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PE Subject Progression

Year 3

Aims of PE: Progression Grid	At the end of Year 3, children should be able to say:
Autumn 1 – Dance and Fundamental Skills	Dance: • I am respectful of others when watching them perform • 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 create short dance phrases that communicate the idea • Fundamental Skills: • I am able to jump and turn a skipping rope • I can change direction quickly • I can identify when I was successful • I can link hopping and jumping actions • I demonstrate balance when performing other fundamental skills • I understand how the body moves differently at different speeds • I understand why it is important to warm up
Autumn 2 – Dance and Ball Skills	Dance: • I am respectful of others when watching them perform • 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

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	• 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 create short dance phrases that communicate the idea Ball Skills: • 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
Spring 1 – Gymnastics and Athletics	Gymnastics: • I can adapt sequences to suit different types of apparatus • I can choose actions that flow well into one another • I can complete actions with increasing balance and control • I can provide feedback using key words • I can use matching and contrasting actions in a partner sequence • I use a greater number of my own ideas for movements in response to a task • With help, I can recognise how performances could be improved Athletics: • I am developing jumping for distance • I can identify when I was successful • I can take part in a relay activity, 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 to improve my sprinting technique • I can work with a partner and in a small group, sharing ideas • I show determination to achieve my personal best

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Spring 2 – Gymnastics and Dodgeball	Gymnastics: • I can adapt sequences to suit different types of apparatus • I can choose actions that flow well into one another • I can complete actions with increasing balance and control • I can provide feedback using key words • I can use matching and contrasting actions in a partner sequence • I use a greater number of my own ideas for movements in response to a task • With help, I can recognise how performances could be improved Dodgeball • I am learning the rules of the game and I am beginning to use them to play fairly • I can provide feedback using key words • I can throw with some accuracy and I am beginning to catch with some consistency • I understand the aim of the game • I work co-operatively with my group to self-manage games
Summer 1 – Rounders and Outdoor Adventurous Activities	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 co-operatively with my group to self-manage games OAA: • I am developing map reading skills • I can follow and give instructions • I can listen to and am accepting of others' ideas • I can plan and attempt to apply strategies to solve problems • I can reflect on when and why I was successful at solving challenges and am beginning to understand why • I can work collaboratively with a partner and a small group

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Summer 2 – Hockey and Tennis	Hockey: • I am beginning to use simple tactics • I am learning the rules of the game and am beginning to use them honestly • 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 co-operatively with my group to self-manage games Tennis: • I am learning the rules of the game and I am beginning to use them to play fairly • I can provide feedback using key words • I can return a ball to a partner • I can use basic racket skills • I understand the aim of the game • I understand the benefits of exercise • I work cooperatively with my group to self-manage game

Year 4

Aims of PE: Progression Grid	At the end of Year 4, children should be able to say:
Autumn 1 – Gymnastics and Cricket	Gymnastics: • I can explain what happens to my body when I exercise and how this helps to make me healthy • I can plan and perform sequences with a partner that include a change of level and shape • I can provide feedback using appropriate language relating to the lesson

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	• I can safely perform balances individually and with a partner • I can watch, describe and suggest possible improvements to others' performances and my own • I understand how body tension can improve the control and quality of my movements Cricket: • I am able to bowl a ball with some accuracy and consistency. • 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 teammates to apply simple tactics. • I can persevere when learning a new skill. • I can provide feedback using key 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.
Autumn 2 – Gymnastics and Dodgeball	Gymnastics: • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can plan and perform sequences with a partner that include a change of level and shape. • I can provide feedback using appropriate language relating to the lesson. • I can safely perform balances individually and with a partner. • I can watch, describe and suggest possible improvements to others' performances and my own. • I understand how body tension can improve the control and quality of my movements. Dodgeball: • I can catch with increasing consistency. • I can communicate with my teammates to apply simple tactics. • I can provide feedback using key terminology and understand what I need to do to improve. • I can return to the ready position to defend myself. • I can throw with some accuracy at a target. • I share ideas and work with others to manage our game. • I understand the rules of the game and I can use them often and honestly.
Spring 1 – Dance and Football	Dance: • 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 relating to character and narrative.

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	• 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 perform. Football: • I can delay an opponent and help to prevent the other team from scoring. • I can dribble, pass, receive and shoot the ball with increasing control. • I can move to space to help my team to keep possession and score goals. • 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. • I understand the rules of the game and I can use them often and honestly.
Spring 2 – Dance and Tennis	Dance: • 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 relating to character and narrative. • 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 perform. Tennis: • I can communicate with my teammates to apply simple tactics. • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can provide feedback using key terminology and understand what I need to do to improve. • I can return to the ready position to defend my own court. • I can sometimes play a continuous game. • I can use a range of basic racket skills. • I share ideas and work with others to manage our game. • I understand the rules of the game and I can use them often and honestly.

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Summer 1 – Athletics and Yoga	Athletics: • I can demonstrate the difference in sprinting and jogging techniques. • I can explain what happens in my body when I warm up. • I can identify when I was successful and what I need to do to improve. • I can jump for distance with balance and control. • I can throw with some accuracy and power to a target area. • I show determination to improve my personal best. • I support and encourage others to work to their best. Yoga: • I can describe how yoga makes me feel and can talk about the benefits of yoga. • I can link poses together to create a yoga flow. • I can provide feedback using key terminology and understand what I need to do to improve. • I can transition from pose to pose in time with my breath. • I can work collaboratively and effectively with others. • I demonstrate yoga poses which show clear shapes. • I show increasing control and balance when moving from one pose to another.
Summer 2 – Tag Rugby and Outdoor Adventurous Activities	Tag Rugby: • 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. • I understand the rules of the game and I can use them often and honestly. Outdoor Adventurous Activities: • I can accurately follow and give instructions. • I can confidently communicate ideas and listen to others. • I can identify key symbols on a map and use a key to help navigate around a grid.

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	• I can plan and apply strategies to solve problems. • I can reflect on when and why I was successful at solving challenges. • I can work collaboratively and effectively with a partner and a small group.

Year 5

Aims of PE: Progression Grid	At the end of Year 5, children should be able to say:
Autumn 1 – Dance and Athletics	Dance: • I can accurately copy and repeat set choreography. • I can choreograph phrases individually and with others considering actions and dynamics. • I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. • I can lead a group through short warm-up routines. • I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. • I can suggest ways to improve my own and other people's work using key terminology. • I can use counts when choreographing to stay in time with others and the music. • I can use feedback provided to improve my work. Athletics: • I can choose the best pace for a running event. • I can identify good athletic performance and explain why it is good. • I can perform a range of jumps showing some technique. • I can show control at take-off and landing in jumping activities. • I can take on the role of coach, official and timer when working in a group. • I can use feedback to improve my sprinting technique. • I persevere to achieve my personal best. • I show accuracy and power when throwing for distance.
Autumn 2 – Dance and Hockey	Dance: • I can accurately copy and repeat set choreography. • I can choreograph phrases individually and with others considering actions and dynamics. • I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. • I can lead a group through short warm-up routines.

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	• I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. • I can suggest ways to improve my own and other people's work using key terminology. • I can use counts when choreographing to stay in time with others and the music. • I can use feedback provided to improve my work. Hockey: • 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 under pressure. • I can identify when I was successful and what I need to do to improve. • I can use tracking, tackling and intercepting when playing in defence. • I know what position I am playing in and how to contribute when attacking and defending. • 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 use them most of the time to play fairly and honestly. • I understand there are different skills for different situations and I am beginning to apply this.
Spring 1 – Gymnastics and Swimming	Gymnastics: • I can create and perform sequences using apparatus, individually and with a partner. • I can lead a partner through short warm-up routines. • I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. • I can use feedback provided to improve my work. • I can use set criteria to make simple judgments about performances and suggest ways they could be improved. • I can use strength and flexibility to improve the quality of a performance. • I can work safely when learning a new skill to keep myself and others safe. Swimming: • I can swim competently, confidently and proficiently over a distance of at least 25 metres • I can perform safe self-rescue in different water-based situations • I can use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
Spring 2 – Gymnastics and Swimming	Gymnastics: • I can create and perform sequences using apparatus, individually and with a partner. • I can lead a partner through short warm-up routines. • I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. • I can use feedback provided to improve my work.

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	• I can use set criteria to make simple judgments about performances and suggest ways they could be improved. • I can use strength and flexibility to improve the quality of a performance. • I can work safely when learning a new skill to keep myself and others safe. Swimming: • I can swim competently, confidently and proficiently over a distance of at least 25 metres • I can perform safe self-rescue in different water-based situations • I can use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
Summer 1 – Tennis and Outdoor Adventurous Activities	Tennis: • I am developing a wider range of skills and I am beginning to use these under some pressure. • I can identify how different activities can benefit my physical health. • I can identify when I was successful and what I need to do to improve. • I can use feedback provided to improve my work. • 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 there are different skills for different situations and I am beginning to apply this. OAA: • 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.
Summer 2 – Rounders and Dodgeball	Rounders: • I am beginning to strike a ball with a rounders bat. • 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 work co-operatively with others to manage our game. • I understand the need for tactics and can identify when to use them in different situations.

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	• I understand the rules of the game and I can apply them honestly most of the time. • I understand there are different skills for different situations and I am beginning to use this. Dodgeball: • I am developing a wider range of 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 throw accurately at a target. • I can work co-operatively 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 there are different skills for different situations and I am beginning to use these.

Year 6

Aims of PE: Progression Grid	At the end of Year 6, children should be able to say:
Autumn 1 – Gymnastics and Swimming	Gymnastics: • I can combine and perform gymnastic actions, shapes and balances with control and fluency. • I can create and perform sequences using compositional devices to improve the quality. • I can lead a small group through a short warm-up routine. • I can use appropriate language to evaluate and refine my own and others' work. • I can work collaboratively with others to create a sequence. • I understand how to work safely when learning a new skill. • I understand what counter balance and counter tension is and can show examples with a partner. Swimming: • I can swim competently, confidently and proficiently over a distance of at least 25 metres • I can perform safe self-rescue in different water-based situations • I can use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)

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Autumn 2 – Gymnastics and Swimming	Gymnastics: • I can combine and perform gymnastic actions, shapes and balances with control and fluency. • I can create and perform sequences using compositional devices to improve the quality. • I can lead a small group through a short warm-up routine. • I can use appropriate language to evaluate and refine my own and others' work. • I can work collaboratively with others to create a sequence. • I understand how to work safely when learning a new skill. • I understand what counter balance and counter tension is and can show examples with a partner. Swimming: • I can swim competently, confidently and proficiently over a distance of at least 25 metres • I can perform safe self-rescue in different water-based situations • I can use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
Spring 1 – Dance and Cricket	Dance: • 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. Cricket: • I can select the appropriate action for the situation. • I can strike a bowled ball with increasing consistency and accuracy. • I can use a wider range of fielding skills with increasing control under pressure. • I can use the rules of the game consistently to play fairly. • I can work in collaboration with others so that games run smoothly. • I recognise my own and others strengths and areas for development and can suggest ways to improve. • I understand and can apply some tactics in the game as a batter, bowler and fielder.

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Spring 2 – Dance and Football	Dance: • 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. Football: • 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 this decision quickly. • I can use marking, tackling and/or interception to improve my defence. • I can use the rules of the game consistently to play honestly and fairly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. • I recognise my own and others strengths and areas for development and can suggest ways to improve.
Summer 1 – Athletics and Football	Athletics: • I can compete within the rules showing fair play and honesty. • I can help others to improve their technique using key teaching points. • I can identify my own and others' strengths and areas for development and can suggest ways to improve. • I can perform jumps for distance using good technique. • I can select and apply the best pace for a running event. • I can show accuracy and good technique when throwing for distance. • I understand that there are different areas of fitness and how this helps me in different activities. • I use different strategies to persevere to achieve my personal best. Football: • 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 this decision quickly.

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	• I can use marking, tackling and/or interception to improve my defence. • I can use the rules of the game consistently to play honestly and fairly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. • I recognise my own and others strengths and areas for development and can suggest ways to improve.
Summer 2 – Tennis and Outdoor Adventurous Activities	Tennis: • I can select the appropriate action for the situation and make this decision quickly. • I can use a wider range of skills with increasing control under pressure. • I can use feedback provided to improve the quality of my work. • I can use the rules of the game consistently 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 recognise my own and others strengths and areas for development and can suggest ways to improve. • I understand that there are different areas of fitness and how this helps me in different activities. OAA: • I am inclusive of others, can share job roles and lead when necessary. • I can orientate a map efficiently to navigate around a course. • I can pool ideas within a group, selecting and applying the best method to solve a problem. • I can use critical thinking skills to form ideas and strategies to solve challenges. • I can work effectively with a partner and a group to solve challenges. • With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve.