

## PE Rationale (link to progression documents for expectations)

Year/Term	ABC Core skill (A and S of PAINSLEY)	Applied Sport	Personal / Social / Cognitive Targets
Reception Year Term 1.1	Coordination (footwork)  Static balance (One leg)		H - I can follow instructions, practise safely and work on simple tasks by myself M - I enjoy working on simple tasks with help
Reception Year Term 1.2	Dynamic balance to agility (jumping) Static balance (seated)		H - I can work sensibly with others, taking turns and sharing M - I can play with others and take turns and share with help
Reception Year Term 2.1	Dynamic balance (on a line) Static balance (stance)		H - I can understand and follow simple rules and can name some things I am good at M - I can follow simple instructions
Reception Year Term 2.2	Coordination (ball skills) Counter balance (with a partner)		H - I can explore and describe different movements M - I can observe and copy others
Reception Year Term 3.1	Coordination (sending and receiving) Agility (Reaction / Response)		H - I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together M - I can move confidently in different ways
Reception Year Term 3.2	Agility (ball chasing) Static balance (Floor work)		H - I am aware of why exercise is important for good health M - I am aware of the changes to the way I feel when I exercise
Year one Term 1.1	Coordination (footwork)  Static balance (One leg)		H - I try several times if at first I don't succeed and I ask for help when appropriate M - I can follow instructions, practise safely and work on simple tasks by myself L - I enjoy working on simple tasks with help
Year one Term 1.2	Dynamic balance to agility (jumping & landing) Static balance (seated)		H - I can help praise and encourage others in their learning M - I can work sensibly with others, taking turns and sharing L - I can play with others and take turns and share with help

Year one Term 2.1	Dynamic balance (on a line) Static balance (stance)		H - I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well M - I can understand and follow simple rules and can name some things I am good at L - I can follow simple instructions
Year one Term 2.2	Coordination (ball skills) Counter balance (with a partner)		H - I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme M - I can explore and describe different movements L - I can observe and copy others
Year one Term 3.1	Coordination (sending & receiving) Agility (Reaction / Response)		H - I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed M - I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together L - I can move confidently in different ways
Year one Term 3.2	Agility (ball chasing) Static balance (floor work)		H - I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely M - I am aware of why exercise is important for good health L - I am aware of the changes to the way I feel when I exercise
Year two Term 1 .1	Coordination (footwork) Static balance (One leg)	<b>Football</b>	H - I know where I am with my learning and I have begun to challenge myself M - I try several times if at first I don't succeed and I ask for help when appropriate L - I can follow instructions, practise safely and work on simple tasks by myself
Year two Term 1 .2	Dynamic balance to agility (jumping) Static balance (seated)	<b>Dance</b>	H - I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas M - I can help praise and encourage others in their learning L - I can work sensibly with others, taking turns and sharing
Year two Term 2.1	Dynamic balance (on a line) Static balance (stance)	<b>Gymnastics</b>	H - I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement M - I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well L - I can understand and follow simple rules and can name some things I am good at

Year two Term 2.2	Coordination (ball skills) Counter balance (with a partner)	<b>Netball</b>	H - I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression M - I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme L - I can explore and describe different movement
Year two Term 3.1	Coordination (sending and receiving) Agility (Reaction / Response)	<b>Benchball</b>	H - I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency M - I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed L - I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together
Year two Term 3.2	Agility (ball chasing) Static balance (Floor work)	<b>Kwik cricket</b>	H - I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down M - I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely L - I am aware of why exercise is important for good health
Year Three Term 1.1	Coordination (footwork) Static Balance (one leg)	<b>Tag Rugby</b>	H - I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice M - I know where I am with my learning and I have begun to challenge myself L - I try several times if at first I don't succeed and I ask for help when appropriate
Year Three Term 1.2	Dynamic balance to agility (jumping & landing) Static balance (seated)	<b>Dance</b>	H - I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task M - I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas L - I can help praise and encourage others in their learning
Year Three Term 2.1	Dynamic balance (on a line) Coordination (ball skills)	<b>Handball</b>	H - I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions M - I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement

			L - I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well
Year Three Term 2.2	Coordination (sending & receiving) Counter balance (with a partner)	<b>Tennis</b>	H - I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging M - I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression L - I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme
Year Three Term 3.1	Agility (reaction/response) Static Balance (floor work)	<b>Athletics</b>	H - I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities M - I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency L - I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed
Year Three Term 3.2	Agility (ball chasing) Static balance (stance)	<b>Cricket</b>	H - I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working M - I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down L - I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely
Year Four Term 1.1	Coordination (footwork) static Balance (one-leg)	<b>Gymnastics</b>	H - I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice M - I know where I am with my learning and I have begun to challenge myself L - I try several times if at first I don't succeed and I ask for help when appropriate
Year Four Term 1.2	To swim 25m using a range of strokes. Perform self-rescue	<b>Swimming</b>	
Year Four Term 2.1	Dynamic Balance (on a line) Coordination (ball skills)	<b>Handball</b>	H - I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions

			<p>M - I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement</p> <p>L - I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well</p>
Year Four Term 2.2	To swim 25m using a range of strokes. Perform self-rescue	<b>Swimming</b>	
Year Four Term 3.1	Agility (Reaction/Response) Static Balance (Floor Work)	<b>Orienteering</b>	<p>H - I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities</p> <p>M - I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency</p> <p>L - I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed</p>
Year Four Term 3.2	To swim 25m using a range of strokes. Perform self-rescue	<b>Swimming</b>	
Year Five Term 1.1	To swim 25m using a range of strokes. Perform self-rescue	<b>Swimming</b>	
Year Five Term 1.2	Dynamic Balance to Agility (jumping & landing) Static Balance (seated)	<b>Gymnastics</b>	<p>H - I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task</p> <p>M - I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas</p> <p>L - I can help praise and encourage others in their learning</p>
Year Five Term 2.1	To swim 25m using a range of strokes. Perform self-rescue	<b>Swimming</b>	
Year Five Term 2.2	Coordination (Sending and Receiving) Counter Balance (With a Partner)	<b>Netball</b>	<p>H - I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging</p> <p>M - I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression</p>

			L - I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme
Year Five Term 3.1	To swim 25m using a range of strokes. Perform self-rescue	<b>Swimming</b>	
Year Five Term 3.2	Agility (Ball Chasing) Static Balance (Stance)	<b>Rounders</b>	H - I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working M - I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down L - I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely
Year Six Term 1.1	Coordination (Ball Skills) Agility (Reaction/Response)	<b>Basketball</b>	H - I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop M - I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents L - I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions
Year Six Term 1.2	Static Balance (Seated) Static Balance (Floorwork)	<b>Dance</b>	H - I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience M - I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others L - I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging
Year Six Term 2.1	Dynamic Balance (on a line) Counter Balance (with a partner)	<b>Gymnastics</b>	H - I can involve others and motivate those around me to perform better M - I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately L - I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task
Year Six Term 2.2	Static balance (one leg) Dynamic Balance to	<b>Athletics</b>	H - I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations

	Agility (jumping & landing)		<p>M - I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations</p> <p>L - I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities</p>
Year Six Term 3.1	Static Balance (stance) Coordination (footwork)	<b>Orienteering</b>	<p>H - I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme</p> <p>M - I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity</p> <p>L - I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working</p>
Year Six Term 3.2	Agility (Ball Chasing) Coordination (sending & receiving)	<b>Cricket</b>	<p>H - I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes</p> <p>M - I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets</p> <p>L - I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice</p>