



Laughton Junior & Infant School

Learning together, achieving together

PE Skills Progression 2019/2020



	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Personal						
<p>KS1 <i>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</i></p> <p><i>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i></p> <p><i>Participate in team games, developing simple tactics for attacking and defending.</i></p> <p><i>Perform dances using simple movement patterns.</i></p>	<p>I can work on simple tasks by myself.</p> <p>I can follow instructions and practise safely.</p> <p>I enjoy working on simple tasks by myself.</p>	<p>I try several times if at first I don't succeed.</p> <p>I ask for help when appropriate.</p>	<p>I have begun to challenge myself.</p> <p>I know where I am with my learning.</p>	<p>I can persevere with a task and improve my performance through regular practice.</p> <p>I cope well and react positively when things become difficult.</p>	<p>I can persevere with a task and improve my performance through regular practice.</p> <p>I cope well and react positively when things become difficult.</p>	<p>I see all new challenges as opportunities to learn and develop.</p> <p>I recognise my strengths and weaknesses and can set myself appropriate targets.</p>	<p>I can create my own learning plan and revise that plan when necessary.</p> <p>I can accept critical feedback and make changes.</p>
	Social						
<p>KS2 <i>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and</i></p>	<p>I can work sensibly with others, taking turns and sharing.</p> <p>I can play with others and take turns and share with help.</p>	<p>I can help, praise and encourage others in their learning.</p> <p>I can work sensibly with others, taking turns and sharing.</p>	<p>I am happy to show and tell others about my ideas.</p> <p>I show patience and support others listening carefully to them about our work.</p>	<p>I cooperate well with others and give helpful feedback.</p> <p>I help organise roles and responsibilities and I can guide a small group through a task.</p>	<p>I cooperate well with others and give helpful feedback.</p> <p>I help organise roles and responsibilities and I can guide a small group through a task.</p>	<p>I can negotiate and collaborate appropriately.</p> <p>I can give and receive sensitive feedback to improve myself and others.</p>	<p>I can involve others and motivate those around me to perform better.</p>

<p><i>sports and learn how to evaluate and recognise their own success.</i></p> <p><i>Pupils should be taught to:</i></p> <p><i>Use running, jumping, throwing and catching in isolation and in combination.</i></p> <p><i>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</i></p> <p><i>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i></p> <p><i>Perform dances using a range of movement patterns.</i></p> <p><i>Take part in outdoor and adventurous activity challenges both individually and within a team.</i></p> <p><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>							
Cognitive							
	<p>I can name some things I am good at.</p> <p>I can understand and follow simple rules.</p> <p>I can follow simple instructions.</p>	<p>I can begin to order instructions, movements and skills.</p> <p>I can explain why someone is working or performing well.</p> <p>With help, I can recognise similarities and</p>	<p>I can explain what I am doing well and I have begun to identify areas for improvement.</p> <p>I can begin to order instructions, movements and skills.</p>	<p>I can identify specific parts of performance to work on.</p> <p>I can understand ways (criteria) to judge performance.</p> <p>I can use my awareness of space and others to make good decisions.</p>	<p>I can identify specific parts of performance to work on.</p> <p>I can understand ways (criteria) to judge performance.</p> <p>I can use my awareness of space and others to make good decisions.</p>	<p>I can develop methods to outwit opponents.</p> <p>I can recognise and suggest patterns of play which will increase chances of success.</p> <p>I have a clear idea of how to develop my own and others' work.</p>	<p>I review, analyse and evaluate my own and others' strengths and weaknesses.</p> <p>I can read and react to different situations as they develop.</p>

		<p>differences in performance.</p> <p>I can name some things I am good at.</p> <p>I can understand and follow simple rules.</p>					
Creative							
	<p>I can explore and describe different movements.</p> <p>I can observe and copy others.</p>	<p>I can select and link movements together to fit a theme.</p> <p>I can begin to compare my movements and skills with those of others.</p> <p>I can explore and describe different movements.</p>	<p>I can recognise similarities and differences in movements and expression.</p> <p>I can make up my own rules and versions of activities.</p> <p>I can respond differently to a variety of tasks.</p>	<p>I can link actions and develop sequences of movements that express my own ideas.</p> <p>I can change tactics, rules or tasks to make activities more fun or more challenging.</p>	<p>I can link actions and develop sequences of movements that express my own ideas.</p> <p>I can change tactics, rules or tasks to make activities more fun or more challenging.</p>	<p>I can respond imaginatively to different situations.</p> <p>I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others.</p>	<p>I can effectively disguise what I am about to do next.</p> <p>I can use variety and creativity to engage an audience.</p>
Physical							
	<p>I can perform a small range of skills and link two movements together.</p> <p>I can perform a single skill or movement with some control.</p>	<p>I can perform a sequence of movements with some changes in level, direction or speed.</p> <p>I can perform a range of skills with some control and consistency.</p>	<p>I can perform and repeat longer sequences with clear shapes and controlled movement.</p> <p>I can select and apply a range of skills with good control and consistency.</p>	<p>I can perform a variety of movements and skills with good body tension.</p> <p>I can link actions together so that they flow.</p>	<p>I can perform a variety of movements and skills with good body tension.</p> <p>I can link actions together so that they flow.</p>	<p>I can use combinations of skills confidently in sport specific contexts.</p> <p>I can perform a range of skills fluently and accurately in practice situations.</p>	<p>I can effectively transfer skills and movements across a range of activities and sports.</p> <p>I can perform a variety of skills consistently and effectively in challenging or competitive situations.</p>

	I can move confidently in different ways.	I can perform a small range of skills and link two movements together. I can perform a single skill or movement with some control.					
Health and Fitness							
	I am aware of why exercise is important for good health. I am aware of the changes to the way I feel when I exercise.	I use equipment appropriately and move and land safely. I can say how my body feels before, during and after exercise. I am aware of why exercise is important for good health.	I can explain why we need to warm-up and cool down. I can describe how and why my body changes during and after exercise.	I can describe the basic fitness components. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.	I can describe the basic fitness components. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.	I can self-select and perform appropriate warm-up and cool down activities. I can identify possible dangers when planning an activity.	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.