

PE Progression Framework

As a sportsman

| Focus | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|--|--|---|---|---|--|
| <u>Understanding of fitness and health</u> | <ul style="list-style-type: none"> I can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate | <ul style="list-style-type: none"> I know how to carry and place equipment I can recognise how my body feels when still and when exercising I know that being active is good for me and fun | <ul style="list-style-type: none"> I can recognise and describe what my body feels like during different types of activity I can lift, move and place equipment safely | <ul style="list-style-type: none"> I can recognise and describe the short term effects of exercise on my body during different activities I know the importance of suppleness and strength I am beginning to understand the importance of warming up | <ul style="list-style-type: none"> I can describe how the body reacts during different types of activity and how this affects the way I perform. I can recognise which activities help my speed, strength and stamina. I can recognise how specific activities affect my body. | <ul style="list-style-type: none"> I know and understand the basic principles of warming up and why it is important for good quality performance. I understand why physical activity is good for my health. | <ul style="list-style-type: none"> I understand why warming up and cooling down are important. I understand why exercise is good for health, fitness and wellbeing and how to become healthier.. I can carry out warm ups safely and effectively. |

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| <u>Team Games</u> | <ul style="list-style-type: none"> • I can combine different movements with ease and fluency. • I can develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. | <ul style="list-style-type: none"> • I can throw underarm. • I can hit a ball with a bat. • I can move and stop safely. • I can throw and catch with both hands. • I can throw and kick in different ways. | <ul style="list-style-type: none"> • I can use hitting, kicking and/or rolling in a game. • I can decide the best space to be in during a game. • I can use one tactic in a game. • I can follow rules. | <ul style="list-style-type: none"> • I can throw and catch with control. • I am aware of space and use it to support teammates and to cause problems for the opposition. • I know and use rules fairly. | <ul style="list-style-type: none"> • I can catch with one hand. • I can throw and catch accurately. • I can hit a ball accurately with control. • I can keep possession of the ball • I can vary tactics and adapt skills depending on what is happening in a game. | <ul style="list-style-type: none"> • I can gain possession by working in a team. • I can pass in different ways. • I can use forehand and backhand with a racket. • I can field. • I can choose a tactic for defending and attacking. • I can use a number of techniques to pass, dribble and shoot. | <ul style="list-style-type: none"> • I can play to agreed rules. • I can explain the rules. • I can umpire. • I can make a team and communicate plans. • I can lead others in a game situation. |

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| <u>Gymnastics</u> | <ul style="list-style-type: none"> • I can revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing. • I can combine different movements with ease and fluency. | <ul style="list-style-type: none"> • I can make my body curled, tense, stretched and relaxed. • I can control my body when traveling and balancing. • I can copy sequences and repeat them. • I can roll, curl, travel and balance in different ways. | <ul style="list-style-type: none"> • I can plan and perform a sequence of movements. • I can improve my sequence based on feedback. • I can think of more than one way to create a sequence which follows some 'rules'. • I can work on my own and with a partner. | <ul style="list-style-type: none"> • I can adapt sequences to suit different types of apparatus and criteria • I can explain how strength and suppleness affect performance. • I can compare and contrast gymnastic sequences. | <ul style="list-style-type: none"> • I can work in a controlled way. • I can include change of speed and direction. • I can include a range of shapes. • I can work with a partner to create, repeat and improve a sequence with at least three phases. | <ul style="list-style-type: none"> • I can make complex extended sequences. • I can combine action, balance and shape. • I can perform consistently to different audiences. | <ul style="list-style-type: none"> • I can combine my own work with that of others. • I can link sequences to specific timings. |

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| <p><u>Dance</u></p> | <ul style="list-style-type: none"> • I can use a more fluent style of moving, developing control and grace. • I can combine different movements with ease and fluency. | <ul style="list-style-type: none"> • I can move to music. • I can copy dance moves. • I can perform my own dance moves. • I can make up a short dance. • I can move safely in a space. | <ul style="list-style-type: none"> • I can change rhythm, speed, level and direction in my dance. • I can dance with control and coordination. • I can make a sequence by linking sections together • I can use dance to show a mood or feeling. | <ul style="list-style-type: none"> • I can improvise freely and translate ideas from a stimulus into movement. • I can share and create phrases with a partner and small group. • I can repeat, remember and perform phrases. | <ul style="list-style-type: none"> • I can take the lead when working with a partner or group. • I can use dance to communicate an idea. | <ul style="list-style-type: none"> • I can compose my own dances in a creative way • I can perform to an accompaniment . • My dance shows clarity, fluency, accuracy and consistency. | <ul style="list-style-type: none"> • I can combine my own work with that of others. • I can link sequences to specific timings. |

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| <p><u>General Skill/ Athletics</u></p> | <ul style="list-style-type: none"> • I can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group | <ul style="list-style-type: none"> • I can copy actions. • I can repeat actions and skills. • I can move with control and care. • I can use equipment safely. | <ul style="list-style-type: none"> • I can copy and remember actions. • I can talk about what is different from what I did and what someone else did. | <ul style="list-style-type: none"> • I can run at fast, medium and slow speeds; changing speed and direction. • I can take part in a relay, remembering when to run and what to do. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • I can controlled when taking off and landing • I can throw with accuracy. • I can combine running and jumping. | <ul style="list-style-type: none"> • I can demonstrate stamina. • I can improve on a personal best time or distance. |

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| <p><u>Evaluating and Improving</u></p> | <ul style="list-style-type: none"> • I can explain the reasons for rules, know right from wrong and try to behave accordingly. | <ul style="list-style-type: none"> • I can watch, copy and describe what myself and others have done. | <ul style="list-style-type: none"> • I can improve my work using information I have gained by watching, listening and investigating • I can recognise good quality in performance and use information to improve my work. | <ul style="list-style-type: none"> • I can describe and evaluate the effectiveness and quality of a performance. • I can recognise how my own performance has improved. • I can recognise good performance and identify the parts of a performance that need improving | <ul style="list-style-type: none"> • I can describe my own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved. • I can explain my ideas and plans. • I can recognise aspects of my work which need improving and suggest practices to improve my play. | <ul style="list-style-type: none"> • I can choose and use information and basic criteria to evaluate my own and others' work . • I can suggest improvements in my own and others' performances. | <ul style="list-style-type: none"> • I can evaluate my own and others' work and suggest ways of making improvements. • I can develop my ability to evaluate my own and others' work, and suggest ways to improve it |