement	<p>I can negotiate space safely with consideration for myself and others.</p> <p>I am confident to try new challenge.</p> <p>I use movement skills with developing balance and coordination.</p> <p>I follow instructions involving several actions.</p> <p>I play cooperatively, take turns and congratulate others.</p> <p>I play games honestly with consideration of the rules.</p> <p>I show an understanding of my feelings and can regulate my behaviour.</p>	<p>Year 1</p> <p>I can change direction when moving at speed.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can run at different speeds.</p> <p>I can select my own actions in response to a task.</p> <p>I can show hopping and jumping movements.</p> <p>I can work cooperatively with others.</p> <p>I show balance and coordination.</p> <p>Year 2</p> <p>I am beginning to provide feedback using key words.</p> <p>I am beginning to turn and jump in an individual skipping rope.</p> <p>I can describe how my body feels during exercise.</p> <p>I can show balance when changing direction.</p> <p>I can show hopping, skipping and jumping movements with some balance and control.</p> <p>I can work cooperatively</p> <p>I show balance and coordination when running.</p>	<p>Year 3</p> <p>I am able to jump and turn a skipping rope.</p> <p>I can change direction quickly.</p> <p>I can identify when I am successful.</p> <p>I can link hopping and jumping actions.</p> <p>I demonstrate balance when performing other fundamental skills.</p> <p>I understand how the body moves differently at different speeds.</p> <p>I understand why it is important to warm up.</p>	

I negotiate space safely.
I am confident to try new challenges and perform in front of others.
I use movement skills with developing strength, balance and coordination showing increasingly control and grace.

Year 1
I can begin to use counts
I can copy, remember and repeat actions.
I can move confidently and safely.
I can use different parts of the body in isolation and together.
I can work with others to share ideas and select actions.
I choose appropriate movements for different dance ideas.
I say what I liked about someone else's performance.
I show some sense of dynamic and expressive qualities in my dance.

Year 2
I am beginning to provide feedback using key words.
I can copy, remember, repeat and create dance phrases.
I can describe how my body feels during exercise.
I can show a character and idea through the actions and dynamics I choose.
I can use counts to stay in time with the music.
I can work with a partner using mirroring and unison in our actions.
I show confidence to perform.

Year 3
I am respectful of others when watching their performances.
I can provide feedback using key words.
I can repeat, remember and perform a dance phrase.
I can use counts to keep in time with a partner and group.
I can use dynamic and expressive qualities in relation to an idea.
I can work with a partner and in a small group sharing ideas.
I can create short dance phrases that communicate an idea.

Year 4
I can choose actions and dynamics to convey a character or idea.
I can copy and remember set choreography.
I can provide feedback using appropriate language relating to the lesson.
I can respond imaginatively to a range of stimuli.
I can use changes in timing and spacing to develop a dance.
I can use counts to keep in time with others and the music.
I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.
I show respect for others when working as a group and watching others.

Year 6
I can choreograph a dance and work safely using a prop.
I can lead a small group through a short warm up routine.
I can perform dances confidently and fluently with accuracy and good timing.
I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.
I can use appropriate language to evaluate and refine my own and others work.
I can use feedback provided to improve the quality of my work
I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.

I can negotiate space safely with consideration for myself and others.
 I can confidently and safely use a range of large and small apparatus.
 I can combine movements, selecting actions in response to the task and apparatus.
 I use movement skills with developing strength, balance and coordination showing increasing control and grace.
 I follow instructions involving several ideas or actions.
 I work cooperatively with others and take turns.
 I am confident to try new challenges.

Year 1
 I am confident to perform in front of others.
 I can link simple actions together to create a sequence.
 I can make my body tense, relaxed, stretched and curled.
 I can recognise changes in my body when I do exercise.
 I can remember and repeat actions and shapes.
 I can say what I liked about someone else's performance.
 I can use apparatus safely and wait for my turn.

Year 2
 I am beginning to provide feedback using key words.
 I am proud of my work and confident to perform in front of others.
 I can perform the basic gymnastic actions with some control and balance.
 I can plan and repeat simple sequences of actions.
 I can use directions and levels to make my work look interesting.
 I can use shapes when performing other skills.
 I can work safely with others and apparatus.

Year 3
 I can adapt sequences to suit different types of apparatus.
 I can choose actions that flow well into one another.
 I can choose and plan sequences of contrasting actions.
 I can complete actions with increasing balance and control.
 I can move in unison with a partner.
 I can provide feedback using key words.
 I use a greater number of my own ideas in response to a task.
 With help, I recognise how performances could be improved.

Year 4
 I can follow a set routine with increasingly balance, control and coordination.
 I can perform in front of others.
 I can recognise how performances could be improved.
 I can act on feedback.

Year 5
 I can create and perform sequences individually and with a partner.
 I can lead a partner through short warm up routines.
 I can use cannon and synchronisation, and matching and mirroring when performing with a partner and group and say how it affects the performance.
 I can use feedback provided to improve my work.
 I can set criteria to make simple judgements about performances and suggest ways they could be improved.
 I can use strength and flexibility to improve the quality of performance.
 I can work safely when learning a new skill to keep myself and others safe.

Year 6
 I can follow a set routine and move confidently with control and poise.
 I can use strength and flexibility to improve the quality of performance.
 I can perform in front of others with confidence.
 I can recognise how performances could be improved.
 I can use feedback provided to improve my work.

Ball Skills

I can negotiate space safely.
I use balls skills with developing competence and accuracy.
I play cooperatively and take turns.
I can make independent choices.
I persevere when trying new challenges.
I play balls games with consideration of the rules.

Year 1
I am beginning to catch with two hands.
I am beginning to dribble a ball with my hands and feet.
I am beginning to understand simple tactics.
I can roll and throw with some accuracy towards a target.
I can say when someone was successful.
I can track a ball that is coming towards me.
I can work cooperatively with a partner.
Year 2
I am beginning to provide feedback using key words.
I am beginning to understand and use simple tactics.
I can dribble a ball with my hands and feet with some control.
I can roll and throw a ball to hit a target.
I can send and receive a ball using both kicking and throwing and catching skills.
I can track a ball and collect it.
I can work cooperatively with a partner and small group.

Year 3
I can catch different sized objects with increasing consistency with two hands.
I can dribble a ball with control.
I can persevere when learning a new skill.
I can provide feedback using key words.
I can show a variety of throwing techniques.
I can throw with accuracy and increasing consistency to a target.
I can track the path of a ball that is not sent directly to me.
Year 4
I can accurately use a range of throwing techniques to throw to a target.
I can catch different sized objects with increasing consistency with one and two hands.
I can consistently track the path of a ball that is not sent directly to me.
I can dribble a ball with increasingly control and coordination.
I can persevere when learning a new skill.
I can provide feedback using key terminology and understand what I need to do to improve.

Games: Invasion

Games

I can negotiate space safely with consideration for myself and others.
I follow instructions involving several ideas or actions.
I play cooperatively, take turns and encourage others.
I use ball skills with developing competence and accuracy.
I use movement skills with developing balance and coordination.
I play games honestly with consideration of the rules.
I show an understanding of my feelings and can regulate my behaviour.

Year 1

I am beginning to dribble a ball with my hands and feet.
I can change direction to move away from a defender.
I can recognise space when playing games.
I can send and receive a ball with hands and feet.
I can use simple rules to play fairly.
I move to stay with another player when defending.
I recognise changes in my body when I do exercise.
I understand when I am a defender and when I am an attacker.

Year 2

I can describe how my body feels during exercise.
I can dodge and find space away from the other team.
I can move with a ball towards goal.
I can sometimes dribble a ball with my hands and feet.
I can stay with another player to try and win the ball.
I know how to score points and can remember the score.
I know who is on my team and I can attempt to send the ball to them.

Year 3 Football/Basketball

I am beginning to use simple tactics.
I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
I can dribble, pass, receive and shoot the ball with some control.
I can find space away from others and near to my goal.
I can provide feedback using key words.
I can track an opponent to slow them down.
I understand my role as an attacker and as a defender.
I work cooperatively with my group to self-manage games.

Year 4 Tag Rugby

I understand the rules of the game and I can use them often and honestly.
I can delay an opponent and help prevent the other team from scoring.
I can explain what happens to my body when I exercise and how this helps to make me healthy.
I can help my team keep possession and score tries when I play in attack.
I can pass and receive the ball with increasing control.
I can provide feedback using key terminology and understand what I need to do to improve.
I can use simple tactics to help my team score or gain possession.
I share ideas and work with others to manage our game.
Y4 Netball
I can defend one on one to win the ball.
I can move to space to help my team to keep possession and score goals.
I can pass receive and shoot the ball with increasing control.

Year 5 Basketball/Netball/Tag Rugby

I can communicate with my team and move into space to keep possession and score.
I can dribble, pass, receive and shoot the ball with some control and under pressure.
I can identify when I was successful and what I need to do in order to improve.
I can use tracking and intercepting when playing in defence.
I understand the need for tactics and can identify when to use them in different situations.
I understand the rules of the game and I can apply them honestly most of the time.
I understand that there are different skills for different situations and I am beginning to apply this.
I know what position I am playing in and how to contribute when attacking and defending.
I can tag opponents and close down space (rugby)

Year 6 Hockey/Netball/Tag Rugby

I can create and use space to help my team.
I can dribble, pass, receive and shoot the ball with increasing control under pressure.
I can select the appropriate action for the situation and make the decision quickly.
I can use marking, tackling and or interception to improve my defence.
I can use the rules of the game to play honestly and fairly.
I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
I can work in collaboration with others so that games run smoothly.
I can recognise my own and others strengths and areas for development and can suggest ways to improve.

Games: Striking and Fielding

Year 1

I can catch a bean bag and a medium sized ball.
 I can roll a ball towards a target.
 I can strike a ball using my hand.
 I can track a ball that is coming towards me.
 I know how to score points.
 I understand the rules and I am beginning to use these to play honestly and fairly.
 I understand when I am successful.

Year 2

I am beginning to provide feedback using key words.
 I am developing underarm and overarm throwing skills.
 I can hit a ball with equipment using some consistency.
 I can track a ball and collect it.
 I can use simple tactics.
 I know how to score points and can remember the score.
 I understand the rules of the game and can use these to play fairly in a small group.

Y3 Rounders

I am able to bowl a ball towards a target.
 I am beginning to strike a bowled ball.
 I am developing an understanding of tactics and I am beginning to use them in game situations.
 I am learning the rules of the game and I am beginning to use them.
 I can provide feedback using key words.
 I can use overarm and underarm throwing and catching skills.
 I work cooperatively with my group to self-manage games.

Y4 Cricket

I am able to bowl a ball with some accuracy.
 I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
 I can communicate with my team mates to apply simple tactics.
 I can persevere when learning new skills.
 I can provide feedback using terminology and understand what I need to do to improve.
 I can strike a bowled ball after a bounce.
 I can use overarm and underarm throwing and catching skills with increasing accuracy.
 I share ideas and work with others to manage our game.

Year 5 Cricket

I am developing a wider range of fielding skills and I am beginning to use these under some pressure.
 I can identify when I was successful and what I need to do to improve.
 I can strike a bowled ball with increasing consistency.
 I can work cooperatively with others to manage our game.
 I understand the need for tactics and can identify when to use them in different situations.
 I understand the rules of the game and I can apply them honestly most of the time.
 I understand that there are different skills for different situations and I am beginning to use this.

Year 6 Cricket

I can apply previously learnt skills and tactics to play effectively.
 I know the rules of the game and apply these rules in a competitive situation.
 I can play fairly and sportingly.

Target Games	<p>Year1</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can use an overarm throw aiming towards a target.</p> <p>I can use an underarm throw aiming towards a target.</p> <p>I can work cooperatively with a partner.</p> <p>I understand what good technique looks like.</p> <p>Year 2</p> <p>I am able to select the appropriate skill for the situation.</p> <p>I can throw, roll kick or strike a ball to a target with some success.</p> <p>I can work cooperatively with a partner and a small group.</p> <p>I understand the principles of a target game and can use different scoring systems when playing games.</p> <p>I understand what good technique looks like and can use key words in the feedback I provide.</p>	<p>Year 4 Golf</p> <p>I can hold all equipment correctly.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can show how to aim using a putting club.</p> <p>I can strike a ball with increasing consistency.</p> <p>I can use different actions for different shots.</p> <p>I share ideas and work with others to manage our game.</p> <p>Y4 Dodgeball</p> <p>I can understand the rules of the game and can use them often and honestly.</p> <p>I can catch with increasing consistency.</p> <p>I can communicate with my team mates to apply simple tactics.</p> <p>I can return to the ready position to defend myself.</p> <p>I can throw with some accuracy at a target.</p> <p>I share ideas and work with others to manage our game.</p>	<p>Y5 Dodgeball</p> <p>I am developing a wider range of skills and I am beginning to use these under some pressure.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can throw accurately at a target.</p> <p>I can work cooperatively with others to manage our team.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to use these.</p>
Net and Wall Games	<p>Year 1</p> <p>I can hit a ball using a racket.</p> <p>I can throw a ball to land over the net.</p> <p>I can track balls and other equipment sent to me.</p> <p>I can use a ready position to move to the ball.</p> <p>I know how to score points.</p> <p>I recognise changes in my body when I do exercise.</p> <p>I show honesty and fair play when playing against an opponent.</p> <p>Year 2</p> <p>I can defend space on my court using the ready position.</p> <p>I can describe how my body feels during exercise.</p> <p>I can hit a ball over the net and into the court area.</p> <p>I can throw accurately to a partner.</p> <p>I can use simple tactics to make it difficult for an opponent.</p> <p>I know how to score points and can remember the score.</p> <p>I show good sportsmanship when playing against an opponent.</p>	<p>Year 3 Tennis</p> <p>I am learning the rules of the game and I am beginning to use them to play fairly.</p> <p>I can provide feedback using key words.</p> <p>I can return a ball to a partner.</p> <p>I can use basic racket skills.</p> <p>I understand the aim of the game.</p> <p>I understand the benefits of exercise.</p> <p>I work cooperatively with my group to self manage games.</p> <p>Year 4 Tennis</p> <p>I understand the rules of the game and I can use them often and honestly.</p> <p>I can communicate with my teammates to apply simple tactics.</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can return to the ready position to defend my own court.</p> <p>I can sometimes play a continuous game.</p> <p>I can use a range of basic racket skills.</p> <p>I share ideas and work with others to manage our game.</p>	<p>Year 6 Badminton</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can use a wider range of skills with increasing control under pressure.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>

Swimming			<p>I can swim competently, confidently and proficiently over a distance up to 25 metres; I can use a range of strokes (e.g. front crawl, backstroke and breaststroke)</p>	<p>I can swim competently, confidently and proficiently over a distance of at least 25 metres; I can use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke); I can perform safe self-rescue in different water-based situations</p>
Outdoor and Adventurous		<p>Year 1 I can communicate simple instructions. I can follow instructions. I can follow a path and lead others I can listen to others ideas. I can suggest ideas to solve tasks. I Can work with a partner and a small group. I understand the rules of the game.</p> <p>Year 2 I can follow instructions carefully. I can say when I was successful at solving challenges. I can share my ideas and help to solve tasks. I can work cooperatively with a partner and a small group. I show honesty and play fairly. I understand how to use, follow and create a simple diagram/map</p>	<p>Year 3 I am developing map reading skills. I can follow and give instructions. I can listen to and am accepting of other ideas. I can plan and attempt to apply strategies to solve problems. I can reflect on when and why I was successful solving challenges. I can work collaboratively with a partner and a small group.</p>	<p>Year 5 I am inclusive of others and can share job roles. I can navigate around a course using a map. I can orientate a map confidently. I can reflect on when I was successful at solving challenges and alter my methods in order to improve. I can use critical thinking to approach a task. I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.</p> <p>Year 6 Residential I show bravery and resilience when taking on new challenges.</p>
Athletics		<p>Year 1 I am able to throw towards a target. I am beginning to show balance and coordination when changing direction. I am developing overarm throwing. I recognise changes in my body when I do exercise. I can run at different speeds. I can work with others and make safe coices. I try my best. I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.</p> <p>Year 2 I can show balance and coordination when running at different speeds. I can jump and land with control. I can use an overarm throw to help me to throw for distance.</p>	<p>Year 3 I am developing jumping for distance. I can identify when I was successful. I can take part in relay activities remembering when to run and what to do. I can throw a variety of objects, changing my action for accuracy and distance. I can use different take off and landings when jumping. I can use key points to help me improve my sprinting techniques. I can work with a partner and in a small group sharing ideas. I show determination to achieve my personal best.</p>	<p>Year 5/6 I can apply athletics skills learnt to the jumps, throws and runs used in the Primary School Athletics. I can use the correct technique. I can compete fairly against others and show a sporting attitude.</p> <p>Year 6 Sports Hall Athletics I can develop power, control and technique for standing long jump, triple jump and vertical jump I can develop power, control and technique when throwing. I can apply fluency and coordination when running for speed in relay changeovers</p>

		<p>I can work with others taking turns and sharing ideas. I can identify good technique. I can describe how my body feels during exercise. I try my best.</p> <p>Quadkids(Y2)I can apply athletics skills in a competitive situation for sprinting, distance running, jumping and throwing.</p>	<p>Quadkids (Y4) I can use the correct technique for a standing long jump, howler throw, 75m sprint and 400m run. I can compete against others and show a sporting attitude. I can aim to improve on my personal best.</p> <p>Year 4 Sports Hall Athletics I can develop sprinting techniques and apply these to relays. I can develop jumping techniques when jumping for height and distance. I can explore power and technique when throwing for distance. I can aim to improve on my personal best.</p>	
Fitness		<p>Year 1 I can recognise changes in my body when I do exercise. I can share my ideas with other people in the class. I can talk about what exercise does to my body. I recognise how exercise makes me feel. I try my best in the challenges I am set. I understand why it is important to warm up.</p> <p>Year 2 I can describe how my body feels during exercise. I can show hopping and jumping movements with some balance and control. I persevere with new challenges. I show determination to continue working over a longer period of time . I understand that running at a slower speed will allow me to run for a longer period of time. I work with others to turn a rope and encourage others to jump at the right time.</p>	<p>Year3/4 I can collect and record my scores, recognising my strengths. I can complete exercises with control. I can persevere when I find a challenge hard. I can provide feedback using key words. I can use key points to help me to improve my sprinting techniques. I can work safely with others. I show balance when changing direction. I understand there are different areas of fitness.</p>	<p>Year 5 I can analyse my fitness scores. I can choose the best pace for a running event and maintain speed. I can encourage and motivate others to work to their personal best. I can identify how different activities can benefit my physical health. I can work with others to manage activities. I understand the different components of fitness and how to test them. I understand what my maximum effort looks and feels like and I am determined to achieve it.</p> <p>Year 6 I can show increasing speed, strength and stamina in all activities.</p>