



REAL PE - Year Group Key Learning Progression Document

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creative: 9-Coordination Ball Skills & 7-Counter Balance with a Partner					
<p>Explore and describe different movements. Select and link movements together to fit a theme. Begin to compare my movements and skills with those of others.</p>	<p>Recognise similarities and differences in movements and expression. Make up my own rules and versions of activities. Respond differently to a variety of tasks. Select and link movements together to fit a theme. Begin to compare my movements and skills with those of others. Explore and describe different movements.</p>	<p>Link actions and develop sequences of movements that express my own ideas. Change tactics, rules or tasks to make activities more fun or more challenging. Recognise similarities and differences in movements and expression. Make up my own rules and versions of activities. Respond differently to a variety of tasks. Select and link movements together to fit a theme. Begin to compare my movements and skills with those of others.</p>	<p>Link actions and develop sequences of movements that express my own ideas. Change tactics, rules or tasks to make activities more fun or more challenging. Recognise similarities and differences in movements and expression. Make up my own rules and versions of activities. Respond differently to a variety of tasks. Select and link movements together to fit a theme. Begin to compare my movements and skills with those of others.</p>	<p>Effectively disguise what I am about to do next. Use variety and creativity to engage an audience. Respond imaginatively to different situations. Adapt and adjust my skills, movements or tactics so they are different from or in contrast to others. Link actions and develop sequences of movements that express my own ideas. Change tactics, rules or tasks to make activities more fun or more challenging.</p>	

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cognitive: 5-Dynamic Balance on a line & 4-Static Balance Stance					
<p>Name some things I am good at. Understand and follow simple rules. Begin to order instructions, movements and skills. Explain why someone is working or performing well. With help, recognise similarities and differences in performance.</p>	<p>Explain what I am doing well and I have begun to identify areas for improvement. Begin to order instructions, movements and skills. Explain why someone is working or performing well. With help, recognise similarities and differences in performance. Name some things I am good at. Understand and follow simple rules.</p>	<p>Identify specific parts of performance to work on. Understand ways (criteria) to judge performance. Use my awareness of space and others to make good decisions. Explain what I am doing well and I have begun to identify areas for improvement Begin to order instructions, movements and skills. Explain why someone is working or performing well. With help, recognise similarities and differences in performance.</p>	<p>Identify specific parts of performance to work on. Understand ways (criteria) to judge performance. Use my awareness of space and others to make good decisions. Explain what I am doing well and I have begun to identify areas for improvement Begin to order instructions, movements and skills. Explain why someone is working or performing well. With help, recognise similarities and differences in performance.</p>		<p>Review, analyse and evaluate my own and others' strengths and weaknesses. Read and react to different situations as they develop. Develop methods to outwit opponents. Recognise and suggest patterns of play which will increase chances of success. Have a clear idea of how to develop my own and others' work. Identify specific parts of performance to work on. Understand ways (criteria) to judge performance. Use my awareness of space and others to make good decisions.</p>

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical: 8-Coordination Sending and Receiving & 12-Agility Reaction/Response					
<p>Perform a small range of skills and link two movements together. Perform a single skill or movement with some control.</p> <p>Perform a sequence of movements with some changes in level, direction or speed. Perform a range of skills with some control and consistency.</p>	<p>Perform and repeat longer sequences with clear shapes and controlled movement. Select and apply a range of skills with good control and consistency.</p> <p>Perform a sequence of movements with some changes in level, direction or speed. Perform a range of skills with some control and consistency.</p> <p>Perform a small range of skills and link two movements together. Perform a single skill or movement with some control.</p>	<p>Perform a variety of movements and skills with good body tension. Link actions together so that they flow.</p> <p>Perform and repeat longer sequences with clear shapes and controlled movement. Select and apply a range of skills with good control and consistency.</p> <p>Perform a sequence of movements with some changes in level, direction or speed. Perform a range of skills with some control and consistency.</p>	<p>Perform a variety of movements and skills with good body tension. Link actions together so that they flow.</p> <p>Perform and repeat longer sequences with clear shapes and controlled movement. Select and apply a range of skills with good control and consistency.</p> <p>Perform a sequence of movements with some changes in level, direction or speed. Perform a range of skills with some control and consistency.</p>		<p>Effectively transfer skills and movements across a range of activities and sports. Perform a variety of skills consistently and effectively in challenging or competitive situations.</p> <p>Use combinations of skills confidently in sport specific contexts. Perform a range of skills fluently and accurately in practice situations.</p> <p>Perform a variety of movements and skills with good body tension. Link actions together so that they flow.</p>

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Social: 6-Dynamic Balance to Agility Jumping and Landing & 2-Static Balance Seated					
<p>Work sensibly with others, taking turns and sharing. Help, praise and encourage others in their learning.</p>	<p>Happy to show and tell others about my ideas. Show patience and support others listening carefully to them about our work. Help, praise and encourage others in their learning. Work sensibly with others, taking turns and sharing</p>	<p>Cooperate well with others and give helpful feedback. Help organise roles and responsibilities and I can guide a small group through a task. Happy to show and tell others about my ideas. Show patience and support others listening carefully to them about our work. Help, praise and encourage others in their learning.</p>	<p>Cooperate well with others and give helpful feedback. Help organise roles and responsibilities and I can guide a small group through a task. Happy to show and tell others about my ideas. Show patience and support others listening carefully to them about our work. Help, praise and encourage others in their learning.</p>		<p>Involve others and motivate those around me to perform better. Negotiate and collaborate appropriately. Give and receive sensitive feedback to improve myself and others. Cooperate well with others and give helpful feedback. Help organise roles and responsibilities and guide a small group through a task.</p>

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health + Fitness: 11-Agility Ball Chasing & 3-Static Balance Floor Work					
<p>Aware of why exercise is important for good health. Use equipment appropriately and move and land safely. Say how my body feels before, during and after exercise.</p>	<p>Explain why we need to warm-up and cool down. Describe how and why my body changes during and after exercise. Use equipment appropriately and move and land safely. Say how my body feels before, during and after exercise. Aware of why exercise is important for good health.</p>	<p>Describe the basic fitness components. Explain how often and how long I should exercise to be healthy. Record and monitor how hard I am working. Explain why we need to warm-up and cool down. Describe how and why my body changes during and after exercise. Use equipment appropriately and move and land safely. Say how my body feels before, during and after exercise.</p>	<p>Describe the basic fitness components. Explain how often and how long I should exercise to be healthy. Record and monitor how hard I am working. Explain why we need to warm-up and cool down. Describe how and why my body changes during and after exercise. Use equipment appropriately and move and land safely. Say how my body feels before, during and after exercise.</p>		<p>Explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. Plan and follow my own basic fitness programme. Self-select and perform appropriate warm-up and cool down activities. Identify possible dangers when planning an activity. Describe the basic fitness components. Explain how often and how long I should exercise to be healthy. Record and monitor how hard I am working.</p>

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Personal: 10-Coordination Footwork & 1-Static Balance One Leg					
<p>Work on simple tasks by myself. Follow instructions and practise safely. Try several times if at first I don't succeed. Ask for help when appropriate.</p>	<p>Begun to challenge myself. Know where I am with my learning. Try several times if at first I don't succeed. Ask for help when appropriate. Work on simple tasks by myself. Follow instructions and practise safely.</p>	<p>Persevere with a task and improve my performance through regular practice. Cope well and react positively when things become difficult. Begun to challenge myself. Know where I am with my learning. Try several times if at first I don't succeed. Ask for help when appropriate.</p>	<p>Persevere with a task and improve my performance through regular practice. Cope well and react positively when things become difficult. Begun to challenge myself. Know where I am with my learning. Try several times if at first I don't succeed. Ask for help when appropriate</p>		<p>Create my own learning plan and revise that plan when necessary. Accept critical feedback and make changes. See all new challenges as opportunities to learn and develop. Recognise my strengths and weaknesses and can set myself appropriate targets. Persevere with a task and improve my performance through regular practice. Cope well and react positively when things become difficult.</p>